

英文論文寫作與投稿經驗



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論文的種類

- 研討會論文
 - 一般審查時間：2個月
 - 錄取率：依研討會的規模決定(約50%-90%)
- 期刊論文 (審查時間：平均3月至1年，錄取率低於20%)
 - SSCI (Social Science Citation Index)
 - SCI (Science Citation Index)
 - EI (Engineering Index)
 - TSSCI (Taiwan Social Science Citation Index)
 - 其他



一般期刊之評審要點

- 學術價值(創新性)
- 應用價值
- 學理根據與觀點之正確性
- 文章組織結構
- 研究方法之嚴謹性
- 題目合宜
- 文章長度恰當
- 格式正確
- 用詞的正確性及文章的流暢度



評審委員必問的問題

- 你的論文貢獻在哪裡？
- 幾個方向思考這個問題：
 - 研究的議題是否別人沒有研究過？
 - 是否用不一樣的方法/技術/演算法，得到不錯的結果？
 - 是否有改良現有的方法？
 - 是否有將別人的研究限制解除一些？
 - 是否研究的對象不一樣，例如，探討不同的產業別、不同的企業、不同的個案？
 - 是否發現了有趣或值得參考的結果？



進行論文寫作的第一步

- 決定論文架構，包括Sections and Subsections
- 蒐集相關文獻
 - 除了特別的文獻外，應以近5年的SSCI/SCI期刊文獻為主
 - 近3年的文獻應佔一定的比例
 - 所要投稿的期刊的文獻也要佔一定的比例(至少3篇以上)



論文架構- 以系統開發為主

- 標題及作者: Title and authors
- 摘要: Abstract
- 簡介: Introduction
- 相關研究: Relevant Research (Literature Review)
- 系統架構: System Structure
- 新的方法(演算法): XXX Approach (Algorithm)
- 系統製作、實驗及評量: Experiments and Evaluation
- 結論
- 參考文獻



論文架構- 以提出新方法或技術為主

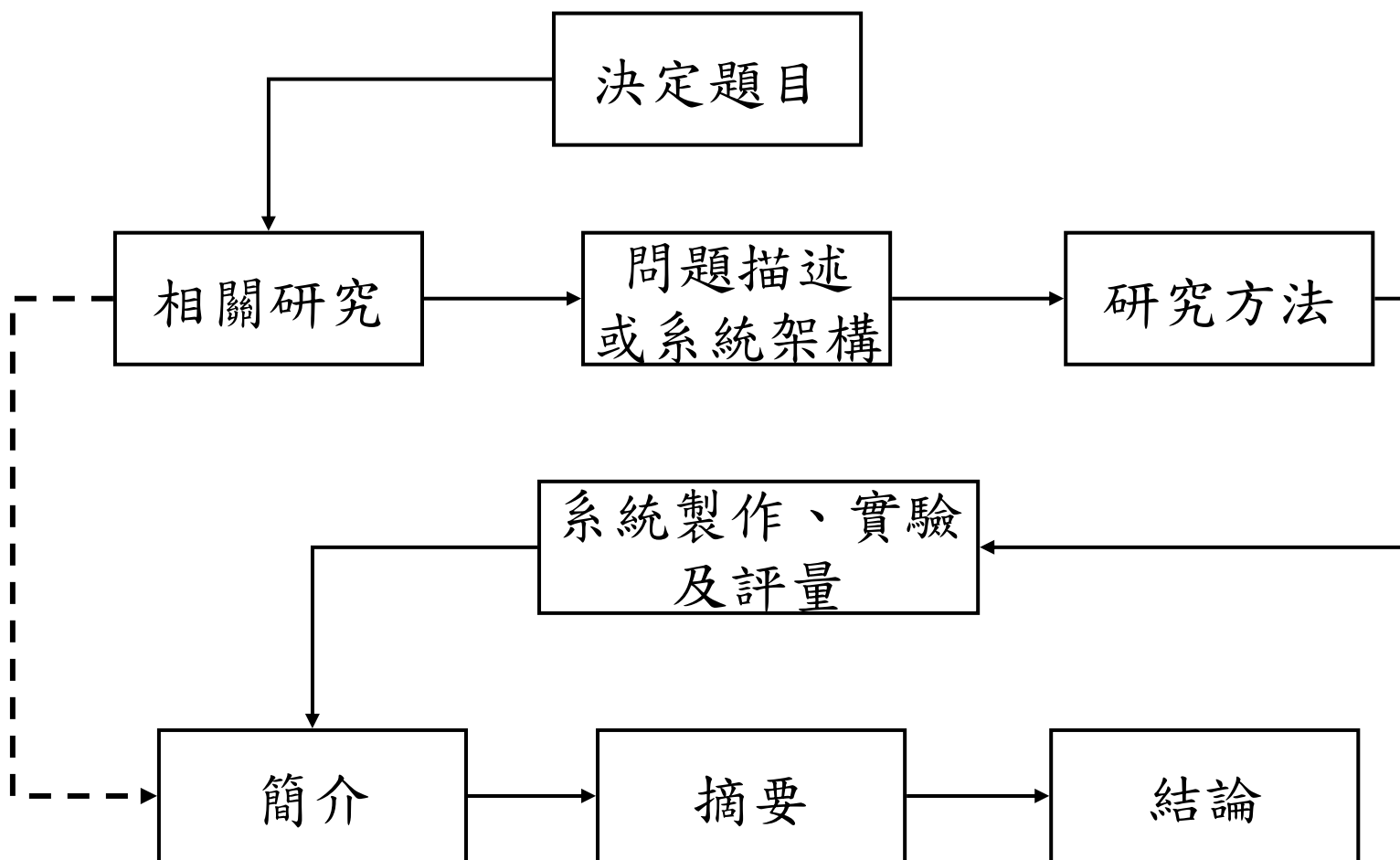
- 標題及作者: Title and authors
- 摘要: Abstract
- 簡介: Introduction
- 相關研究: Relevant Research (Literature Review)
- 問題描述: Problem Definition
- 新的方法(演算法): XXX Approach (Algorithm)
- 系統製作、實驗及評量: Experiments and Evaluation
- 結論
- 參考文獻

