

嘉南藥理科技大學專題研究計畫成果報告

準高中職教師對在職進修為提昇教學技能之媒介的看法

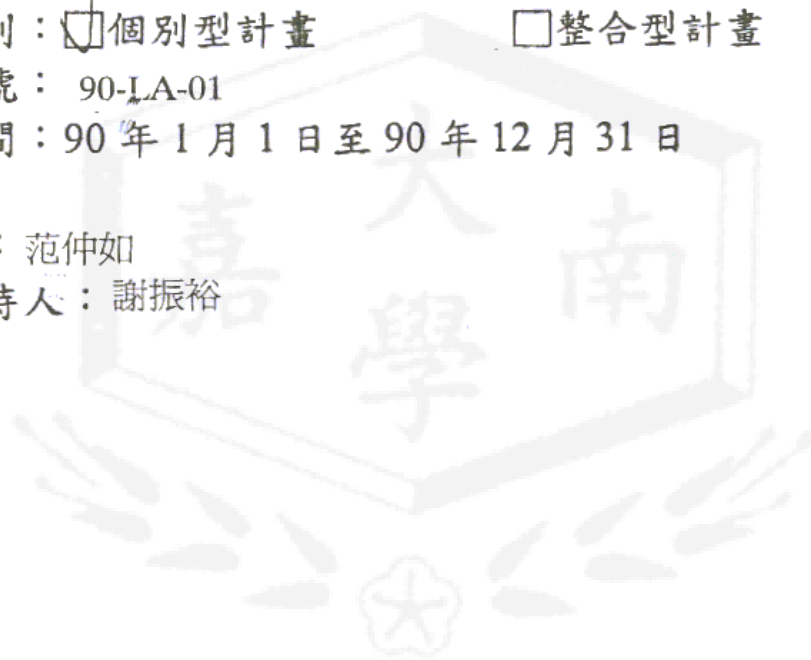
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主持人：范仲如

共同主持人：謝振裕



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一、中英文摘要

本研究的主要目的在透過文獻蒐集方式，探索西方先進國家對教師在職進修的模式與方法是否適用於台灣地區的高中職教師，以協助教育行政單位制定更有效率的教師在職進修辦法與研習方式，讓所有教師均欣然的參與教師在職進修活動。

研究者從文獻中萃取出 25 項有效率在職進修活動的特徵，並以目前就讀於嘉南藥理科技大學教育學程中心的現職高中教師為樣本，以結構式問題晤談這些準教師，嘗試去驗證西方國家理想中的在職研習活動是否也能被台灣教師接受。

研究發現，除了「教師為在職進修活動演示者」、「校長為在職進修活動演示者」、以及「必須對參與在職進修者進行評鑑」等三項特徵不被接受外，其餘 22 項特徵接被認為是可以促進教師專業發展的。

關鍵字：教師看法、教師在職進修

Abstract

The purpose of this study was designed to verify whether or not Western nations' educational theories and concepts of staff development are applicable in Taiwan. The researchers selected 25 characteristics of effective staff development programs suggested by Western nations' educational researchers. The population studied was 6 student teachers who are studying in Center for Teachers Education, Chia-Nan University of Pharmacy and Science, and teaching in vocational high schools.

Findings indicated that, among 25 effective characteristics of effective staff development programs, student teachers do not believe that "(1)teacher as a staff development program presenter; (2)principal as a staff development program presenter; and (3)following evaluation conducted after the staff development program" can improve their teaching skills as well as an effective staff development program.

