# 2017 International Conference on Education and Global Studies

# 出國報告（出國類別：國際會議）


服務機關：國立暨南國際大學教育政策與行政學系
姓名職稱：曾玉美 碩士生
派赴國家：日本
出國期間：106 年 3 月 30 日至 106 年 4 月 7 日
報告日期：106 年 6 月 13 日

# 摘要

2017 International Conference on Education and Global Studies (IConEGS 2017)由實踐大學與日本兵庫教育大學聯合主辦之國際研討會，於 106 年 4 月 4 日至 4 月 6 日於日本京都 International Community House 盛大舉辦。本研討會舉辦之目的係為了世界各地的研究人員、學者、從業人員提供學術發表與討論之平台，以展現各該研究成果以及其在教育和全球研究領域發展之相關情形。本屆研討會計有來自 33 個國家，超過 300 位各國學者專家參與，共有 270 篇論文於會中發表。

此次會議，報告者係以中年人 ICT 學習再工作表現的成效之研究（發表論文名稱：The effects of ICT learning on job performance）參與本屆會議。本次參與會議，不僅是將研究結果進行發表，也在會議中，學習到不同領域的學術發表形式。藉由本次會議，對於各國當前教育國際議題，有了更深入的了解，並得以與本國現況進行比較，達到反思之效益。

# 目次

## 一、參與此次國際會議之目的

2017 International Conference on Education and Global Studies (IConEGS 2017)由實踐大學與日本兵庫教育大學聯合主辦之國際研討會，於 106 年 4 月 4 日至 4 月 6 日於日本京都 International Community House 盛大舉辦。本研討會舉辦之目的係為了世界各地的研究人員、學者、從業人員提供學術發表與討論之平台，以展現各該研究成果以及其在教育和全球研究領域發展之相關情形。本屆研討會計有來自 33 個國家，超過 300 位各國學者專家參與，共有 270 篇論文於會中發表。

此次會議，報告者係以中年人 ICT 學習再工作表現的成效之研究（發表論文名稱：The effects of ICT learning on job performance）參與本屆會議。現今的社會，科技無所不在。學習如何使用科技產品與設備可幫助人類在科技日新月異的時代中生存。對網路世代而言，學習新科技易如反掌。然而，對較年長的世代而言，例如父母親與祖父母等，學習新科技可能充滿挑戰與挫折。因為長輩缺乏制式的學習管道，但長輩卻又需要學習科技知能以利其生活與工作品質改善。本研究想證實家中長輩科技學習是否對其工作績效有正面影響。因為在家中，年輕世代會教導家中長輩如何運用新科技產品。

而研究發現，長輩的科技知能與設備的學習，對其資訊蒐集有幫助、增進社交生活、增進客戶間的互動、擴大人際網絡、對健康管理有幫助、比較不會管我（子女）。透過 spss 迴歸分析，得到下列結論，長輩的科技知能與設備的學習不僅幫助家中長輩增加工作效能，促進家中長輩社交，也會透過科技設備監控健康，並推估家中長輩需要有健康的身體才能夠在工作上有較好的表現，也會透過科技產品與設備擴展社交圈，也可能因生活重心分散至社交拓展而減少對子女的管教。

本次參與會議，不僅是將研究結果進行發表，也在會議中，學習到不同領域的學術發表形式。藉由本次會議，能夠覺察各國當前教育國際議題，學習到不同領域的研究方法。再者，針對不同國情，諸多教育議題之觀點不甚相同，值得深入研究與了解。透過會議報告，達到學術交流，並將他國教育當前情況與本國現況進行比較，達到反思之效益。

## 二、出國行程及議程

本次會議從 4 月 4 日起至 4 月 6 日止，4 月 4 日為會前場地周邊健行，4 月 5 日至 4 月 6 日是正式的國際學術會議。總體而言，在正式會議期間，主辦單位除了在第一天安排了四場演講之外，其後每天也至少安排兩個場次的專題演講。除了專題演講以外，論文發表會則是在三個會場分別展開。與會的主題選擇，報告者在第一天參與學術論文口頭發表為主，第二天選擇海報論文發表，兩天之主題鎖定以教育相關主題為主，其他領域為輔。