論文架構- 以問題探討為主的 研究



- 標題及作者: Title and authors
- 摘要: Abstract
- 背景及問題描述: Introduction
- (文獻回顧: Literature Review)
- 研究設計: Method
- 結果與分析: Results
- 結論與討論: Conclusions and Discussion
- 參考文獻

論文寫作的建議順序





論文題目

- 10-15字
- 能立即呈現研究的目的、創新或貢獻
 - Development of a Testing System (X)
 - A New Test Sheet Generating Method (X)
 - A Novel Approach to Composing Test sheets for Multiple Assessment Criteria in Building Testing Systems (O)
 - Development of A Testing System to meet Multiple Assessment Requirements (O)

最容易寫不好的論文部分

-研究背景與動機、文獻回顧

- 代表作者對研究的瞭解程度及學術的態度
- 避免嘗試改寫中文版的相關研究，直接重寫會比較快。
- 先找好10-20篇最近十年相關的文獻。
- 挑選2-3篇最直接相關的文獻，參考其literature review的內容，來描述問題的形成動機。
- 再參考其他文獻的Abstract描述，依年代分段敘述最近十年的發展狀況，約1000-1500字
- 重點：Tell a story (加一些說明將這些內容連貫起來)
- 要說明本研究的動機及貢獻



不好的文獻回顧-報流水帳

- 只有說本研究想要做什麼，而沒說明背景、目的及動機
- 只有說明過去大家做了什麼，但沒有說明這些文獻與本研究的關係
- 文獻的年代及研究先後次序雜亂，看不出來是要表達什麼
- 所有提到的相關研究都連貫不起來



好的文獻回顧-說出這個主題的發展過程、重要性及研究動機

The rapid progress in information technology can help instructors to teach more efficiently and effectively by employing new strategies with appropriate software tools and environments (Fabos & Young, 1999). (強調資訊科技發展帶來的機會) Several studies have demonstrated the benefits of applying information technologies to instruction, such as Computer scaffolding (Guzdial et al., 1996), Computer-Supported Collaborative Learning (CSCL, e.g., Harasim, 1999), Computer-Supported Intentional Learning Environments (CSILE, e.g., Scardamalia et al., 1989) and Computer-Integrated Classroom (CiC, e.g., Eshet et al., 2000). (強調資訊科技對教育的用途)


Earlier studies of educational tools focused on the development of Computer-Assisted Instruction (CAI) systems. (不用急著一句講完)

A CAI system can be perceived as a tutorial system, which is a guided system to provide well-constructed information. For example, Burks (1996) presented computer-based tutorials and a virtual classroom to teach circuit analysis. In the meantime, Gang et al. (1996) proposed a tutorial system by using artificial intelligence technology. Some researchers utilized auxiliary software to enhance their tutorial systems (Robert, 1996; William & Marion, 1996), some provided interactive tutorials for manuals with graphical user interface (Sally, 1996) or with rich multimedia formats (Pui & William, 1996). (回顧早期以資訊科技發展的教育工具)

The study of Barrett and Lally (1999) showed the effectiveness of such computer-assisted instruction systems based on empirical evaluation. Davidovic et al. (2003) also concluded that greater efficiency can be achieved by basing the system development on the theoretical background of cognitive knowledge acquisition. (強調這些工具的功效)

Recently, the efficiency and popularity of the Internet has received much attention that has motivated efforts towards integrating Web-based learning activities into the curriculum (Khan, 1997; Chang, 2001; Tsai et al., 2001; Tsai & Tsai, 2003; Huang & Lu, 2003). (說明網路的發展帶來了改變) Considerable work has been conducted on the use of Internet as a distance-learning tool (Apkarian & Dawer, 2000), and the use of web-based simulation tools for education (Sreenivasan et al., 2000). Moreover, some practical usages of web-based educational systems in industrial training courses have been reported (Poindexter & Heck, 1999). In addition to their obvious use in a distance-learning scenario, those educational tools can also be used to enrich classroom experience through the use of a data projector (Ringwood & Galvin, 2002). (引導至網路學習環境及工具的發展及重要性)

Bilal (2000) indicated several limitations in analyzing student learning behaviors of using search engines by an exit interview, including the reliability of the students' affective states gathered from it. (開始聚焦到探討網路資料搜尋能力的重要) Owing to the lack of technical supports, most researchers adopted the qualitative method using an exit interview relied on students' perceptions of and feelings about their experiences with the search engines; therefore, the reliability of the studies may be threatened unless a careful check can be made on the videotapes of traversal activities or the verbalization during traversal, which is known to be time-consuming. (說明過去研究網路資料搜尋能力的遭遇的困難—不易獲得完整的資料搜尋歷程)

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- Consequently, to allow the researchers and the teachers to make precise quantitative analysis on student learning behaviors, the development of a web-search learning environment, which can record students' problem-solving behaviors of using search engines, is needed. (由困難推論到需求) To cope with this problem, this study proposes a web-search analytic environment, Meta-Analyzer, to assist teachers in observing and analyzing student learning behaviors. (提出解決方案-強調研究動機及目的)



問題描述及研究方法

■ 問題描述

- 正式定義面臨的問題
- 以圖或公式來說明問題的內容
- 最好舉例說明問題的特性

■ 研究方法

- 說明方法的來源及過去的應用
- 說明方法的精神及細節
- 說明方法如何套用到目前的問題



說明系統價值的評量方法

To assist the teachers in tracing and analyzing the information searching behaviors of students, a web-based learning environment, Meta-Analyzer, has been developed. Moreover, a series of investigations have been conducted to demonstrate the usefulness of the innovative approach.

