

行政院國家科學委員會專題研究計畫 成果報告

海外志工旅遊經驗 - 自我成長? 研究成果報告(精簡版)

計畫類別：個別型
計畫編號：NSC 99-2410-H-346-010-
執行期間：99年08月01日至100年07月31日
執行單位：國立澎湖科技大學餐旅管理學系(科)

計畫主持人：潘澤仁

計畫參與人員：碩士班研究生-兼任助理人員：蔡醇廷
大專生-兼任助理人員：林彩玉
大專生-兼任助理人員：賴玟君
大專生-兼任助理人員：陳美佑

報告附件：國外研究心得報告

處理方式：本計畫涉及專利或其他智慧財產權，1年後可公開查詢

中華民國 100年10月28日

PERSONAL TRANSFORMATION THROUGH VOLUNTEER TOURISM

Background of the research

Volunteer tourism has grown tremendously throughout the world. It has been described as a more ethical way of tourism than the traditional mass tourism as its benefits are twofold. Volunteer tourists undertake holidays to another location where they volunteer in an organized project that might involve helping or alleviating the material poverty of some groups in the society, restoration of certain environments or research into certain aspects of the society or environment (Wearing, 2001: p1). It allows volunteers to offer something back to the social and natural environments of their destinations, which is perceived an act of altruism. In doing so, volunteers will be engaged in the process of personal development, self-discovery, and (re)-evaluation of personal values (Wearing, 2001; Ellis, 2003).

Having reviewed the related literature, there are a number of limitations within the existing literature. First, writers (Brown and Morrison, 2003; Fisher, 2004; Mustonen, 2006; Scheyvens, 2002) criticize that much of the research seems based on only a segment of the world's volunteer tourists. More specifically, it is considered as a western-based pilgrimage. Second, there are several types of projects offered for volunteers include agriculture, archaeology, community development, conservation, construction, education and teaching, environmental protection and research, technical assistance, historic preservation, medical and dental, work camps (Brown, 2005). But, research projects remain focused primarily on the environmental volunteering (Brightsmith, Stronza, and Holle, 2008; Campbell and Smith, 2005; Gray and Campbell, 2007; Wearing, 2001). Third, the form of short-term based and organized international volunteering tourism programs has been a rapid increased. Minimal research exists concerning the motivations of students who volunteer abroad and engage in short-term volunteering courses in guest teaching in schools within developing countries. Despite numbers of studies have conducted in studying motivations of volunteer tourists, Söderman and Snead (2008) assert that motivation factors are complex and largely under-researched, especially when volunteer abroad. Another limitation of the existing literature is Cress and Sax (1998) indicate that student's involvement in community activities and volunteer work had positive effects on their personal and academic development both during and after school. Yet, little is known about the personal dynamics of international volunteer work, or its effects on careers and lives.

Prior research of volunteer tourist's changes has found primarily on the inner growth, view of life, view of the world, and influence on their future studies and career direction (Broad 2003; Lepp, 2008; Lo & Lee, 2011; McIntosh & Zahra 2007; Palacios, 2010; Scheyvens, 2002; Wearing, 2001). Most of these studies were conducted using a sample comprising westerners and from their perspectives. Thus, more research needs to be done to

understand the changes resulting from these volunteer tourism experiences in different parts of the world. In the previous research of the effects of volunteer tourism on participants, issues such as whether the volunteer tourism experience would affect participants' future choice of tourist activities were not addressed.

Drawing on the gaps within the published literature, two main purposes therefore guide the present study. Specifically, the factors motivating Taiwanese students to volunteer overseas and their transformation brought about by the experience?

Literature review

Motives of volunteer tourists

According to Parrinello (2002), travel motivation acts as a trigger that sets off all the events involved in travel. There are numbers of researchers have used motivational theory to try to interpret tourists' motivations. The following discussions are not exhaustive and only highlight a few of the main studies. Many tourism researchers base their theoretical analyses on Maslow's (1970) hierarchy of needs theory (Jang and Cai, 2002), which is one of the most influential motivation theories. Pearce (1982) applies Maslow's hierarchy to tourist motivation and behavior, and finds that travel motivation has the properties of an approach-avoidance paradigm. He argues that tourists are attracted to holiday destinations because of the possibility of fulfilling self-actualization, love and belongingness, and physiological needs in that order of importance. When considering the avoidance aspect of the motivational paradigm, tourist concern for safety is the predominant feature, with additional emphasis placed on failure to satisfy physiological, love and belongingness, and self-esteem needs.

