

Review Article
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Volunteer Love Education Learning and Self-Management Model

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ABSTRACT

The “FU Chuan Charity Foundation” uses the statutory curriculum of the Department of Social Sciences to implement education on volunteer love and self-management for volunteer students. The statutory courses of the Department of Social Sciences belong to the “Interdisciplinary Curriculum Integration Model”, the “FU Chuan Charity Foundation” opened the “FU Chuan Charity Bachelor Class”, which has been operated by volunteers for 8 years, invisibly in the original “education and learning philosophy”. The outlines of 7 groups of education and learning models gradually emerged, so they were named “Education and Learning Models for the Bachelor of Evangelical Compassion”: including (1) the integration model of old and new students, (2) the cross-age and multi-group co-learning model, (3) Sharing mode in different places and different industries, (4) Social welfare resource co-study mode, (5) Potential mode of voluntary service, (6) Intervention response effect mode, (7) No-handling property mode.

The operation of this model has changed from “Originally run a school for the Foundation” to “Run a school for the Friends Association”, and at least assist students in 5 changes: (1) Attitude to study, from “wait and see trial” to “specialized reading”, then change to “Determined to Grad.” (2) The learning factor changes from “convenient time” to “professional needs”, then to “equal attention to time and professionalism”, and then to “desire to graduate”. (3) The average number of courses taken has changed from “inconsistent courses” to “concentrated courses” and then to “intensive courses”. (4) Student volunteer habits have changed from “adjustment to ups and downs” to “balanced and stable”. (5) The willingness of students to volunteer has changed from “rare concepts” to “stable learning” and then to “dare to face the test of the epidemic” [1].

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Introduction
Origin of the Ephesian Compassionate Bachelor Class

The Fu Chuan Charity Foundation is located in an administrative area in Taichung City where there are no public or private colleges and universities. It handles university education for three purposes. (1) Accessibility: Promoting the reading atmosphere of residents in remote rural communities nearby. (2) Convenience: Cultivate multiple skills for young people, second expertise for middle-aged people, scholarly leisure for the elderly, and increase employment/work/survival opportunities. (3) Particularity: Agricultural learners, in-service learners, and rural community learners can flexibly attend classes during busy periods.

The so-called “Fu Chuan Charity Bachelor Class” (hereinafter referred to as this class) refers to volunteers or those who are going to be volunteers, come to or register for the “Bachelor Class” handled by the LINE Fu Chuan Charity Foundation, and choose to study in the National Open University. For those who are taking classes in the social sciences department of the university and are willing to obtain professional credits or degrees in the social sciences department. This class was established in 2014 “102 Class” (February-June 103), formerly known as “Compassionate Volunteer Class”. Since 2017 (106), it has been renamed in conjunction with the “Fu Chuan Charity Foundation”.

Research Motivation

As a result of the publication of the “Research on Out-of-town Education in the Volunteer Service Program of the Department of Social Sciences” last year (2020), many scholars and experts asked, “can you explain more clearly the education and learning mode of the Evangelical Charity Bachelor’s Special Class?” The education and learning model of this class is based on social sciences.

The statutory curriculum model has been groping and operating for 8 years, and the outline of the model has gradually emerged invisibly, so the author response. In addition, through the reflection on the experience of running the school with all my heart and soul in this class, I have also gained self-renewal opportunity for diligence. This article includes an integrated analysis of 8 years and 16 semesters from 2014 (103) to 2021 (110).

Second, the Social Science Department Interdisciplinary Curriculum Integration Model

1. The nature of the statutory courses of the Department of Social Sciences, National Open University

The statutory curriculum of the Department of Social Sciences of National Open University (hereinafter referred to as the Department of Social Sciences) is based on the field of social work and integrates the learning fields of psychology, education, law, society and other related disciplines, so it belongs to the

“interdisciplinary course” Integration mode” [2].

2. The ratio of courses that can be offered in special classes of the Department of Social Sciences, National Open University according to the “General List of Courses Available for Special Classes of National Open University on March 10, 2021”, the general education courses total 7 categories and 24 subjects, with a percentage of 2.1-7.3% and a total of 25.0%.

科目	表1 法定課程開設之統計資料													
	中國語文類	外國語文類	資訊素養類	人文與藝術類	社會與法治類	健康與環境類	通識教育講座	小計	心理類	教育類	法律類	社會類	小計	合計
科數	2	3	2	3	7	5	2	24	13	18	19	22	72	96
百分比(%)	2.1	3.1	2.1	3.1	7.3	5.2	2.1	25.0	13.5	18.8	19.8	22.9	75.0	100.0

Two Different teaching concepts, different teaching goals, and even different teaching objects, different teaching times and places, may produce different lessons.

There is no fixed method for the integration of processes. From the perspective of subject boundaries, the curriculum integration model can be divided into four categories of “subject”, “interdisciplinary”, “interdisciplinary integration” and “super-disciplinary”.

There are a total of 72 subjects in 4 categories, including 13 subjects (13.5%) in psychology and 18 subjects in education. (18.8%), 19 legal subjects (19.8%), 22 social subjects (22.9%), a total of 75.0%.

As shown in Table 1. In principle, if there are no special circumstances, it is helpful for students to complete their studies and graduate. In the case of, the principle of arranging courses should meet this ratio, that is, at least 1 general education course, 3 science and social science courses, and 1 flexible course should be arranged every semester.

3. Review of the class arrangement measures for the special class of Fu Chuan Charity Bachelor

學期	表2 本班歷學期課程排定之統計資料														
	中國語文	外國語文	資訊素養	人文與藝術	社會與法治	健康與環境	通識講座	心理類	教育類	法律類	社會類	採計社科	他系	推廣	階段
103上										3	1	1			試溫期 社科他系兼排
103下								2		2	1				
104上								1		4					
104下								1	1	2	1				
105上									1	2	2				
105下	1			2	1					1					主排 通識 學子需求期 主排 社科
106上		1	1		1	1				1					
106下		1	1					1		1	1		2		
107上								1		1	2	1			
107下										4	1				回復常軌期 合理配課
108上								1	1	1	2		1		
108下					1				2		2				
109上					1					2					
109下	1		1					1	1		1				
110上		1		1		1		1	1		1				
學期數	2	2	2	2	3	3	1	7	6	3	15	4	5	2	
平均數	.13	1.00	1.00	1.00	1.33	1.00	1.00	1.29	1.17	1.00	1.93	1.25	1.20	1.50	
標準差	.352	0.000	0.000	0.000	.577	0.000		.488	.408	0.000	1.033	.500	.447	.707	
眾數		1	1	1	1	1	1	1	1	1	2	1	1		
最小值		1	1	1	1	1	1	1	1	1	1	1	1	1	
最大值	1	1	1	1	2	1	1	2	2	1	4	2	2	2	
總和	2	2	2	2	4	3	1	9	7	3	29	5	6	3	
百分比(%)	2.6	2.6	2.6	2.6	5.1	3.8	1.3	11.5	9.0	3.8	37.2	6.4	7.7	3.8	

This class is in accordance with the statutory courses of the Department of Social Sciences, and the courses scheduled for the semester are shown in Table 2. Among them, the general courses are 2-4 subjects, accounting for 1.3-5.1%, and the social sciences courses

are 3-29 subjects, accounting for 3.8-37.2 %; The descending order of the average number of courses in the Department of Social Sciences is: Social 1.93 subjects (37.2%) > Psychology 1.29 subjects (11.5%)>education 1.17 subjects (9.0%)>law 1.00 subjects (3.8%) 103上” refers to the fall semester of September 2014- January 2015, which is indicated as “103-F”.(103上=the fall semester of 2014 =“103-F”) The so-called “103下” refers to the spring semester of March- June 2015, which is indicated as “103-S”.(103下=the spring semester of 2015 =“103-S”).

Semester Class arrangement can be divided into 4 stages, (1) Temperature test period: from 103-F to 105-F to start the temperature test, the main measures are “Social Sciences Department and other departments are arranged concurrently”, so every semester social science courses are arranged in about 3-5 subjects, and other departments are arranged in about 1-2 subjects. (2) Graduation demand period for students: The main measure is to arrange general education courses, under 105-S to 106-S. Because some students are going to graduate and lack general education credits, so every semester social science courses are arranged for 2-4 subjects, and general education courses are arranged for 2-4 subjects. (3) Students’ professional demand period: The main measure is to arrange social science courses, 107-F to 108-F, because students want to obtain social worker qualifications, so every semester is arranged for social science courses 4-5 subjects. (4) Revert to the normal course: the main measure is to arrange courses reasonably. In order to meet the needs of students, after 3 stages of adaptation, all 108-S to 110-F will return to the normal course, so social science courses will be arranged 3-4 subjects each semester, and general education courses will be arranged 1-2 subjects.

Four, Fu Chuan’ compassionate education and learning philosophy from the content of the articles published in the “Annual Report of the Fu Chuan Charity Foundation” in the past ten years, it can be concluded that the learning philosophy of Fu Chuan Charity Social Welfare Education is at least 6: (1) the education of the unity of the world and the people, (2) the kindness Planting education, (3) natural environment education, (4) cross-field and cross-cultural education, (5) integrated and coordinated volunteer education, and (6) community guardian education.

(1) Harmony of Heaven, Earth and Human Education: Fuchuan Compassionate Campus (also known as empowerment Center), surrounded by mountains, spring, summer, autumn and winter plants, sea of clouds, beautiful and picturesque, Fuchuan Compassionate people infiltrate the grace, not converted to economic use, Instead, they plan carefully and transfer them to educational districts to nurture students. This is the unity of heaven, earth and people. Ethical education. Students have done good deeds before they have the opportunity to be sent to the door by others with knowledge, expecting Cultivate a courteous, gentle, scholarly temperament, and be a meaningful feedback to the public. Not only let students have the opportunity to receive higher education in this life, but also hope to cultivate spiritual students who are conscientious and responsible forever [3].

(2) Education for the cultivation of kind love: This is education that encourages oneself to study hard for kindness. Every social welfare worker is a useful screw or small candle. Facing people and things, he always reflects on his conscience and morality. As long as your heart is not hurt, don’t raise your temper uncertainly, keep planting good seeds for yourself, don’t cling to the benefits of “quantity and quality”, from the cultivation of the mind to cultivate the strength, there will be like-minded consensus partners

work together [4].

(3) Natural environment education: adding a life education structure to the natural field belongs to the concept of environmental education (environmental education). The founder of Fu Chuan loves everyone with his natural motherly love, and she founded a charity organization with kindness to clean every sand, soil, stone, grass, tree, and every tree in Linyuan campus. Things do not imply kindness and love, blessings and graces, so as to recreate the grace of kindness and love, such a cycle of kindness. Every landscape in the campus implies the love of mothers, every ornament implies respect for the elders, every layout implies the heart of caring for the society, every structure implies the compassion of loving the country and the soil, and every theme hall implies the experience of self-cultivation, every planting implies the dedication of student volunteers, every decoration implies respect for heaven and earth, and every environment maintains its meaning. Compassionate, every consciousness is conceived and full of soul, transcending ordinary thoughts, and the dynamics and turbulence are profound [5].

(4) Cross-field and cross-cultural education: Cross-field services will naturally learn, and will gradually find out that previous practices may not necessarily conform to the principle of neutrality, and it will be easier to see whether one’s own habits have long been standing in the perspective of a “neutral third person” Come to take care of the overall situation. Entering the field of volunteering from a non-related field, do not ask for anything in return, willing to do altruistic work without pay, do what you have not done before, do what others don’t do, do what others can’t do, that is God’s lifelong improvement for yourself opportunities for cultural learning [6].

(5) Volunteer integration and coordination education: “Integration” is mostly based on the principles of logic theory, and “coordination” is mostly based on the principle of empirical induction; “integration” is mostly an “education mechanism”, and “coordination” is mostly an “implementation mechanism”. In order to make the “education mechanism” not far from practicality and disconnection, and to make the “executive mechanism” think forward-looking and not arbitrary, volunteers learn tolerant and elegant, and seek correctness, acceptance, Responding measures that are compatible with both, in the drive of rationality and benign benefits, review and correct transcendence and vision at any time, and establish from the perspective of students or educators, cultivate the grandeur of “leadership is the beginning of hard work [7].

(6) Community guarding education: the path taken by compassion, doing what others don’t, and holding the hands of good men and women to protect the home together. The compassionate team regards itself as a member of the community, serving the community with “kindness and love” and “sincerity and truth”, just like serving their own family members, contributing resources to the community, and not imposing their own morality and culture on above the community residents, they do not compete with the community, and are not involved in profit-making activities such as industry and tourism. They do not want to thrive or develop in the community, but simply do everything for the goodness of the community. Residents are only interacting with the compassionate team, knowing that each member of the compassionate team truly comes from “being good”. Residents feel the same, and they can do something for their own community with “goodness”. If some residents are unable to respond kindly, or even do not respond well, the compassionate team can still develop self-cultivation “being kind” [8].

Participation and Research Methods

This research adopts three-research methods. The basic data of research methods and research objects are as follows:

Research methods

There are those who advocate the use of more than two research methods, which can be called mixed research methods, which is not adopted in this article [9].

