

學校教育行政 及管理經營論壇暨 課程參訪成果手冊



國立東華大學
教育行政與管理學系

2024.8.7~8.13

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國立東華大學花師教育學院教育行政與管理學系 112 學年度 辦理「學校教育行政及管理經營論壇」暨課程參訪計畫

壹、目的

- 一、強化臺灣本島與中國重慶、成都之高教文教交流活動。
- 二、營造優質互惠高等教育學術社群合作機會。
- 三、開展本所師生參訪重慶、成都之高教視野。
- 四、增進本所研究生國際學術研究與發表能力。

貳、指導教授、日期及參訪地點

- 一、指導教授：國立東華大學花師教育學院張志明教授。
- 二、日期：2024 年 8 月 7 日（星期三）迄至 2024 年 8 月 13 日（星期二）共七天。
- 三、參訪地點：中國/中國重慶大學與重慶、成都相關歷史文教設施。

參、行程規劃

- 一、為實施本所研究生學術發表論壇與參訪前後事宜，全程課程規劃如下：
 - 1、2024 年學校教育行政及管理經營論壇：論文發表暨學術交流。
 - 2、參訪觀摩：重慶與成都歷史文化暨相關文教設施。
 - 3、事先行程規劃說明會與返校檢討會各一場。
- 二、行程規劃如下（含住宿）：

日期	活動內容
8 月 7 日 星期三	服務所在地 → 桃園國際機場 → 中國重慶 88 號鵝嶺公園飯店 ★晚上：「學校教育行政及管理經營論壇」籌備會議（飯店會議廳）
8 月 8 日 星期四	中國重慶科苑戴斯酒店會議廳（場地 A、場地 B） 辦理「學校教育行政及管理經營論壇」 ◆上、下午：學術交流暨論文發表會 ★晚上：參訪團檢討會與心得寫作（飯店會議廳）
8 月 9 日 星期五	中國重慶 ◆重慶歷史文教設施參訪 ★晚上：參訪團檢討會與心得寫作（飯店會議廳）
8 月 10 日 星期六	中國重慶 → 成都 ◆重慶及成都之歷史文教設施參訪 ★晚上：參訪團檢討會與心得寫作（飯店會議廳）

日期	活動內容
8月11日 星期日	中國成都 ◆成都歷史文教設施參訪 ★晚上：參訪團檢討會與心得寫作（飯店會議廳）
8月12日 星期一	中國成都 ◆成都歷史文教設施參訪 ★晚上：參訪團檢討會與心得寫作（飯店會議廳）
8月13日 星期二	中國成都 → 桃園國際機場 → 溫馨返家

肆、邀請貴賓

一、臺北市

(一) 中國文化大學 張建成 教授兼前教育學院院長

二、花蓮縣

(一) 國立東華大學 張志明 教授

(二) 國立東華大學 黃文彬 教授

(三) 國立東華大學 吳新傑 副教授

(四) 國立東華大學 林念臻 助理教授

(五) 國立東華大學 蔣慧姝 助理(隨行行政人員)

伍、其他相關補充規定或修正事宜適時公告。

**國立東華大學花師教育學院教育行政與管理學系 112 學年度
「學校教育行政及管理經營論壇」議程表**

時間	113年8月8日 (星期四)	
08:30 09:00	報到	
09:00 09:15	開幕式 (場地A)	
09:15 10:30 (A,B)	<p>地點：A場會議室 主持人：張建成教授 評論人：林念臻教授</p> <ol style="list-style-type: none"> 苗栗縣國小部分領域融入雙語計畫召集人課程領導歷程之個案研究【李欣邦】 國小雙語教育關鍵成功因素之個案研究—以花蓮縣一所國小為例【吳孫銘璟】 健體領域教師進行雙語教學歷程之研究—以花蓮縣某國小三年級體育課程為例【林晉丞】 花蓮縣前導試辦國民小學推動雙語教育政策之研究—以幸福國小為例【陳品吾】 旅遊學習，學習旅遊：一所國立高級中學推動國際教育現況和成效的個案研究【何恩原】 	<p>地點：B場會議室 主持人：黃文彬教授 評論人：吳新傑教授</p> <ol style="list-style-type: none"> 系學會會長轉型領導對組織公民行為之影響：以組織認同為中介變項【李佳育】 國民小學校長領導風格與教師社群效能關係之研究：以組織氣氛為中介變項【李奕萱】 卓越領導校長治理校務基金之個案研究【林弘程】 偏鄉國小對附設幼兒園的行政支持之個案研究—一段攜手輔幼的支持之路【潘筠方】 薪傳教師制度用於偏鄉小學初任教師兼任行政職務困境之研究—以花蓮縣為例【許巧樺】
10:30 10:50	中場休息	
10:50 12:05 (A,B)	<p>地點：A場會議室 主持人：張建成教授 評論人：林念臻教授</p> <ol style="list-style-type: none"> 偏鄉數位載具融入教學之現況與改善策略—以花蓮一所高中為例【陳兆軒】 宜蘭縣推動中小學數位學習精進方案影響因素探討【吳東穎】 國小班級導師數位學習平台融入教學之個案研究—以新北市山峰國小為例【陳品樺】 運用因材網生成式AI融入補救教學問題與其改善策略之個案研究：以臺北市一所小學為例【黃麟翔】 四學教學策略結合數位學習平台應用於國小數學科學習扶助之行動研究【楊儀萍】 	<p>地點：B場會議室 主持人：黃文彬教授 評論人：吳新傑教授</p> <ol style="list-style-type: none"> 國民小學推動教師專業學習社群之研究：以新北市星星國小之數學社群為例【洪翊瑄】 花蓮縣偏鄉國中教師專業社群應用團隊動力提升教師教學效能之研究【盧適瑄】 中外籍英語教師協同教學之質性研究【黃欣慧】 探討偏鄉師資缺乏問題之資源分配應如何訂定配套措施【郭少儀】 花蓮縣國民小學學校行政支持與非專任圖書館閱讀推動教師執行情形之關係研究【黃欣怡】