Besides, travel motivations based on the push and pull factors has been widely discussed (Crompton, 1979; Dann, 1977; Jang and Cai, 2002). The push and pull concept provides reasons as to why people travel. Dann (1977) explains that push motivation is an internal energy to an individual and increases the desire for people to travel, whereas pull motivation is a force external to an individual and influences where people travel, given the initial desire to travel. Dann (1981) further suggested that push motivation temporally precedes pull motivation. Crompton (1979) built on Dann's (1977) work and went further to identify nine motives for travel. They were push, motives (the escape from a perceived mundane environment; exploration and evaluation of self; relaxation; prestige; regression; enhancement of kinship relationships; facilitation of social interaction) or pull, motives (novelty; and education). Swarbrooke and Horner (2003) believe the main factors determining an individual tourist's motivation are probably: personality, lifestyle, past experience, past life, perceptions and image. They add that no tourists are likely to be influenced by just one motivator.

To identify volunteers' travel motivation, Brown and Lehto (2005) reported that volunteer tourists have four main motives: cultural immersion; giving back and making a difference; seeking camaraderie with fellow volunteers; and family bonding and education. In their study, participants wanted immersion in the local culture in hopes it would lead to connections with the local people, and the immersion did lead to relationships with the hosts for some participants. One interesting finding by Brown and Lehto is that 'giving back and making a difference' is the only motive that does not seem the tourists expected something in return; however, 'giving back and making a difference' gave the volunteer tourists a sense of purpose, which seems to fulfill desires for self-satisfaction. Clary et al. (1996) identify six factors why volunteer volunteering. They are: Understanding: involving a sense of learning and/or the ability to use and develop new skills or abilities; Social: having the opportunity to participate with friends and do work that is looked at as important by the people who matter to the volunteers; Values: having the opportunity to put values into action; Protective: using the volunteer opportunity to cope with inner conflicts and stresses or guilt; Career: using the volunteer experience to build career experience; Enhancement: working on psychological development and building personal esteem. Broad (2003) and Sin (2009) suggest that volunteer tourists often have a multitude of motivations, and altruistic motivations are often not mutually exclusive with leisure seeking or self-development motivations. Indeed, Wearing and Neil (2001) found that volunteer tourists may be simultaneously prompted by opportunities to learn and enrich oneself, to enjoy the feeling of being part of a team, or to express their individuality and accomplishment through engaging in volunteer work.

Methodology

The study aims to explore motivations for Taiwanese students to volunteer overseas and their transformation brought about by the experience. Sin (2009) mentions that researchers can better capture volunteers' experiences by analyzing all the related activities from initial preparations to post-expedition. To achieve the goal of the present research, in-depth interviews, diary, and participant observation will be employed to examine the pre-, during, and post-trip experiences of Taiwanese students who have taken part in organized short-term international volunteer activities in a developing country.

To collect information in the activities, the author participated in a 14-day education development project in India (2010/1/19-2010/2/1) held by Eden Social Welfare Foundation and served as a volunteer teacher throughout the 14-day expedition, like all the other members of the team. All the 17 volunteer participants were Taiwanese, including one high school student, thirteen students (ten undergraduate and three postgraduate), and three team leaders. Having built trust and friendship with the teammates earlier during the trip, the author smoothly completed the first-stage in-depth interview with each teammate. Open-ended questions were used in the interview, and the questions were based on topics including what

made Taiwanese students join the activity. Excluded the three team leaders, a total of 14 volunteers were involved in conversation and observed within the period. The volunteer tourists in the present study were nine male students and five female students aged between 16 and 22. The author contacted the 14 teammates again six months after the trip, requesting them to participate in the second-stage interview. The purpose of the second-stage interview was to more accurately capture the volunteering experiences of each teammate.

