

中文摘要

本研究利用實驗法，控制會影響高等教育課堂學生學習成效因素中的教學者、課程設計和網路教學系統這三個變項，來觀察學校行政和學習環境以及學生個人特性差異對學生學習社群發展和學習成效的影響。以一所國立研究型大學和一所私立技術學院各 2 班學生為實驗觀察對象。

研究結果發現：(1) 高等教育的階層化導致兩類型校學生在對學校行政和學習環境的認知以及學生個人特性有顯著差異；(2) 在傳統面授和非同步線上教學裡，兩類型學校的學生對學校環境認知和個人特性差異的不同影響「學習社群發展」。(3) 在傳統面授和非同步線上教學裡，兩類型學校的學生對學校環境認知和個人特性差異的不同影響「學習成效」。(4) 在相似的數位環境下，使兩校學生的資訊對稱，即非同步遠距線上教學環境可以削弱學校環境以及個人特性背景對學習成效所造成的影響，拉近優勢與弱勢族群的差距，驗證線上學習系統支援跨校遠距教學可提升學生學習成效。

關鍵字詞：學習成效、非同步線上教學、學習社群

英文摘要

In order to explore the effect of the school environment and students' individual characteristics to their virtual learning communities, this study conducts an experiment to observe two groups of students – one from an academic university and the other from a technical institute – taught by the same teacher under the same course and the same online learning system.

Findings indicated that: (1) the categorization of higher education institutions in Taiwan indeed created a “differentiating” effect; (2) Both in traditional classroom settings and an asynchronous online learning environment, recognition of school environment and students' characteristics do affect how learning communities are formed; (3) In asynchronous online learning, school type does affect how students learn and their learning outcomes; (4) In similar learning environments, an asynchronous online learning environment will lower the impact of the school environment and students' characteristics on interactive models of learning communities, thereby narrowing the gap between dominant and fringe groups.

Key Words : Asynchronous online learning, Learning Community, Students' Characteristics.