

# 以行為改變技術架構高參與度的數位利他平台

## On the Design of the High Participation Rate Digital Altruistic Learning

### Discussion Platform Based on Behavior Modification

李俊賢<sup>1</sup> 林司樺<sup>1</sup> 吳仲理<sup>1</sup> 陳國棟<sup>2</sup>

LEE, CHUN HSIEN<sup>1</sup> LIN, SZU HUA<sup>2</sup>

WU, CHUNG LI<sup>3</sup> CHEN, GWO DONG<sup>4</sup>

<sup>1</sup> 國立中央大學 資訊工程研究所 研究生

<sup>1</sup> National Central University of Department of Computer Science and information  
Engineering Student

E-mail : [jack19820814@gmail.com](mailto:jack19820814@gmail.com)

<sup>2</sup> 國立中央大學 資訊工程研究所 教授

<sup>42</sup> National Central University of Department of Computer Science and information  
Engineering Professor

E-mail : [chen@csie.ncu.edu.tw](mailto:chen@csie.ncu.edu.tw)

## 摘要

當今社群網路帶來許多好處，但仍然存在一些問題。在網路上不需面對面發言，較不會考慮他人感受，在發言上較不受到限制，造成了許多不遵守禮節的行為，也使攻擊和謾罵的言論經常出現。本研究將對此問題進行探討，建立一個利他討論平台，希望能透過社會學習理論輔以行為改變技術，引導學生在討論發言是正向且內容有助於其他同學的學習。

本研究探討三個問題，如何提升學生的參與度、降低惡意言論、促進學生互利互助的學習風氣以使網路討論板成為一個利他的討論平台。我們認為平台的留言應有兩個特性：一是正面且具有建設性，再則是可以提升其他同學的學習成效。

本系統在國小六年級英語課程實施一年，對象為三個班級的學生，共計 91 位，由數據、問卷以及訪談結果得知，此平台確實達成高參與度且互動留言皆正面，討論內容專注在同學們學習成果的正向反思與建議。

**關鍵字：**利他討論平台，社會學習理論，提升學習參與度，減少惡意留言，互利互助

## Abstract

Nowadays, social network has brought many benefits; however it still has some problems. On the Internet, messages can be sent anonymously; therefore, people often write offensive and abusive remarks without considering others' feelings. In this thesis, the discussion on such issue is studied, and an altruistic discussion platform is established. We hope to help behavior modification technology through social learning theory, and further guide students to have a positive discussion that can benefit other students' learning.

In this thesis, we study on three questions, including the enhancement of student engagement, reducing the incidence of malicious remarks and promote the mutual benefit behavior culture in class in order to make the discussion board become an altruistic discussion platform. We think the platform should have two characteristics: one is positive and constructive, and the other one is to enhance the learning effectiveness of students.

The system was implemented in the sixth graders' English courses for one year, three classes of total 91 students being included. By analyzing statistics, questionnaires and interviews, the results showed that this platform did achieve a high degree of participation and the interactive messages are prone to be positive.

**Keywords : altruistic discussion platform, social learning theory, the enhancement of student engagement, reducing the incidence of malicious remarks, mutual benefit behavior culture**