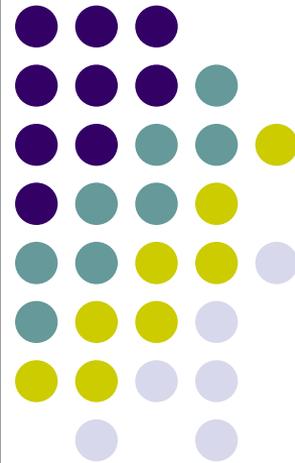


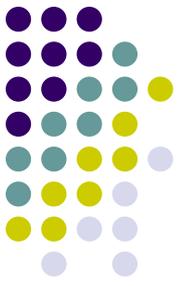
An Exploration of Knowledge-sharing Based Study Group via the Internet Platform

Exemplified by an Alliance between University and Primary School

Bai-Chuan Yang
Department of Business Administration,
Fu Jen Catholic University



1. Background

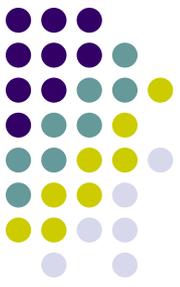


1.1. Bottlenecks of S-L program

- Distance
- Time
- Continuity
- Physical contact

1.2. Sense of the supply and demand

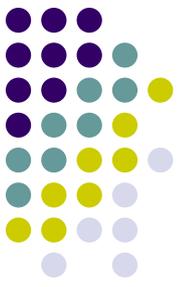
- stimulate reading interest
- fill up the manpower shortage
- inspires the passion to give
- bridge the gap between groups



2. Problems and objectives

2.1. Problems for the primary schools

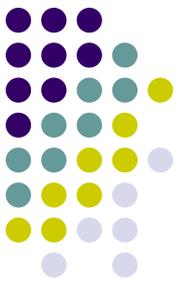
- Inadequate competitiveness of students from remote areas
- Lack of resources and human workforce
- Misuse of the internet
- Lack of a supporting system
- Poor academic performance



2. Problems and objectives

2.2. Problems for the universities

- Loss clear value in the modern society
- Lack of social concern
- Bottleneck in the promotion of service-learning
- Lack of a long-term arrangement in service-learning project

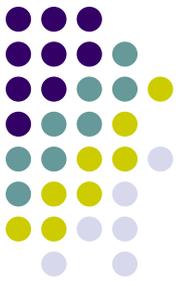


2. Problems and objectives

2.3. Objectives

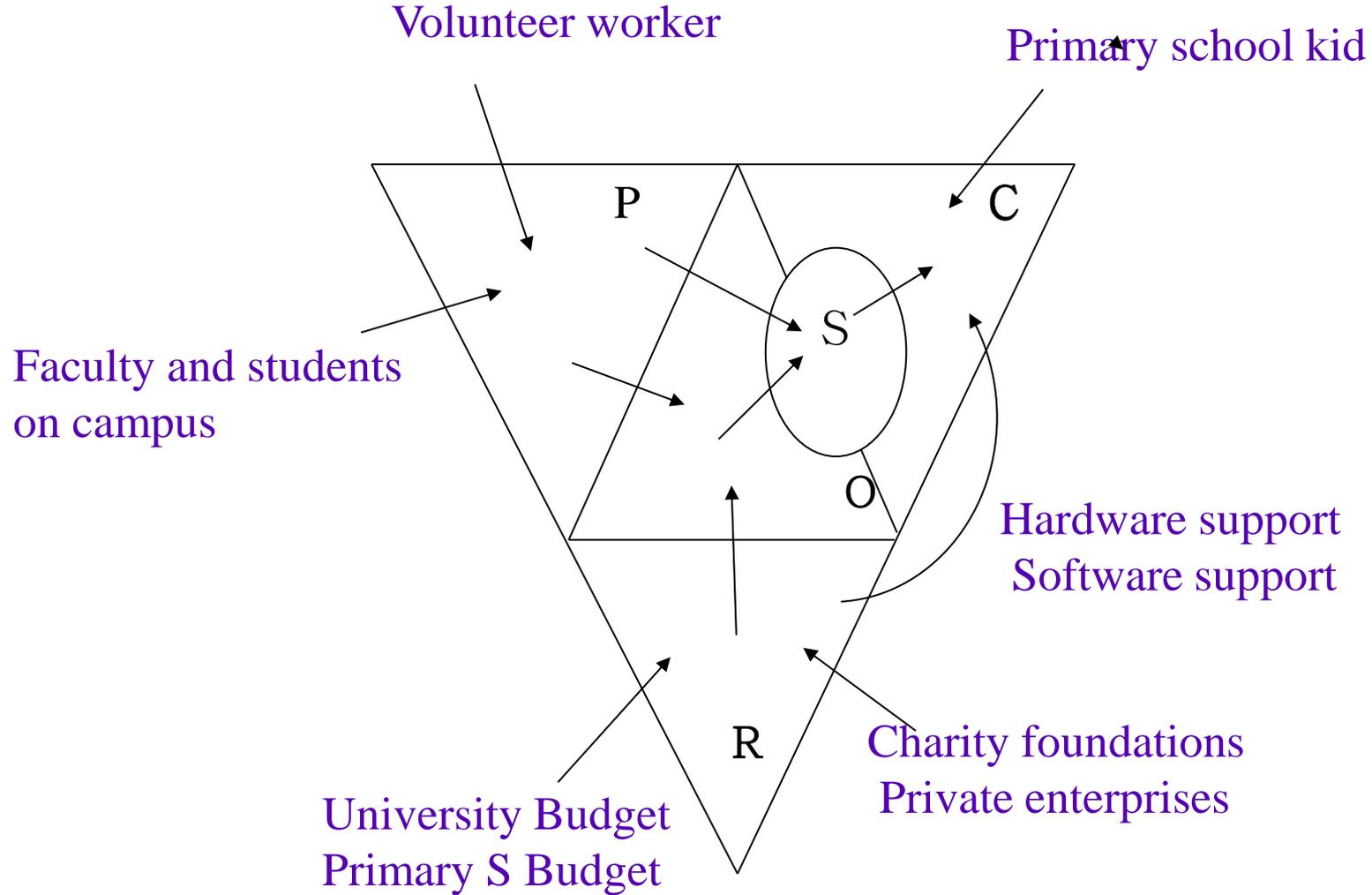
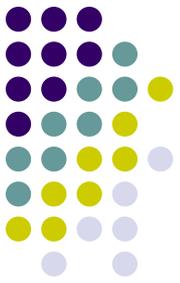
- To adopt primary schools in remote areas of Miao-Li County with on-line study groups
- To assist at least 25 classes with the on-line study groups
- To develop long-term service-learning cooperation with each primary schools in remote areas
- To increase the participation rate of university students in service-learning programs by 10%
- To achieve a satisfaction rate of primary school teachers involved in the project by 80%