(1) Interview method: first collect facts, design questions, telephone interviews, and then change Number measurement [10]. Before enrolling each student conduct a telephone interview, focusing on 5: current work and residence, motivation to study, whether there is a record of volunteer service, volunteer hours, and graduation expectations. When necessary, arrange meetings to explore the reasons why the statistical results occurred in the past [11].

(2) Historical research method: Also known as document analysis method, historical documents can be objectively analyzed by borrowing materials from past documents, journals, and archives that have a stable time context [12]. The historical documents of the Fu Chuan Charity Foundation mainly include 2: (1) 8-year annual reports, in the years 2014-2021 (2) 16 semester student care files in the semesters from 103-F to 110-F [13].

(3) Quantitative data processing: use IBM SPSS Statistics 22 for statistical analysis of the collected data. In addition to the descriptive statistics of the basic data, (1) the contingency correlation chi-square test is carried out for the relevance problem, (2) the single factor variance analysis is carried out for the difference problem, and the multiple comparison method is used for post-comparison. The significance level of each statistical test is $p < .05^*$, $p < .01^{**}$ or $p < .001^{***}$ [14].

Basic Information of Students

Basic information of the students in this class, including gender, age, education, occupation, and residence.

Student Gender

The so-called "gender" refers to the fact that the students who come to this class to register for classes are "girls" or "boys". The statistical results are shown in Table 3:

表3 學子性別之統計資料				
性別	女生	女生 階段	男生	男生 階段
103上	26		13	
103下	19		10	
104上	25	起伏	13	
104下	29	期	13	穩定
105上	20		12	期
105下	17		11	
106上	27		12	
106下	28		11	
107上	28	穩定	9	
107下	30	期	8	
108上	25		7	漸少
108下	25		7	期
109上	37		9	
109下	33	發展	8	
110上	35	期	9	
學期數	15		15	
平均數	26.93		10.13	
標準差	5.612		2.167	
眾數	25		13	
最小值	17		7	
最大值	37		13	
總和	404		152	
百分比(%)	72.7		27.3	

The number of girls (accounting for 72.7%) in the previous semester is about 2.6 times more than that of boys (accounting for 27.3%). The gender is between 17-37 people, the mode 25 has 3 semesters (104-F, 108-F, 108-S), and the number of more than 30 has 4 semesters (107-S, 109-F, 109-S, 110-F). The trend of slight increase. Boys are between 7-13, and the mode 13 has 3 semesters (103-F, 104-F, 104-S); among them, boys with 103-F to 106-S are in tens, and 107-F to 109-S are reduced to single digits. Shows a decreasing trend year by year.

From the perspective of the largest number of students in the previous semester, girls can be divided into three periods: (1) The ups and downs of 103-F-105-S, the number is 17-29.

The gap exceeds 10 students; (2) The stable period from 106-F to 108-S, the number is 25-30, and the gap is less than 5; (3) The development period from 109-F to 110-F, the number is 33-37, each More than 33 students in the semester. Boys can be divided into 2 periods: (1) The stable period from 103-F to 106-S, the number is 10-13, which is more stable than girls; (2) The shrinking period from 107-F to 110-F, the number is 7-9, year by year reduce. In short, the girls' department changes from the "ups and downs" to the "stable period" and then to the "development period"; the boys' department changes from "Stabilization period" to "decreasing period."

Student Age

The age of students at the time of enrollment, as shown in Table 4, is concentrated in the middle-aged and middle-aged 45-64 years old.

表4 學子年齡之統計資料

年齡	34未滿	35-44	45-54	55-64	65以上	合計	平均數	標準差	最小值	最大值	眾數(N)	階段
103上	2	5	21	10	1	39	50	8.008	29	66	45(5)	
103下	3	3	11	11	1	29	51	10.271	21	67	50(4)	
104上	4	6	14	11	3	38	49	11.895	18	69	56(3)	中年
104下	4	6	18	12	2	42	50	10.675	22	70	51(4)	上進
105上	2	5	12	12	1	32	51	9.535	29	68	59(3)	期
105下	1	5	9	10	3	28	52	9.38	30	69	55(3)	
106上	2	8	13	11	5	39	52	10.409	24	69	54(3)	
106下	3	7	11	13	5	39	52	10.544	30	70	55(3)	
107上	7	12	13	5	37	54	8.905	38	70	48(4)		
107下	2	6	11	15	4	38	52	9.931	29	69	56(4)	前期
108上	3	6	6	14	3	32	51	11.659	25	69	56(4)	高年
108下	2	5	9	12	4	32	53	10.55	28	70	50(4)	上進
109上	4	8	16	14	4	46	51	10.789	29	70	50(4)	期
109下	5	8	12	13	3	41	50	11.712	27	71	51(4)	
110上	7	7	13	11	6	44	50	12.77	23	71	51(4)	
學期數	15	15	15	15	15		15		15	15		
平均數	2.93	6.13	12.53	12.13	3.33		51.20		26.80	69.20		
標準差	1.710	1.407	3.701	1.506	1.589		1.320		4.828	1.373		
眾數	2	6	12	11	3		52		29	70		
最小值	0	3	6	10	1		49		18	66		
最大值	7	8	21	15	6		54		38	71		
總和	44	92	188	182	50							
百分比(%)	7.9	16.5	33.8	32.7	9.0							

The average age is 51.20 years old, the minimum age for the previous semester is 18 years old, and the oldest age is 71 years old. There are 2 groups with the largest number of students in the previous semester, (1) Middle-aged advancement period: The middle-aged (45-54 years old) number of students is high, ranging from 103-F to 106-F, between 9-21 students, and the average number of students in class per semester is 12.53. (2) Early senior years and advancement period: The early senior years (55-64 years old) had a large number of students, ranging from 106-F to 110-S, ranging from 12-15 among the students, the average number of students in each semester is 12.13. In short, the main learning drive of this class those who are from 103-F to 106-F middle age (45-54 years old) change from 106-S to 109-S senior years (55-64 years old).

Student Education

The so-called "educational background" refers to the academic qualifications that the students of this class can provide in writing at the time of course selection. This article divides them into four categories: junior high schools, senior high schools (including vocational, senior business, and senior engineering), universities (including junior colleges, Division), master's degree. The statistical results are shown in Table 5:

表5 學子學歷之統計資料					
學歷	國小	國中	高中職工	大學大專	碩士
103上		8	20	12	2
103下		3	14	11	1
104上		3	27	10	3
104下		2	20	17	3
105上	2	1	17	10	2
105下	1	1	13	11	2
106上	1	2	20	14	2
106下	2	1	16	18	2
107上	3	2	16	13	3
107下	3	2	13	19	1
108上	2	3	13	14	
108下	2	4	16	8	2
109上		7	25	13	1
109下		6	22	13	
110上	1	5	28	10	
學期數	9	15	15	15	12
平均數	1.89	3.13	18.67	12.87	2.00
標準差	.782	1.885	5.038	3.159	.739
眾數	2	2	20	13	2
最小值	1	1	13	8	1
最大值	3	7	28	19	3
總和	17	47	280	193	24
百分比(%)	3.0	8.4	49.9	34.4	4.3

“Student education”, the number of “high school vocational students” is the largest in the semester, the mode is 20, between 13-28, accounting for 49.9% of the total number, nearly half. Education is the “university (college)” comes next, the mode is 13, the number is between 8-19, accounting for 34.4% of the total number, more than one-third. The degree “Master” is only 1-3 students, accounting for 4.3% of the total. Those with a degree of “junior high school” only have 1-7 students, accounting for 8.4% of the total. There are only 1-3 students with a degree of “elementary school”, accounting for the total number of 3.0%. As the college degree or above accounted for 84.3% over the years, the education of the students in this class is mainly based on “high school vocational” and “university (college)”.

Student Occupation

The so-called “occupation” refers to the work of each course candidate during the semester, which belongs to one of industry, commerce, service industry, freelance, teaching, household management, retirement, unemployed, etc. The statistical results of students’ “occupation” are shown in Table 6:

表6 學子職業之統計資料

職業	商業	工業	服務	自由	家管	退休	教書	公	無	階段
103上	14	4	12	2	2	2	1	1	1	企業 責任 回饋
103下	8	5	7	1	2	2	1	1	2	
104上	10	2	9	5	1	2	1	2	6	
104下	11	4	11	6	1	2	2		5	
105上	7	4	7	2	6	2	2		2	
105下	8	4	8		3	2	2		1	
106上	15	5	8	2	2	4	2		1	
106下	8	8	6	5	4	4	2		2	
107上	6	7	8	5	2	3	4		2	
107下	9	3	13	3	2	2	4		2	
108上	7	5	11	2	1	2	4			服務 專業 強化
108下	7	3	14	1	1	3	3			
109上	12	4	19	2	1	3	3	1	1	
109下	12	4	18	1	1	2	2	1		
110上	9	2	21	2	2	2	4	1	1	
學期數	15	15	15	14	15	15	15	6	12	
平均數	9.53	4.27	11.47	2.79	2.07	2.47	2.47	1.17	2.17	
標準差	2.722	1.624	4.719	1.718	1.387	.743	1.125	.408	1.642	
眾數	8	4	8	2	2	2	2	1	2	
最小值	6	2	6	1	1	2	1	1	1	
最大值	15	8	21	6	6	4	4	2	6	
總和	143	64	172	39	31	37	37	7	26	
百分比(%)	25.7	11.5	30.9	7.0	5.6	6.7	6.7	1.3	4.7	

The largest number of student occupations is “service industry”, with 6-21 students, accounting for 30.9%; “business”

Secondly, between 6-15 students, accounting for 25.7%; “Industry” again, there are 2-8 students, accounting for 11.5%. Most of these students are very busy, indicating that “the busiest people will also allocate time to study.” Most free of “retirees” (6.7%), “housekeeping” (5.6%), “unemployed” (4.7%), etc., only 1-6 students. Said that “the ones who have the most free time may not choose to study.” If you take the largest number of students per semester, it can be divided into two categories: (1) Corporate Responsibility Feedback: It refers to 6-15 students whose occupation belongs to “business”, accounting for 25.7%, including 103-F to 106-S down. (2) Strengthening of service profession: refers to 6-21 students with occupations belonging to the “service industry”, accounting for 30.9%, including 107-F to 110-F. In short, the influence of students in class has changed from the “Corporate Responsibility Feedback” in the first 8 semesters to the “Service Professional Reinforcement” in the next 8 semesters.

Student Residence

The so-called “residence” refers to the student’s place of residence at the time of enrollment. This article is divided into 5 categories according to geographical factors: (1) Shengang District: Foundation the location of the meeting place and one of the main classes; (2) Dongshi District: Foundation Training Center and one of the main class venues; (3) Fengyuan District: The foundation meeting place is close to Fengyuan Financial Center; (4) Other districts: except Other areas of Taichung City other than the above three locations; (5) Other counties and cities: other counties and cities other than Taichung City.

It can be seen from Table 7 that the student residence the other districts in Taichung City have the highest 39.9%, with 8-22 students; Fengyuan District followed by 36.4%, with 10-17 students. Students living in other counties and cities (7.4%), it is also more than the Shengang District (4.9%) where the foundation is located. In short, the main residences of the students in this class are concentrated in Fengyuan District and other districts of Taichung City, not Shengang District or Dongshi District, which is the main place of class.

表7 學子住居所之統計資料

學期	豐原區	神岡區	東勢區	其他區	外縣市
103上	12	1	8	18	
103下	10	1	7	11	
104上	13	1	3	14	5
104下	13	2	3	15	7
105上	15	1	4	9	3
105下	12	1	5	8	2
106上	16	1	6	13	3
106下	12	6	5	13	3
107上	13	4	4	13	3
107下	14	1	3	16	4
108上	11	4	2	13	2
108下	14	1	2	13	2
109上	17	1	4	22	2
109下	14	1	4	20	2
110上	15	1	3	22	3
學期數	15	15	15	15	13
平均數	13.40	1.80	4.20	14.67	3.15
標準差	1.882	1.568	1.740	4.254	1.463
眾數	14	1	4	13	3
最小值	10	1	2	8	2
最大值	17	6	8	22	7
總和	201	27	63	220	41
百分比(%)	36.4	4.9	11.4	39.9	7.4

And whether there is a college or university in the student's place of residence, the student residence is divided into two groups: "with colleges and universities" and "without colleges and universities" [15]. The statistical results are shown in Table 8. There are 4-14 students whose residence "has colleges and universities", accounting for 23.8%, and the average number per semester is 8.87; there are 23-34, accounting for 76.2%, average per semester 28.33 bits. In short, more than three-quarters of the students do not have a college or university in the administrative area where they live. This may be one of the reasons for enrolling in this class.

表8 學子住所有無大專院校之統計資料

學期	有大專院校	無大專院校
103上	12	27
103下	6	23
104上	11	27
104下	13	29
105上	5	27

In Taichung City there are 10 administrative districts, including public and private colleges and universities, including South, North, West, Beitun, Xitun, Nantun District, Taiping District, Dali District, Wufeng District, Shalu District; those without public or private colleges and universities, including: Central District, East District, Fengyuan District, Qingshui District, Dajia District, Dongshi District, Wu Qi District, Wuri District, Shengang District, Dadu District, Daya District, Houli District, Tanzi District, Longjing District, Waipu District, Heping District, Shigang District, Daan District, and Xinshe District.