本次出國行程如下：

**（一）3 月 30 日（四） 桃園－航空旅行－大阪**

早上十一點至桃園國際機場辦理報到，約傍晚六點抵達大阪住宿旅館。

**（二）3 月 31 日（五）至 4 月 3 日（一）參訪當地文物古蹟**

安排至大阪參觀大阪城、四天王寺、天滿宮、造幣局等文物古蹟與建築物。

**（三）4 月 4 日（二）大會報到、開幕/通勤前往京都**

早上九點前往京都，中午抵達住京都宿旅館。下午進行住宿地點與研討會會場之間路線探勘。

**（四）4 月 5 日（三）會議發表**

於會議場次內參與各場研討會，並且發表論文。

**（五）4 月 6 日（四）國際會議**

於海報論文區，進行不同領域之學術交流。

**（六）4 月 7 日（五）京都－大阪－航空之旅－桃園**

本日上午辦理退房後，中午至關西機場辦理報到、登機。於晚間五點抵達桃園國際機場。

## 三、心得及建議

在因緣際會下，順利至日本京都參與由台灣實踐大學與日本兵庫教育大學共同舉辦之 2017 International Conference on Education and Global Studies (IConEGS 2017)國際學術研討會，過程中有許多收穫。本次與會心得與建議如下所示：

（一）口頭發表能力

參與國際學術研討會，無論於海報論文發表場合，或者口頭發表場合，皆需要運用英文作為彼此的溝通語言。在每個發表者之報告中，學習到諸多的發表技巧，例如：將報告內容圖像化，能夠進一步吸引眾人的注意力；將報告脈絡精簡，輔以適當之文字說明，能讓過程變得生動有趣。在會議中，會令人產生共鳴的報告，根據本人觀察，多數是將整個報告以分享故事的方式，傳達給與會來賓。無論是學生抑或是學者，不乏報告內容充實，然而，其中的口頭傳遞技巧，更是現為研究生的我們所需要學習的。

（二）文章敘寫能力

以往的文章，皆以中文撰寫，此行會議，除了增加自己的英文敘寫能力，也增進自己在閱讀國外文獻的能力。在會議中，得以看到與會人員的英文書寫，有許多段落鋪陳，使我有所啟發，未來研究可以參考，並修正自身的英文寫作。會後，翻閱其他發表者的文獻，也看到許多不同類型研究，不盡相同的寫作方法，令我獲益甚多。

（三）教育議題

科技進步的前提下，許多國家有科技教育的教學模式產生。研討會中，有許多因應科技與教育相結合的研究。磨課師的行動研究，線上課程的開發，十分吸引我的注意。台灣的磨課師也有些學校正在推動，不過，經費的侷限以及時間的冗長，使得台灣教師不太願意嘗試線上課程。線上課程若在未來能夠暢通無阻且施行便利的話，各國的課程說不定都能夠以 AI 的方式呈現，教育便能達到無國界的階段了。

（四）建議

跨國辦理國際學術研討會，是能夠增加研究生視野及其軟實力的，本校可嘗試以新南向政策為目標，搭配國際學術研討會，使得本校師生能夠與其他國

家進行學術交流，並且能夠透過研討會，開闢教育市場，增加招生管道。

## 四、附錄

### （一）研討會議程

# Conference Schedule

| Tuesday, April 04, 2017<br>Registration Desk Open Hours: 13:30-17:00 | | | | | |
|---|---|---|---|---|---|
| **Time** | **Event** | | | | |
| 09:30-11:00 | Walking Tour | | | | |
| 13:30-17:00 | Registration Desk Open Hours | | | | |
| 14:00-15:00 | **Opening Ceremony (Special Conference Room)**<br>Hosted by Conference General Chair: **Yuka Kawasaki**<br>Hyogo University of Teacher Education, JAPAN<br>**Japanese Koto Performance**<br>**Welcome Remarks**: President **Michael J. K. Chen**<br>Shih Chien University, TAIWAN<br><br>**Keynote Speech**: Vice President **Kinichi Fukumoto**<br>Hyogo University of Teacher Education, JAPAN<br>**Distinguished Paper Award Ceremony** | | | | |
| 15:10-16:10 | **Invited Speech Session (Special Conference Room)**<br>**Md. Anwarul Islam**, University of Dhaka, BANGLADESH<br>"Managing Teaching and Learning Records in the Cloud: University Perspective"<br><br>**Norbert Jesse**, QuinScape GmbH / TU Dortmund University, GERMANY<br>"Critical Capabilities for Industrial IoT - From Reference Architectures to Embedded Analytics" | | | | |
| | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Seminar Room** |
| 16:20-17:40 | A1<br>e-CASE & e-Tech | B1<br>ISBM | C1<br>ISEP | D1<br>ISEP | E1<br>IConEGS |