12:05 13:30	午餐	
13:30 14:45 (A,B)	<p>地點：A場會議室 主持人：張建成教授 評論人：林念臻教授</p> <ol style="list-style-type: none"> 國民小學教師推動永續發展目標 (SDGs) 議題融入課程的認知與行動層面：以A國小為例【林家綺】 公辦民營學校創新經營模式之個案分析—以一所KIST國中學校為例【巫念涵】 原住民小學轉型民族實驗教育學校之個案研究—以宜蘭縣一所民族實驗小學為例【沈靜汝】 學校推動科技教育之困境及其改善策略研究：以花蓮縣一所小學為例【黃書琦】 教育資源補助對創新教學之效益研究【郭心怡】 	<p>地點：B場會議室 主持人：黃文彬教授 評論人：吳新傑教授</p> <ol style="list-style-type: none"> 班級經營效能影響因素之研究【李伊玄】 花蓮縣偏鄉小學教師班級經營之個案研究—以笑笑國小為例【張雅雯】 特教教師實施融合教育成功關鍵因素之個案研究—以宜蘭縣國小為例【洪湘婷】 好孩子面具的重量—特殊教育教師的自我敘說【李雨柔】 偏差行為少年轉銜少年輔導委員會之困境與應對策略【林明函】
14:45 15:05	茶敘	
15:05 16:35 (A,B)	<p>地點：A場會議室 主持人：張建成教授 評論人：林念臻教授</p> <ol style="list-style-type: none"> 花蓮縣偏鄉國小推動閩南語教學之研究—以光復鄉為例【莊依霖】 花蓮縣國民小學客語教師教學歷程與挑戰之研究【彭建愷】 應用音樂欣賞於提升學童閱讀專注力之行動研究【黃世華】 影響國小推動閱讀素養教育的因素及其改善策略之個案研究：以臺北市一所小學為例【鄭儀】 探究原住民偏鄉學生學業成就影響因素之個案研究—以宜蘭某偏鄉為例【蔡少琪】 國小實施學習扶助課程之困境及改善策略之個案研究—以花蓮一所偏鄉小學為例【鄭子渝】 	<p>地點：B場會議室 主持人：黃文彬教授 評論人：吳新傑教授</p> <ol style="list-style-type: none"> 教育圈有彩虹—原住民同志教師出櫃歷程之自我敘說【蘇鳳嶺】 從文化資本觀點探究新住民子女自我認同【張嘉惠】 再也不是被迫完成了一PBL教學法融入寒暑假作業之行動研究【黃建翔】 視力保健策略介入對視力保健知識、態度及行為改變之研究—以新北市大成國小為例【陳振榮】 國小教師購買保險的考量因素與其適合投保類型之個案研究：以花蓮縣一所小學為例【高誠】 大學生參與社團經驗對就業力影響之研究：以生涯自我效能為中介變項【詹義新】
16:45	綜合座談(場地A) 賦歸	

司儀開場：主持人 2 分鐘，論文發表每人 12 分鐘，專家與綜合討論 13 分鐘。

A 場司儀：李雨柔、許巧樺。計時：黃欣怡、鄭子渝。

B 場司儀：張雅雯、莊依霖。計時：郭心怡、陳品吾。

**國立東華大學花師教育學院教育行政與管理學系 112 學年度
「學校教育行政及管理經營論壇」暨課程參訪工作分配表**

組別	成員	工作職掌	備註
團長	系主任張志明教授	領隊	
統籌組	總召集：何恩原 副召集：楊儀萍	1. 擬定參訪計畫 2. 掌控各組工作執行進度 3. 召開相關會議 4. 各組工作協調 5. 參訪行程規劃 6. 旅行社接洽及聯繫	
文書組	組長：洪翊瑄 組員：吳東穎、陳品樺 李奕萱、林家綺 李伊玄	1. 團員基本資料收集 2. 論文發表篇目及摘要彙整 3. 製作研討會手冊 4. 排定發表順序之議程表 5. 製作並張貼研討會歡迎海報及議程表 6. 收集研討會會後心得 7. 製作研討會成果冊	
總務組	組長：盧適瑄 組員：鄭子渝、李欣邦 吳孫銘璟	1. 費用收支及統計 2. 採購物品及伴手禮 3. 製作紅布條及名牌 4. 發表場地租借聯繫(與系辦合作)	
公關組	組長：鄭儀 組員：李雨柔、許巧樺 黃欣怡、郭心怡 陳品吾、莊依霖 張雅雯	1. 學術研究會當日規劃與執行 2. 擔任研討會司儀、計時 3. 負責團員報到事宜及手冊分發 4. 研討會當日餐食規劃與安排 5. 致贈伴手禮	
器材組	組長：黃建翔 組員：黃世華、蘇鳳嶺 高誠、黃麟翔	1. 全程攝影、錄影 2. 準備研討會相關器材	

**國立東華大學花師教育學院教育行政與管理學系 112 學年度
「學校教育行政及管理經營論壇」暨課程參訪團員名冊**

序號	姓名	服務單位	職稱
1	張志明	國立東華大學	教授兼團長
2	張建成	中國文化大學	前教育學院院長
3	黃文彬	國立東華大學	教授
4	吳新傑	國立東華大學	副教授
5	林念臻	國立東華大學	助理教授
6	蔣慧姝	國立東華大學	助理(隨行行政人員)
7	何恩原	國立花蓮女子高級中學	教師兼秘書
8	吳東穎	宜蘭縣冬山鄉冬山國小	生教組長
9	吳孫銘璟	花蓮縣富里鄉明里國民小學	導師
10	巫念涵	花蓮縣立三民國中	學輔主任
11	李伊玄	新北市鶯歌區建國國小	導師
12	李佳育	東華大學教育行政與管理學系	研究生
13	李欣邦	苗栗縣頭份市蟠桃國小	教師兼事務組長
14	李雨柔	花蓮縣花蓮市中原國民小學	專任教師
15	李奕萱	新北市鶯歌區建國國小	導師
16	沈靜汝	宜蘭縣大同鄉南山國民小學	科任教師
17	林弘程	東華大學教育行政與管理學系	研究生
18	林明函	東華大學教育行政與管理學系	研究生
19	林家綺	桃園市蘆竹區公埔國民小學	導師
20	林晉丞	花蓮縣花蓮市中華國民小學	課發組長
21	洪翊瑄	新北市泰山區泰山國民小學	導師
22	洪湘婷	東華大學教育行政與管理學系	研究生
23	高誠	東華大學教育行政與管理學系	研究生
24	張雅雯	花蓮縣光復鄉西富國小	導師

**國立東華大學花師教育學院教育行政與管理學系 112 學年度
「學校教育行政及管理經營論壇」暨課程參訪團員名冊**

序號	姓名	服務單位	職稱
25	張嘉惠	東華大學教育行政與管理學系	研究生
26	莊依霖	花蓮縣光復鄉西富國小	資訊組長
27	許巧樺	花蓮縣鳳林鎮林榮國民小學	訓育組長
28	郭少儀	宜蘭縣南澳鄉金洋國民小學	導師
29	郭心怡	國立東華大學	助理
30	陳兆軒	國立玉里高級中學	教務組長
31	陳品吾	花蓮縣新城鄉新城國民小學	導師
32	陳品樺	新北市汐止區北峰國民小學	導師
33	陳振榮	新北市三峽區大成國民小學	訓育組長
34	彭建愷	東華大學教育行政與管理學系	研究生
35	黃世華	花蓮縣玉里鎮中城國民小學	導師
36	黃欣怡	花蓮縣花蓮市明恥國小	導師
37	黃欣慧	東華大學教育行政與管理學系	研究生
38	黃建翔	花蓮縣吉安鄉宜昌國民小學	導師
39	黃書琦	宜蘭縣南澳鄉澳花國民小學	導師
40	黃麟翔	臺北市內湖區明湖國民小學	導師
41	楊儀萍	花蓮縣玉里鎮中城國民小學	導師
42	詹義新	東華大學教育行政與管理學系	研究生
43	潘筠方	花蓮縣鳳林鎮林榮國民小學附設幼兒園	導師
44	蔡少琪	宜蘭縣南澳鄉金岳國小	科任教師
45	鄭子渝	花蓮縣秀林鄉佳民國民小學	科任教師
46	鄭儀	臺北市內湖區明湖國民小學	導師
47	盧適瑄	新北市南山高級中學	專任教師
48	蘇鳳嶺	宜蘭縣南澳鄉南澳國小	導師