One of the results of the study/Fu Chuan Charity Education and Learning Model

The education and learning model of this class has gradually formed 7 categories during the semester: (1) Old and freshmen integration model, (2) Cross-age and multi-group learning model, (3) Foreign domain and profession sharing model, (4) Social welfare resource co-study model, (5) Potential mode of voluntary service, (6) Effect mode of intervention response, (7) Mode of not handling property [16].

The Integration Model of Old and New Students

Every semester, there are "freshmen", "graduates", and "dropouts" in this class; "recruitment of new students", "maintenance of old students", and "counseling for old students" are also required. Among them, "School Dropouts" and "Old Student Counseling" are recorded in the student care files, which are private information, so the statistical results are not disclosed. This project adopts the "old with young, old with new model" operation, the main content includes: "maintenance of old students", "Partner Maintenance", "New Student Information Source", "Speech Recruitment" [17].

Maintaining Old Students

If the students who come to register for classes are divided into "new students" or "old students", they will come for the first time students who sign up for classes are called "new students"; those who have come to sign up for classes before are called "old students". Students are affected and lost. This is a natural phenomenon. The factors for students dropping out are 5: Home changes therefore, physical discomfort, class location, time considerations and work problems; but educators have the responsibility both "maintaining old students" and "recruiting new students" are equally important. The number of new and old students in the previous semester is shown in Table 9

表9 舊生維繫之統計資料				
學期	舊生數	階段	新生數	合計
103上	19	奠基期	20	39
103下	24		5	29
104上	22		19	41
104下	31	力併期	11	42
105上	25		7	32
105下	25		3	28
106上	26		13	39
106下	34		5	39
107上	30		7	37
107下	30		8	38
108上	26		6	32
108下	26		6	32
109上	26	突破期	20	46
109下	37		4	41
110上	34		10	44
學期數	15		15	15
平均數	27.67		9.60	37.07
標準差	4.894		5.841	5.378
眾數	26		20	39
最小值	19		3	28
最大值	37		20	46
總和	415		144	556
百分比(%)	74.6		25.9	100.0

In terms of “maintenance of old students”, it can be seen from Table 9 that the number of students is the lowest at 19 (above 103). With 37 being the highest (109-S) and the mode being 26, there are 4 semesters (106-F, 108-F, 108-S, 109-F), average 27.67, more than 30 students have 6 semesters (104-S, 106-S, 107-F, 107-S, 109-S, 110-F). It can also be inferred from Table 9 that the “maintenance of old students” can be divided into three phases: (1) The foundation laying period: 103-F to 104-F is the early stage of school, the number of old students is 19-24 students, not much stable. (2) Struggle period: 104-S to 109-F old students are concentrated between 25-34 students, That is to say, “maintaining old students” has worked hard for at least 10 Semesters, (3) Breakthrough period: 109-S to 110-F the number of old students accumulates to 34-37, which is the largest number of previous semesters. In a nutshell, the “maintenance of old students” system is changed from the “foundation laying period”, to the “struggle period”, and then to the “breakthrough period”.

Partner Maintenance

The so-called “partner” refers to partners, good friends or partners who have common characteristics or needs. They will invite each other to learn together, enter and exit together. The statistical results are shown in Table 10, which can be divided into Type 2, sorted according to the number of partners in descending order, as follows, (1) There are 5 partners with blood relationship: couples 2-6 pairs (19.0%)>a family 1-6 family (7.8%)>sister 1-4 pairs (7.6%)>mother-child 2-pairs (5.6%)> Brother 2 pairs (1.7%). (2) The unrelated person has 2 partners: 7-16 pairs in the same unit (45.9%)> 2-13 pairs carpool (12.3%). Among them, the number of learners invited by the same unit has always been the most in previous semesters, with an average of 10.93 students per semester, and that of couples, with an average of 4.53 students per semester.

表10 拍檔維繫人數之統計資料

學期	夫妻檔	一家子	母子檔	姐妹檔	兄弟檔	小計	同單位	共乘	小計	命名	合計
103上	4	3		2		9	13		13		22
103下	4	3				7	9		9		16
104上	4	3	2			9	9		9		18
104下	6	3	2			11	16		16	親人	27
105上	4	3	4			11	14		14	相邀	25
105下	4	3	2	2		11	11		11		22
106上	4	6	2	2		14	12	2	14		28
106下	6	3	4	4		17	11	2	13		30
107上	4		4	4		12	8	4	12		24
107下	4			4		8	14	4	18		26
108上	6			2		8	11	4	15		23
108下	6			2		8	10	2	12	好友	20
109上	6			2	2	10	10	8	18	相挺	28
109下	4			2	2	8	9	5	14		22
110上	2	1		1	2	6	7	13	20		26
學期數	15	9	7	11	3	15	15	9	15		15
平均數	4.53	3.11	2.86	2.45	2.00	9.93	10.93	4.89	13.87		23.80
標準差	1.187	1.269	1.069	1.036	0.000	2.865	2.492	3.586	3.182		3.913
眾數	4	3	2	2	2	8	11	4	14		22
最小值	2	1	2	1	2	6	7	2	9		16
最大值	6	6	4	4	2	17	16	13	20		30
總和	68	28	20	27	6	149	164	44	208		357
百分比(%)	19.0	7.8	5.6	7.6	1.7	41.7	45.9	12.3	58.3		100.0

Information Sources for New Students

In terms of “freshmen recruitment”, as can be seen from Table 9, 3 for the semester is the lowest (105-S), and 20 is the highest (103-F, 109-F), with an average of 9.60; therefore, the new recruits must be re-observed for their information source. “Recruitment of freshmen” is one of the important tasks of each semester. In addition, the “freshmen” in this paragraph refer to the students who came to the “Bachelor’s Class” for the first time, including dropouts and transfer students from the Open University. The former “drop-out” refers to a drop-out who had studied at the Open University, while the latter “transferred student” refers to a student who had studied in other school districts of the University but transferred to the class. Both of them have not been enrolled in the class, so they are classified as “freshmen”. How do freshmen know that this class handles university education? There are universities and other colleges and universities everywhere that can take classes. Why are “freshmen” willing to come to this class to enroll? The first task of “New Student Recruitment” is to “let the new students know the information about their class”, that is, what is the “source of the new student information”? There are 4 options for this item: volunteer training, school visits, teacher and student recommendation, and staff of the Foundation. (1) The so-called “volunteer training” refers to the registration of students after listening to the introduction of the lecturer when receiving basic or special training or transformation training for volunteers; (2) The so-called “school visit” refers to those who come to visit the class, or participate in the Fu Chuan Mercy activities, listen to the introduction of the guide and sign up for students; (3) The so-called “teacher and student recommendation” refers to the registration of students through the recommendation of the class’s face-to-face professors or students; (4) The so-called “Staff of the Foundation” refers to the newly recruited position when the Fu Chuan Foundation is vacant Members or volunteers, after hearing the introduction of Fu Chuan people, sign up for students. There is also the so-called “Undergraduate” refers to those who have participated in the master’s course administered by Fu Chuan Compassion, and only enrolled in social work threshold subjects because they are not related to social work. However, those who “revised under the research” still came from the 4 factors listed above, so they are not separately listed as options. The statistical results are shown in Table 11.

表11 新生訊息來源之統計資料

學期	志工訓練	學區參訪	師生推介	本會員工	命名	新生數
103上		10		10	開辦期	20
103下		4	1			5
104上	6	12		1	隨機說	19
104下		6		5	明期	11
105上	3	4				7
105下	1	2				3
106上	9	3		1		13
106下		3		2		5
107上	4	3			外出招	7
107下	2	4		2	募期	8
108上	3			3		6
108下	5			1		6
109上	9	1	7	3	口耳相	20
109下	3		1		傳期	4
110上	4		6			10
學期數	12	10	5	8		
平均數	4.33	4.90	3.40	3.25		
標準差	2.535	3.510	2.881	3.059		
眾數	3	4	1	1		
最小值	1	1	1	1		
最大值	9	12	7	10		
總和	52	49	17	26		144
百分比(%)	36.1	34.0	11.8	18.1		

Among them, (1) There are 1-9 freshmen from “volunteer training” in the past semester, distributed for 12 semesters, mode 3 are 4 semesters (105-F, 106-S, 108-F, 109-S), with a total of 52 person-times; (2) There are 1-12 “Campus Visitors”, distributed for 10 semesters, and 4 in the mode have 3 semesters (under 103-S, 105-F, 107-S), a total of 49 person-times; (3) “Teachers and students recommend” 1-7 students, distributed 5 semesters, 1 of the mode has 2 semesters (103-S, 109-S), a total of 17 person-times; (4) There are 1-10 “employees”, distributed for 8 semesters, the majority one person has 3 semesters (104-F, 106-F, 108-S), and a total of 26 person-times. Because of this, the number of freshmen sources in the past semester is “volunteer training” (36.1%)> “Campus Visit” (34.0%)> “Foundation Staff” (18.1%)> “Teacher and Student Recommendation” (11.8%).

If you look at the maximum number of students per semester, Table 11 can be divided into 4 periods, (1) Start-up period: 103-F are two sources of information: “Campus Visits” (10 students) and “Our Foundation Staff” (10 students). Since they just started running the school, the number of people is equal; (2) Random explanation period: 103-S to 105-S with “Campus “Visitors” have the largest number of people, with 2-12 students, mainly because visitors have passive explanations when they have inquiries; (3) Out-of-office recruitment period: 106-F to 108-S. The number of students with “volunteer training” is the largest, with 1 -9 students, mainly taking the initiative to go to volunteer training venues to promote; (4) Word of mouth period; the high number of 109-F to 110-F falls on “Volunteer Training” (3-9) and “Teacher and Student Recommendation” (1-7 students), mainly through word of mouth from teachers or students. In short, the

“freshmen recruiting period” changes from the “start-up period” to the “random explanation period”, then to the “outing recruitment period”, and then to the “word of mouth period”.

Call for Speeches

“Volunteer speech” is the most important method for recruiting students. The Archetypal Story Model is used in the speech, which can explore various topics and attract all ages to learn [18]. In 109, the COVID-19 epidemic was heating up. In principle, any gathering activities should be stopped, but participated in volunteer education and training since February under caution and without violating the government’s anti-epidemic regulations practice, and have the opportunity to introduce the education and learning mode of this class. As shown in Table 12.

表12 演講召募之統計資料

序號	辦理年度	辦理日期	聽眾數	加入好友數	就讀數	合計	入學學期
1	109年	2月22日	88	17	4	6	108下
2		3月7日	70	10	2		
3		3月28日	64	10	1		
4		4月25日	61	6	1		
5		5月30日	84	12	1	20	109上
6		6月13日	61	7	3		
7		7月5日	75	29	6		
8		9月12日	63	14	8		
9		10月17日	36	4	2	2	109下
10	110年	3月6日	90	19			
12		3月20日	95	19			
13		3月27日	88	15	1	4	110上
14		4月17日	84	16	3		
15		9月4日	64	4			
		總和	1023	182	32	32	
		百分比(%)	100.0	17.8	3.1	3.1	

Those who enrolled under 108-S, in the 2 volunteer training sessions, there were 10-17 friends who joined Line subscriber. The enrolled of college students are 2-4 people. Enroll on 109-F those who attended 6 volunteer training sessions, the number of friends who joined 6-29 people, who were studying in class count 1-8 people. Those who enrolled under 109-S will attend 1 volunteer training. The number of friends who have joined is 4 people, 2 students in this class. Those who enrolled at 110-F will attend 5 volunteer training sessions. The number of friends is 4-19, and the number of students studying in the class is 1-3. In total, 15 volunteer training sessions attended, 1023 listeners, 182 friends (accounting for 17.8%), there are 32 students enrolled (3.1%). On average, 2-3 freshmen can be recruited for each lecture [19].

What is the “number of students enrolled in this class and “the nature of the training”, “the host area”, “the week before the start of school”, “the audience Joined”? According to the SPSS statistical score results, there is no significant correlation. However, “3-14 weeks before the start of school” is the best period for the recruitment of new students and can be used as a consideration for “new students”. Due to space limitations, after SPSS statistical analysis results, if all of them do not reach the significant level, no statistical table will be attached, and the following are the same [20].

Cross-Age and Multi-Group Learning Mode

Co-learning model, including the cross-age co-learning of “old, middle-aged, young” and “beneficiaries learn together. The former refers to the interaction and learning between different age groups, also known as heterogeneous learning or inter-generational education; the latter refers to the promotion of inclusive education for the “65 years of age or disabled or low-income households or indigenous. This kind of cross-group reciprocity, small scale, voluntary nature, and open attitude can increase understanding and acceptance, and even last a lifetime [21].