2.1 System Development

Meta-Analyzer is implemented based on the notion of metasearch engine, which is a system that provides unified access to one or more existing search engines. When a metasearch engine receives a user query, it can automatically query appropriate underlying search engines, collect and reorganize the results, and display them to the user in a uniform format (Ramanathan, 2001; Meng et al., 2002).

2.2 Teacher Data Collection and Analysis

Fifty-four teachers from several elementary and junior high schools were invited to use Meta-Analyzer to have some trial experiences. After experiencing some searching tasks with the assistance of Meta-Analyzer, the teachers employed Meta-Analyzer to trace and analyze the searching behaviors of all participant teachers as a whole, and then answer a questionnaire to reflect upon the effectiveness and potential applications of Meta-Analyzer.

2.3 Student Data Collection and Analysis

To evaluate the feasibility and the potential application of Meta-Analyzer in tracking the student online search strategies and activities, two-hundred and twenty 4th to 6th elementary school students (including one hundred and twenty-three females and ninety-one males who were capable of using computers and networks) were asked to answer the following four questions with Meta-Analyzer.

- (1) How many nuclear power plants are there in Taiwan? Where are they located?
- (2) What is the scientific principle of using nuclear power?
- (3) What are the advantages and disadvantages of nuclear power?
- (4) Do you agree to develop nuclear power? Why?



實驗及分析

- 比較答案的品質及演算法的效率-以大量資料模擬測試
- 瞭解系統的滿意度及使用意願-問卷調查
- 驗證系統或方法的效果-以實驗組及對照組進行3-6個月的測試及分析(前測及後測)
- 比較新系統(方法)與舊系統(方法)的效果-多人交叉使用兩系統(方法)並比較結果
- 比較對象：舊系統(方法)、使用與未使用、Random、Heuristic、Optimal方法產生的結果



說明實驗設計

4. Experiment Design

To evaluate the effectiveness of the innovative approach, an experiment was conducted on a natural science course of an elementary school located in southern Taiwan. The experiment aimed to investigate whether the students who learned with T³G attained better results and had more positive perceptions than those who learned in a “pure” (tour-based) u-learning environment. (說明實驗設計的目的) In the following subsections, the design and analysis of the results of the experiment are given in detail.

4.1. Participants

The participants of this study were 57 fifth-grade students taught by the same teacher in an elementary school. Their average age was 11. After receiving the fundamental plant knowledge in a natural science course, they were divided into a control group (n = 29) and an experimental group (n = 28).

4.2. Learning Activity Design

Figure 5 shows the procedure of the experiment. In the first stage (four weeks), the teacher was guided to provide the classification knowledge of the target plants. This experiment contained 13 learning objects (plants on the school campus), namely "Spindle palm", "Golden dewdrop", "Variegated leaf croton", "Golden Leaves", "Star Cluster", "Bread-fruit Tree", "Liquidambar", "Common garcinia", "Golden Bamboo", "Odour-bark cinnamon", "Blue sky vine", "Devil's Ivy", and "Golden dewdrop"... (說明二組學生在活動要做什麼)

4.3 Instruments

To evaluate the learning effectiveness of the students, a pre- and a post-test were developed; in addition, to collect the students' perceptions about the ubiquitous learning activity and their attitudes toward learning science, a perception questionnaire survey (see Appendix A) and an attitude questionnaire survey (see Appendix B) were administered to all students as well.
(說明本實驗總共用了那些測驗或量表)

The pre-test aimed to confirm that the two groups of students had the equivalent basic knowledge required for taking this particular subject unit. (說明前測的目的) It was composed of 25 fill-in-the-blank items with a full score of 100. (測驗的內容及分數) The post-test consisted of two types of test items: 15 multiple-choice items and 8 short essay items with a full score of 100. It focused on evaluating the students' knowledge about comparing and classifying the plants based on their leaf features. Both the pre- and post-test were designed by the teacher who taught the Natural Science course to the two groups of students. The tests were also evaluated by other science educators for expert validity. (前後測試題的來源)

The perception and the attitude questionnaires were designed to collect the students' perceptions about the mobile learning activity on the campus and their attitudes toward learning science after participating in the experiment. They originated from a questionnaire developed by Chu, Hwang, and Tsai (2010), with a reliability coefficient of 0.913. (說明全部問卷的目的、來源及信度)

The perception questionnaire used in this study consisted of 19 six-point Likert-scale items where 1 represented "strongly disagree" and 6 represented "strongly agree". (說明perception問卷的內容、題數及刻度) It included three scales concerning students' perceptions of the ubiquitous learning activity, including "experiences about using the PDA", "feelings about the mobile learning system" and "degree of satisfaction with the learning approach". (說明perception問卷的面向)



論文簡介

- 內容：整篇文章的濃縮版
- 字數：1000-1500字
- 包含
 - 研究背景及動機
 - 研究目的（問題的描述）
 - 研究方法（概念性的描述）
 - 研究成果（實驗結果及貢獻）



論文摘要

- 內容：簡介的濃縮版
- 字數：200-300字
- 包含
 - 研究動機及目的（問題的描述）
 - 研究方法（概念性的描述）
 - 研究成果（實驗結果及貢獻）

Although previous research has demonstrated the benefits of applying the Internet facilities to the learning process, problems with this strategy have also been identified. One of the major difficulties is owing to the lack of an online learning environment that can record the learning portfolio of using the Internet facilities in education, such that the teacher can analyze and evaluate the learning performance of students, and hence the teaching strategies can be adjusted accordingly. (研究動機及目的) In this paper, we propose a web-search learning environment, called Meta-Analyzer, which is able to assist the teachers in analyzing student learning behaviors of using search engines for problem solving. Two-hundred and twenty students and fifty-four teachers contributed to the trial of the system. (研究方法) The results have shown that the novel approach is able to gain a better understanding about students' learning processes and searching strategies in technology-enhanced environments, as well as to assist the teachers to acquire more about the learning status of students, and hence more constructive suggestions can be given accordingly.