二、緣由與目的

在科技發展日新月異、社會風氣快速變動、以及知識爆炸的新世代裡，世界各先進國家紛紛藉著改善教育品質來提昇其在國際社會的競爭力，因為他們相信教育品質的高低才是一個國家能否永續經營與成長的關鍵所在。

以美國為例，1983 年國家卓越教育委員會（National Commission on Excellence in Education）發表了一個在風險中的國家（A Nation at Risk）這份影響深遠的報告；1994 年，柯林頓總統簽署了教育法案（The Educational Act），這些重要教育報告或法案皆強調，唯有在教育方面的創新和領先，國家才能繼續領導世界，才能永續的存活於激烈競爭的國際社會中。

為了能趕上世界潮流與趨勢，為台灣進入二十一世紀作準備，十幾年來，政府亦不斷地評估社會走向與脈動，參考世界先進國家在教育領域的改革與實施成效，在符合台灣本身社會文化與民情風俗之前提下，積極修改、增訂、與制定新法令來因應新式代的挑戰。

民國 85 年，教育改革總諮議報告書建議教師在職進修需為教師的職責；同年，教育部頒定法令，規定高中職以下教師每年需研習 18 小時或 1 學分，或 5 年內累積 90 個研習小時或 5 學分，凡此總總，皆為國內的教師專業成長建立良好基礎。

然而，諸多研究顯示，大部分教師僅將研習視為暫時逃離工作場所的機會，或許在簽到後就離席，或許在研習場所呼呼大睡，這樣的在職進修方式對我們的薪薪學子又有何助益呢？有鑑於此，本研究的目的在回答下列問題：何種在職進修方式才能讓教師欣然的接受與充分的學習呢？在何種情境下，教師才會將研習所學應用於課堂之中呢？希望在探索教師的實際意見後，本研究結果能提供相關當為參考，作為辦理教師專業發展活動的依據。

三、結果與討論

1. 教師代表事先參予在職進修計劃，可以提昇教師教學技能。
2. 在職進修活動在為教師工作職責奠定基礎，可以提昇教師教學技能。
3. 在職進修活動的目標和教育局目標相契合，可以提昇教師教學技能。
4. 在職進修活動的目標和學校目標相契合，可以提昇教師教學技能。
5. 在職進修活動的目標和個人目標相契合，可以提昇教師教學技能。
6. 在職進修活動事先考慮參予者的交通與食宿問題，可以提昇教師教學技能。
7. 在職進修活動在彼此支持和合作的氣氛下進行，可以提昇教師教學技能。
8. 在職進修活動著重在建構主義的學習方式進行，可以提昇教師教學技能。
9. 我的學校可以自行決定在職進修內容，可以提昇教師教學技能。
10. 在職進修活動針對成人學習者而設計，可以提昇教師教學技能。
11. 在職進修活動著重在增進教師對教學內容的知識，可以提昇教師教學技能。
12. 在職進修活動著重在幫助教師呈現特定教學內容，可以提昇教師教學技能。
13. 在職進修活動著重在幫助教師維持一個良好的學習環境，可以提昇教師教學技能。
14. 在職進修活動的演示者對研習內容有豐富的知識，可以提昇教師教學技能。
15. 在職進修活動的演示者用清楚的詞彙表達內容，可以提昇教師教學技能。
16. 校方給予教師足夠研習時間，可以提昇教師教學技能。
17. 校方給予教師足夠研習資源，可以提昇教師教學技能。
18. 校長主動參予校內舉辦的在職進修活動，可以提昇教師教學技能。
19. 校長擔任在職進修活動的演示者，不一定可以提昇教師教學技能。
20. 教師擔任在職進修活動的演示者，不一定可以提昇教師教學技能。
21. 若有足夠時間思考研習內容，可以提昇教師教學技能。

22. 若有足夠時間將研習內容加以應用，可以提昇教師教學技能。
23. 若有足夠時間與同事討論研習內容，可以提昇教師教學技能。
24. 學校若能提供研習後必要的後續協助，可以提昇教師教學技能。
25. 研習後，若對教師作適當的評鑑，不一定可以提昇教師教學技能。

由上述結果發現，教師可能因為對自己信心不足，也對校長教學技能信心不足，所以不認為這樣的方式可以提昇自己的教學技能；另外，為了避免額外的壓力，教師也不認為研習後的評鑑會提昇它們的教學技能，所以，如何克服教師的心結，建立其對自己和校長的信心，才是教育行政者應該努力的方向。

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