論文篇目
中英文摘要

苗栗縣國小部分領域融入雙語計畫召集人

課程領導歷程之個案研究

李欣邦

國立東華大學教育行政與管理學系碩士生

摘要

為提升年輕世代的競爭力，政府推動 2030 雙語政策，旨在強化國人，尤其是年輕世代的英文溝通能力。然而，這一政策在學校的實施面臨許多挑戰，以苗栗縣為例，由於財政狀況困難，無法提供足夠的雙語教學資源。學校面臨師資流動率高、代理教師比例過高及學生學力差距大等問題，進一步增加了實施雙語教育的挑戰。研究者希望透過本研究了解部分領域融入雙語計畫召集人在課程領導中的策略、作法及面臨的困難，以期為學校建立有效的雙語教育模式，並為未來計劃申請該部分領域融入雙語計畫的學校領域召集人提供參考。

本研究採用個案研究法，運用質性訪談與文件分析方法，以半結構式訪談綱要作為研究工具。研究參與者為部分領域融入雙語計畫的參與教師。研究旨在達成三個目標。第一，了解部分領域雙語計畫召集人申請推動計畫的緣由與課程領導的初步規劃；第二，了解部分領域雙語計畫召集人所採取的課程領導策略與執行現況；第三，找出在課程領導時所遭遇的困難與因應策略。針對上述三個目標，共設計了八個問題，其核心要點大致可分為三個部分：第一部分探討雙語計畫的申請緣由與初步規劃；第二部分從計畫召集人的角度分析課程領導策略與執行現況；第三部分聚焦課程領導過程中面臨的困難及其因應策略。

關鍵字：部分領域融入雙語計畫、課程領導、領域召集人

A Project on the Curriculum Leadership of Implementation Project of Bilingual Instruction in Some Domains of Primary Schools in Miaoli County

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Abstract

To enhance the competitiveness of the younger generation, the government has implemented the 2030 Bilingual Policy, which aims to strengthen the English communication skills of the populace, particularly among the younger generation. However, the implementation of this policy in schools faces numerous challenges. For instance, in Miaoli County, financial constraints hinder the provision of adequate bilingual teaching resources. Schools are confronted with issues such as high teacher turnover rates, a high proportion of substitute teachers, and significant disparities in student academic performance, which further exacerbate the challenges of implementing bilingual education. The researcher aims to understand the strategies, practices, and challenges faced by bilingual program coordinators in certain domains through this study. The goal is to establish an effective bilingual education model for schools and provide a reference for future coordinators applying for the integration of bilingual programs in these domains.

This study adopts a case study approach, utilizing qualitative interviews and document analysis methods. A semi-structured interview outline is employed as the research instrument. The study participants are teachers involved in the integration of bilingual programs in certain domains. The study aims to achieve three objectives. To address the aforementioned three objectives, eight questions were designed. The core points can be roughly divided into three parts: the first part explores the reasons for applying for the bilingual program and the initial

planning; the second part analyzes the curriculum leadership strategies and current implementation from the perspective of the program coordinators; and the third part focuses on the difficulties encountered during the curriculum leadership process and the coping strategies employed.

Keywords: Implementation Project of Bilingual Instruction in Some Domains of Primary School Education, Curriculum Leadership, the convenors of the learning area

國小雙語教育關鍵成功因素之個案研究— 以花蓮縣一所國小為例

吳孫銘璟

國立東華大學教育行政與管理學系碩士生

摘要

本研究旨在探究國小推動雙語教育所抱持的觀點、探討國小雙語教育發展之歷程、面臨之困境與因應策略，進而歸結出推動雙語教育之關鍵成功因素，並了解推行雙語教育之實施成效。本研究以花蓮縣天空國小（化名）為例，並採用個案研究法，主要以半結構訪談綱要作為研究工具，訪談該校校長、參與及推動雙語教育計畫之相關教師與行政人員，並輔以文件分析法來蒐集相關資料佐證，使資料蒐集上能更加全面，且能忠實呈現研究結果，最後進行研究結果的分析與討論，進一步提出對個案學校推行雙語教育之看法和建議。預期研究結果如下：

1. 學校以雙語教育作為學校特色與優勢，且認為雙語教育可帶來正向的影響。
2. 推動雙語教育之相關人員與團隊相互合作，在實施上遇到困難也會相互支援，一同解決困境。
3. 學校積極申請各項外籍師資、部分領域的課堂上使用雙語教材與多媒體資源來進行教學、舉辦英語日等相關雙語教育活動，鼓勵學生使用雙語進行交流，使學生能提高中文與英文的流暢度。
4. 校長作為課程領導者，以身作則，並做好執行與支持的角色，動員與鼓勵全校師生一同推動雙語教育。
5. 推行雙語教育的關鍵成功因素包含：校長領導、教師專業、課程設計、評量實施、環境設備、社區參與等各項因素，藉由這些因素的正向發展與回饋，使得學校在雙語教育的推行上能穩固發展。

雙語教育是台灣近年來關注的議題之一，針對國小階段雙語教育推行之關鍵成功因素，目前相關研究較少。透過本研究，期望能為國小雙語教育的推動提供參考資料。

關鍵字：雙語教育、雙語教學、關鍵成功因素

A Case Study on the Key Success Factors of Bilingual Education in Elementary Schools: An Example from an Elementary School in Hualien County

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Extensive Master Program of Education Administration and Management, National Dong Hwa University

Abstract

This study aims to explore the perspectives held by elementary schools in promoting bilingual education, to investigate the developmental process, challenges encountered, and coping strategies, and ultimately to identify the key success factors for promoting bilingual education. Using Tiankong Elementary School (a pseudonym) in Hualien County as a case study, this research employs a case study methodology, primarily utilizing a semi-structured interview outline as the research tool. The principal, teachers involved in the bilingual education program, and relevant administrative personnel were interviewed, supplemented by document analysis to collect corroborative data. This approach ensures comprehensive data collection and accurate presentation of research results. The final phase involves analyzing and discussing the research findings to provide insights and suggestions for the case school's implementation of bilingual education. The anticipated research results are as follows:

1. The school regards bilingual education as a distinctive feature and strength, believing that it can bring about positive impacts.
2. Personnel and teams involved in promoting bilingual education collaborate and support each other in overcoming implementation difficulties.
3. The school actively applies for various foreign teaching resources, uses bilingual teaching materials and multimedia resources in some subjects, organizes activities such as English

Language Day to encourage students to use bilingual communication, thereby improving their fluency in both Chinese and English.

4. The principal as a curriculum leader, leads by example, fulfills the role of execution and support, mobilizes and encourages all teachers and students to promote bilingual education together.
5. Key success factors for promoting bilingual education include principal leadership, teacher professionalism, curriculum design, assessment implementation, environmental facilities, and community involvement. The positive development and feedback from these factors enable the school to develop bilingual education stably.

Bilingual education has become one of the focal issues in Taiwan in recent years. There is currently a lack of related research on the key success factors for implementing bilingual education at the elementary school level. Through this study, it is hoped to provide reference materials for the promotion of bilingual education in elementary schools.