The Old, the Middle-aged and the Young Learn Together

With the “premature” and “delayed aging” of human beings, there is a new definition of age. According to the Ministry of Education Compiled as defined by the revised version of the Mandarin Dictionary, 20-29 years old in youth, 30-44 years old in prime age, the middle age is 45 to 59 years old, and the early high age is 60 to 69 years old. The age of the students is recoded into groups, and the “preliminary senior years” are referred to as “senior years”, and the “old age” over 70 years old is added [22]. The statistical results are shown in Table 13.

表13 跨齡共學之統計資料						
年齡	29未滿 青年	30-44 壯年	45-59 中年	60-69 高年	70以上 老年	階段
103上	1	6	29	3		
103下	1	5	18	5		
104上	2	8	21	7		
104下	3	7	25	6	1	
105上	1	6	20	5		
105下	6	16	6			
106上	1	9	20	9		
106下	10	20	8	1		
107上	7	20	9	1		
107下	1	7	21	9		
108上	3	6	15	8		
108下	1	6	17	6	2	
109上	2	10	22	10	2	
109下	1	12	18	8	2	
110上	2	12	18	10	2	
學期數	12	15	15	15	7	
平均數	1.58	7.80	20.00	7.27	1.57	
標準差	.793	2.274	3.525	2.052	.535	
眾數	1	6	20	6 ^a	2	
最小值	1	5	15	3	1	
最大值	3	12	29	10	2	
總和	19	117	300	109	11	556
百分比(%)	3.4	21.0	54.0	19.6	2.0	100.0

The enrollment age of students is concentrated in the “middle age” (45-59 years old). There are 15-29 students, with an average of each semester 20.00 person-times, accounting for 54.0%, more than 50%; “Prime-aged” (30-44 years old) and “Senior” (60-69 years old) followed by 21.0% and 19.6%, about 20%, each semester approximately 7 students on average. The minority are “youth” (3.4%) and “Old age” (2.0%) averages about 1 student per semester. Although less than 10%, this class has formed a cross-learning pattern for young people, Prime-aged people middle-aged people, seniors, and old people.

Common People and Beneficiaries Learn Together

The so-called “beneficiary” refers to the students who come to this class to register for classes are “65 years of age or older” or have the status of “disabled” or “low income” or “indigenous people”. In the Open University policy, since the 106-S, there are tuition concessions for those with “beneficiary status.” Since not everyone

with “beneficiary status” has tuition concessions, the number of students in this section is counted as long as they have “beneficiary status”, that is, it does not belong to the statistics of the number of students receiving tuition concessions. For example, in the past, I had completed a university education as a physically and mentally handicapped student. Moreover, this statistic is not limited to 106-S so far, but includes all the results are shown in Table 14.

特別身分	年滿65 歲	身心障 礙者	原住 民	低收 入戶	合計
103上	1	1	1	1	4
103下	1	1	1	1	4
104上	3	1	1	1	6
104下	2	1	1		4
105上	1	1	1		3
105下	3	1	1	1	6
106上	5	1	1	1	8
106下	5	3	1	2	11
107上	5	3	1	1	10
107下	4	2		1	7
108上	3	2		1	6
108下	3	1		1	5
109上	4	2	1	1	8
109下	3	2	2	1	8
110上	6	4	1	1	12
學期數	15	15	13	12	15
平均數	3.33	1.73	1.08	1.08	6.80
標準差	1.589	.961	.277	.289	2.704
眾數	3	1	1	1	4
最小值	1	1	1	1	3
最大值	6	4	2	2	12
總和	50	26	14	13	
百分比(%)	8.5	4.4	2.4	2.2	

“Full of years “65 years old” has 1-6 in each semester, accounting for 8.5%; There are 1-4 “disabled persons”, accounting for 4.4%; “low-income households” have 1-2, accounting for 2.2%; “indigenous people” have 1-2, accounting for 2.4%. In short, the beneficiaries accounted for 17.5% of the total number of students, that is, 80% of the students in this class and nearly 20% of the partners go in and out, support each other, and share learning experiences.

Cross-Domain and Cross-Industry Sharing Model

The cross-domain and cross-industry sharing model, also known as the cross-domain education and learning model, refers to education and learning that spans the discipline or vocational field [23]. It can be understood from two aspects: the student's field at the time of enrollment belongs to the “social work-related academic qualifications” and the “social work-related vocation”. What is the ratio of “related occupations”?

Students' Pre-Entry Qualifications

If students' academic qualifications are divided into "social work related academic qualifications" and "Non-social work-related academic qualifications", the statistical results are shown in Table 15. There are 1-3 students with pre-entry academic qualifications of "social work-related", accounting for 3.4%, and an average of 1.36 per semester.

表15 學歷之統計資料		
學期	社工相關 學歷	非社工相 關學歷
103上	3	36
103下	1	28
104上	1	37
104下	1	41
105上	1	31
105下	1	27
106上	1	38
106下	2	37
107上	1	36
107下	2	36
108上	2	30
108下	1	31
109上	1	45
109下	1	40
110上	0	44
學期數	14	15
平均數	1.36	35.80
標準差	.633	5.493
眾數	1	36
最小值	1	27
最大值	3	45
總和	19	537
百分比(%)	3.4	96.6

There are 27-45 students with "non-social work related qualifications" in the semester, accounting for 96.6%, an average of 35.80 persons per semester, and a mode of 36 persons. There are 3 semesters (103-F, 107-F, 107-S). In short. In terms of academic qualifications, more than 90% of students are in cross-field learning.

Cross-domain knowledge not only promotes communication, but also allows oneself to know how to cooperate with partners in other fields.

Occupational Field When the Student Enrolls

If students' occupations are divided into "social work-related fields" and "non-social work-related fields", the statistical results are shown in Table 16. Before enrollment, there are 6-19 students with occupations in "social work-related fields", accounting for 28.2%, and the average 10.47 persons per semester; 18-38 persons in "non-social work related fields" in the semester, accounting for 71.8%, an average of 26.60 persons per semester; In short, in terms

of occupation, more than 70% of students are in cross-field study.

表16 職業之統計資料		
學期	社工相關職 業	非社工相關 職業
103上	12	27
103下	7	22
104上	9	29
104下	11	31
105上	7	25
105下	8	20
106上	8	31
106下	6	33
107上	8	29
107下	13	25
108上	11	21
108下	14	18
109上	19	27
109下	18	23
110上	6	38
學期數	15	15
平均數	10.47	26.60
標準差	4.103	5.409
眾數	8	31
最小值	6	18
最大值	19	38
總和	157	399
百分比(%)	28.2	71.8

Educational Resource Co-Study Mode

Cooperative Learning Programs is the abbreviation of "Social Welfare Education Resource Cooperative Learning Model" [24]. It refers to the educational resources and practical internships of the Foundation, through social work, social welfare, volunteer service and other courses. The friends who are affiliated with each other can share or communicate together, which can not only develop close partnerships, expand service power, and have the space carrier managed by the "time-sharing symbiosis" approach, focusing on the depth of education and culture, and turning the social welfare field into a talent the interweaving points can awaken and condense the energy of learners. Both locals and outsiders are the source of students, and are not affected by distance or seasons. A certain degree of integration function can also effectively disseminate educational learning information and strengthen learning motivation. Get the satisfaction of interacting with people [25].

The affiliation of a student's service work during the semester can be divided into four categories: Fu-chuan volunteers, Fu-chuan staff, or friends volunteers, and friends association staff. (1) The so-called "Fu-chuan Volunteers" refer to volunteers who work at the Fu Chuan Charity Foundation. (2) The so-called "Fu-chuan staff" refers to the workers who work and pay for the Fuchuan Charity Foundation. In "Fu-chuan Volunteers" and "Fu-chuan

Staff" are collectively referred to as "Our Foundation (Fu-chuan People)". (3) The so-called "friends staff" refers to those who are not in the Fuchuan Charity Foundation, but who work in other social welfare organizations. (4) The so-called "friends volunteers" refer to volunteers who work in other social welfare organizations. Among them, "Friends Association Volunteers" and "Friends Association Staff" are collectively referred to as "Friends Association."

If the students are divided into two groups: "Our Foundation" and "Friends Association", it can be seen from Table 17 that the registered number of "Our Foundation" is between 10-23.

表17 教育資源交流之統計資料

學期	本會	友會	階段
103上	23	7	
103下	14	15	起伏階段
104上	14	24	
104下	21	21	
105上	17	15	本會多於友會階段
105下	18	10	
106上	21	18	
106下	20	19	
107上	14	23	
107下	15	23	
108上	13	19	友會多於本會階段
108下	13	19	
109上	15	31	
109下	11	30	
110上	10	34	
學期數	15	15	
平均數	15.93	20.53	
標準差	3.900	7.434	
眾數	14	19	
最小值	10	7	
最大值	23	34	
總和	239	308	547
百分比(%)	43.7	56.3	100.0

Three phenomena were observed, in Table 17 (1) Ups and downs: including 103-F to 104-S 4 semesters, the number of students in the Friendship Association (7-24 people) and Fu-chuan Foundation (7-24 people) fluctuates, 104-F students belong to the same 21 people. (2) The number of students in the "Our Foundation" (17-20 people) from 105-F to 106-S is higher than that of the "Friends Association" (10-19 people). (3) 107-F to 110-S students (19-34 people) of Friendship Association is higher than this Foundation (10-15 people). In short, the cooperative learning model of educational resources: After going through the ups and downs and adjustment stages, it changes from "more students in the Foundation" to "more students in the Friends Association".

Potential Models of Volunteer Service

The education and learning place of this class is set in the field

of social welfare organizations. This field contains (Latent Curriculum) face-to-face teaching, charity environment teaching, voluntary service practice and other non-academic learning [26]. Learners study in the workplace, closely combining work and study, forming a learning model in which learners, education units and service groups participate together [27]. At school at the beginning of the period, the students in this class will be assigned to 7 volunteer service groups, including: (1) support teacher workers, (2) course selection volunteers, (3) community volunteers, (4) book volunteers, (5) day shifts, (6) photo volunteers, (7) counseling volunteers. This class divides the day duty students into 6 groups according to the number of face-to-face instruction, mainly those who complete 5 subjects. They are responsible for the maintenance of the classroom and the environment during the class and clean ventilation services, which are beyond the scope of this article. This model mainly states (1) the volunteer ratio, (2) the record of volunteer service and the number of volunteer service hours of the students in this class.

Volunteer Ratio

Are students volunteering and qualified? If students are divided into 4 groups: "Our Foundation", "Friends Association", "Volunteers", and "Staff", the total number of registered students are shown in Table 18: The number of "volunteers" in this Foundation is between 4-16, accounting for 27.6%. Mode 11 has 3 semesters (105-F, 107-S, 109-F); The number of "volunteers" in Friends Association between 3-24 people, accounting for 16.3%, mode 7 are 3 semesters (106-F, 108-F, 108-S); the total number of volunteers from our Foundation and the friends Foundation accounted for 43.9%, that is, more than 40% of the students served Volunteer service. In Table 18, 4 points can be observed: (1) the volunteers of this Foundation are of active participation type:

表18 本會與友會學子志工數之統計資料

學期	本會職員	本會志工	本會參與型態	友會職員	友會志工	友會參與型態
103上	9	14		7		
103下	8	6		15		
104上	9	5		24		
104下	9	12		21		
105上	6	11		15		
105下	6	12		10		
106上	6	15	志工積極參與	11	7	
106下	4	16		16	3	
107上	4	10		12	11	志工逐漸參與
107下	4	11		13	10	
108上	5	8		12	7	
108下	4	9		12	7	
109上	4	11		20	11	職員志工共同參與
109下	4	7		21	9	
110上	4	6		10	24	
學期數	15	15		15	9	
平均數	5.87	10.07		14.60	9.89	
標準差	1.995	3.575		4.911	5.862	
眾數	4	11		12	7	
最小值	4	5		7	3	
最大值	9	16		24	24	
總和	88	151		219	89	547
百分比(%)	16.1	27.6		40.0	16.3	100.0

The number of people who participated in the education and learning mode the “volunteers” (5-16 people) of our Foundation are more than the “staff” (4-9 people). (2) Friends volunteers have gone through 3 stages: most of the association have “volunteers” less than “staff”, and change from 103-F to 105-S “no volunteers yet” to “volunteers gradually participating” (3-11 people), then change to “volunteer active participation” (9-24 people). (3) The average number of volunteers participating in this Foundation is 10.07, more than the 9.89 volunteers in the friend association the number of 5.87 people is less than 14.60 of the staff of friend association. (4) The number of staff participating in the Foundation has decreased year by year: from 9 to 4, mainly due to the heavy workload of the staff of the Fu-chuan Charity Foundation. Taking meal delivery as an example, the average daily meal delivery volume is 2000 lunch boxes. Above, there are other jobs such as food banks, canteens for the elderly, day care for the elderly, etc. Those who can take the time to attend classes are really commendable. In short, up to now, our Foundation is an education with “more student volunteers”, and the friendship association is an education with “more staff”.