Each interview session (the first and second stage in-depth interviews) was tape-recorded and transcribed verbatim. The transcribed text was sent to the volunteer tourists via email to ensure accuracy of the transcription. Inductive content analysis was employed to analyze the transcripts. This method allows new insights to emerge (Elo & Kyngäs, 2008). The extracted themes and quotations were first translated into English and then evaluated by professional translators through a back-translation procedure to ensure language equivalence (Brislin, 1980).

Findings and discussion

The interview questions were intended to explore motivations for Taiwanese students to volunteer overseas and their transformation brought about by the experience. The following themes were extracted from 14 interview transcriptions, the author's observations and personal diary.

Motivation for participation

Ten key themes for participants to volunteer overseas were identified. In many ways, findings of this paper echo previous conclusions about their motivations for volunteering overseas. For example, trying to give back (Brown, 2005; Lo & Lee, 2011; McIntosh & Zahra, 2007; Sin, 2009; Wearing, 2001), getting to know local residents and experiencing the life in a foreign nation (Brown & Lehto, 2005; Chen & Chen, 2011; Ooi & Laing, 2010), having a chance to relax and organize myself (Broad, 2003; Clary et al., 1996), making friends sharing common interest (Brown, 2005; Bruyere & Rappe, 2007; Ooi & Laing, 2010), expecting challenges (Edensor, 2000; Harlow & Pomfret, 2007; Sin, 2009), looking for ways of life (Clary et al., 1996; Bruyere & Rappe, 2007), and validating personal perceptions of the place are motives that have been pointed out in previous studies and found among the volunteer tourists in this research. The study revealed that some volunteer tourists were forced by their parents to participate in the volunteer program because their parents wanted them to "experience" the life and environment that are totally different from what they are used to, hoping they could learn something from the program. Besides, some volunteer tourists mentioned that volunteer tourism was a cheaper form of tourism.

What have we learned?

Eleven key themes dealing with what the Taiwanese students have learned from the experience were identified as followed.

All the volunteer tourists in this study mentioned that their growth and changes after volunteer trips. For example, participants have better communication abilities (Harlow & Pomfret, 2007; Lo & Lee, 2011), stress management skills (Broad, 2003), more care for others (global engagement; Palacios, 2010), cherish available resources (resource appreciation; Harlow & Pomfret, 2007), feel thankful (change view of life; Lo & Lee, 2011), and view things with an opener mind (career development; Broad & Jenkis, 2008; Brown, 2005). Changes that emerged in the present research but have never been explored in previous research include: hear and respect different voices, control individual material desire, trust others and admit his/her insufficiency, slow down life pace and self-relaxation, adjust personal learning attitude, cope with academic work and other things in an active attitude, and choice of travelling pattern and tourism destination.

Conclusion

This paper explores motives for Taiwanese students to volunteer overseas and their transformation brought about by the experience. In many ways, findings of this paper echo previous conclusions about their motivations for volunteering overseas including trying to give back, getting to know local residents and experiencing the life in a foreign nation, having a chance to relax and organize myself, making friends sharing common interest, expecting challenges, looking for ways of life, validating personal perceptions of the place, encouraging by family members or friends, forced by their parents and a cheaper form of tourism.

The experience had some influence on students' academic development, daily life, future career and choice of tourism consumption and tourism destination. Thirteen themes dealing with changes emerged and were categorized into five groups: inner change; change in view of life; change in view of the world; change in learning attitude and future career direction, and change in choice of tourism activities. Respondents had a tremendous change in their tourism preference and reported that volunteer tourism or independent traveling would be the tourism pattern of their future trips, and underdeveloped places would be the first choice of their next tourism destination.

The research contributes to tourism literature by exploring the motivations and benefits of volunteering overseas from non-western individuals' experiences. It does provide some interesting insights and widens our understanding about volunteer tourism through the voice of Taiwanese students.