(實驗結果及貢獻)



結論(與討論)

- 內容：摘要的結論加上討論、限制，以及未來的發展或改進方向
- 字數：500-1000字
- 包含
 - 研究成果（實驗結果及貢獻）
 - 深入探討造成這些結果的原因
 - 與過去其他的研究做一些比較（並引用文獻）
 - 討論研究的限制
 - 未來可能的發展或改進的方向

In this paper, a web-based environment, Meta-Analyzer, for recording and analyzing the student online search behaviors for solving a problem or completing a learning task is proposed. Meta-Analyzer can be used not only as a research tool, which provides online recording and statistical functions, but also as an instructional tool, helping teachers to acquire a more detailed understanding about each student's online behaviors. From the trials and feedback from fifty-four teachers and two hundreds and twenty students, it was found that the innovative approach can provide researchers and teachers with an effective and efficient way of accomplishing and investigating various educational objectives and research issues. (研究成果及貢獻)

In additions, Meta-Analyzer facilitates the studies of various research issues concerning the exploration of student online search behaviors, such as the analysis for detecting the navigation processes and strategies used by the students (Bial, 2000; Tabatabai & Shore, 2005; Tsai & Tsai, 2003), the comparisons of experts and novices' search strategies on the Web (Tabatabai & Shore, 2005), ... (應用價值)

Currently, we are planning to extend Meta-Analyzer to contain more functions and options, (未來的發展或改進方向)



References的內容

- 最容易被忽略
- 通常代表作者的研究觀念與經驗
- 最好有一半以上是近5年的期刊(尤其是SSCI期刊)論文
- 最好引用數篇想要投稿的期刊
- 避免引用網址或研討會論文
- 內容及格式要完整且正確
 - Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood connection. *Journal of Film and Writing*, 44(3), 213 – 245.
 - Lanktree, C. (1991, February). *Early data on the Trauma Symptom Checklist for Children (TSC-C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.



Reference的引用方式- IEEE

- 文章中提到的文獻要用編號表示…[12], [23-25] 。
- 大多SCI期刊採用這種方式，必須依照欲投稿之期刊的要求格式。
- 研討會論文：Conferences, Congress, Workshop
 - [1] L.M.M. Giraffa, M. Mora and R.M. Viccari, "Modeling an interactive ITS using a MAS approach: from design to pedagogical evaluation", *Third International Conference on Computational Intelligence and Multimedia Applications*, New Delhi, India, Feb. 28, 1999, pp. 153 -158. (人、題目、研討會名稱、日期、國家、都市、頁碼都要註明)
- 期刊：Transactions, Journals, Magazines
 - [2] A.V. Gonzalez and L.R. Ingraham (1994), "Automated exercise progression in simulation-based training", *IEEE Transactions on Systems, Man and Cybernetics*, Vol. 24, No. 6, pp. 863 -874.



Reference的引用方式- APA

- 用“作者+年份”表示
 - Hwang et al. (2005) indicated that……
 - It has been proven that……(Hwang et al., 2005).
- SSCI/TSSCI期刊採用這種格式
- 最大優點是：有新的文獻要插入時，不必重新編號 (Hwang, 2003), (Hwang & Lin, 2003), (Hwang et al. 2004)
- 建議碩士論文採用這種方式，或在論文整理階段採用此方式



論文編排- 層次要清楚

1. Introduction --- font size (14, bold)
2. Relevant Research
3. Problem Definitions
 - 3.1 A problem --- font size (12, bold)
 - 3.2 B problem
4. A Novel Approach
 - 4.1 Common problem solving model
 - (1) ... font size (12, normal)
 - (2) ...
5. Implementation and Evaluation
6. Conclusions
- References



論文編排- 非必要不要內縮

4. A Novel Approach

4.1 Common problem solving model

- **Model 1**

- (1) ... font size (12, normal)
- (2) ...
- (3)

- **Model 2**

- (1) ... font size (12, normal)
- (2) ...
- (3)



論文編排- 不要濫用項目符號 (除非是很重要，必須要強調的內容)

In this paper, an e-learning is proposed. The system consists of three units:

(1) The Management unit: This unit provides three functions:

- (a) Edit concepts
- (b) Remove concepts
- (c) Add new concepts

(2) The testing unit: This unit provides five functions:

- (a) Testing
- (b) Learning diagnosis

(學生常用項目符號報流水帳，包括系統架構或是文獻回顧---某人提出了5點，某人又提出了6點)



英文論文寫作技巧(1)

- 儘量避免太多的第一人稱主詞
 - (X) We have developed a web-based learning system to cope with this problem.
 - (O) Researchers have developed a web-based learning system to cope with this problem (Hwang et al., 2007) .
 - (O) A web-based learning system has been implemented to cope with this problem.
- 注意標點符號的使用(緊鄰前一字，後面空一格)
 - He like the idea,□and so do I.□
 - The system failed again;□therefore,□he decided to reinstall it.□




英文論文寫作技巧(2)

- 不用急著將一個很複雜的想法用一句話講完（簡單句及複合句已經足夠）
- 如果一句子超過3段（或超過2個逗點），很可能是有問題的句子。
 - 句子的定義：用句號或分號結束的一段話
 - Individual students, by using a mobile device (e.g., portable computers or cellular phones) with wireless communications, are able to learn in real-world situations with support or instructions from the computer system. Moreover, the advancement of sensing technology has enabled the learning system to detect and record the students' learning behaviors in the real world. Learning behavior emphasizes the crucial link that represents the interaction of the individual with contextual and social factors.