The Ratio of Register Application and the Number of Volunteer Service Hours

Volunteers are executors of positive values and expresses of gratitude. An epidemic crisis occurred under 108-S, and the epidemic rose under 109-S, but the society continued to operate. Medical staff kept their positions, garbage trucks were still running, transportation systems were normal, factories were still producing, and food production and home delivery were as usual. I am grateful to all those who maintain normal operations in the country, especially volunteer partners. One of the potential courses of the students in this class is to cooperate with volunteer services, so the main topic of this item is to ask the students 2 questions: **Question 1:** Have you applied for a volunteer service record book? Options are 3: (1) Volunteer Service record, (2) not yet applied, (3) no volunteer training. The so-called “volunteer service record book” refers to those who have received basic training and special training and have applied for a volunteer service record book through a volunteer team. The so-called “not yet applied” refers to those who have received basic training and special training, but have not yet applied to the volunteer team or have not yet applied for the volunteer service record book from the competent unit. The so-called no volunteer training refers to those who have not received one of basic training and special training.

Question 2: Please estimate the number of hours of your volunteer service in “February to July” or “August to January” in half a year? (Please fill in) Since this class does not take summer courses, it is calculated during the summer vacation and during the enrollment period. The calculation of the semester is based on the regulations of the school calendar of the Open University. The next second semester is positioned from February to July, and the first semester August-January.

Applying for the “Volunteer Service Record Book” indicates that there is a “volunteer service willingness”; only after applying for the “Volunteer Service Record Book” can the “Volunteer Service Hours” be registered; if there is a registration of “Volunteer Service Hours”, it means “has been engaged in volunteering” service”. The statistical results of the previous semesters are shown in Table 19.

表19 志願服務紀錄冊申領與時數之統計資料

學期	有志願服務紀錄冊	尚未申請	還未參加訓練	階段	志願服務時數
103上	15		24	志願服務概念	1921
103下	10		19	不多	1958
小計	25		43		3879
百分比(%)	37		63		平均155
104上	13		25		1248
104下	13		29		1407
105上	15		17	志願服務人數	1366
105下	16		12	穩定成長	1636
106上	16		23		5747
106下	17		22		4200
107上	18		19		1431
107下	18		20		3658
108上	18		14		1681
小計	144		181		22374
百分比(%)	44		56		平均155
108下	18	3	10		228
109上	21	5	20	面對疫情考驗	471
109下	31	5	10		1655
110上	26	7	11		1679
小計	96	20	51		4033
百分比(%)	57	12	31		平均42
學期數	15	4	15		15
平均數	17.67	5.00	18.33		2019.07
標準差	5.219	1.633	5.888		1444.411
眾數	18	5	20		
最小值	10	3	10		228
最大值	31	7	29		5747
總和	265	20	275	560	30286
百分比(%)	47.3	3.6	49.1	100.0	

The concept of “willingness to volunteer” can be divided into three stages: (1) A minority of people with willingness to volunteer: There are 10-15 students (37%) who have obtained a record of volunteer service for 103-F and 103-S students, and 19-24 (63%) of those who have not received special training. At the beginning of the class, the students did not volunteer. Conceptualists in the majority, and it is not yet possible to observe any special features. (2) The willingness to volunteer has changed steadily: students from 104-F to 108-F have a record book of volunteer service, 13-18 (44%).

There are 12-29 students (56%) who have not yet received special training, and their biggest feature is their voluntary service discipline. The number of enrollees has steadily changed with 1-2 students per semester, and the number has changed from 37% to 44%. (3) Those willing to volunteer face the test of the epidemic: 108-F to 110-F are affected by the epidemic, unless it is necessary to not arrange activities and services, resulting in a significant reduction in the number of volunteer hours, but students will participate in volunteer training whenever they have the opportunity and apply Volunteer service record book. During this period, 18-31 students (57%) have received the volunteer service record book, and 3-7 students (12%) have been trained by volunteer training, but have not yet applied for the volunteer service record book. The total number of volunteers has changed to 57-69%, which is more than half of the students.

From the perspective of “volunteer service hours”, it will understand the average service hours of the volunteers who have the record of volunteer service, (1) the volunteer service hours of the students from 103-F to 103-S are 1921-1958 hours, average serving per person Service 155 hours. (2) 104-F to 108-F, the number of volunteer service hours for students is 1248-5747 hours, the average person Service 155 hours. (3) 108-S to 110-F, the number of volunteer service hours for students is 228-1679 hours, the average serving 42 hours. The average service hours in stages 1-2 are the same.

In the third stage, even though they were unable to participate in activities due to the impact of the epidemic, and the number of volunteer service hours was greatly reduced, there were still volunteers who had the courage to face difficulties and step up to support necessary services. Especially during the severe epidemic period, physical face-to-face teaching was changed to remote teaching. The face-to-face homework was changed to e-mail, and examinations were changed to uploading reports online. Some students were not familiar with the procedures, confused their directions, and did not know the clues. The number of student volunteers was established. Groups, among which the “Homework Assistance Group” assists students in changing their assignments into PDF files and distributes them to each teacher, and the “Reading Group” assists in assembling video and audio tools, checking the homework handed status of all students, and reporting to teachers and students to complete Missing information, student volunteers play support and guardian functions during the time when face-to-face instruction is not available, but do not log in the number of volunteer hours.

On the whole, 47.3% of those who have obtained the register of volunteer service so far are encouraged to volunteer as soon as they have the opportunity, but do not care about the service hours; 3.6% of those who have been trained by volunteer training but have not yet applied for the register of volunteer service record book, encourage them to apply for the volunteer service record book; 49.1% of those who have not yet participated in Volunteer training are encouraged to participate in kit training.

“Response to Intervention Model” has two functions: evaluation and support for students [28]. This article is based on the pass rate or fail rate after the student evaluation. The translation of Response to Intervention Model includes “Interventional Response Mode, Intervention Effect Mode, Intervention Response Effect Mode, Support-Effectiveness Mode”. This article uses “Intervention Response Effect Mode” [28].

The way of student is to take into account both ordinary students and students with learning disabilities, The “Mindfulness Education Model”, allows students to make small changes every day, such as: more love, less emotion, and more good words, Do more happy things, complain less, be considerate of one person, share more knowledge, talk less gossip... etc [29]. The so-called “pass” refers to the course that each student has obtained a credit certificate after the end of the current semester. The so-called “pass rate” refers to “the number of student who have obtained the credit certificate” as a percentage of the current semester. It can be seen from Table 20 that this class matches the qualifications.

表20 歷學期及格率之比較							
學期	第1科	第2科	第3科	第4科	第5科	平均	階段
103上	83	75	78	77	81	79	耐心鼓勵 教育
103下	95	96	95	90	90	93	
104上	97	89	90	89	89	96	
104下	79	79	87	87	87	82	
105上	89	74	81	96	93	86	
105下	100	100	100	100	100	100	
106上	90	92	90	89	89	90	
106下	100	100	100	100	100	100	
107上	97	97	100	100	100	99	平正教育
107下	97	97	96	96	96	96	
108上	100	96	100	100	100	99	
108下	88	88	85	89	88	88	
109上	98	98	98	97	97	98	視訊與善 愛教育
109下	100	100	100	100	100	100	
110上	100	100	100	100	100	100	
學期數	15	15	15	15	15	15	
平均數	94.20	92.07	93.33	94.00	94.00	93.73	
標準差	6.795	9.184	7.641	6.876	6.268	7.086	
眾數	100	100	100	100	100	100	
最小值	79	74	78	77	81	79	
最大值	100	100	100	100	100	100	
總和	1413	1381	1400	1410	1410	1406	
百分比(%)	20.1	19.7	20.0	20.1	20.1	20.0	

The Average Pass Rate of the Period, Adopts 3 Intervention Response Effect Modes

(1) Initially adopt patient encouragement education: adopt patient and gradual education for the response of the failing students, and adopt the encouragement education of being the master of human beings for the response of the passers. The period includes 103-F to 105-S times. Since there are 3-6 students who fail 103-F, 1 student 103-S, 1-4 students 104-F, 3-6 students 104-S, and 1-6 students 105-F, the overall average passing rate is 79% Up and down between (103-F) and 96% (104-F). The large class operation procedures help students gradually get on track in the direction of reading. For students working, it is not easy to take time to attend classes and study seriously, and you can understand the hardships in the learning process. However, after the guidance of “Students Reading Seriously”, the passing rate has increased, 105-S even 100%.

(2) Adopting fair education: The Fu Chuan Campus advocates “decent teaching and serious reading”, and informs students that they should cultivate their own Scholarly qualities in response to failing students, and adopt positive and upward education in response to passing students including 106-F to 108-F. However, there are still 3 students who cannot continue to attend classes and apply for suspension, but the pass rate has risen from 90% to 96-100%.

(3) Combining kind love and video education: from 108-S to 110-F during the video education period, both kind love education is adopted. Due to the impact of the new coronavirus epidemic spreading to Taiwan under 108-S, the teaching method was changed to “LINE group video teaching”. As a result, 3-4 students were unable to adapt and gave up school midway. The passing rate dropped to 88%. For passing response, organized students to set up 2 LINE group videos, 5 mutual aid groups, and

organized 5 teaching tests to help students smoothly tide over the video difficulties during the epidemic. To respond to the failing students, follow the teaching progress, restart after-class guidance to answer students' problems, use skills to stimulate students to participate in the discussion, cooperate with practical work to help students arouse interest in learning, carefully review the assignments to help students master the key points of learning and help students solve daily tasks life problems, so after a semester, the motivation of students improved greatly, and the passing rate rose to 98%. However, from the 109-S to 110-F, the crisis of the new coronavirus epidemic is heating up, and the teaching method is changed to "webex cloud classroom video teaching." Students have to adapt to the new software, and their anxiety increases. They respond to the passers and practice the concept of love education. This allows the number of old students to maintain a large increase, and can show the love of classmates, and take the initiative to assist other students in need; to respond to failing students, increase their confidence and concentration, increase the frequency of interaction between partners, and bring the pass rate back to 100%. Seven, the mode of no handling property "Properties" includes "money" and "Supplies". Among them, the "Supplies", such as cooperating with the Taichung Central Social Service Agency to organize the "Donated Goods, Good Goods Sharing" activities, students in this class bring home supplies to the door of the foundation's classrooms on the School day, and hand them to the teacher or classmate in charge, and Students will be sent directly to the president or booth of the Taichung Central Social Service Agency or designated nursery school. No materials will enter the class. "Money" refers to the various fees paid by the students in this class, including credit fees, books registration fees, internship fees, etc. are all paid by the students to the Open University. The administrative volunteers in this class are only simple Service, no money. In the early stage of the 102-S class, public administration courses were offered.

It belongs to the first course of the class and does not handle the expenses, so it is calculated in this statistics. The class has always adhered to the principle of "no money in hand, no penny for services", and always assists in providing various voluntary services such as cleaning, water and electricity. An enthusiastic student once proposed to charge class fees to support various classroom fees, but the foundation declined, And fully support the needs of the classroom, and fully play the role of volunteer service, which is in line with the original intention of opening the volunteer service course. The statistics of credit fees and book prices for each semester are shown in Table 21:

表21 學分費與書價之統計資料					
年度	學期	學分費	書價	合計	年度合計
103年	102下	135360	18240	153600	518760
	103上	320760	44400	365160	
104年	103下	270720	37470	308190	762500
	104上	393660	60650	454310	
105年	104下	315220	45010	360230	645636
	105上	254820	30586	285406	
106年	105下	267040	30580	297620	976732
	106上	314900	39280	354180	
107年	106下	343220	36840	380060	830380
	107上	311300	39020	350320	
108年	107下	353164	46325	399489	732077
	108上	297416	35172	332588	
109年	108下	340596	34662	375258	915399
	109上	495164	44977	540141	
110年	109下	386676	38995	425671	910328
	110上	416788	67869	484657	
學期數		15	15	15	
平均數		338762.93	42122.40	380885.33	
標準差		63707.593	10326.146	70657.279	
最小值		254820	30580	285406	
最大值		495164	67869	540141	
總和		5081444	631836	5713280	

Credit Fee

The so-called "credit fee" simply refers to the student's self-payment of credit fees (including miscellaneous fees) to the Open University. The credit fees paid by students for the previous semester are in New Taiwan Dollar from 135360(254820) to 495164, average per semester pay more than NT\$ 330,000.

Book Fee

The so-called "book fee" simply refers to the cost for students to purchase books from the University Cooperative Association. There are two ways of group purchase and self-ordering. (1) Group

Purchase: The class leader assists students in registering, purchasing uniformly, and mailing them to the designated place, and the students will pick them up. (2) self-ordering: order by classmates and mail it to home directly. The book fee paid by students for the previous semester is between NT\$18,240 (30580) and NT\$67,869, and the average purchase of books per semester is more than NT\$ 40,000.

Total Credit Fees and Book Fees

The total of the tuition fee and book fee is the actual expenses borne by the student each semester. The credit fee and book fee paid in each semester are shown in Table 21, 102-F is more than NT\$ 150,000 and 103-F is more than NT\$ 360,000. 103-S is more than NT\$ 300,000, 104-F is more than NT\$ 450,000, 104-S The lower is more than 360,000, the 105-F is 280,000 NT\$, and the 105-S is NT\$ 290,000 (excluding 106 summer is more than NT\$ 320,000), 106-S is more than NT\$ 350,000, 106-F is more than NT\$ 380,000, 107-F is NT\$ 350,000 or more, the 107-S is NT\$ 390,000 or more, the 108-F is NT\$ 330,000 or more, the 108-S is NT\$ 370,000 or more, and the 109-F is NT\$ 540,000 or more.