Keywords: Bilingual Education, Bilingual Teaching, Key Success Factors

健體領域教師進行雙語教學歷程之研究

—以花蓮縣某國小三年級體育課程為例

林晉丞

國立東華大學教育行政與管理學系碩士生

摘要

本研究採行動研究法，目的在探討2030雙語國家政策發展推行之下，一位國小健體領域教師進行雙語體育教學實施之歷程、所面臨之困境及挑戰、解決策略及教學省思與專業成長。

本研究者為教學者本身，將針對花蓮縣某國小三年級兩班共54位學生進行每週2節、每節40分鐘、共8週之雙語課程，將以雙語體育課程計畫、共備會議紀錄、教學影像、教學觀議課紀錄表、委員訪視回饋表、教師教學省思日誌等資料進行搜集。

關鍵字：雙語教學、雙語體育

A Study on the Bilingual Teaching Process of Physical Education Teachers in the Health and Fitness Domain: A Case Study of a Third-Grade PE Curriculum in a Primary School in Hualien County

LIN, JIN-CHENG

Extensive Master Program of Education Administration and Management, National Dong Hwa University

Abstract

This study adopts action research methodology to explore the process of implementing bilingual physical education by an elementary school physical education teacher under the 2030 Bilingual Nation Policy. It examines the challenges and obstacles faced, the strategies employed to address them, as well as teaching reflections and professional growth.

The researcher, who is also the instructor, will conduct bilingual classes for 54 third-grade students across two classes in a Hualien County elementary school. The instruction consists of two sessions per week, each lasting 40 minutes, over a period of eight weeks. Data will be collected through bilingual physical education curriculum plans, meeting minutes, teaching videos, observation records, committee feedback forms, and the teacher's reflective journal.

Keywords: Bilingual teaching, Bilingual physical education

花蓮縣前導試辦國民小學推動雙語教育 政策之研究—以幸福國小為例

陳品吾

國立東華大學教育行政與管理學系碩士生

摘要

2018 年教育部配合國家發展委員會公布的「2030 雙語國家政策發展藍圖」，與各部會協力打造全方位的雙語國家，讓學生在強化英語能力後，能在生活及職場中持續運用，進而讓臺灣走向世界。本研究以推動「2030 雙語國家政策」之花蓮縣前導試辦國民小學—幸福國小(化名)為研究對象，旨在探討幸福國小推動雙語教育之現況、於多領域課程推動雙語教育之因素與經驗，以及推動雙語教育遭遇的限制與因應策略。

本研究採用個案研究法，透過半結構式深度訪談，再輔以蒐集校內執行雙語計畫與雙語教學相關之文件進行文件分析，研究者亦會在不干擾雙語教學現場前提下，進班觀察融入雙語教學之課程，因此會使用深度訪談、文件分析及觀察法三種方式，作為資料蒐集之方法。預期研究結果如下：

- 一、校園營造雙語氛圍，使雙語生活化，激發學生自主學習動機。
- 二、推動雙語計畫行政人員與教師團隊分工明確、雙向支援。
- 三、校長以身作則，全校總動員進行全領域雙語教育。
- 四、雙語教學形塑出學校特色，突破少子化逆境。
- 五、學校透過課程領導、教師增能研習、爭取協同教學經費，面對雙語教育的限制。

雙語政策至 2018 年推動至今，以東部地區國民小學為研究對象之資料較少，可藉由本研究了解雙語政策之價值。

關鍵字：雙語教育、2030 雙語國家政策、花蓮縣前導試辦國民小學、雙語教學

A Study on the Bilingual Education Policy for Elementary Pilot School in Hualien

-A Case study of Xingfu School

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Abstract

In 2018, in order to develop the “2030 Bilingual National Policy Development Blueprint” announced by the National Development Council, the Ministry of Education works with various ministries to establish a complete bilingual country to ensure that students continue to use English in their lives and workplaces after strengthening their English skills, thereby allowing Taiwan to go global. This study takes Xingfu Elementary School (pseudonym), a pilot elementary school in Hualien County that promotes the “2030 Bilingual National Policy”, as the research object, and aims to explore the current situation of bilingual education in Xingfu Elementary School and the promotion of bilingual education in multi-field courses, factors and experiences, as well as constraints and corresponding strategies in promoting bilingual education.

This study adopts a case study method. The researcher will conduct semi-structured, in-depth interviews, supplemented by document analysis on the documents related to the implementation of bilingual program and bilingual teaching in schools. In addition, the research will enter the classroom to observe the integration of bilingualism without disturbing the bilingual teaching. Therefore, in-depth interviews, document analysis and observation will be used as data collection methods in this research.

The expected research results are as follows:

1. Creating a bilingual atmosphere on campus, making bilingualism a daily life, and stimulating students' independent learning motivation.
2. Promoting a clear division of labor and mutual support between the administrative staff and teacher teams of the bilingual program.
3. Following the principal's example and mobilizing the whole school to carry out bilingual education in various fields.
4. Shaping the characteristics of the school by Bilingual teaching and breaking through the adversity of low fertility rate.
5. Facilitating the schools to face the constraints of bilingual education through curriculum leadership skills, teacher improvement training, and collaborative teaching funds.

Although the bilingual policy has been implemented since 2018, there is little research data on elementary schools in the eastern region. This study will be helpful for us to realize the value of the bilingual policy.

Keywords: Bilingual Education, Bilingual Nation 2030, Elementary Pilot School of Hualien,

Bilingual Teaching

旅遊學習，學習旅遊：

一所國立高級中學推動國際教育現況和成效的 個案研究

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摘要

一、背景

近年來，國際教育在全球範圍內廣泛討論和實施。台灣教育部也針對中小學階段頒布了「國際教育白皮書 2.0」。本研究旨在探討台灣高中階段國際教育的現狀與成效。過去的研究多聚焦於小學和國中的國際教育，高中階段的國際教育實踐則較少被關注。本研究旨在了解高中階段國際教育的實施方案和現狀，並探討實踐中遇到的挑戰以及解決方案。

二、研究方法

本研究採用個案研究法，並運用質性訪談與文件分析方法，以半結構式訪談綱要作為研究工具。研究參與者為參與國際教育的教師。本研究旨在達成五個目標：第一，了解學校國際教育的現況；第二，了解學校如何培養學生具備國際背景知識；第三，找出推動國際教育所面臨的挑戰及解決方案；第四，分析推廣國際教育的成效；第五，了解教師在 COVID-19 疫情之後對國際教育的看法。針對上述五個目標，共設計了十個問題，其核心要點大致可分為三個部分：第一部分探討學校如何以及為什麼要實施國際教育；第二部分則從學生的角度進行分析；第三部分則聚焦於 COVID-19 疫情前後國際教育的差異。

三、預期結果及貢獻

本研究調查了台灣高中階段國際教育實施的現狀與成效。研究預期結果如下，對應上述五個方面：首先，學校的國際教育實踐早在「國際教育白皮書 2.0」政策制定之前就已經進行了十多年。該校的國際教育開始於與日本高中學生的學術交流，當時只有大約 60 名學生有機會參加這項活動。隨著國際教育政策的普及，該校現在與日本學校和法國學校建立了穩定的互動關係。越來越多的學生有機會參加。目前該校透過視訊交流以及實地教育旅行兩種方式進行國際教育。