英文論文寫作技巧(3)

- 善用連接詞，將長句斷開或是將二個句子的語意銜接
 - 因; therefore, 正果 (因此、於是)
 - 因; consequently, 正果 (因此、於是)
 - As 因, 正果 (因此、於是)
 - 因; nevertheless, 負果 (然而、但是)
 - 因; however, 負果 (然而、但是)
 - Although 因, 負果 (然而、但是)
 - Moreover (此外)
 - Furthermore (隨後)



- 因 → 果

Simple sentence A; therefore, B.

Complex sentence A. Therefore, B.

Simple sentence A; consequently, B.

Complex sentence A. Consequently, B.

- 雖然、儘管

Although A, B.

- 然而

Simple sentence A; however, B.

Complex sentence A. However, B. (不可以用But)

Simple sentence A; nevertheless, B.



■ 此外

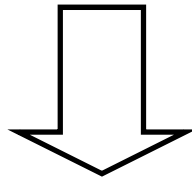
Simple sentence A; moreover, B.

Complex sentence A. Moreover, B.

Simple sentence A; moreover, B. Furthermore, C.

Hwang and Tsai (2008) proposed a tool for recording student online information-searching behaviors; **moreover**, they collected the feedback from users to show the “ease of use” of the tool. **Furthermore**, several experiments were conducted on practical applications to demonstrate the usefulness of the tool.

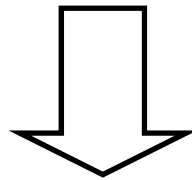
It supports effective and educational uses of videoconferencing facilities by providing innovative learning strategies about technology and instructional applications as well as resources to help students get involved in the new virtual classroom environment for providing online collaborative activities and promoting multicultural education.



It supports effective and educational uses of **videoconference** by providing innovative learning strategies about technology, resources and instructional applications.

Moreover, it helps students get involved in the new virtual classroom environment for providing online collaborative activities and promoting multicultural education.

Because of the huge amount of information, knowing how to search for information in correct and proper ways among the huge amount of data and knowing how to summarize the appropriate data has become a topic that concerns scholars in the field of education.



As the amount of information is huge, it is important to learn correct and proper way to search for information.

Moreover, it is important to know how to summarize the information.


Therefore, relevant issues have attracted the attentions from the scholars in the field of education.



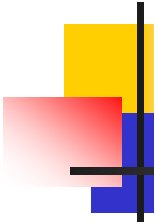
寫一個有說服力的文獻回顧不需要很長很難的句子

Early studies of mobile learning focused on building learning systems to “supplement” students to learn in authentic learning environments. For example, Chen, Kao, and Sheu (2003) constructed an outdoor mobile-learning activity about bird watching by using handheld devices to show learning sheets and supplementary materials. Rogers et al., (2005) employed mobile and wireless communication to enable children to observe and collect data in woodlands. In their study, mobile devices were utilized as a tool for recording observations


In recent years, researchers have further attempted to use sensing technologies to provide more effective learning supports. **For example, Chu, Hwang, Huang and Wu (2008)** developed a mobile learning system for training students to identify the characteristics of the plants on a school campus. The learning system was able to guide the students to learn in the real-world environment by detecting their learning behaviors with sensing technology. Such a location-aware mobile learning approach has extended the scope of outdoor learning, which situate students in real-world learning scenarios (Orion, Hofstein, Tamir, & Giddings, 1997; Bamberger & Tal, 2007), to a new learning scenario that combines both the real-world and digital-world learning resources (Kolb, 1984; Rogers et al., 2005; Vogel, Spikol, Kurti, & Milrad, 2010)



To effectively and efficiently assist students in interpreting and organizing their personal knowledge, it is necessary to develop new tools and strategies by taking both the real-world and the digital-world factors into consideration, **such that** the students can gain knowledge and learning experiences with personalized supports from the learning systems (Chen, Kao, & Sheu, 2003; Chu, Hwang, & Tsai, 2010; Hwang et al., 2010; Nussbaum et al., 2009; Shih, Chu, Hwang, & Kinshuk, in press); **therefore**, it has become an important and challenging issue to develop location-aware mobile learning strategies.




Researchers have pointed out several criteria for instructional design in such situated learning environments, including the selection of situations that would afford the particular knowledge to be learned (Chen, Kao, & Sheu, 2003), the provision of the necessary “scaffolding” for novices to operate in the complex realistic context and for experts to work in the same situation (Hwang, Yang, Tsai, & Yang, 2009; Williams van Rooij, 2009), the provision of teacher supports for tracking the learning progress of students (Chen et al., 2009; Ogata & Yano, 2004; Leng et al., 2009; Peng et al., 2009), and the development of strategies for assessing the effectiveness of situated learning (Paige & Daley, 2009).



Although effective tools or environments have potential in engaging individual learners in constructive, higher-order, critical thinking about the subjects they are studying (Jonassen, 1999; Schiaffino et al., 2008), it is difficult to design suitable learning strategies for supporting and guiding learners in the environments that combine real-world and digital-world learning resources. **Therefore**, it has become an important and challenging issue to develop effective and easy-to-follow learning guidance models for location-aware mobile learning.

Researchers have indicated the importance of assessing the learning status or prior knowledge of individual students before providing learning guidance (Hwang, 2003; Hwang, Tseng, & Hwang, 2008; Tseng et al., 2008). Among the existing testing strategies, **two-tier tests** have been recognized as being an efficient and effective way to investigate students' prior knowledge or misconceptions by many researchers, especially in science education (Odom & Barrow, 1995; Treagust, 1988; Tsai, 2003). **A two-tier test is a two-level multiple choice question.** The first tier assesses students' descriptive or factual knowledge about the phenomenon to be assessed. The second tier probes the students' reasons for their choice made in the first tier, trying to explore their in-depth explanations of the factual knowledge. The use of two-tier tests allows teachers or researchers to **not only** understand students' possible incorrect ideas, **but also** to assess the reasoning or in-depth understanding behind these ideas.