Presentation Sessions take place at four conference rooms and one seminar room. Please refer to the following information for finding your presentation room:

Sessions “A”: Conference Room 1 (Ground Floor)

Sessions “B”: Conference Room 2 (Ground Floor)

Sessions “C”: Conference Room 3 (Third Floor)

Sessions “D”: Conference Room 4 (Third Floor)

Sessions “E”: Seminar Room (Third Floor)

Poster Sessions & Coffee Break: Special Conference Room

Registration Desk: Outside of Special Conference Room

# Conference Schedule

| Wednesday, April 05, 2017<br>Registration Desk Open Hours: 09:10-17:00 | | | | | |
|---|---|---|---|---|---|
| **Time** | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Seminar Room** |
| 09:20-10:40 | A2<br>e-CASE & e-Tech | B2<br>ISBM | C2<br>ISEP | D2<br>ISEP | E2<br>IConEGS |
| 10:40-11:00 | **Coffee Break / Poster Session 1** | | | | |
| 11:00-12:20 | A3<br>e-CASE & e-Tech | B3<br>ISBM | C3<br>ISEP | D3<br>ISEP | E3<br>IConEGS |
| 12:20-13:00 | **Lunch** | | | | |
| 13:00-14:20 | A4<br>e-CASE & e-Tech | B4<br>ISBM | C4<br>ISEP | D4<br>ISEP | E4<br>IConEGS |
| 14:20-14:40 | **Coffee Break / Poster Session 2** | | | | |
| 14:40-16:00 | A5<br>e-CASE & e-Tech | B5<br>ISBM | C5<br>ISEP | D5<br>ISEP | E5<br>IConEGS |
| 16:00-16:20 | **Coffee Break / Poster Session 3** | | | | |
| 16:20-17:40 | A6<br>e-CASE & e-Tech | B6<br>ISBM | C6<br>ISEP | D6<br>ISEP | E6<br>IConEGS |

Presentation Sessions take place at four conference rooms and one seminar room. Please refer to the following information for finding your presentation room:

Sessions “A”: Conference Room 1 (Ground Floor)

Sessions “B”: Conference Room 2 (Ground Floor)

Sessions “C”: Conference Room 3 (Third Floor)

Sessions “D”: Conference Room 4 (Third Floor)

Sessions “E”: Seminar Room (Third Floor)

Poster Sessions & Coffee Break: Special Conference Room

Registration Desk: Outside of Special Conference Room

# Conference Schedule

| Thursday, April 06, 2017<br>Registration Desk Open Hours: 9:10-15:00 | | | | | |
|---|---|---|---|---|---|
| **Time** | **Room 1** | **Room 2** | **Room 3** | **Room 4** | **Seminar Room** |
| 09:20-10:40 | A7<br>e-CASE & e-Tech | B7<br>ISBM | C7<br>ISEP | D7<br>ISEP | E7<br>IConEGS |
| 10:40-11:00 | **Coffee Break / Poster Session 4** | | | | |
| 11:00-12:20 | A8<br>e-CASE & e-Tech | B8<br>ISBM | C8<br>ISEP | D8<br>ISEP | E8<br>IConEGS |
| 12:20-13:00 | **Lunch** | | | | |
| 13:00-14:20 | A9<br>e-CASE & e-Tech | B9<br>ISBM | C9<br>ISEP | D9<br>IConEGS | E9<br>IConEGS |
| 14:20-14:40 | **Coffee Break / Poster Session 5** | | | | |
| 14:40-16:00 | A10<br>e-CASE & e-Tech | B10<br>ISBM | | D10<br>e-CASE & e-Tech | |