其次，為了鼓勵學生積極參與，學校採用兩種方式：一種是全班一起參加，另一種則是讓學生依照自己興趣自由報名參加。在確定學生來源之後，教師會幫助學生們提前準備一些基本的背景知識，例如禁忌、文化或其他國家的地理位置等。從教師的角度來看，國際教育中最重要的一環是學會尊重對方的文化。

第三，所有參與訪談的教師都同意，目前大部分與其他國家的國際教育活動都是利用視訊交流方式進行。為了與其他國家的學生進行順暢且滿意的交流互動，設備是最主要的考量因素，例如如何避免網路中斷、電腦問題等。為了解決這些問題，需要與對方反覆確認日程安排並確保設備運行良好。另一個挑戰是活動的前期準備以及來自同事的協助不足。需要考慮很多方面的問題，例如互動方式、時間安排等。負責活動的教師需要處理太多瑣碎的事務。因此，提前制定詳細的計劃並隨時解決突發況。然而，目前的工作負擔主要集中在少數教師身上，如何吸引更多的教師參與也成為了挑戰。

第四，所有參與訪談的教師都對學校的國際教育成效表示滿意。原因之一是，該校在政府政策宣布之前就開始相關的課程及活動規劃。學校的教師們努力培養每一位學生的相關能力。教師們普遍認為，只要活動對學生有利，即使學校沒有來自相關部門的補助，學校行政團隊及教師們也會盡一切努力提高學生的國際視野和具備相關能力。

第五，COVID-19 疫情之後，國際育活動從視訊交流轉變為實地教育旅行並前往不同國家。這無疑加深了學生的親身體驗，但同時也引發了另一個隱憂，即公平正義的教育問題。只有那些負擔得起旅行費用的人才能真正體驗異國文化。因此，維持視訊交流可以減輕並帶來公平正義的國際教育。

國際教育是台灣近年來關注的議題之一。針對台灣高中階段的實施現狀，目前的研究較少。透過本研究，可以為高中的國際教育提供了一個可參考的資料。

關鍵字：國際教育、高級中學、新型冠狀病毒病COVID-19

Travel to Learn, Learn to Travel: The Case Study of Current Situation and Effectiveness in Promoting International Education in Senior High School in Taiwan

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Abstract

1. Background/ Objectives and Goals

International education has been widely discussed and applied worldwide. The Ministry of Education in Taiwan has announced White Paper 2.0 on International Education for Primary and Secondary Schools. The purpose of this study is to investigate the current situation and effectiveness of international education in senior high school in Taiwan. Many research have been done about the international education in elementary schools and junior high schools while few researches have been conducted concerning high school international education practice. This research aims to identify the implementation plan and the status quo in senior high; furthermore, this research attempts to understand the challenges and solutions in the practice of international education.

2. Methods

This study applied case study, adopting qualitative interview and document analysis methods, using semi-structured interview outlines as research tools. The participants of this research are the teachers involved in international education. This research has five purposes; first, to realize the status quo of international education in the school; second, to realize how school cultivates students to be equipped with international background knowledge; third, to find out solution to the challenges in promoting international education; fourth, to analyze the effectiveness in promoting international education; fifth, to understand teachers' perspective

about the international education after the COVID-19 pandemic. And there are ten questions corresponding to the above five purposes, among which, the gist of those questions can be roughly divided into three parts; first is about how, what, and why the school carries out the international education. The second part is the analysis from students' perspective and the third centers on the discrepancy of international education before and after COVID-19 pandemic.

3. Expected Results/ Conclusion/ Contribution

This research investigated the current situation and effectiveness of international education practice in senior high school in Taiwan. The results for this research were summarized as follows corresponding to five purposes mentioned above: for the first purpose, international education has been conducted in this school for more than ten years even before the policy of White 2.0 on International Education. This school's international education started with academic exchange with Japanese high school students. Only about 60 students had the chance to participate in this program. With the prevalence of international education policy, this school now has a stable interaction with Japanese school and French school. And more students have the access to attending the program. So far, this school has introduced two ways implementing international education, either through video virtual interaction or through actual visit.

For the second purpose, to encourage students to actively participate in this program, this school adopts two ways; one is having the whole class to attend while the other is having individual student interested in the program. After the school has decided the students' sources, teachers would help students to prepare themselves for basic background knowledge. For example, taboos, cultures or the locations of the countries on the map and so on. From teachers' perspective, learning how to respect the culture from the counterpart matters the most in international education.

For the third purpose, all participants agree that most of the international education activities with other countries are based on video conference; thus, to have smooth and satisfying interaction with students from other countries, equipment is the main concern, such as how to avoid internet breakdown, computer problems and so on. To solve these problems, it is necessary to double confirm the schedule with each other and make sure the equipment works well. Another challenge is the preparation for this activity and the lack of support from colleagues. Too many aspects need to be concerned, such as in which way, at what time and so on. Being the people in charge of the activity, participants have too many trivial matters to take care of. Therefore, having a detailed schedule in advance is necessary; but be flexible for

every unexpected incident. However, the burden tends to fall on certain people. How to intrigue much more teachers to join in is quite challenging.

For the fourth purpose, all participants are quite content with the effectiveness of international education in this school. The reason is that this school has been conducting the related courses and program before the policy announced by the government. Teachers in this school are working hard to cultivate the ability of each student; and they mostly agree as long as the activity is beneficial for the students, whether this school has the subsidy from the authority concerned, teachers would spare no efforts to enhance students' ability.

For the fifth purpose, international education after COVID-19 has changed from video virtual interaction into actual traveling to different countries. This without doubt deepens the experience but arouse another concern, that is, the wealth-oriented education. Only those who could afford the payment of traveling can actually and personally experience the exotic cultures. Thus, maintaining the video virtual activity can alleviate and bridge the gap.

International education is the growing concern in Taiwan. Few research has been done about the implementing situation in senior high schools in Taiwan. Thus, with the research findings, researcher provides a rough picture of international education in senior high school.

Keywords: international education, high school, Covid-19 pandemic

偏鄉數位載具融入教學之現況與改善策略 —以花蓮一所高中為例

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摘要

經歷疫情與後疫情時代後，數位化教學越來越受到重視，如今回歸正常生活下的教學，仍有許多原因讓數位教學的需要性浮現，如部分學生因生病無法到校學習，學生因天災導致無法到校上課。此種導致學生學習出現時間上的中斷以致學習效果受到影響再次體現得如何讓學生在家或無法到校也能持續學習的重要性，且現在國教署推行數位學習精進計畫，使得多數學校在教學中使用到電腦、平板等數位載具變得相對稀鬆平常，但在偏遠地區的學可能會因為學生資訊設備相對都會區學生不足。本研究將以質性研究來探討偏遠地區教師在面對推行數位學習精進計畫時該如何去處理與調整教學方式使得數位載具可以融入在教學過程中，研究過程採觀察法，觀察偏鄉地區學生於課堂上使用載具之情況與老師如何進行較學，同時也採用訪談法收集資料，並整理逐字稿，以呈現研究結果。研究呈現偏遠地區在面對資訊設備相對不足的問題，偏遠地區教師該如何有效推行數位載具於教學中。

關鍵字：數位載具、偏遠地區、混成教學

The current situation and improvement strategies of integrating Digital Technology into teaching in rural school—Take a high school in Hualien as an example

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Abstract

Covid-19 had widespread and changed our life in 2020, e-learning and digital teaching began much more critical during the period. Even now we have compromised the impact of the virus, still the importance of e-learning rises consistently. Such situations happen like students got sick or illness, or the bad weather such as typhoon, earthquakes makes students unable to attend the class. In order to keep the continuation of students learning so no impact by these kinds of external disturbances, e-learning and digital teaching is a must-do wave that over the high school education. With the great help from our Education Administration, Ministry of Education, smart devices like PC, laptop, and even smart tablet have become important and welcome roles in most high school education. However, in those country schools or remote area, the resources is limited and less available compared to those schools in cities. This project and research is based on Qualitative research to explore the methods from teachers in remote area how they dealing and adjusting the education system while publishing the e-learning improvement project and combining the smart devices into class teaching. Research process is done by observation method by watching and observing the smart devices acceptance situation in class and interaction between students and teachers while teaching. Also, interview survey and verbatim transcript is provided to strengthen the research results, thus proofing the situation and method how teachers in remote area schools combine education and teaching with smart devices successfully under less education resources compared to city schools.