In recent years, some researchers (Tsai & Chou, 2002) have developed networked two-tier test systems, in which only one tier of a test item per screen is presented. Such a system facilitates assessment of existing knowledge of a larger sample of students in a more efficient and relatively straightforward manner. **As** the two-tier test is in a multiple-choice format, it is much simpler for researchers or educators to interpret students' responses (Tsai & Chou, 2002); **moreover**, it is very suitable to be implemented in mobile learning devices with limited screen size, as only one tier needs to be displayed per screen. **Therefore**, in this study, a location-aware mobile learning system based on a *revised* two-tier test approach is proposed to provide personalized learning guidance in the authentic learning environment.



英文論文寫作技巧(5)

- 學者指出、發現、證明或提出想法
 - Researchers have indicated that …(學者指出…)
 - Tsai and Hwang (2008) indicated that … (特定的學者指出…)
 - Researchers have reported that …(學者指出…)
 - Researchers have pointed out that …(學者指出…)
 - Researchers found that… (學者發現…)
 - Previous studies showed that (先前的研究證明)
 - Hwang (2010) proposed a method (提出方法)
 - Tsai (2010) demonstrated the effectiveness of this approach (展現或證明)



英文論文寫作技巧(6)

- 研究假設或發現
 - It can be seen that ... (由此可知...)
 - It is obvious that ... (顯而易見的...) 最好避免這樣說
 - By assuming that ... (假設...)
 - It was found that (研究發現...)
 - It is found that (研究發現...)

- E.g.,
 - From the experimental results, it can be seen that our approach can achieve better performance.
 - By assuming that $x = 1$, we have $Y = X + 1 = 2$; therefore, 2 is the final output.

英文論文寫作技巧(7)

- 系統畫面圖要加註英文說明
- 儘量詳細到看不懂中文的人也能瞭解畫面的內容





期刊的選擇-資訊在教育的應用

Interacting with Computers
(SSCI, SCI, EI)
The Electronic Library (SSCI)

電腦人機互動技術的應用
(但接受在教育應用的探討)
數位圖書館及典藏技術的應用
(但接受在教育應用的探討)

Computers & Education
(SSCI, SCI Expanded, EI)

電腦在教育上的應用
(Computers & Education 各半)

Computers-Assisted Learning
(SSCI)

電腦輔助學習
(偏Education)

期刊的選擇

-以數位學習科技的開發為例

IEEE Transactions on Systems,
Man and Cybernetics
(SCI, EI)

人工智慧技術的應用
(偏技術, 但接受教育的應用)

Educational Technology
& Society (SSCI)

資訊技術在教育上的應用
(Computers & Education 各半)

Innovations in Education and
Teaching International (SSCI)

教育技術
(偏Education-但也接受
數位學習科技的論文)

期刊的選擇

-瞭解期刊的屬性及內規

- IEEE Transactions on Education
 - 需要提出新的技術
 - 所提出的技術必須曾用在工程教育或電腦課程
 - 所有的文字及圖表中不可以出現英文以外的文字
 - 文章中不以使用 I, We, Our 等第一人稱的說法
 - 只接受線上投稿
 - 最多只能revise二次
- Computers & Education
 - 格式一定要注意，否則會直接被退稿
 - 關鍵字一定要用指定的字集

Dear Editor,

Thank you for your useful comments and suggestions on the language and structure of our manuscript. We have modified the manuscript accordingly. Detailed corrections are listed in the followings:

- 1) Abstract and keywords should be provided not only in the main text but also in the title page.
 - ✓ We have provided abstract and keywords in the title page.
- 2) Keywords should be chosen from the list provided in the Guide for Authors.
 - ✓ We have chosen all keywords from the list provided in the Guide for Authors.
- 3) Footnotes to tables should be referred to by superscript lowercase letters.
 - ✓ Yes, all of footnotes to tables are referred to by superscript lowercase letters.

期刊的選擇

-儘量考慮有線上服務的期刊

- IEEE 的期刊
 - 提供線上投稿及審查進度查詢
 - 接受後直接與編審人員以e-mail或信件聯絡
- Elsevier 的期刊
 - 大多已接受線上投稿 (例如Knowledge-Based Systems, Computers & Education)
 - 接受後提供線上的排版及刊登進度的查詢
- 其他期刊
 - 大多以e-mail投稿
 - 不提供線上查詢



投稿須知

- 務必詳讀期刊的規則
- 不要害怕寫信問Editor關於審稿狀況 (超過6個月就應該去詢問)
- 投稿過程如果有誤解，一定要解釋清楚



投稿書信-e-mail

Dear Prof. Gonzalez,

Attached please find our manuscript entitled "A Concept-based Cooperative Learning Approach for Science Courses" submitted to Second International Conference on Multimedia and ICTs in Education (m-ICTE 2003) for possible presentation. Your acknowledgement will be highly appreciated.

Thank you.

Sincerely,

Gwo-Jen Hwang

Professor of Information Management Department

National Chi Nan University

Pu-Li, Nan-Tou, Taiwan 545, R. O. C.



投稿回函 (acknowledgement)

Dear Prof. Gwo-Jen Hwang,

The Editor of the Transactions on Education acknowledges receipt of the following manuscript:

No. TE-2003-000262-A Concept-based Approach to Conducting Cooperative Learning Process

It is understood that this manuscript is entirely original, has not been copyrighted, published, submitted, or accepted for publication elsewhere, and all necessary clearances and releases have been obtained. If the material in this paper has been published before in any form, it is imperative that you inform me immediately.

You will be notified via email when the review of this manuscript is completed. Please refer to the paper number in any communications regarding your manuscript. You may check the review status of your manuscript via the IEEE manuscript Central website. When the review of your manuscript has been completed, you will be notified of its disposition by email and at that time reviewer comments will also be made available to you.

