參考文獻

中文文獻

1. 林寶山（1980）。**教學論－理論與方法** 。初版。五南書局。

2. 朱則剛（1996）：建構主義對教學設計的意義。**教學科技與媒體**，26期，415-20。

3. 邱政皓（2001）。新編創造力思考測驗：創造環境氣氛量表。**國科會科教處整合計畫「創造歷實踐歷程之研究」第二次內部彙整會議「創造力相關量表研討會」會議手冊**。台北：學術交流基金會。

4. 詹盛如（2001）。高等教育類型與功能之探討。**教育研究資訊**，9(6)，99-122。

5. 李昌雄(2002) 。高等教育如何運用資訊科技來提昇學習應用科學的創造力。**國科會整合型計劃總計劃**。

6. 張建成（2002）。**批判的教育社會學研究**。台北：學富文化。

7. 游光昭、李大偉(2002)。高等教育的網路化教學之議題與問題： A Delphi study。 **師大學報：科學教育類**，47(2)，127-144。

8. 教育部（2002）。**我國高等教育發展規劃研究專案報告**。2004 年 4 月 3 日，取自 http://www.edu.tw/EDU_WEB/EDU_MGT/E0001/EDUION001/menu01/sub05/01050020b.htm#1-1 。

9. 教育部（2004）。**專科以上學校遠距教學作業規範修正案衝擊影響評估**。2004 年 4 月 3 日，取自 http://www.edu.tw/EDU_WEB/EDU_MGT/HIGH/EDU6136001/distancelearning4.doc 。

10. 詹志禹（2002）。*建構論－理論基礎與教育應用* (初版)。正中書局。初版。

11. 傅豐玲、周逸衡和藍鴻文（2002）。自助式科技對服務接觸影響－以網路教學為例。**第三屆產業資訊管理學術暨新興科技實務研討會，**台北。

12. 張建邦(2002)。「狐狸世紀」大學的整併與發展。淡江大學校刊，90。

13. 戴曉霞（2002）。從依賴和世界體系到全球化：觀點的轉變及其對高等教育的意義。台灣教育社會學研究，第二卷，第一期，頁57-78。

14. 黃秀慧和許文楷（2003）：影響電腦課程教學效果之情境因素探討。**國立政治大學「教育與心理研究」，**26，595-613。

15. 高職教育的重整與再出發

16. 楊朝祥 (2003)。高職教育的重整與再出發。**國家政策論壇，**第九十二卷，第二期，249-257。

17. 謝宗穎、姜樹仁(2004)。我國高等教育策略聯盟之探討。技術與職業雙月刊，78。

18. 陳奎憙（2004）。*現代教育社會學* (二版)。師院教育叢書。

19. 王思峰、李昌雄（2004）。探索學習者「建構行為特質」對線上學習成效的影響。**教育與心理研究，**27(1)。

20. 薛承泰 (2004) 。**教育社會學**。2004 年 2 月 4 日，取自 http://ceiba.cc.ntu.edu.tw/U0080/talk01.html。

21. 陳儒晰（2004）。資訊科技與學校教育的批判教育社會學分析。台北市：國立師範教育研究所博士論文。

22. 岳修平、蕭芝殷和王郁青(2004)。遠距教學虛擬統籌中心：「台灣區遠距教學交流網」建置。2004 年 2 月 4 日，取自 http://www.ncku.edu.tw/TANET2000/download/paper/C1-4tanetM04.doc

23. 台灣聯合大學系統(2004)。建置 2004 年 2 月 4 日，取自 http://www.ust.edu.tw/classes/classes2.htm

24. 中正大學遠距教學問卷調查分析報告(1999）。2004 年 2 月 4 日，取自
http://dedu.cc.ccu.edu.tw:8888/Distance/admin/report/88_2.doc 。

25. 中正大學遠距教學問卷調查分析報告(2000）。2004 年 2 月 4 日，取自
http://dedu.cc.ccu.edu.tw:8888/Distance/admin/report/89_1.doc 。

26. 數位學習國家型科技計畫(2004)。 2004 年 2 月 4 日，取自
http://elnpweb.ncu.edu.tw/index.htm 。

英文文獻

1. Afred, A. and Rovai, P.(2002). A Preliminary look at the structural differences of higher education classroom communities in traditional and ALN courses. *JALN*, 6(1), 41-56.

2. Amabile, T. M. (1998). How to Kill Creativity. *Harvard Business Review,* 76 (5), 77-98.

3. Amabile, T. M. and Mueller, J. S. (2002). Time Pressure and Creativity in Organizations: A Longitudinal Field Study. HBS Working paper #01-023, Retrieved Jan 6, 2003, from
http://www.hbs.edu/research/facpubs/workingpapers2/0102/02-073.pdf.