The credit fee paid for the next semester is lower than that of the previous semester, of which 103-F is twice as much as 102-F, 104-S compared with the 103-S price, the price increases by more than NT\$ 50,000. But after two and a half years, that is, the third year and a half, the number of students who were keen to use mobile phones at the time of 105-F increased, so the number of students who continued to pursue new books.

As a result, the amount of books purchased has decreased, and the book fee collected has dropped to NT\$ 30,000. A similar situation occurred on 105-F, 106-F, 106-S, 107-F, 107-S, 108-F, and 108-S start to between NT\$ 330,000 and 390,000, and the book fee has also changed to between NT\$ 34,000 and 38,000 107-S. Books cost more than NT\$ 46,000, mainly because 7 master students have lowered the threshold four subjects, which means the purchase of 21 more books. 109-F Fees paid up to NT\$ 540,000 it was the highest in the past year due to the increase of 20 new students. Epidemic from 109-S to 110-F due to factors such as video lectures, the fee is slightly reduced to NT\$ 420,000 to 480,000.

Internship Fee

“Internship” is divided into social work internship and social welfare internship. Both must have completed the statutory courses in order to be qualified for internship, and apply to the National Open University Promotion and Education Center to start classes. Therefore, it is not handled every year. Currently, it is held twice. in June to September. The statistical results are shown in Table 22: Since some students want to be social workers and some students want to obtain the qualifications for social workers examinations, the 106 Summer Promotion Center, in accordance with the regulations of the examination institute, there are two subjects including “Social Work Internship” (2 credits, 200 hours of internship) and “Social Statistics” (3 credits, 54 hours of actual class). The paid credit fee is more than NT\$ 310,000, but there is no need to books for the internship. The book fee is lower than the previous semester (social statistics buy books separately). 107 Summer Promotion Center, and then set up “Social Welfare Internship” (2 credits, 200 hours of internship), and its credits fee is NT\$ 100,000, and there is no need to buy books for the internship.

表22 推廣課程之統計資料				
年度	學期	學分費	書價	合計
106年	106暑	317940	6992	324932
107年	107暑	100000		100000
總和		417940	6992	424932

Annual Output Value

Since the fiscal year is based on the calendar year, what is the total amount of credit fees and book fees paid by students each year? Generally speaking, it is expressed as “annual output value” and does not include the registration fee for new students. In terms of annual output value, in 103 years it was more than NT\$ 510,000, in 104 it was more than NT\$ 760,000, in 105 it was more than NT\$ 640,000, and in 106 it was more than 970,000. in 107 (notwithstanding that 106 summer's NT\$ 100,000, and also more than NT\$ 730,000), in 108 years it was more than NT\$ 730,000, in 109 years to in 110 years, it is over NT\$ 910,000 (not including the tuition of over NT\$ 300,000 for Saturday social work class).

Research Results 2/Statistics of the Learning Model of Fu Chuan's Kindness Education

Under the joint operation of the “Interdisciplinary Integration Curriculum Integration Model of the Department of Social Sciences” and the “Education and Learning Model of Fu Chuan Charity Bachelor's Class”, those who have changed over the years can be described from four aspects: (1) Elective status and attendance Expectations, (2) the number of students and the total number of courses, (3) the number of selected subjects, (4) the choice of class time.

Students' Elective Status and Study Expectation

Students' Elective Status

The so-called “elective status” refers to the students who come to this class to sign up for classes are “full-time students” or “selected in terms of “university students” or “college students”.”Elective status” is not necessarily related to academic qualifications, but only at the time of registration for class, whether there is a certificate of graduation certificate of high school (vocational) or higher is presented. Like Students who register for the class for the first time and have not submitted a high school (vocational) or higher graduation certificate can only “select” undergraduate courses, which are called “optional students”, which are indicated by “optional”. If you have a high school (vocational) or above graduation certificate, you can apply for a “college department” or “university department” student status, called a “full course student”; those who apply for a “college department” student status must be a “full course student”. “Professional” means it; applications for “full-time students” in the “University Department” are indicated as “full”; applications for “optional students” in the “University Department” are indicated as “selected”. Therefore, the number of “college students” must be counted first, and the remaining number will be divided into “full-time students” or “optional students”. It can be seen from Table 23 that this statistics contains 10-15 semesters, the number of students per semester, (1)“college students” are 3-16 students, accounting for 17.8%, the mode 10 has 3 semesters (105-S, 107-F, 108-S);(2) full-time students” have 14-36, accounting for 65.6%, the mode 29 has 2 semesters (104-F, 109-F); (3)“Elective Students” are 2-9 students, the mode 8 has 4 semesters (104-S, 107-S, 109-F,110-F). Therefore, “full-students” have always been the main force of the class.

表23 學子選讀身分之統計資料

學期數	專科生	全修生	選修生	階段
103上		36	3	全修 階段
103下		27	2	
104上		29	9	
104下		34	8	
105上		26	6	
105下	10	14	4	
106上	16	19	4	專業 階段
106下	14	21	4	
107上	10	20	7	
107下	12	18	8	
108上	9	17	6	
108下	10	15	7	各取 所需 階段
109上	9	29	8	
109下	3	21	7	
110上	4	32	8	
學期數	10	15	15	
平均數	9.70	23.87	6.07	
標準差	3.974	7.049	2.154	
眾數	10	29	8	
最小值	3	14	2	
最大值	16	36	9	
總和	97	358	91	546
百分比(%)	17.8	65.6	16.7	100.0

From the distribution of the largest number of students in each semester, there are three stages of students' mentality in choosing to read.

(1)Full Study Stage: 103-F to 105-F High School Students are Mostly Undergraduates (26-36 Person-Times)

Because they graduated from high school, they are positioned as full-time students, but their mentality is still waiting and trying; (2) Professional stage: Most students from under 105-F to 107-F are distributed in the university department (14-21 person-times) and junior college department (10-16 person-times), mostly selected majors; (3) Each required stage: from 108-F to 110-F students are mainly in the university department (15-32 person-times), the college students is second (3-10 person-times), and the elective students are again (6-8 person-times).

Student Expectations

The distribution of students from Table 24 can be inferred that students' "study expectations" can be divided into 3 stages: (1) Trial stage: In the early stage of class creation, from 103-F to 105-F, students are exploring or watching, and there are more students with a trial mentality, 17-30 Person times. (2) Special Professional stage: after 5 semesters of trial, in 105-F to 107-F, the students concentrated on "Wish University graduates" (12-21 person-times) and "Social work Professional" (8-12 person-times).

表24 學子就讀期望之統計資料

學期數	試讀	社工 專業	願大 學畢	願專 科畢	階段
103上	25		9	5	試讀 階段
103下	17		9	3	
104上	28		9	1	
104下	30		10	2	
105上	17		11	4	
105下	4	8	12	4	
106上	5	9	14	11	專業 階段
106下	6	11	14	8	
107上	4	8	16	9	
107下	5	12	21		
108上		11	14	7	
108下		7	21	4	
109上		3	39	4	決心 階段
109下		5	34	2	
110上		3	39	2	
學期數	10	10	15	14	
平均數	14.10	7.70	18.13	4.71	
標準差	10.630	3.234	10.690	2.972	
眾數	17	11	14	4	
最小值	4	3	9	1	
最大值	30	12	39	11	
總和	141	77	272	66	556
百分比(%)	25.4	13.8	48.9	11.9	100.0

(3)Determination Stage: 108-F to 110-F, Most of the Students Move to "Wish to Complete the University" (14-39 Person Times)

Comparing Table 23-24, we can see that the distribution of "student expectations" and "selective status" are similar in appearance. Are "study expectations" and "selective status" relevant? The results of the SPSS chi-square test are shown in Table 25.

From the perspective of whether it is relevant or not, it can be divided into 2 stages. (1) Non-relevant stage: the correlation between "study expectations" and "selective status" does not reach a significant level, ranging from 103-F to 104-S semesters, the students do not pay attention to the social work major choose. In addition, the correlation on 110-F is not at a significant level, which means that most students "determined to study until graduation has become the norm." (2) Relevance stage: The correlation between "study expectations" and "selective status" is above the significant level, and can be divided into three situations: (a) Change from trial study to desired university.

表25 就讀身分與就讀期數之卡方檢定										
學期數	就讀身分	試讀	社工專系	顆大專系	顆專科系	合計	數值	df	顯著性	增取
103上	全修生	23		9	4	36	1.82	2	.403	不顯著之試驗
	選修生	2		0	1	3				
	合計	25		9	5	39				
103下	全修生	16		9	2	27	3.959	2	.138	不顯著之試驗
	選修生	1		0	1	2				
	合計	17		9	3	29				
104上	全修生	19		9	1	29	4.212	2	.122	不顯著之試驗
	選修生	9		0	0	9				
	合計	28		9	1	38				
104下	全修生	22		10	2	34	3.953	2	.139	不顯著之試驗
	選修生	8		0	0	8				
	合計	30		10	2	42				
105上	全修生	11		11	4	26	6.516	2	.038*	從試讀傾向顆大學畢業
	選修生	6		0	0	6				
	合計	17		11	4	32				
105下	全修生	3	7	2	2	14	14.108	6	.028*	從試讀傾向顆大學畢業
	專科生	0	0	8	2	10				
	選修生	1	1	2	0	4				
106上	合計	4	8	12	4	28	17.334	6	.008**	從選讀社工專系傾向顆大學畢業
	全修生	4	8	4	3	19				
	專科生	0	0	8	2	10				
106下	選修生	1	1	2	0	4	14.249	6	.027*	從選讀社工專系傾向顆大學畢業
	合計	5	9	14	11	39				
	全修生	4	10	4	3	21				
107上	專科生	1	0	8	5	14	18.324	6	.005**	從選讀社工專系傾向顆大學畢業
	選修生	1	1	2	0	4				
	合計	6	11	14	8	39				
107下	全修生	2	6	10	2	20	11.783	4	.019*	從選讀社工專系傾向顆大學畢業
	專科生	0	1	2	7	10				
	選修生	2	1	4	0	7				
108上	合計	4	8	16	9	37	15.597	4	.004**	顯著傾向顆大學畢業
	全修生	4	6	8		18				
	專科生	0	1	11		12				
108下	選修生	1	5	2		8	11.799	4	.019*	顯著傾向顆大學畢業
	合計	5	12	21		38				
	全修生	8	9	0	17					
109上	專科生	1	2	6	9		9.922	4	.042*	顯著傾向顆大學畢業
	選修生	2	3	1	6					
	合計	11	14	7	32					
109下	全修生	3	12	0	15		10.689	4	.030*	顯著傾向顆大學畢業
	專科生	1	5	4	10					
	選修生	3	4	0	7					
110上	合計	7	21	4	32		2.627	4	0.622	顯大學畢業已成常態
	全修生	2	26	1	29					
	專科生	1	5	3	9					
110下	選修生	0	8	0	8					
	合計	3	39	4	46					
	全修生	4	27	0	31					
110下	專科生	1	1	1	3		2.627	4	0.622	顯大學畢業已成常態
	選修生	0	6	1	7					
	合計	5	34	2	41					
110上	全修生	3	28	1	32		2.627	4	0.622	顯大學畢業已成常態
	專科生	0	4	0	4					
	選修生	0	7	1	8					
110上	合計	3	39	2	44					

Graduation: There are still 17 students in 105-F who are trying to study. They did not choose to study social work, but they prefer to university, the number of graduates has risen to 11. (b) Change from studying social work major to wishing to graduate from university: including 105-S to 107-S for 5 semesters, the number of students focusing on social work has risen from 8 to 12 and prefer to increase the number of university graduates from 12 to 21. (c) Significant preference for universities Graduation: From 108-F to 109-S, the number of students who wish to graduate from the university from 14 to 34-39, accounting for the overwhelming majority.

Comparing Tables 23-25, it can be determined that there are 3 stages in the change of students' attitude towards studying, (1) 103-F to 105-F belongs to the period of "wait-and-see trial reading" for students, with the largest number of wait-and-see trials, and no one chooses to study social work subjects; (2) the second of 105-S to 107-S belongs to the period of "selected social work majors", some

students transfer to professional subjects, more Students transfer to the required courses for university graduation, and the difference is significant; (3) 108-F to 109-S is the period when students are “determined to graduate”. Only a small number of students transfer to professional subjects. Most students transfer to the required courses for university graduation, and the difference is significant. In short, the mentality of the students in this class is based on “Waiting and watching trial”, changed to “Selected Social Work Major”, and then changed to “Determined to Study to Graduation”.

Number of Students and Total Courses

The so-called “number of students” refers to the number of officially registered classes in each semester; the so-called “total number of courses” refers to the total number of courses taken by all students in each semester [30].

