參考文獻

一、 中文部分

邱瓊慧，陳煥彬，魏來成，胡馨文，喬祺，李建樹(1999)，網路合作學習之研究，國際電腦輔助教學研討會論文集(pp. 348-351)，台中：逢甲大學。

邱皓政(2002)，量化研究與統計分析，台北：五南。

黃堅厚(1999)，人格心理學，台北：心理出版社。

黃政傑，林佩璇(2008)，合作學習，台北：五南。

聯合國教科文組織總部中文科(1996)，教育－財富蘊藏其中，北京：教育科學出版社。

二、 英文部分

Aronson, E. (1990). Applying social psychology to desegregation and energy conservation. *Personality and Social Psychology Bulletin*, *16*(1), 118-132.

Barret, E., & Lally, V. (1999). Gender difference in an on-line learning environment. *Journal of Computer Assisted Learning*, *15*(1), 48-60.

Berge, Z. L. (1995). Facilitating computer conferencing: Recommendations from the field. *Educational Technology*, *35*(1), 22-30.

Ben-Jacob, M. G. (2005). Integrating computer ethics across the curriculum: A case study. *Educational Technology & Society*, *8*(4), 198-204.

Biesenbach-Lucas, S. (2004). Asynchronous web discussions in teacher training courses: Promoting collaborative learning or not? *AACE Journal*, *12*(2), 155-170.

Chang, T. Y., & Chen, Y. T. (2009). Cooperative learning in E-learning: A peer assessment of student-centered using consistent fuzzy preference. *Expert Systems with Applications*, *36*(4), 8342-8349.

Chen, Y. F. (2008). University students' internet use and its relationships with academic performance, interpersonal relationships, psychosocial adjustment, and self evaluation. *CyberPsychology & Behavior*, *11*(4), 467-469.

Clark, R., & Mayer, R. (2002). *E-Learning and the science of instruction. Proven guidelines for consumers and designers of multimedia learning.* San Francisco:Pfeiffer.

Ellis, R. A., & Calvo, R. A. (2004). Learning through discussions in

blended environments. *Educational Media International*, *41*(1), 263-274.

Green, S. G., & Taber, T. D. (1980). The effects of three social decision schemes on decision group process. *Organizational Behavior and Human Performance*, *25*(1), 97-106.

Hara, N., Bonk, C. J., & Angeli, C. (2000). Content analysis of online discussion in an applied educational psychology. *Instructional Science*, *28*(2), 115-152.

Huang, Y. M., & Huang, T. C. (2008). Using annotation services in a ubiquitous Jigsaw cooperative learning environment. *Educational Technology & Society*, *11*(2), 3-15.

Huff, C., & Martin, C. D. (1995). Computing consequences: A framework for teaching ethical computing. *Communications of the ACM*, *38*(12), 75-84.

Hung, D., Tan, S. C., & Chen, D. T. (2005). How the internet facilitates learning as dialog: Design considerations for online discussions. *International Journal of Instructional Media*, *32*(1), 37-46.

Johnson, D. W., Johnson, R.T., & Stanne, M. B. (2000). *Cooperative learning methods* [Online]. Available: Http: // www. clcrc. com/ pages/cl-methods.html [2000, September 17].

Kaenzig, R., Hyatt, E., & Anderson, S. (2007). Gender differences in college of business educational experiences. *Journal of Education for Business*, *83*(2), 95-100.

Krause, U. M., Stark, R., & Mandl, H. (2009). The effects of cooperative learning and feedback on e-learning in statistics. *Learning and Instruction*, *19*(2), 158-170.

Lee, I. S. (2002). Gender differences in self-regulated on-line learning strategies within Korean's university context. *Educational Technology Research and Development*, *50*(1), 101-111.

Lin, S. Y., & Overbaugh, R. C. (2009). Computer-mediated discussion, self-efficacy and gender. *British Journal of Educational Technology*, *40*(6), 999-1013.

Lim, C. P., & Tan, L. Y. (2003). Information and communication technologies (ICT) in an elementary school: Students' engagement in higher order thinking. *Educational Multimedia iHypermedia*, *12*(4), 425-451.

Marra, R. M., Moore J. L., & Klimczak, A. K. (2004). Content analysis of online discussion forums: A comparative analysis of protocols. *Educational Technology Research and Development*, *52*(2), 23-40.

Preston, D. (2005). Pair programming as a model of cooperative learning. A review of the research, *Journal of computing Sciences in Colleges*, *20*(4), 39-45.

Salter, D. W. (2003). Exploring the "Chilly Classroom" phenomenon as interactions between psychological and environmental types. *Journal of College Student Development*, *44*(1), 100-121.

Salmon, G. (2004). E-moderating: The key to online teaching and learning (2nd ed.). London: Taylor & Francis.

Slavin, R. E. (1995). Synthesis of research on cooperative learning. *Educational Leadership*, *48*(5), 71-82.

Stumpf, S. A. & Dunbar, R. L. M. (1991). The effects of personality type on choices made in strategic decision situations. *Decision Sciences*, *22*(1), 1047-1072.

Von, K. B. R., Ivins, J., & Gribble, S. J. (2007). Engaging undergraduates in discussions about ethics in computing. *Australasian Computing Education*, *239*(1), 163-169.

Wang, Q. Y. (2007). Student-facilitators' roles in moderating online discussions. *British Journal of Educational Technology*, *39*(5), 859-874.

Wang, Q. Y., & Woo, H. L. (2005) Comparing asynchronous online discussions and face-to-face. *British Journal of Educational Technology*, *38*(2), 272-286.

Witkin, H. A., Goodenough, D. R., & Karp, S. A. (1967). Stability of cognitive style from childhood to young adulthood. *Journal of Personality and social Psychology*, *7*(3), 291-300.

Wu, D. Z., & Hiltz, S. R. (2004). Predicting learning from asynchronous online discussions. *Journal of Asynchronous Learning Networks*, *8*(2), 139-152.

Yellen, R. E., Winniford, M., & Sanford, C. C. (1995). Extraversion and introversion in electronic- supported meeting. *Information & Management*, *28*(1), 63-74.