4. Andriole, S. J. (2000). Requirements-driven ALN course design: development, delivery & evaluation. *JALN*, 1(2).

5. Astin, A. W. (1999). Student involvement: A development theory for higher education. *Journal of College Student Development* .40(5). 518-529.

6. Biner, P. M. (1993) . The development of an instrument to measure student attitudes toward televised courses .*The American Journal of*

Distance Education, 7(1).

7. Bodner G. M. (1986). Constructivism - a Theory of Knowledge. *Journal of Chemical Education*, 63, 873-878.

8. Bosker, R. J. (1999) . *Educational Science and International Assessment Studies*. Lisse, The Netherlands: Swets and Zeitlinger Publishers.

9. Brookover, W., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). *School social systems and student achievement: Schools can make a difference*. New York, NY: Praeger.

10. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and culture of learning. *Educational Research,* 18(1), 32-42.

11. Brown, R.E. (2001). The process of building community in distance learning classes. *Journal of Asynchronous Learning Networks*, 5(2).

12. Carbonaro, M., Dawber, T. and Arav, I. (2006). A comparison of students' performance under full-time, part-time, and online conditions in an undergraduate nursing microbiology course. *Journal of Distance Education.* 21(1), 51-61.

13. Cobb, P. and Steffe, L.P.(1983). The constructivist researcher as teacher and model builder. *Journal for Research in Mathematics Education*, 14(2), 83-94.

14. Couger, J. D., Higgins, L.F. and McIntyre, S.C. (1993). (Un)Structured Creativity Information Systems Organizations. *MIS Quarterly,* Dec., 375-397.

15. Drazin, R., Glynn, M. A. ﹠ Kazanjan, R. K. (1999) .Multilevel theorizing about creativity in organizations: A Sensemaking Perspective. *Academy of Management Review*, 24(2), 286-307.

16. Dutton, J., Dutton, M. and Perry, J. (2002). How do online students differ from lecture students? *JALN*, 6(1), 1-20.

17. Francescato D., Porcelli, R., Mebane, M., Cuddtta, M., Klobas, K. and Renz, P. (2006). Evaluation of the efficacy of collaborative learning in face-to face and computer –supported university contexts. *Computer in Human Behavior*, 22, 163-176. Retrieved Sep 5, 2006, from http://top25.sciencedirect.com/?journal_id=07475632

18. Fisher, D. J. and Fraser, B. J.(1991) . School climate and teacher professional development. *South Pacific Journal of Teacher Education*. 19.

19. Ford, C. M. (2000) .Creative developments in creativity theory. *The Academy of Management Review* .25(2).284-290.

20. Geissler, E. and Horridge, P. (1993). University students' computer knowledge and commitment to learning. *Journal of Research on Computing in Education,* 25.

21. Gunawarsena, C. and Zittle, F.(1997). Social presence as a predictor of satisfaction within a computer mediated conferencing environment. *American Journal of Distance Education*, 11(3), 8-26.

22. Haythornthwaite, C.(2002). Building social networks via computer networks: creating and sustaining distributed learning communities. In K. A. Renninger & W. Shumar (Eds) Building Virtual Communities : Learning and Change in Cyberspace. Cambridge: Cambridge University press.

23. Hewitt, J. (2003). How habitual online practices affect the development of asynchronous discussion threads. *Journal of Educational Computing Research*, 28(1), 31-45.

24. Hillman, D.C., Willis, D.J., and Gunawardena, C.N. (1994). Learner-interface interaction in distance education: An extension of contemporary models and strategies for practioners. *The American Journal of Distance Education*, 8(2), 30-42.

25. Hiltz, S. R., Coppola, N. ＆ Turoff, M.(2000) . Measuring the importance of collaborative learning for the effectiveness of ALN: A multi-measure, multi-method approach. *JALN*, 4(2). Retrieved May 25, 2005, from

    http://www.aln.org/alnweb/journal/jaln-vol4issue2.htm.2004/4/3.

26. Hsu, Y. C. and Shiue, Y. M. (2005). The effect of self-directed learning readiness on achievement comparing face-to-face and two-way distance learning instruction. *International Journal if Instructional Media*, 32(2), 143-156.

27. Hughes, P. W. （1991）.*Teachers' professional development*. Melbourne, Australia: Australian Council for Educational Research.

28. Jiang, M. and Ting, E. (2000). A study of factors influencing students' perceived learning in a web-based course environment. *International Journal of Educational Telecommunications,* 6(4). Retrieved May 25, 2004, from http://www.aace.org/dl/files/IJET/ijet-06-04-317.pdf .

29. Jones, S.(2002).*The Internet Goes to College: How Students are Living in the future with Today's Technology*. The Pew Internet and American Life Project, Washington, DC.