Keywords: Digital Technology, rural school, Blended Learning

宜蘭縣推動中小學數位學習精進方案

影響因素之研究

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摘要

數位學習精進方案已成當前政策，是未來教育之趨勢，亦是AI時代不可或缺的能力之一，數位學習在提升學生學習成效和興趣方面具有顯著效果。然而推動數位學習面臨多方面的挑戰，包括教師專業、數位資源和社會因素等複雜因素，本研究透過分析宜蘭縣數位學習方案的實施狀況及影響因素，提出建議，以期增進教師使用數位學習教學模式之頻率，進而使數位學習政策的推行更具效率與意義，進一步促進教育公平與教育品質提升。

關鍵字：數位學習

A Study on Factors Influencing the Implementation of E-learning Enhancement Programs in Elementary and Secondary Schools in Yilan County

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Abstract

The E-learning Enhancement Program has become a current policy, a trend in future education, and an essential capability in the AI era. E-learning has significant effects on improving students' learning outcomes and interest. However, promoting E-learning faces various challenges, including teacher expertise, digital resources, and social factors.

This study analyzes the implementation and influencing factors of the E-learning Program in Yilan County and provides recommendations to increase the frequency of teachers using E-learning teaching models. This aims to make the implementation of E-learning policies more efficient and meaningful, further promoting educational equity and improving the quality of education.

Keywords: E-learning

國小班級導師數位學習平台融入教學之 個案研究—以新北市山峰國小為例

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摘要

本研究探討國小班級導師在教學中融入數位學習平台的情況，以新北市山峰國小為例，了解其現況、實施方式及挑戰。數位學習平台利用網路和電子科技，提供靈活且多媒體豐富的學習資源，成為現代教育的重要趨勢。本研究以新北市山峰國小為個案，透過半結構式訪談，分析班級導師使用數位學習平台的原因、方式、評價及困境。本研究結果可作為教育機構及教師推動數位學習平台融入教學的參考。

關鍵詞：數位學習、數位學習平台、數位學習平台融入教學

Integration of Digital Learning Platforms into Teaching by Elementary School Teachers: A Case Study of Shan Feng Elementary School in New Taipei City

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Abstract

This study explores the integration of digital learning platforms in teaching by elementary school class teachers, using Shan Feng Elementary School in New Taipei City as an example. The research aims to understand the current situation, implementation methods, challenges, and opportunities. E-learning leverages the internet and electronic technology to provide flexible and multimedia-rich learning resources, becoming a crucial trend in modern education. This case study employs semi-structured interviews to analyze the reasons, methods, evaluations, and difficulties faced by class teachers in using digital learning platforms. The results of this study can serve as a reference for educational institutions and teachers promoting digital learning.

Keywords: e-learning, digital learning platform, integration of digital learning platforms in teaching

運用因材網生成式 AI 融入補救教學問題與 其改善策略之個案研究： 以臺北市一所小學為例

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摘要

教育部每年挹注大量的費用在補救教學的施實方案中，而隨著科技的日新月異教育部也提出許多的相關資訊教育政策為了有效的提升學生的學習成果，因此在補救教學這塊也開始嘗試推動生成式 AI，讓學生有新的選擇進行學習。本研究在探討教育部因材網結合生成式 AI 學生的學習狀況，但因為生成式 AI 尚在發展階段，所以過程中自然會出現一些發展中的問題以及改善方式，根據教育部資訊教育政策，未來將會是 AI 融入各科目為目標，而本研究採個案研究方式進行，其研究提供實際可行的建議，可作為未來想融入生成式 AI 教學的學校、教師與研究者參考。

關鍵字：補救教學、生成式 AI

A Case Study on the Problems and Improvement Strategies of Incorporating Generative AI from Adaptive Learning Networks into Remedial Education Program: An Example of a Primary School in Taipei City

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Abstract

The Ministry of Education allocates substantial funding annually to implement remedial teaching programs. With rapid advancements in technology, the Ministry has also introduced numerous educational policies aimed at enhancing student learning outcomes. Consequently, in the realm of remedial teaching, efforts have begun to explore the integration of generative AI, offering students new learning options. This study investigates the learning outcomes of students when adaptive learning networks are combined with generative AI, as promoted by the Ministry of Education. Given that generative AI is still in its developmental stages, challenges and improvement strategies naturally arise during the process. According to educational policies on information technology, future goals include integrating AI into various subjects. This research adopts a case study approach and provides practical recommendations that can serve as valuable insights for schools, teachers, and researchers interested in integrating generative AI into teaching practices in the future.

Keywords: Remedial Education Program, Generative AI

四學教學策略結合數位學習平台應用於 國小數學科學習扶助之行動研究

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摘要

本研究以「推動中小學數位學習精進方案」之數位學習重點學校計畫為基礎，以四學教學策略：學生自學、組內共學、組間互學、教師導學，搭配數位學習平台資源，應用於國小數學科學習扶助課程中，透過行動研究方式，探討此項數位課程設計之發展歷程、困境，以及學生學習之成效。本研究的結果有助於推動數位學習資源運用在課程中，並提供實際可行的建議，作為教育工作者之參考。

關鍵字：四學教學策略、數位學習平台、學習扶助

An Action Research on Applying Four Learning Strategies And Digital Learning Platforms to Mathematics Remedial Instruction in Primary School

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Abstract

This research is based on Digital Learning Key School Project of Digital Learning Enhancement Programs in Primary and Secondary Schools and applied four learning strategies (students learning by themselves, learning with a team, learning from other teams and teachers guiding students) and digital learning platforms to mathematics remedial instruction in primary school.

Via action research, researcher explored the development, difficulties and students' learning effectiveness of digital curriculum. The results of this research can be helpful to promote teaching with digital learning resources, and provide some useful suggestions for teachers.