In order to be able to easily distinguish the “total number of courses” and “the number of elective courses”, the operation of this article is defined as follows: the so-called “total number of courses” refers to the sum of the number of courses taken by all students in each semester. Both Number of students in previous semesters is shown in Table 26.

表26 學子數與總修課數之統計資料

學期	學子數	總修課數	平均修課數	階段
103上	39	123	3.2	散在修課階段
103下	29	103	3.6	
104上	38	152	4	
104下	42	141	3.4	
105上	32	107	3.3	
105下	28	107	3.8	
106上	39	153	3.9	
106下	39	148	3.8	集中修課階段
107上	37	139	3.8	
107下	38	141	3.7	
108上	32	125	3.9	
108下	32	144	4.5	
109上	46	204	4.4	密集修課階段
109下	41	163	4	
110上	44	201	4.6	
學期數	15	15	15	
平均數	37.07	143.40	3.855	
標準差	5.378	30.035	.4207	
眾數	39	141		
最小值	28	103	3.2	
最大值	46	204	4.6	
總和	556	2151	57.8	

The minimum number of students in each semester is 28 (105-S), and the maximum is 46 (109-F). The number of students from 109-F to 110-F changes to 41-46; the total number of courses in each semester is at least 103 subjects (103-S), the highest is 204 subjects (109-F), 109-F to 109-S changes to 163-204 subjects. From the average number of courses taken by students can be divided into 3 periods, (1) Scattered period: average revision from 103-F to 105-F the number of courses is between 3.2-4.0 subjects, and the gap is 0.8, which is very scattered and fluctuating. (2) Concentration period: from 105-S to 108-F, the average number of courses taken is between 3.7-3.9 subjects, with a gap of 0.2 subjects, which is quite. (3) Intensive period: the average number of courses taken from 108-S to 110-F is 4.0-4.6 subjects, exceeding 4.0 above subjects, it means that students are almost close to all 5 subjects. In short, the average number of courses a student takes, from “Inconsistent courses” changed to “intensive courses” and then to “intensive courses”.

The number of students, the total number of courses taken, and the average number of elective courses are divided into three categories, and the statistics are shown in Table 27 Shown:

表27 學子總修課數與學期數之統計資料				
	項目	學期	學期數	連續學期數
學子數	20-29位	103下、105下	2	
	30-39位	103上、104上、105上、106上、106下、 107上、107下、108上、108下	9	6
	40位以上	104下、109上、109下、110上	4	3
總修課數	101-150	103上、103下、104下、105上、105下、 106下、107上、107下、108上、108下	10	8
	151-200	104上、106上、109下	3	
	201以上	109上、110上	2	
平均修課數	3.0-3.5	103上、104下、105上	3	2
	3.6-3.9	103下、105下、106上、106下、107 上、107下、108上	7	6
	4.0以上	104上、108下、109上、109下、110上	5	4

The number of students is divided into three categories: (1) 20-29 students with 2 semesters; (2) 30-39 students with 9 semesters, including 106-F to 108-S semesters; (3) 40 or more, 3 semesters, 109-F to 110-F are continuous for 3 semesters. The total number of courses is divided into three categories: (1) 101-150 person-times, 10 semesters, 104-F to 108-S 8 semesters are continuous; (2) 151-200 person-times, 3 semesters, but no consecutive semesters; (3) 201 person-times or more, 2 semesters, no consecutive semesters. The average number of elective courses is divided into three categories: (1) 3.0-3.5 person-times, 3 semesters, from 104-S to 105-F 2 semesters are continuous; (2) 3.6-3.9 person-times, there are 7 semesters, of which 105-S to 108-F are continuous; (3) 4.0 person-times or more, there are 5 semesters, of which 108-S to 110-F 4 semesters are continuous.

109-F (September-December 2008), three new measures were adopted, (1) The "Class Place" moved to the "Fu Chuan Charity Foundation" near the financial center of Fengyuan District, Taichung City, which has the advantage of convenient transportation and dining; (2) The establishment of a three-semester social worker special class, so that only social workers can be obtained. Qualified candidates directly choose professional subjects to shorten class time; (3) Participate in ten volunteer speeches to expand the reception of new student information. As a result, 5 college graduates or above were transferred to the social work class, and 19 new students were recruited. Therefore, 46 students actually registered for the class, and the actual number of participants was 204, the highest in the past year, with an average of 4.4 subjects per person. 110-F (September-December 110), no measures were taken, only word of mouth, actually registered for class. There are 44 students and 201 students -times who actually choose courses, the second highest in history.

Number of Subjects Selected by Students

The so-called "number of selected subjects" is the abbreviation of "how many subjects are selected", which refers to how many subjects each student chooses in the current semester; therefore, the "number of selected subjects" has 5 categories: "choose 1 subject" and "choose 2 subjects", "Choose 3 subjects", "Choose 4 subjects", "Choose 5 subjects (select all)".

Comparison of the Number of Selected Subjects

If we compare the number of students from "choose 1 subject" to "choose 5 subjects", it can be seen from Table 28 that "choose 1" there are 0-7 students in the subject, accounting for 7.6%. Mode 1 has 4 semesters and has no obvious characteristics; "Choose 2" there are 1-15 people in "subject", accounting for 19.2%. There is no obvious mode, but there are the phenomenon of large number of students; "choose 3 subjects" 1-13 students, accounting for 8.5%, mode 1 has 7 semesters and no obvious characteristics in the period; there are 0-8 students who "choose 4 subjects", accounting for 7.9%, the mode 2 has 5 semesters, and there is no obvious characteristic; there are 12-37 students who "choose 5 subjects", accounting for 56.8%, no obviously the mode, but in most semesters, it is the case with a large number of students. It can also be derived from Table 28 that three Stage: (1) The number of students from 103-F to 105-F. Those who choose 5 subjects are in 12-23, and those who choose 2 subjects are in 8-15, indicating that the students are in trial status; (2) The number of students from the 105-S to 108-F semesters, 5 subjects (14-27), although more than some part course students (12-21) (except for the 107-S), but the gap is between 0-15, indicating the mentality of students towards the development of professional subjects; (3) For the number of students from 108-S to 110-F, the number of students who choose 5 subjects (24-37) is obviously more than that of some part course students (6-17), and the gap increases to between 7-30. The students have turned into a mentality of determination to graduate.

Comparison of the Number of Students Selected in Full and Selected in Part

"Number of fully selected students" refers to the number of students registered and selected for all courses offered in this class, which is different from the full-time and elective students required by the National Open University. The full-time students required by the National Open University refer to students who have graduated from a high school education or equivalent qualifications or who have completed 40 credits.

Students can only choose 5 subjects at most per semester, so the so-called “number of Fully selected students” refers to the number of students who choose 5 subjects. The so-called “number of students selected partially” refers to “choose 1 subject”, “choose 2 subjects”, “3 subjects” and “choose 4 subjects”. If you compare “Partially selected students” with “Fully selected students”, from Table 28 can also observe two situations. (1) Partially select stage with a large number of students: there are two characteristics from 103-F to 105-F. One is that the number of partially selected students (15-27) is more than that of all selected students (12-23 students); one is that the largest number of partially selected students is selected 2 subjects (8-15 students). (2) The fully selected stage with a large number of students selected: from 105-S to 110-F The number of students in the “select 5 subjects (select all)” is more, which can be divided into two situations, one is that the number of students is slightly larger, distributed in 105-S to 108-F, the number of all selections (14-27) is slightly more than the number of partially selected students (12-21), with a gap of 0-15; the second is that the number of students is significantly higher, distributed on 108-S to 110-F, Obviously more selections (24-37) than partially selected students (6-17), the gap is 7-39.

表28 學子選科數之統計資料							
學期數	選1科	選2科	選3科	選4科	選5科	部分選	階段
103上	2	15	9	1	12	27	試讀階段
103下	3	8	1	4	13	16	
104上	1	9	2	3	23	15	
104下	5	13	4	2	18	24	
105上	1	15	1	2	13	19	
105下	1	10	1	2	14	14	專業階段
106上	7	4	1	0	27	12	
106下	3	8	1	3	24	15	
107上	4	7	2	5	19	18	
107下	3	3	13	2	17	21	
108上	5	1	2	8	16	16	
108下	0	4	2	0	26	6	決心階段
109上	1	2	6	4	33	13	
109下	4	6	1	6	24	17	
110上	2	2	1	2	37	7	
學期數	15	15	15	15	15	15	
平均數	2.80	7.13	3.13	2.93	21.07	16.00	
標準差	1.935	4.627	3.563	2.187	7.535	5.581	
眾數	1	15	1	2	24	16	
最小值	0	1	1	0	12	6	
最大值	7	15	13	8	37	27	
總和	42	107	47	44	316	240	556
百分比(%)	7.6	19.2	8.5	7.9	56.8	43.2	100.0

Comparison of the peak number of students selected for all and partly selected

The so-called “peak number of students” refers to the highest point of the number of students displayed on the trend chart (peak)-F.

There are 4 peaks in the number of “select all (choose 5 subjects) students”, with an average of one peak every 2 years: (1) 23 students (104-F): it rose from 12 (103-F), 13 (103-S), to 23 students (104-F), then fell to 18 students (104-S) and 13 students (105-F). (2) 27 students (106-F): from 27 (106-F), to 24 students (106-F), 19 students (107-F), 17 students (107-S), and 16 students (108-F). (3) 33 students (109-F) from 26 students (108-S) to 33 students (109-F); (4) 37 Students (110-F): From 24 (109-S) to 37 (110-F). There are also 4 peaks in the number of selected students. (1) 27 students (103-F) at the beginning: down to 16 (103-S) and 15 (104-F). (2) After three semesters, 24 students (104-S): dropped to 19 (105-F), 14 (105-S), 12 (106-F), 15 (106-S), 18 students (107-F). (3) 21 students after nine semesters (107-S): down to 16 students (108-S), 6 students (108-S). (4) 17 students (109-S) after 14 semesters: increased from 13 students (109-F) to a high point, and then dropped to 7 students. (110-F), In short, the “number of students selected by all” falls between 12 and 37, which tends to increase over the years.



“Partially selected students” falls between 6-27, tending to decline over the years, and there are interchanges between 104-F, 105-S, 107-S and 108-S, and 106-F, 106-S, 108-S. The number of “select all students” on 109-F and 110-F has increased significantly. The reason why the “number of all selected students” 106-S is 3 less than that 106-S is mainly because those who have graduated from university can reduce their credits. Some “basic general education credits” are not optional. On 107-F semester it started to approach the cross state, the main reason for this is that there are 5 “graduates who are about to finish university”, and the credits have or will reach 128 credits, so it is not necessary to select all 5 subjects. The main reason for the decrease in the number of “full-selected students” in the 107-S and 108-F is mainly due to the “partially selected” subjects in the master class. There are 8 students in the 107-S and 3 in the 108-F. The number of all under 108-S suddenly increased to 26 (after the 103-F and 106-F), 109-F increased to 33, and 110-F increased to 37. The main reason was that volunteer partners wanted the desire to study until graduation increases, which has a knock-on effect. If it matches the “statistical data of all students’ study expectations”, the students will be divided into in terms of the three-stage inferences of “trial reading, professionalism, and determination”.

Comparison of the Number of fully Selected Students by the Foundation and the Friends Association

The number of fully “selected students” in the previous semester, the Foundation will be 4-13, and 9 will be the majority, but the number of 107-F, 107-S, and 108-F drops to 4-6. The main reason is that there are 5 students who have completed university graduation in the 107-F, 3 students 107-S, and 2 108-F. It is not necessary to select all of them. There are two phenomena in the number of all-selected students in the Friends Association: (1) during the period from 103-F to 105-S the number of all-selected students

is higher than that of our Foundation. The mode is 5 students. (2) during the 106-F to 110-F, the number of all-selected students in the Friends Association was more than this Foundation, and the difference with this Foundation was between 5-15. In other words, The most basic number of students in this Foundation is 8-10, but there are major changes in graduation from 107-F to 108-S, and it drops to 4-6; the most basic number of students in the friendship association is single digits before 105-S. 1-8 digits, increasing to tens digits 11-29 digits from 106-F to 110-F.

In short, the number of all selected students has changed from “more our Foundation” to “more friends association”. The mode of education and learning has changed from “Originally running schools for the staff and volunteers of the Foundation” to “Working for Friends Association. Statistical results as shown in Table 29

表29 本會與友會全選學子數之統計資料			
學期數	本會全選 學子數	友會全選 學子數	階段
103上	10	1	本會全 選學子 數較多 階段
103下	10	3	
104上	11	6	
104下	10	8	
105上	8	5	
105下	9	5	
106上	9	18	友會全 選學子 數較多 階段
106下	8	14	
107上	4	15	
107下	6	11	
108上	4	12	
108下	7	19	
109上	9	24	
109下	4	20	
110上	8	29	
學期數	15	15	
平均數	7.73	13.33	
標準差	2.520	7.697	
眾數	9	5	
最小值	4	3	
最大值	13	29	
總和	116	200	316
百分比(%)	36.7	63.3	100.0

Comparison of the number of subjects selected by the student volunteers of the Foundation and the Friends Association If “Students” select only 2 categories such as “Volunteers from the Foundation, Volunteers from Friends Association”, the “number of subjects selected” is divided into 5 categories including “choose 1 subject, choose 2 subjects, choose 3 subjects, choose 4 subjects, and choose all”, statistical results as shown in Table 30.