References

- Benson, A.M. & Seibert, N. (2009). Volunteer tourism: motivations of German participants in South Africa, *Annals of Leisure Research: Special Issue on Volunteer Tourism*, 12 (3 & 4), 295-314.
- Brightsmith, D.J., Stronza, A., & Kurt, H. (2008). Ecotourism, Conservation Biology, and Volunteer Tourism: A Mutually Beneficial Triumvirate, *Biological Conservation*, 141, 2832-2842.
- Brislin, R. W. (1980). Translation and content analysis of oral and written materials. In H. C. Triandis & J. W. Berry (Eds.), *Handbook of cross-cultural psychology* (pp. 398-444). Boston: Allyn & Bacon.
- Broad, S. (2003). Living the Thai life - A case study of volunteer tourism at the Gibbon Rehabilitation Project, Thailand. *Tourism Recreation Research*, 28(3), 63-72.
- Broad, S. & Jenkins J. (2008), Gibbons in their midst? Conservation volunteers' motivations at the Gibbon Rehabilitation Project, Phuket, Thailand. In K. D. Lyons, & S. Wearing (Eds.), *Journeys of discovery in volunteer tourism international case study perspectives* (pp. 72–85). Wallingford: CABI.
- Brown, S. (2005). Travelling with a purpose: Understanding the motives and benefits of volunteer vacationers. *Current Issues in Tourism*, 8(6), 479-496.
- Brown, S., & Lehto, X. (2005). Travelling with a purpose: understanding the motives and benefits of volunteer vacations. *Current Issues in Tourism*, 8(6), 479–496.
- Brown, S. & Morrison, A. M. (2003). Expanding volunteer vacation participation: An exploratory study on the mini-mission concept. *Tourism Recreation Research*, 28(3), 73-82.
- Bruyere, B. & Rappe, S. (2007). Identifying the motivations of environmental volunteers. *Journal of Environmental Planning and Management*, 50(4), 503-516.
- Campbell, L.M. & Smith, C. (2005). Volunteering for sea turtles? Characteristics and motives of volunteers working with the Caribbean Conservation Corporation in Tortuguero, Costa Rica. *MAST*, 3&4, 169–194.
- Chen, L. J. & Chen, J. S. (2011). The motivations and expectations of international volunteer tourists: A case study of “Chinese Village Traditions”. *Tourism Management*, 32, 435–442.
- Clary, E.G., Snyder, M., & Stukas, A.A. (1996). Volunteers' motivations: findings from a national survey, *Nonprofit and Voluntary Sector*, 25, 485-505.
- Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, 6, 408–424.
- Dann, G. M. S. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, 4, 184–194.
- Dann, G. M. S. (1981). Tourist motivation an appraisal. *Annals of Tourism Research*, 8(2), 187–219.
- Elo, S. & Kyngas, H. (2008). The qualitative content analysis process. *Journal of Advanced*

- Nursing, 62(1), 107–115
- Easterby-Smith, M., Thorpe, R., & Lowe, A. (2002), *Management Research: An Introduction*, London: Sage.
- Edensor, T. (2000). Staging Tourism: Tourists as Performers, *Annals of Tourism Research*, 27, 322-344.
- Ellis, C. (2003). Participatory environmental research in tourism: A global view. *Tourism Recreation Research*, 28, 45-55.
- Fisher, D. (2004). A colonial town for neocolonial tourism. In M. Hall & H. Tucker (Eds.), *Tourism and postcolonialism: contested discourses, identities and representations* (pp. 126-139). London: Routledge.
- Franklin, A. & Crang, M. (2001). The trouble with tourism and travel theory? *Tourism Studies*, 1(1), 5-22.
- Graneheim U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research concepts, procedures and measures to achieve trustworthiness, *Nurse Education Today*, 24, 105–12.
- Gray, N. J. & Campbell, L. M. (2007). A decommodified experience? Exploring aesthetic, economic and ethical values for volunteer ecotourism in Costa Rica. *Journal of Sustainable Tourism*, 15 (5), 463-482.
- Hall, M. & Tucker, H. (2004). *Tourism and postcolonialism: contested discourses, identities and representations*. London: Routledge.
- Harlow S. & Pomfret G. (2007), *Evolving Environmental Tourism Experiences in Zambia*, *Journal of Ecotourism*, 6, 184-209.
- Kapoor, I. (2005). Participatory development, complicity and desire. *Third World Quarterly*, 26(8), 1203–1220.
- Lepp, A. (2008). Discovering self and discovering others through the Taita discovery centre volunteer tourism program, Kenya. In K. D. Lyons, & S. Wearing (Eds.), *Journeys of discovery in volunteer tourism international case study perspectives* (pp. 86-100). Wallingford: CABI.
- Lo, A. S. & Lee, C.Y.S. (2011). Motivations and perceived value of volunteer tourists from Hong Kong, *Tourism Management*, 32, 326-334.
- Manners, J. & Durkin, K. (2000), Processes involved in adult ego development: A conceptual framework, *Development Review*, 20, 475-513.
- Maslow, A. (1970). *Motivation and Personality*, 2nd ed., Harper & Row, New York, NY.
- McIntosh, A. J., & Zahra, A. (2007). A cultural encounter through volunteer tourism: Towards the ideals of sustainable tourism? *Journal of Sustainable Tourism*, 15(5), 541-556.
- Mustonen, P. (2006). Volunteer tourism: Postmodern pilgrimage? *Journal of Tourism and Cultural Change*, 3(3), 160-177.
- National Youth Commission (2010) web site: <http://163.29.129.82/index.php>
- Ooi, N. & Laing, J.H. (2010). Backpacker tourism: sustainable and purposeful? *Investigating*