Presentation Sessions take place at four conference rooms and one seminar room. Please refer to the following information for finding your presentation room:

Sessions “A”: Conference Room 1 (Ground Floor)

Sessions “B”: Conference Room 2 (Ground Floor)

Sessions “C”: Conference Room 3 (Third Floor)

Sessions “D”: Conference Room 4 (Third Floor)

Sessions “E”: Seminar Room (Third Floor)

Poster Sessions & Coffee Break: Special Conference Room

Registration Desk: Outside of Special Conference Room

## （二）活動相片


圖 1　官網上之開幕現場


圖 2　於會議專注聆聽發表（本人為右一）

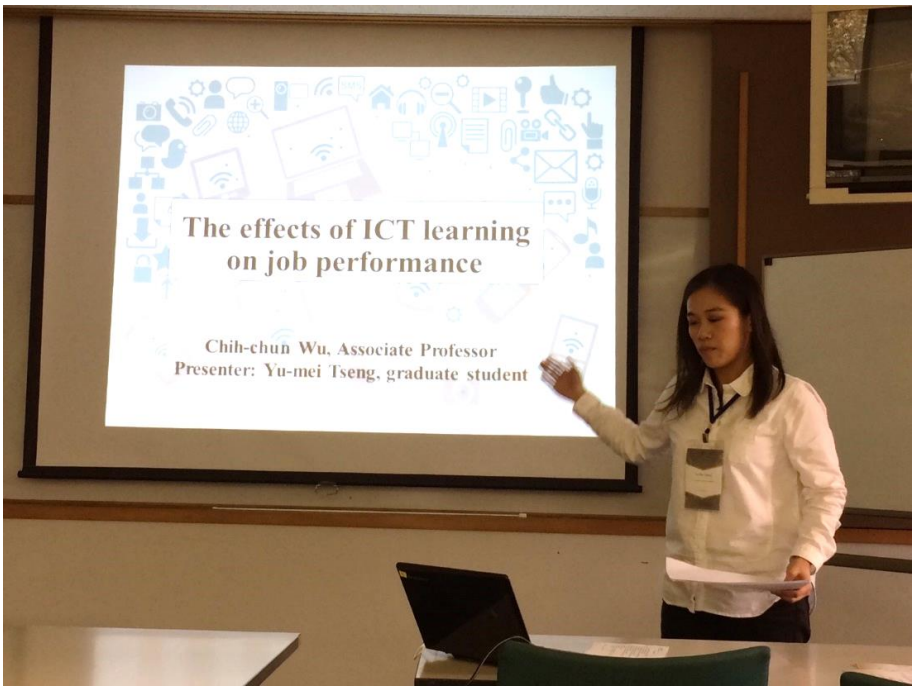


圖 3　發表主題為 The effects of ICT learning on job performance

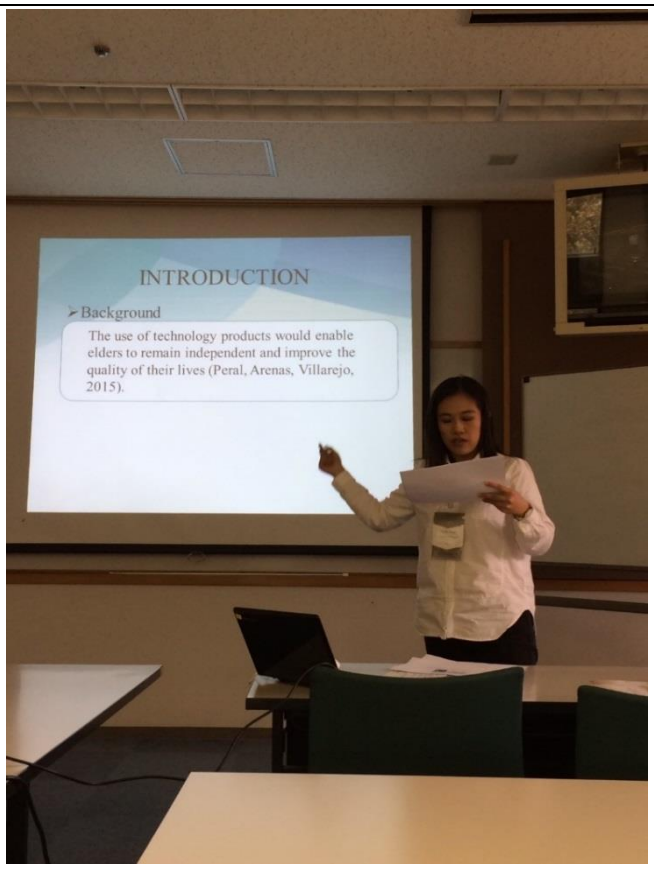


圖 4　進行文獻探討之說明

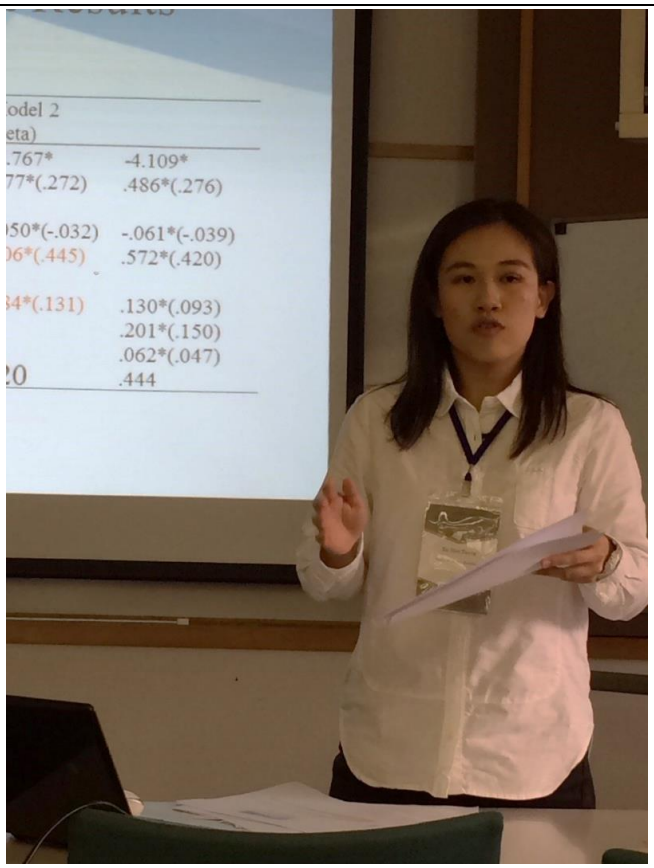


圖 5　對於研究結果進行說明

圖 6　與場次主持人合影

圖 7　與場次發表人合影（本人為右三）

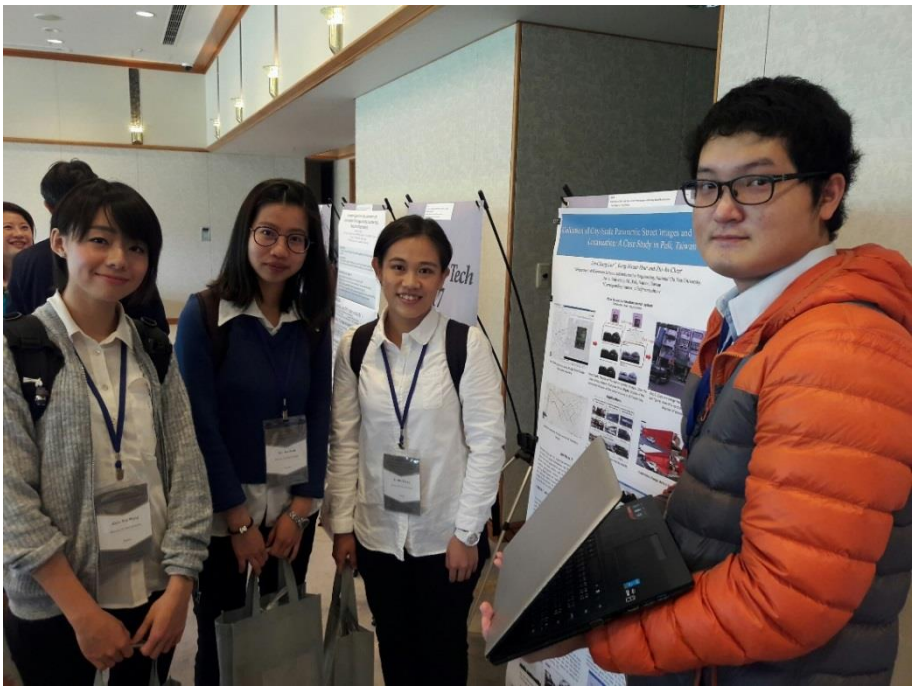

圖 8　於海報張貼區與本校資工所學生相互交流（本人為右二）

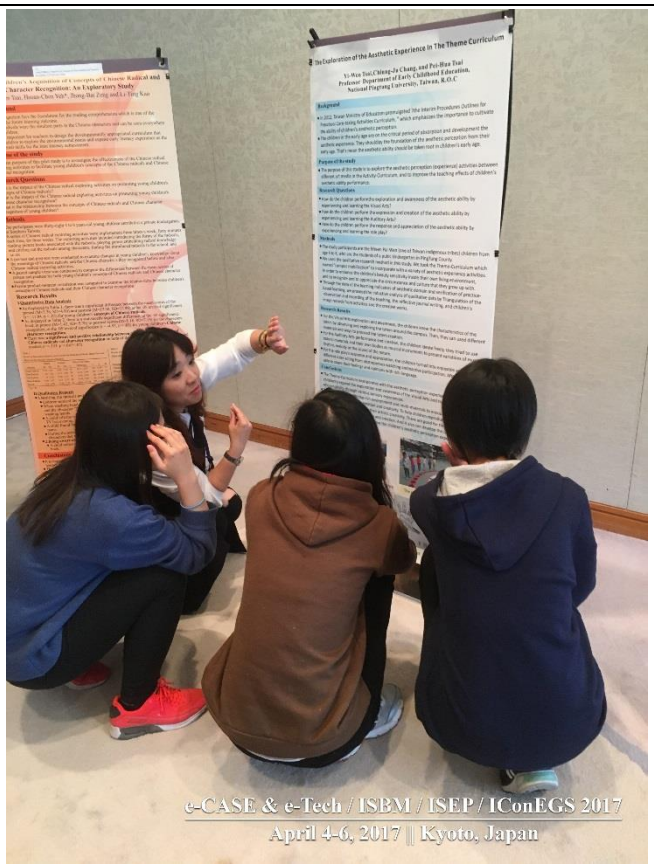


圖 9　與海報發表人進行交流（本人為左二）

## （三）研討會論文摘要集

# The effects of ICT learning on job performance

Chih-chun Wu [a], Yu-mei Tseng [b*]