3. Elements of the Online Knowledge-sharing Based Study Group



3.1. Strategy

- Long-term goal
- Prospectus
- Philosophy
- Infrastructure



Source: See-too (1996), The Management of NPO
Note: arrows signify the directions of the resource flow



3. Elements of the Online

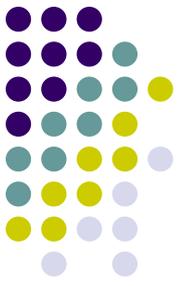
Knowledge-sharing Based Study Group

3.2. Resource Integration Mechanism

- Book swap mechanism
- Internet connection mechanism
- Integration of supply and demand
- Cross-training mechanism
- Flexible and complementary budget mechanism

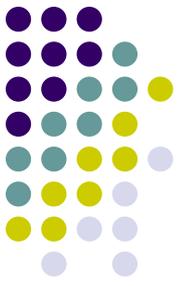
3. Elements of the Online

Knowledge-sharing Based Study Group



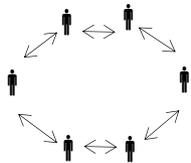
3.3. A Knowledge-based Online Study Group

- University students can check online at home or at dorm and then guide and assist primary schools hundreds of miles away.
- Information and data can be accumulated. The study notes and discussions are open for use online; therefore allow others to read and access, which add to the value of this online study group.