Sincerely,

Editor-in-Chief



投稿回函

(EIC reject - format revisions)

Prof. Hwang:

I regret to inform you that I have made the decision to reject your manuscript, TE-2004-000296, titled "A Tabu Search Approach to Generating Test Sheets for Multiple Assessment Criteria" IN ITS PRESENT FORM so that you can make adjustments in the manuscript and submit a revised version for formal review.

The Transactions now requires that all manuscript content be in the English language. Your manuscript, as submitted, contains graphical information that is in a language other than English. Please replace those graphics containing non-English content with graphics totally in English. Once you have made these substitutions, please submit your revised manuscript for review.

Thank you in advance for your attention to this matter.

Sincerely,

David A. Conner, Ph.D., P.E.

Editor-in-Chief

英文論文寫作與投稿經驗 -- 黃國禎



修改文件投稿-e-mail

Dear Dr. S. Heller,

Attached please find the revised manuscript " A Group-Decision Approach for Evaluating Educational Web Sites" submitted to *computers & Education* for possible publication. A file containing the revision summary is also attached. Your acknowledgement will be highly appreciated.

Thank you.

Sincerely yours

Gwo-Jen Hwang

Information Management Department

National Chi Nan University

Pu-Li, Nan-Tou, Taiwan 545, R.O.C.

FAX: 886-940503178

TEL: 886-915396558

修改文件說明-Revision Summary

- 務必依審查意見逐條詳細回答
- 說明的內容(responses)>>問題的描述(comments)

Responses to Reviewers and Editor

Paper#: SMCC-03-06-0056

Title: On the Development of a Computer-Assisted Testing System with Genetic Test Sheet-Generating Approach

[Reviewer 1 Comments]:

The paper should be shortened.

[Response to Reviewer 1]:

The paper has been shortened to 24 pages by removing some redundant descriptions of genetic models and algorithms; moreover, Sections 3 and 4 have been re-written to condense the entire paper.



修改文件說明-Revision Summary

[Reviewer 2 Comments]:

No innovative contribution was found both in the theory of genetic algorithms and in the application of them.

[Response to Reviewer 2]:

(1) We have re-written the abstract and Sections 1 and 2 to explain the importance about the construction of a good test sheet. The major contribution of this paper is not in its technical part. Instead, we tried to cope with an important problem arising from real educational applications. Such a problem is known to be critical and has not been efficiently and effectively solved before.

(2) Since the innovative contribution of this paper might not be significant, we have re-written the paper as a technical correspondence based on the editor's suggestion.



修改文件說明-Revision Summary

[Reviewer 3 Comments]:

Make the definitions, formulas, and other descriptions clearer and more precise, so that the revised paper will be improved in its readability and correctness.

[Response to Reviewer 3]:

The mixed integer models and the genetic algorithms in Sections 3 and 4 have been re-written to make the definitions, formulas, and other descriptions clearer and more precise (please refer to Pages 6-17). Moreover, a colleague who is an English expert has carefully checked the paper to correct potential grammatical errors.



論文接受函

(accepted with minor revisions)

Dear Prof. Hwang,

The review of your manuscript titled "A Test Sheet-Generating Algorithm for Multiple Assessment Requirements", TE-2001-000029.R1, has been completed. The Editorial Review Board, while feeling that your manuscript is worthy of publication, feels that the manuscript requires a few minor revision before it can be published in the Transactions on Education.

When reviewing the manuscript, each reviewer was asked to complete two questionnaires: one that directed comments to the Editorial Board and one that directed comments to the author(s) of the manuscript. You will find attached reviewer comments directed to you. In preparing the next revision of your manuscript, you will be expected to address the issues brought up by the reviewers. Once you have addressed these issues, your manuscript will be ready to processed to publication.

In preparing your next revision, here are some important criteria that need to be followed.

1. The next revision of your manuscript should be double-spaced and typed in 12-point type. DO NOT single-space! DO NOT use a two-column, journal-style format!

2. Make sure that all bibliographical references for books and published papers follow the IEEE format described at

<http://standards.ieee.org/guides/style/section7.html#992>.

3. Make sure that all bibliographical references to specific information on a web site include the last date the site was viewed. Web sites change and specific content is often removed. A reader requiring specific, referenced content that

has been removed will need a date on which the information appeared when requesting that information from the Web Master's archive.

4. Number each page.

When you have completed revising your manuscript, mail a copy to the Transactions' Editorial Administrator, Jerry Ann Conner. Be sure to include your manuscript number in your cover letter when you transmit your manuscript to Mrs. Conner. When Mrs. Conner receives your revised manuscript, a review will be made to ensure that appropriate revisions have been made. Then the manuscript will be reviewed for English grammar, punctuation, spelling, and correct word usage. When these reviews have been completed, the Transactions' Editorial Administrator will mail you two items: (1) a copy of your manuscript that has been edited for grammar, punctuation, spelling, and correct word usage and (2) a check list of required items that must be submitted for your manuscript to be published. Your final manuscript should include all corrections noted by the Editorial Administrator. When all items are ready for submission, they should be mailed to the address indicated on the check list.

不用再審

Thank you for your interest in publishing in the Transactions.
We look forward to seeing your manuscript in print.

Sincerely,
David A. Conner, Ph.D., P.E.
Editor-in-Chief
IEEE Transactions on Education



校稿信件

Dear Dr. Hwang,

The proof for your article, A Test-Sheet-Generating Algorithm for Multiple Assessment Requirements, is ready for your review. Please connect to the following URL to retrieve your proof:

URL:

<https://authorproof.ieee.org/tfa/authproof.do?journal=TE&artID=46te03-hwang>

If you have trouble accessing your proof site, please make sure that your browser's security setting utilizes 128-bit SSL as it is necessary for access to your proof.