- the overlap between backpacker tourism and volunteer tourism Motivations, *Journal of Sustainable Tourism*, 18(2), 191-206.
- Palacios, C. M. (2010). Volunteer tourism, development and education in a postcolonial world: conceiving global connections beyond aid, *Journal of Sustainable Tourism*, 18(7), 861-878.
- Pearce, P.L. (1982). *The Social Psychology of Tourist Behavior*, Pergamon, Oxford.
- Pearce, P. L., & Coghlan, A. (2008). The dynamics behind volunteer tourism. In K. D. Lyons, & S. Wearing (Eds.), *Journeys of discovery in volunteer tourism international case study perspectives* (pp.130-143). Wallingford: CABI.
- Riessman, C. K. (1993). *Narrative Analysis*, Thousand Oaks: Sage.
- Scheyvens, R. (2002). *Tourism for development: Empowering communities*. Essex: Pearson Education Limited.
- Silverman, D. (1993). *Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction*, California: Thousand Oaks.
- Simpson, K. (2004). Doing development: The gap year, volunteer-tourists and a popular practice of development. *Journal of International Development*, 16, 681-692.
- Sin H. L. (2009). Volunteer Tourism “Involve Me and I Will Learn”? *Annals of Tourism Research*, 36, 480-501.
- Söderman, N., & Snead, S. (2008). Opening the gap: the motivation of gap year travellers to volunteer in Latin America. In K. D. Lyons, & S. Wearing (Eds.), *Journeys of discovery in volunteer tourism international case study perspectives* (pp.118-129). Wallingford: CABI.
- Spencer, R. (2010). *Development tourism: Lessons from Cuba*. Farnham, UK: Ashgate.
- Swarbrooke, J., Beard, C., Leckei, S., & Pomfret, G. (2003). *Adventure tourism: The new frontier*. Oxford; Boston: Butterworth-Heinemann.
- Tomazos, K., & Butler, R. W. (2009). Volunteer tourism: the new ecotourism? *Anatolia: An International Journal of Tourism and Hospitality Research*, 1(20), 196-212.
- Tomazos, K., & Butler, R. W. (2010). The volunteer tourist as ‘hero’. *Current Issues in Tourism*, 13(4), 363-380.
- Wearing, S. (2001). *Volunteer tourism: Experiences that make a difference*. New York: CABI Publishing.
- Wearing, S., & Neil, J. (2000). Refiguring self and identity through volunteer tourism. *Loisir & Societe-Society and Leisure*, 23(2), 389-419.
- Wearing, S., Deville, A., & Lyons, K. (2008). The volunteer’s journey through leisure into self. In K. D. Lyons, & S. Wearing (Eds.), *Journeys of discovery in volunteer tourism international case study perspectives* (pp.63-71). Wallingford: CABI.