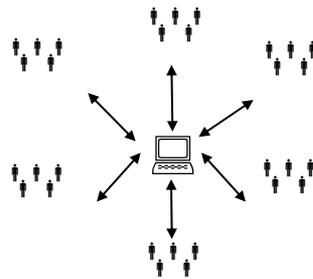


3. Elements of the Online Knowledge-sharing Based Study Group

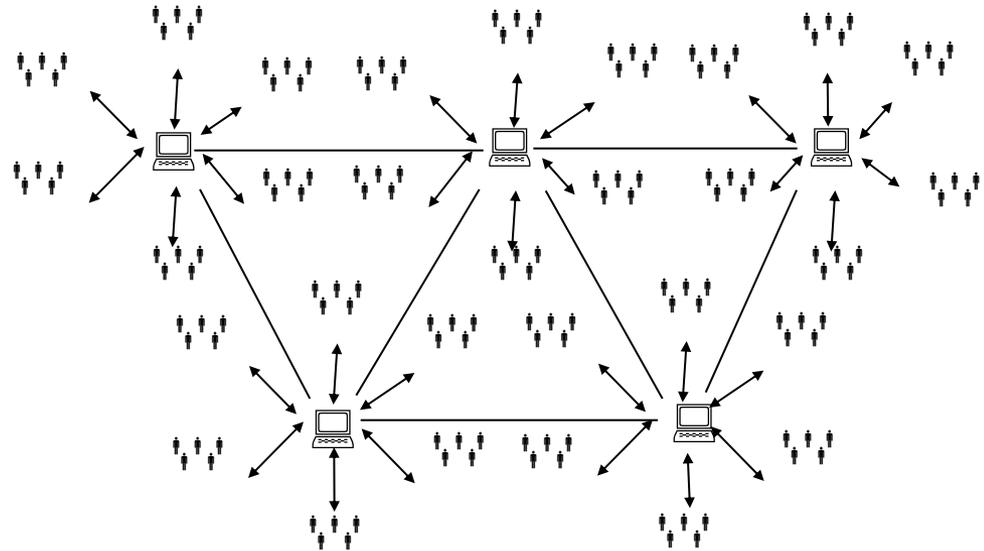
3.4. Promotion Model



Single-class model



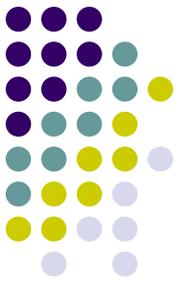
Single platform and multiple-class model (Fu Jen)



Multiple-platform and multiple-class model (Model to be developed in the long-term)

3. Elements of the Online

Knowledge-sharing Based Study Group

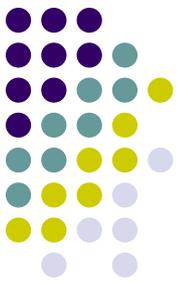


3.5. Standard Operation Process

- Confirm of the subject of the study group;
- Understand the current situation and need of the clients;
- Prepare the participants' qualification and resource;
- Conduct basic training for the participants;
- Practice online study-group discussion and interaction;

3. Elements of the Online

Knowledge-sharing Based Study Group



3.5. Standard Operation Process

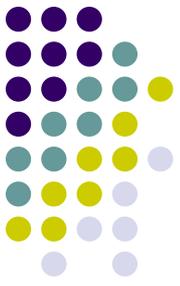
- Examine and reflect on the procedures and suggest improvement measures;
- Apply the accumulated data, and adjust the model of study guide;
- Encourage and facilitate dialogues between the participating teachers;
- Expand the scale of the current program, and increase the number of students benefit from the program.



4. Execution and Results

4.1. Execution

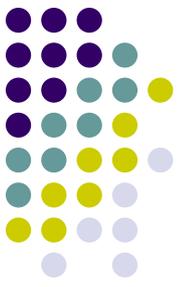
- Consult primary and university teachers to set up the content
- Assign tasks and establish a cooperative scheme
- Plan training program (either real or virtual) for participating teachers and S-L students
- Organize workshops for supporting groups



4. Execution and Results

4.1. Execution

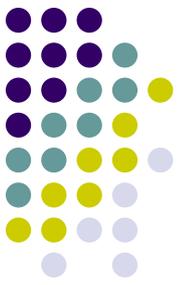
- Hold activities to allow real interactions
- Plan end-of-the-semester showcase
- Inspire creativity in pedagogy and boost the quality of learning
- Maintain a quality knowledge-based platform



4. Execution and Results

4.2. Current results (from March,2006)

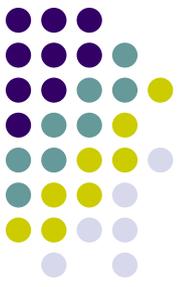
- 79 teachers participated and 19 schools involved in Miao-Li County
- 2,000 students involved
- 61 study groups set up (each book has a respective website) http://kms.mlc.edu.tw/95_books/
- Reader counts browsing the websites amount up to 52,352; students generated than 9,652 reading journals, 38,589 discussion articles, 6,862 creative essays, and 13,652 opinion exchanges



4. Execution and Result

4.2. Current results (alliance with university, from April 2007)

- 19 schools in Miao-Li County
- 26 classes
- 36 webpages
- <http://kms.mlc.edu.tw/books/>

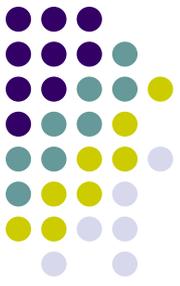


5. Reflection and Prospect

5.1 Reflection

- Compile a comprehensive handbook
- Reinforce interactions between teachers and strengthen a sense of community
- Establish a scheme to mobilize resource and to simplify the communication process
- Establish a blueprint for the future

5. Reflection and Prospect



5.2. Prospects

- To invite more primary schools to participate in the project so that more students can benefit
- To motivate more universities to participate in this service-learning curricula.
- To explore internet resources and inspire creative teaching
- To stimulate formation of online study groups between social groups
- To establish a Chinese knowledge-sharing based study group worldwide

An Exploration of Knowledge-sharing Based Study Group via the Internet Platform

Exemplified by an Alliance between University and Primary School

Thanks for Your Listening