[a] Department of Educational Policy and Administration, National Chi Nan University, Daxue Rd., Puli Township, Nantou County, Taiwan (R.O.C.)

[b] Department of Educational Policy and Administration, National Chi Nan University, Daxue Rd., Puli Township, Nantou County, Taiwan (R.O.C.)

*Corresponding Author: s105407508@mail1.ncnu.edu.tw

**ABSTRACT**

As ICT has becoming part of our lives, the benefit of learning it, especially for middle-ages and elder people, is an interesting topic to investigate. This study sampled 3,749 undergraduates in 11 universities in Taiwan to ask the ICT learning and ICT products using in their family' older generations. The dependent variable 'job performance' was a factor variable using three items, including help their jobs, increase income, increase job efficiency. Results from multiple regression models demonstrated that if learning technology knowledge and products helped family elder members search information and increase social live, then it would also increase their job performance. In addition, the more the sample agree with learning technology knowledge and products helped interactions with clients, the more it would help family elder members' job performance. Last but not least, while family elder members learning technology knowledge and technology products, they would reduce their control over the younger generations in their family. It could be explained as they expanded their own social network and information searching, they were busy with their own lives and thus, they have less time on the younger generation. Could less control over younger generation be good or bad might require further research to look into it. The significant positive coefficient of health care demonstrated that if learning technology knowledge and products are helpful to the elders' health management, then it would also helpful to their job performance. This result actually made sense, for good job performance require healthy body. Overall, when learning technology knowledge and products is useful for their social network and information gathering, then it is useful to their job performance as well. The R2 of this model was 44.5%, revealing all the entered dependent variables could explain 44.5% the variance of job performance.