If you have any problems or questions regarding this proof, please contact your IEEE staff editor by replying to this message.

Christine Vartanian
Associate Editor,
Transactions on Education/
Journal of Lightwave Technology,
IEEE Publishing



校稿信件

Dear Dr. Hwang,

We have received your above-mentioned article for publication. On behalf of Elsevier Science, I would like to take this opportunity to thank you for choosing Computers & Education as your publishing medium.

From the details supplied by the journal editor we have logged your address, and your e-mail, phone and fax numbers if available. Please check that the details are correct so we can contact you quickly, if necessary.

Any attachment to this e-mail is in PDF format. To view and print an attachment you will need Acrobat Reader from Adobe. This program is freely available and can be downloaded from <http://www.adobe.com/>. The Acrobat reader is available for whole series of platforms which include PC, Mac and Unix. If you would prefer to receive the forms by fax or mail then please inform us immediately by replying to this e-mail with full fax details.

If any questions or problems arise, please do not hesitate to contact us, preferably by fax or e-mail quoting CAE 651 in all correspondence.

Yours sincerely,

Elsevier

J. Beskeen



查詢信件-論文審查進度

Dear Prof. White,

Recently, we checked the status of our paper " On the Development of a Computer-Assisted Testing System with Genetic Test Sheet-Generating Approach" (SMCC-03-06-0056.R3) submitted to SMCC on March 29, 2004, and found that the review record remained "Awaiting Reviewer Assignment". We are sending this e-mail to inquiry the status of the paper. Your acknowledgement will be highly appreciated.

Thank you.

Best regards,
Gwo-Jen Hwang, Ph.D.
Professor of Information Management Department
National Chi Nan University
Web: www.im.ncnu.edu.tw/~gjhwang
TEL: 886-915396558
FAX: 886-49-2915205



查詢信件-刊登資訊

To Whom It May Concern,

We received an acceptance letter, dated on November 7, 2003, of our article submitted to Computers & Education. As we didn't receive further information on the preparation of our manuscript for publication, we sent a mail to the Editor-in-Chief to see whether our article has an ID for inquiry. She said no ID is needed. Do you have any information on the publication progress of our paper (Author: Hwang, Tseng and Lin; Title: An effective approach for test-sheet composition for large scale item banks)? Or, please advise the process we need to follow.

Best regards,
Bertrand M.T. Lin

Dear Dr. -----,


Thank you for informing us about your decision on the paper.

I am not asking you to reconsider this paper. I just like to explain what we were not trying to resubmit the “same” work. You might not note that we also uploaded a cover letter (as attached) that responded to the reviewer’s concerns while submitting the paper.

We have redone the experiment and have collected new data from 215 university students who had actual experience of using u-learning systems in u-learning environments. The structural model revealed that the provision of realistic and close- to-real-life information could enhance students’ preferences for timely guidance, student negotiation and inquiry learning activities. Moreover, we have addressed the background and motivation for investigating gender differences (H2) and grade differences (H3) in the third paragraph of the “Introduction” section, and discuss the findings and make predictions about these issues in the “Discussion and conclusion” section.

Sincerely,

Gwo-Jen Hwang, Ph.D



Dear Professor Hwang: Thank you for this clarification. For some reason the cover letter was missed by me. I think that is because it was not recognised as a resubmission. It is certainly unusual practice to accept resubmissions following a decision to reject. However, I am prepared to accept that this can be sometimes harsh.

I suggest that if you remain keen to have it considered, it would be acceptable to submit again - it will now be out of our system. I know this is a nuisance.

If you are interested in taking this route I would expect to send it to review. Although it's an area where I predict it will not be easy to recruit referees. I would perhaps add that authors do not always make their Abstracts as clear and inviting and confident (without distortion of course) as they might do - and the Abstract is all that a potential reviewer gets to see at invitation. You might also consider this - but that's a very general piece of advice I give to all authors

I hope this clarifies and helps



其他注意事項

- 平時要求研究生Reference的內容務必完整
- 要重視檔案名稱及網路禮儀：
 - (O) “G J Hwang-U-learning system for Butterfly Ecology 2008-5-10A.doc”
 - (X) “paper.doc”
- 撰寫過程中，每一個修改的版本都要保留
- 論文投稿前，最好找人幫忙校對英文
 - Ted English Editing
 - Gloria English Editing
 - 李國鼎文教基金會

黃國禎教授簡介

<http://www.idlslab.net/gjhwang>

黃國禎教授目前是台灣科技大學講座教授，任職於數位學習與教育研究所。黃教授曾經擔任臺南大學特聘教授兼理工學院院長，他的學術專長包括行動與無所不在的學習、電腦輔助測驗與評量、知識工程及專家系統。過去曾主持七十多個專案計畫，多次獲得研究獎勵，包括2007年及2010年國科會傑出研究獎。



黃教授已發表超過400篇與數位學習及智慧型系統相關的論文，包括150餘篇學術期刊論文；其中有60多篇發表在SSCI期刊，60多篇發表在SCI/EI/TSSCI期刊。目前同時擔任30多個SSCI/SCI/EI學術期刊的論文審查委員，以及International Journal of Mobile Learning and Organisation、數位學習科技期刊及Educational Research International的編輯。

推薦-社會科學研究與論文寫作

- 出版社：高等教育出版社
- http://www.edujournal.com.tw/ad/ad_heduedm/ad_heduedm_20080514.htm
- 作者：蔡今中教授
- 內容：

第1章 對於社會科學研究這一領域應有的認知
第2章 研究的態度、歷程與迷思
第3章 如何尋找有創意、又有意義的題目
第4章 社會科學研究與投稿策略
第5章 一定要試著去投稿——寫作及投稿技巧
第6章 「社會科學研究與投稿」相關Q
第7章 社會科學SSCI期刊介紹