表30 本會學子志工選科數之統計資料							
學期	選1科	選2科	選3科	選4科	選5科	合計	階段
103上	2	7	1		4	14	初步 起伏 期
103下		3		1	2	6	
104上		2			3	5	
104下	5	1	4	2		12	
105上	1	4	1		5	11	
105下	4	1			7	12	
106上	4	2			9	15	穩定 期
106下	2	3	1	2	8	16	
107上	1	2		2	5	10	
107下	1		5		5	11	
108上		1		4	3	8	
108下		2	1		6	9	
109上			5		6	11	
109下	1	2		1	3	7	
110上	1	1			4	6	
學期數	10	13	7	6	14	15	
平均數	2.20	2.38	2.57	2.00	5.00	10.20	
標準差	1.549	1.660	1.988	1.095	2.038	3.364	
眾數	1	2	1	2	5	11	
最小值	1	1	1	1	2	5	
最大值	5	7	5	4	9	16	
總和	22	31	18	12	70	153	
百分比(%)	14.4	20.3	11.8	7.8	45.8	100.0	

Our Foundation volunteers have gone through 2 stages, (1) Initial ups and downs: from 103 -F to 104-S, students are still not familiar with each other, and are still adjusting the “number of subjects”, so the “number of students” is unstable among the options. (2) Stable period: from 105-F to 110-F, each semester 3-9 volunteer students mainly “choose 5 subjects”, accounting for 45.8%. It can be seen from Table 31 that the student volunteers of the friends association also go through 2 stages: (1) Initial ups and downs: from 103-F to 103-S the friends association is no volunteers, from 104-F to 105 -F, the students of the friends association are not very familiar with the course overview, and adapting” number of courses”, so “select the number of lessons is also unstable. (2) Stable period: from 105-S to 110-F, 2-21 students per semester.

表31 友會學子志工選科數之統計資料							
學期	選1科	選2科	選3科	選4科	選5科	合計	階段
103上							初步 起伏 期
103下							
104上				2	5	7	
104下	3	1	2		2	8	
105上	6			2	1	9	
105下	1				4	5	
106上		1	1			5	穩定 期
106下		1			2	3	
107上	1	4		2	4	11	
107下	1	1		2	6	10	
108上	3		1		3	7	
108下		1			6	7	
109上		1	1		9	11	
109下	1	1		2	5	9	
110上	1	1		1	21	24	
學期數	6	11	4	6	13	13	
平均數	1.67	1.73	1.25	1.83	5.62	9.08	
標準差	1.033	1.679	.500	.408	5.075	5.024	
眾數	1	1	1	2	5	7	
最小值	1	1	1	1	1	3	
最大值	3	6	2	2	21	24	
總和	10	19	5	11	73	118	
百分比(%)	8.5	16.1	4.2	9.3	61.9	100.0	

Volunteer students mainly “choose 5 subjects”, accounting for 61.9%. In other words, the number of student volunteers in our Foundation and friends’ associations have changed from the “initial ups and downs adjustment period” to the “balanced and stable period”, and our Foundation students entered the “balanced and stable period” one semester earlier.

Student’s Choice of Class Time

The class time has been changed from 110 minutes per class in the original time period to 100 minutes per class in the new time period. (1) Original time period: 103-F to 107-S class time period, originally scheduled for “8:10-10:00”, “10:10-12:00”, “13:10-15:00”, “15:10-17:00”, “17:10-19:00”, this article refers to the old time part. (2) New period: Taichung Learning Center is voted by students, from 108-F to 110-F new the regulations are as follows: the first period 8:00~9:40, the second period 9:50~11:30, the third period 12:40~14:20, the fourth period 14:30~16:10, the fifth period 16:20~18:00. There was no significant difference between the number of students and the number of subjects selected in the new and old periods, and the results of the Chi-square test were not significantly different. The third time period, in the old time period is “13:10-15:00” in the afternoon, and in the new time period is “12:40-14:20” at noon, the number of students and the number of selected subjects, the result of the Chi-square test is no Significant difference. Therefore, the distinction between the new and old time periods is not statistically significant; that is, the choice of school time by students is not affected by the new and old time periods.

It can be seen from Table 32 that the number of students in the previous semester is 18-41 in the first period, with an average of each semester 29.53 persons; 20-44 persons in the second period, an average of 31.60 persons per semester; 19-43 persons in the third period, an average of 28.47 persons per semester 20-39 persons in the fourth period, average 28.00 persons per semester; 14-40 persons in the fifth period, an average of 25.80 persons per semester. In short, the students who chose the second period were the most (22.2%), followed by the first period (20.6%), and the fifth period was the least (18.0%). In other words, the most students choose in the morning and the least in the last section, which more or less contains the consideration of “choice of class time”. The main reason is that some students have the status of housewives or those who have old parents in the family. Sooner or later, they must prepare for their families Meal, and cannot choose the first time or the last.

表32 選科數考慮因素之統計資料						
學期	第1時 段	第2時 段	第3時 段	第4時 段	第5時 段	考慮 因素 命名
103上	18	20	27	31	27	時間 初步階段
103下	21	23	19	20	20	
104上	33	35	29	27	28	
104下	28	29	30	31	23	科目 專業階段
105上	19	23	27	24	14	
105下	22	22	19	25	19	
106上	30	38	30	28	27	
106下	36	39	25	25	23	
107上	31	36	25	24	23	
107下	30	32	28	24	27	
108上	23	28	25	26	23	
108下	32	32	27	27	26	
109上	41	44	43	39	37	畢業 期望畢業
109下	38	32	32	31	30	
110上	41	41	41	38	40	階段
學期數	15	15	15	15	15	
平均數	29.53	31.60	28.47	28.00	25.80	
標準差	7.633	7.385	6.589	5.237	6.570	
眾數	41	32	27	31	23	
最小值	18	20	19	20	14	
最大值	41	44	43	39	40	
總和	443	474	427	420	387	2151
百分比(%)	20.6	22.0	19.9	19.5	18.0	100.0

From the comprehensive view of Table 32, the factors affecting students’ class time can be divided into 4 stages, (1) In 103-F, because the first class starts, there are uncertain factors such as whether the school will be sustainable, so students will first consider the time of class. On the one hand, they can’t get up in the morning. The number of students chosen the afternoon time is relatively large; (2) At the stage of professional subject selection, from 103-S to 105-S, the main consideration is the choice of professional subjects. If the professional subjects are ranked in the morning, choose the morning (such as 103-S and 104-F). In the afternoon, choose the afternoon (such as 104-S, 105-F); (3) The class time is equal to the professional subjects, from 106-F to 108-F, the number of courses varies

between 5-16, which means that students consider both class time and professional subjects Factors; (4) Expect the graduation stage, from 108-S to 110-F, the gap in the number of elective courses is between 3-8, and the gap is greatly reduced, indicating that the students have confidence in the education administrators of the class and fully trust their schedule planning, On the other hand, they hope to graduate as soon as possible.

Conclusion

The Nature and Transformation of the Students in the Fu-chuan Mercy Class

(1) The nature of the students in this class can be explained from five aspects. (a) There are about 2.6 times more girls than boys. Girls change from a “fluctuation period” to a “stable period” and then to a “development period”; Boys change from “stabilization period” to a “decreasing period”. (b) The enrollment age of students, concentrated in the 45-64 years old, the average age is 51.20 years old, the youngest age is 18 years old, and the oldest age is 71. The main learning driver changes from middle age (45-54 years old) to early senior (55-64 years old). (c) The main educational backgrounds of students are “High School” (49.0%) and “University” (34.9%). (d) The “service industry” has the largest number of student occupations (29.9%). “Retirement”, “Housekeeping”, “Unemployed”, etc. are the least (4.7-6.9%). The influence of students in class has changed from “Corporate Responsibility Feedback” to “Service Professional Strengthening”. (e) The student residences are concentrated in Fengyuan District and other districts of Taichung City, and are not the main place of class in Shengang District or Dongshi District; and the administrative area where more than three-quarters of the students’ residences do not have colleges and universities.

(2) The change of students in this class can be explained from 7 aspects. (a) The mentality of elective reading is changed from “full-time students” to “specialized reading”, and then to “getting what you need.” (b) The reading mentality has changed from “wait and see trial reading” to “selected reading for social work”, and then to “determined to study until graduation”. (c) The average number of courses taken has changed from “inconsistent coursework” to “each coursework” and then into “intensive coursework”. (d) The number of students selected in all has changed from “more our Foundation” to “more friends associations”. (e) The willingness of student volunteers has changed from “adjustment to ups and downs” to “balanced stability”. (f) The factors affecting the time of the class have changed from “uncertainty factors” to “professional subject selection”, and then change “Equal emphasis on class time and professional subjects”, and then turns into “Expected graduation”. (g) Education purpose of the study has changed from “Originally running schools for the staff and volunteers of the Foundation” to “Running schools for the staff and volunteers of the friend Association.”

The “Educational Learning Model” of Phu Chuan Foundation in Response to the “Educational Learning Philosophy” The Phu Chuan Social Welfare “Educational Learning Model” Reflects the “Educational Learning Philosophy”

There are 7 sets of aspects:

(1) The integration model of old and new students reflects the recruitment and maintenance of students. There are three main types. (a) The recruitment of new students changes from the “start-up period” to the “random explanation period” and then to the “out-of-office recruitment period”, and then changed to the “word of mouth period”, with an average of 2-3 new students recruited per speech; (b) The maintenance of the old students changed from the “foundation period” to the “full maintenance period”

and then to “Breakthrough period”, accumulate the number of old students to 37; (c) Partner maintenance, including husband and wife partners, family, sister partners, mother-child partners, brother partners, colleagues in the same unit, and shared partners, which can maintain an average of 2-14 persons per semester.

2) The cross-age and multi-group co-learning model, reflecting the co-study of different ages and different identities, there are mainly two types, (a) It has the aspect of co-learning across youth, middle-aged, senior, and old; (b) 80% of students and nearly 20% of the beneficiary status partners go in and out, sharing their learning experience.

3) The sharing model between different places and different professions reflects interdisciplinary and inter-professional learning, mainly including 2 Category, (a) more than 90% of students are studying in interdisciplinary areas; (b) more than 70% of students are studying in cross-professional areas.

4) The social welfare resource co-study model reflects the change from “more students in our Foundation” to “more students in the friendship association” after the ups and downs adjustment phase.

5) The potential mode of voluntary service reflects the number of student volunteers and willingness to volunteer. There are mainly three categories.(a) Among the number of students, our Foundation has “more student volunteers” and the friendship association has more employees”; (b) Those who have a record of volunteer service indicate that they have a willingness to volunteer, from 37% to 44%, and then to 57%; (c) Those who have registered volunteer hours indicate that they have high the willingness to volunteer is an average of 155 hours per person per semester. However, during the epidemic, the number of face-to-face service hours cannot be reduced, and student volunteers still perform support and guardian functions, but do not log in the number of volunteer service hours.

6) The intervention response effect model reflects a variety of educational methods. There are three main types. (a) Early adopting patient encouragement education: adopting patient and progressive education for those who fail, and adopting the method of enduring hardship for those who pass the test; (b) Regular education: for those who fail, inform students that they should cultivate their own temperament, and for those who pass, adopt upward education for good; (c) During the epidemic, both kind love and video education: for passing who organized the establishment of 2 LINEsGroup video, 5 mutual aid groups, 5 teaching tests to help students survive the epidemic smoothly. For those who fail, set up 2 LINE after-school tutoring groups, Use skills to stimulate participation in discussions, cooperate with practice to arouse interest in learning, carefully review assignments to help grasp the key points of learning, and assist in solving daily difficult problems.

7) The non-handling property model reflects the initiative of students to pay fees by themselves. There are two main categories. (a) Students pay credit fees (including miscellaneous fees) to Nation Open University. on their own, with an average of more than NT\$ 330,000 per semester; (b) Students buy books from the Nation Open University Consumer Cooperative. There are two ways: group buying and customizing. The average is more than NT\$ 40,000 per semester.

Phu Chuan’s “Educational Learning Philosophy” confirms the aspiration of the “Educational Learning Model”. The “Educational

Learning Philosophy" of Fu-chuan Charity Foundation is confirmed in the "educational learning mode". There are mainly 5 items: (a) Students learn professional knowledge based on past good deeds, cultivate their own reading flavor, and do not use it for economic use, willing to be a giver. (b) Students cultivate self-cultivation, cultivate goodness for themselves, and are not obsessed with quality and efficiency. (c) Each environment and landscape in the Campus implies a deep meaning of maternal love and compassion, and the natural field is used to add a life education structure. (d) Students observe their own habits, choose to do what they have not done before, do what others don't do, do what others cannot do, and study hard for life. (e) students sincerely provide resources to the community, purely for the kindness of the community, serving the community as serving their families, and cultivating "the cultivator in hard work for grandeur of "Guide" [31-36].

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