Keywords: Four Learning Strategies, Digital Learning Platforms, Remedial Instruction

國民小學教師推動永續發展目標 (SDGs)

議題融入課程的認知與行動層面：

以 A 國小為例

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摘要

2015 年聯合國提出 17 項「永續發展目標」(Sustainable Development Goals, SDGs)，滿足當代人之需求，又不危及後代子孫，滿足其需求的「永續發展」概念，已成為世界各國政府的共識。為了將永續發展的良好價值觀深植在民眾心底，政府開始在國民教育及高等教育階段都積極推廣 SDGs 永續發展目標，如何在校園中推動 SDGs 的教學，已成為當前教育界關注的重要項目。

本研究主要分析國小教師對推動 SDGs 永續發展目標議題融入課程時的認知與行動方式，並藉此探討推行 SDGs 課程的困境與解決策略。本研究採質性研究方式，透過對個案學校的教師進行半結構式訪談，輔以文件資料蒐集進行分析。

關鍵字：永續發展、永續發展目標、SDGs、課程融入

Cognition and Actions of Elementary School Teachers in Promoting the Integration of Sustainable Development Goals (SDGs) into the Curriculum:

A Case Study of A Elementary School

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Abstract

In 2015, the United Nations proposed 17 Sustainable Development Goals (SDGs) to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. The concept of "sustainable development" has become a consensus among governments worldwide. To deeply instill the valuable principles of sustainable development in people's minds, governments have actively promoted the SDGs at both the primary and higher education levels. Integrating SDG-related teaching into school curriculums has become a significant focus in the field of education.

This study explores elementary school teachers' perceptions and actions when integrating SDG-related issues into the curriculum. It also examines the challenges and strategies for implementing SDG-based courses. The research adopts a qualitative approach, conducting semi-structured interviews with teachers from a case study school, supplemented by document analysis.

Keywords: Sustainable Development, Sustainable Development Goals, SDGs, Curriculum Integration

公辦民營學校創新經營模式之個案分析—

以一所 KIST 國中學校為例

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摘要

本研究旨在探討偏鄉小校轉型公辦民營下的學校創新經營模式實施情況，並瞭解實施學校創新經營之執行困難，進而分析學校在推行創新經營所採取的策略。

偏鄉學校推動公辦民營的過程中，學校及基金會擁有共同的偏鄉教育願景。領導人將引領學校規劃適合的路徑，達到理想的偏鄉教育願景。因此，學校領導人扮演重要的角色，進而分析學校公辦民營之行政領導策略，了解推動公辦民營學校轉型下學校領導人所具備的能力。

關鍵字：實驗教育、公辦民營、創新經營、行政領導

A Case Study of Renovating Management of Private Management of Public Schools

-A Case Study of KIST Junior High School in Taiwan

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Abstract

This study investigates the implementation of innovative management models in rural schools transitioning to public-private partnerships. It examines the challenges encountered during the execution of these innovative practices and analyzes the strategies employed by schools to facilitate these innovations.

In the process of promoting public-private partnerships in rural schools, both the schools and the partnering foundations share a common vision for rural education. Leaders are instrumental in guiding schools to plan appropriate pathways to realize this educational vision. Consequently, school leadership plays a pivotal role. This study further analyzes the administrative leadership strategies employed in public-private partnership schools explores the competencies required of school leaders to successfully navigate the transformation of these institutions.

Keywords: Experimental Education, Public-Private Partnership, Renovating Management, Administrative Leadership

原住民小學轉型民族實驗教育學校 之個案研究—以宜蘭縣一所民族實驗小學 為例

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摘要

本研究旨在探討宜蘭縣一所原住民小學轉型民族實驗教育學校之歷程，並以參與個案學校推動民族實驗教育之教職人員、部落家長為研究對象。透過深度訪談及文件分析等方法，探究個案學校轉型的動機與背景，個案學校轉型所產生的影響、帶來的改變以及現今所面臨的困境及因應策略。

最後根據結論，提供給欲轉型或正在執行民族實驗教育之學校一些實務經驗的參考與借鏡及未來研究方向提出建議。

關鍵字：原住民族教育、學校轉型、原住民族實驗教育學校

A Case Study on the Transformation of Indigenous Elementary School into Experimental Education Indigenous School: An Example of an Experimental Education Indigenous School in Yilan County

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Abstract

This study aims to explore the process of transforming an Indigenous elementary school in Yilan County into an experimental education indigenous school. The research targets the faculty members and tribal parents involved in promoting experimental ethnic education at the case school. Through in-depth interviews and document analysis, the study investigates the motivations and background behind the transformation of the school, the impacts and changes resulting from the transformation, as well as the current challenges and coping strategies.

Based on the conclusions, the study provides practical experiences and insights for schools intending to transform or currently implementing experimental ethnic education and offers suggestions for future research directions.

Keywords: Indigenous Education, School Transformation, Indigenous Experimental Education Schools

學校推動科技教育之困境及其改善策略

研究：以花蓮縣一所小學為例

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摘要

在台灣科技產業快速發展的背景下，推動科技教育顯得尤為重要。本研究旨在探討個案學校推動科技教育的內涵、重要性及發展現況，分析其實施過程中的困境，並探討改善策略。多年來在花蓮縣某小學的教育工作經驗讓我深刻認識到科技教育的重要性，尤其是在實際應用和創新能力的培養上。然而，教學資源不足、設備更新與維護費用高昂，以及教師在科技教育領域的專業發展需求，都成為限制學生科技實踐能力和教學效果的因素。儘管政策支持和資源配置努力不斷，許多學校仍難以跟上科技快速發展的步伐，教學內容與科技發展不匹配也制約了學生的全面發展。基於以上背景，本研究提出幾項重要研究問題，旨在為提升台灣學校科技教育水平提供理論與實踐上的指導。因此，本研究的目的在於：1. 瞭解個案學校推動科技教育之困境有哪些；2. 瞭解個案學校推動科技教育困境之改善策略有哪些；3. 瞭解個案學校推動科技教育的單一困境中，相對可行之改善策略為何。研究者針對參與科技教育的校長、教師等共 10 位組成工作坊。在工作坊的研究過程，採用個案研究法，輔以文獻分析、焦點團體與層級分析等多元的資料蒐集分析方法，進行多回合的互動問卷，先分析並整理出量化數據與質性意見，再將分析結果在工作坊的焦點座談中一同討論、凝聚困境之解決策略共識。

關鍵詞：花蓮縣、科技教育、層級分析、個案研究

A Case Study of the Implementation Predicament of Technology Education and its Improvement Strategy: Taking A Primary School of Hualien County as an Example

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Abstract

In the context of the rapid development of Taiwan's technology industry, promoting technology education has become particularly important. This research aims to explore the connotations, importance, and current developments of technology education promotion in a case study school, analyze the challenges encountered in its implementation, and discuss potential improvement strategies. My years of educational experience at an elementary school in Hualien County have deeply underscored the importance of technology education, especially in the cultivation of practical application and innovation skills. However, insufficient teaching resources, the high costs of updating and maintaining equipment, and the need for professional development among teachers in the field of technology education all limit students' practical abilities and teaching effectiveness. Despite ongoing policy support and efforts at resource allocation, many schools struggle to keep pace with the rapid development of technology, and the mismatch between teaching content and technological advancements constrains the comprehensive development of students. Based on the above context, this study raises several key research questions aimed at providing theoretical and practical guidance for enhancing the level of technology education in Taiwanese schools. Therefore, the purposes of this study are:

1. To understand the challenges faced by the case study school in promoting technology education.
2. To identify improvement strategies for the challenges encountered in the case

study school's promotion of technology education. 3. To determine feasible improvement strategies for specific challenges in the promotion of technology education in the case study school. The researcher formed a workshop comprising relevant individuals involved in technology education. During the research process in the workshop, case study methodology was employed, supplemented by literature analysis, focus groups, and analytic hierarchy process (AHP) as diverse methods of data collection and analysis. Through multiple rounds of interactive questionnaires, quantitative data and qualitative opinions were first analyzed and organized. The analyzed results were then discussed in focus group sessions within the workshop, aiming to achieve a consensus on strategies to resolve the identified challenges.