30. Kashy, D. A., Albertelli, G., Bauer, W., Kashy, E., & Thoennessen, M. (2003), Influence of non-moderated and moderated discussion site on student success. Journal of Asynchronous Learning Networks, 7(1), 31-36.

31. Koory, M. A.(2003). Differences in learning outcomes for the online and F2F versions of "An introduction to Shakespeare". *JALN*, 7(2), 18-35.

32. Kuh, G.D. (2002). The national survey of student engagement: Conceptual framework and overview of psychometric properties. Retrieved May 25, 2004, from http://www.iub.edu/html/psychometric-framework-2002.htm .

33. Lowyck,   J. and Poysa, J. (1997). Design of collaborative learning environment. *Computer in Human Behavior*, 11(3), 8-26.

34. NSSE Institute (2004).Promoting student success: using student engagement data to improve educational practice, *National Survey of Student Engagement Project deep conceptual framework*. Retrieved Apr 4, 2004, from http://www.indiana.edu/~nsse/deep/pdf/DEEP_framework.pdf .

35. O'Donoghue, J., Singh, G. and Dorward, L. (2001). Virtual education in universities: a technological imperative. *British Journal of Educational Technology,* 32(5), 511-523.

36. Official XOOPS Website - Powered by You! Available: http://www.xoops.org/ .

37. Parker, D. and Gemino, A. (2001). Inside online learning: Comparing conceptual and technique learning performance in place-based and ALN formats. Journal of Asynchronous Learning Networks, 5(2), 64-74. Retrieved May. 4. 2004, from http://www.aln.org/alnweb/journal/Vol5_issue2/Parker/ParkerGemino.htm.

38. Porter,   M. E. (1998). *The Competitive of Nations*, New York, The free Press.

39. Reich, R. (2004). Higher education 'market' warning," BBC NEWS. Retrieved March, 24. 2004, from http://news.bbc.co.uk/go/pr/fr/-/1/hi/education/3564531.stm .

40. Rheinggold, H. (1993). *Virtual community: homesteading on electronic frontier.* Addison-Wesley.

41. Phipps, R. and Merisotis, J. (1999).What's the difference? A review of contemporary research on the effectiveness of distance learning in higher education. A report from the Institute for Higher Education Policy. Retrieved March 2, 2004, from http://www.ihep.com/Pubs/PDF/Difference.pdf .

42. Picciano, A.G. (2002). Beyond student perceptions: Issues of interaction, presence, and performance in an online course. Journal of Asynchronous Learning Networks, 6(1). 21-40.

43. Robey, D., Khoo, H. M., Powers, C. (2000). Situated learning in cross-functional virtual teams. *IEEE Transactions on Professional Communication*, 43(1), 51-66.

44. Rovai, A. P. (2002). Building sense of community at a distance. *International Review of Research in Open and Distance Learning*, 3(1).

45. Rovai, A. P. and Barnum, K. T. (2003). On-line course effectiveness: An analysis of student interactions and perceptions of learning. Journal of Distance Educaiton, 18(1), 57-73.

46. Rovai, A. P. and Jordan, H. M. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *International Review of Research in Open and Distance Learning*, 5(2). Retrieved March 2, 2004, from http://www.irrodl.org/index.php/irrodl/article/view/192/274 .

47. Shea, P., Pickett, A., and Pelz, W. (2003). A Follow-up Investigation of Teaching Presence in the SUNY Learning Network. *The Journal of Asynchronous Learning Networks*, 7(2), 61-80.

48. Simon, M. A. (1995). Reconstructing mathematics pedagogy from a constructivist perspective. *Journal for Research in Mathematics Education,* 26, 114-145.

49. Smith, R.O. (2003). Learning in virtual teams: A summary of current literature. Retrieved March 2, 2004, from http://www.msu.edu/~smithre9/Project12.htm .

50. Swan, K. (2004).Relationships Between Interactions and Learning in Online Environments. Retrieved Oct. 24.2004, from www.sloan-c.org/publications/books/interactions.pdf .

51. Valenta, A., Therriault, D., Dieter, M. and Mrtek, R. (2001). Identifying student attitudes and learning styles in distance education. *JALN,* 5(2).

52. Wentling,   T. L. Waight, C. Gallaher, J.   Fleur, J. L. Wang C. and Kanfer A.(2000), E-learning – A review of Literature, Available: http://learning.ncsa.uiuc.edu/papers/elearnlit.pdf.

53. Wheatyley, G.H.(1991). Constuctivist perspectives on science and mathematics learning. *Science Education*, 75, 9-21.

54. Woodman, R.W., Sawyer, J. E., and Griffin, R.W. (1993). Toward a theory of organizational creativity. *Academy of Management Review*, 18(2), 293-321.