國科會補助專題研究計畫項下赴國外(或大陸地區)出差或研習心得報告

日期：__年__月__日

計畫編號	NSC 99 - 2410 - H - 346 - 010		
計畫名稱	海外志工旅遊經驗 - 自我成長?		
出國人員姓名	潘澤仁	服務機構及職稱	國立澎湖科技大學餐旅系/助理教授
出國時間	100年1月19日至 100年2月1日	出國地點	印度·Anantapur 服務隊

一、國外研究過程

本研究員於100年1月19日跟隨伊甸基金會近入印度 Anantapur 區域內之 M. P. PRIMARY SCHOOL 及 Z. P. HIGH SCHOOL 進行資料收集。該區域為印度之賤民區，當地資源相當缺乏，居民及學生能以英文溝通之能力相當差。本研究員此趟收集資料之過程列於表1。

表1：收集資料之過程

日期	1/19 (三)	1/20 (四)	1/21 (五)	1/22 (六)	1/23 (日)	1/24 (一)	1/25 (二)
早上	台北→曼谷 TG 637 07:50-10:35 曼谷→海德拉巴 TG329 20:35-22:50	海德拉巴 →Anantapur	教學/陪伴	教學/陪伴	教學/陪伴	教學/陪伴	教學/陪伴
下午			教學/陪伴	教學/陪伴	教學/陪伴	教學/陪伴	教學/陪伴
晚上		小組時間	小組時間	小組時間	小組時間	小組時間	小組時間
日期	1/26 (三)	1/27 (四)	1/28 (五)	1/29 (六)	1/30 (日)	1/31 (一)	2/1 (二)
早上	教學/陪伴	教學/陪伴	教學/陪伴	當地景點/ 活動尋訪	Anantapur 返回海德拉巴	活動尋訪	曼谷→ 台北 TG634 07:25 - 11:55
下午	教學/陪伴	教學/陪伴	教學/陪伴				
晚上	小組時間	小組時間	小組時間	小組時間	小組時間	海德拉巴→ 曼谷 TG330 23:55-04:55	

二、研究成果

本研究欲達成之研究目標之一：The issue as to whether short-term teaching volunteer projects really contributed to the host community and the issue of how volunteer tourism can be beneficial to host

communities, 需訪談當地居民及學生, 因居民及學生未能以英文表達, 故上述研究問題未能所尋得答案。但其他三個研究目標: ①the factors of Taiwanese students seek to volunteer abroad, ②whether the experience will shape their future tourism consumption and the choice of tourism destination, ③what they attempt to gain from their volunteer tourism experiences, and whether the trip will effects on them in term of personal and academic development during school and future career development? 本研究員順利以觀察法、深度訪談及作者之旅行日記, 完成資料收集。

本研究員研究過程所拍攝之照片陳列於下。











M. P. PRIMARY SCHOOL



Z. P. HIGH SCHOOL



國科會補助計畫衍生研發成果推廣資料表

日期:2011/09/16

國科會補助計畫	計畫名稱: 海外志工旅遊經驗 - 自我成長?
	計畫主持人: 潘澤仁
	計畫編號: 99-2410-H-346-010- 學門領域: 休閒遊憩
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：潘澤仁		計畫編號：99-2410-H-346-010-					
計畫名稱：海外志工旅遊經驗 - 自我成長?							
成果項目		量化			單位	備註 (質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等)	
		實際已達成數 (被接受或已發表)	預期總達成數 (含實際已達成數)	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力 (本國籍)	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	2	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	1	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力 (外國籍)	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

<p>其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)</p>	<p>無</p>
--	----------

	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

本研究員進入的區域為印度賤民區，當地資源相當缺乏，當地居民及學生能以英文溝通之能力非常有限。因此研究目標之一：The issue as to whether short-term teaching volunteer projects has really contributed to the host community and the issue of how volunteer tourism can be beneficial to host communities，需訪談當地居民及學生，因居民及學生未能以英文表達，故上述研究問題未能所尋得答案。但其他三個研究目標本研究員順利以觀察法、深度訪談及作者之旅行日記，完成資料收集。

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以 100 字為限）

已投稿 2 篇 SSCI 期刊

Tourism management - Manuscript Number: JTMA-D-11-00332, 目前修改中

Title: Motivations of volunteer overseas and what have we learned - the experience of Taiwanese students

Annals of tourism research - Manuscript Number: ATR-D-11-00306

Title: PERSONAL TRANSFORMATION THROUGH VOLUNTEER TOURISM

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

The research contributes to tourism literature by exploring the motivations and benefits of volunteering overseas from non-western individuals' experiences. It does provide some interesting insights and widens our understanding about volunteer tourism through the voice of Taiwanese students.