**Keyword:** Middle-age ICT Learning, Elders ICT Learning, Job Performance, Technology Capital.

## 1. Introduction

While using technology products, elders usually need assistances and might thus ask for help. Family members would help set up the technology device, so they would learn to use the technology devices. The use of technology products would enable elders to remain independent and improve the quality of their life (Peral, Arenas, Villarejo, 2015). Tablet and smart phones enabled elders to focus on their own health because information of health, social services and publicity have been online. Elders can use tablet to obtain medical information, so this study would like to understand the elders for the tablet and smart phones in the use of learning about health care, such as easier received health information by themselves to see if there is an association. Elders' successful learning and use of ICT-related courses is influenced by active and healthy prerequisites. Elders input the more computer learning, and will gain the more competent, self-confidence and a higher level of self-esteem. The use of ICT would mean improved ability to search, select, process and apply information through digital resources and the strategic use of them to improve social status (Tondeur, Sinnaeve, Houtte & Braak, 2010). Research (Gonzalez, Ramirez & Viadel, 2012) said that after use ICT, older users feel younger, feel less fear, feel more confident, and have a higher level of adventurous spirit. There is a term "the new age of the elderly," which is characterized by its perception of youth younger than the actual age of at least 10 years old, and behavior is more similar to young people. Active pioneer users have lower actual age and cognitive age, perform more activities, and have more social relationships, appear more often on the web, and are less concerned with how others see them.

## 2. Methodology

This study suggests that college students taught the elders in their families through technical learning to influence the work performance, and that the elders' knowledge of science and technology can influence their interaction with younger students and use scientific knowledge to focus on health. This study used a questionnaire survey to analyze the relationship between college students 'knowledge of science and technology and elders' work performance. In this study, 3,749 college students from 11 universities in Taiwan were sampled.

The first part of the basic data variables, including gender, parental education, family social and economic background, etc. The second part of the home for cross-generation learning technology and product knowledge and the situation, the use of "yes", "no" two options. The third part of the elderly at home to learn the knowledge and technology products and social impact of work, using Likert four-point scale, and the higher number, the more the degree of agreement. On the contrary, the lower number,

the less the degree of agreement.

In this study, SPSS software was used to analyze and process the data. The multiple regression analysis was used to find out the differences between the factors of college students and their family elder members.

## 3. Results

The dependent variable is helpful for the work, increase the income, and increase the work efficiency. The explanation of Table 1 is that the number is the larger and the more agreed, so the regression coefficient is positive, there is positive correlation, thus regression coefficient is negative, and there is a negative correlation.

Model 1: regression model contains predictive variables are constant, useful for information gathering, and promoting social interaction.

Model 2: regression model contains predictive variables are constant, useful for information gathering, promoting social interaction, promoting interaction between customers, and expand interpersonal network.

Model 3: regression model contains predictive variables are constant, useful for information gathering, promoting social interaction, promoting interaction between customers, and expand interpersonal network, health management help and less likely to control me.

## 4. Discussion and Conclusion

It could be explained as they expanded their own social network and information searching, they were busy with their own lives and thus, they have less time on the younger generation. Could less control over younger generation be good or bad might require further research to look into it. The significant positive coefficient of health care demonstrated that if learning technology knowledge and products are helpful to the elders' health management, then it would also helpful to their job performance. This result actually made sense, for good job performance require healthy body. Overall, when learning technology knowledge and products is useful for their social network and information gathering, then it is useful to their job performance as well.

## REFERENCES

Gonzalez, A., Ramirez, M.,& Viadel, V. (2012).Attitudes of the elderly toward information and communications technologies. *Educ. Gerontology, 38*(9), 585-594.

Peral, B., Arenas, J., Villarejo, A.F (2015). From digital divide to psycho-digital divide: elders and online social networks. *Comunicar, 23*(45), 57-64.

Tondeur, J., Sinnaeve, I., Houtte, M., & Braak, J. (2010). ICT as cultural capital: The

relationship between socioeconomic status and the computer-use profile of young people. *New Media & Society, 13*(1), 151 - 168. doi:10.1177/1461444810369245