Keywords: Hualien County, Technology Education, Analytic Hierarchy Process, Case Study

教育資源補助對創新教學之效益研究

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摘要

高等教育的轉型與發展，乃是近年來關注的焦點議題。教育部自 2005-2017 年實施獎勵大學教學卓越計畫，到 2018 年推動「高等教育深耕計畫」，皆強調以教師本位轉換成學生本位，其主要目的都是對提升大學教學品質及學術研究創新而實施的政策，積極提升教學品質及落實教學創新，鼓勵教師投入教學方法及內容之改革，重視學生學習成效。

為了瞭解教育資源對創新教學成效的影響及其關聯性，本研究以東部地區一所大學之創新教學課程為研究樣本，採用問卷調查進行，問卷係參考台師大教學意見編製而成，其面向分為「教學準備」、「教學策略」、「師生互動」與「評量方式」等四個面向，以瞭解在教育資源的挹注下，教師在實施創新教學的多元教學策略，學生對於教師教學成效滿意度與相關比較。因此本研究問題包括：(1) 不同背景學生對教師創新教學滿意度是否有所差異？(2) 不同教育資源對教師創新教學滿意度是否有所差異？(3) 不同的經費補助對教師創新教學滿意度是否有顯著關聯？期盼研究結果提供給大學院校之行政主管與教學人員之參考。

關鍵字：教學資源、創新教學、學習成效

Research on The Effectiveness of Educational Resource Grants for Innovative Teaching

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Abstract

The transformation and development of higher education have emerged as critical focal points in recent years. Beginning with the Ministry of Education implementation of the "Instructional Excellence Projects" from 2005 to 2017, followed by the promotion of the "Higher Education Sprout Project" in 2018, there has been a notable shift from teacher-centered to student-centered approaches. The primary aim is to enhance teaching quality and foster academic research innovation, encouraging teachers to reform their teaching pedagogical method and content, with an emphasis learning outcomes for student.

To investigate the impact and correlation of educational resources on effectiveness of innovative teaching, this study uses a sample of innovative teaching courses at a university in the eastern region of Taiwan. The study employs a questionnaire survey based on the teaching feedback form developed by National Taiwan Normal University, focusing on four dimensions: "teaching preparation," "teaching strategies," "teacher-student interaction," and "assessment methods." The study aims to explore how teachers implement diverse strategies for innovative teaching under the allocation of educational resources, and to compare student satisfaction with teacher effectiveness. Research questions include: (1) Are there differences in teacher satisfaction with innovative teaching among students from different backgrounds?(2) Do different educational resources lead to variations in teacher satisfaction with innovative teaching? (3) Is there a significant relationship between different levels of financial support and teacher satisfaction with innovative teaching? The study intends to provide insights for university administrators and educators.

Keywords: Teaching Resources, Innovative Teaching, Learning Outcomes

花蓮縣偏鄉國小推動閩南語教學之研究

—以光復鄉為例

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摘要

本研究以花蓮縣光復鄉為例，探討偏鄉國小推動閩南語教學的現況、困境及因應策略。研究首先從光復鄉的地理、人口與經濟背景切入，並概述閩南語在台灣的歷史及現況，特別是教育政策方面的背景。研究的主要目標是深入了解光復鄉國小閩南語教學的實施情況，分析教學過程中所面臨的各種困境，並提出具體的改進建議。研究探討了教學方法、教材使用、學生學習效果以及家長和社區的支持程度等方面的情況。以訪談法及三角論證以全面呈現光復鄉國小閩南語教學的現狀。研究結果顯示，光復鄉偏鄉國小在推動閩南語教學方面面臨諸多困境，包括教學資源不足、師資短缺、家長和社區的參與度低等。然而，透過提升師資培訓、增加教學資源、鼓勵社區和家長的積極參與，可明顯改善閩南語教學的效果。

關鍵字：閩南語教學

Research on Promoting Min Nan Language Teaching in Remote Elementary Schools in Hualien County: A Case Study of Guangfu Township

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Abstract

This study uses Guangfu Township in Hualien County as a case to explore the current status, challenges, and coping strategies of promoting Taiwanese Hokkien (Minnan) language teaching in rural elementary schools. The research begins by examining the geographical, demographic, and economic background of Guangfu Township, and then outlines the history and current situation of the Taiwanese Hokkien language, particularly in terms of educational policies. The main objective of the study is to gain an in-depth understanding of the implementation of Taiwanese Hokkien language teaching in Guangfu Township's elementary schools, analyze the various challenges encountered in the teaching process, and propose specific improvement suggestions. The study investigates aspects such as teaching methods, the use of teaching materials, student learning outcomes, and the level of support from parents and the community. Through interviews and triangulation, the study aims to comprehensively present the current state of Taiwanese Hokkien language teaching in Guangfu Township's elementary schools. The research findings indicate that rural elementary schools in Guangfu Township face numerous challenges in promoting Taiwanese Hokkien language teaching, including insufficient teaching resources, a shortage of qualified teachers, and low levels of participation from parents and the community. However, by enhancing teacher training, increasing teaching resources, and encouraging active participation from the community and parents, the effectiveness of Taiwanese Hokkien language teaching can be significantly improved.

Keywords: Taiwanese Hokkien language teaching

花蓮縣國民小學客語教師教學歷程

與挑戰之研究

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摘要

客語傳承需要透過有效的教學策略來實現，特別是在多語環境下，促進客語學習成效是客語教師們面臨重要挑戰。本研究旨在探討花蓮縣國民小學客語教師之教學經驗，主要研究目的為瞭解客語教師對客語教學之價值觀和使命感；教學實踐中之教學歷程、教學策略以及所面臨挑戰與困境。研究對象為花蓮縣客語教師，透過個案研究法，具體了解其教學理念、目標、實施過程及教學成效。分析其教學歷程，深入探討客語教師之教學經驗，期望能提供實務建議，以改善客語教學成效並解決教師所遇挑戰。

關鍵字：客語教學、教學策略

A Study on the Teaching Process and Challenges of Hakka Teachers in Elementary School in Hualien County

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Abstract

Hakka language inheritance needs to be achieved through effective teaching strategies, especially in a multilingual environment, and promoting Hakka language learning effectiveness is an important challenge for Hakka language teachers. The purpose of this study was to explore the teaching experience of Hakka teachers in elementary school in Hualien County, and the main purpose of the study was to understand the values and sense of mission of Hakka teachers in Hakka language teaching. Teaching process, teaching strategies, and challenges and dilemmas in teaching practice. The subjects of this study were Hakka teachers in Hualien County, and through the case study method, we learned about their teaching philosophy, objectives, implementation process and teaching effectiveness. This paper analyzes his teaching process and deeply discusses the teaching experience of Hakka teachers, hoping to provide practical suggestions to improve the effectiveness of Hakka teaching and solve the challenges encountered by teachers.

Keywords: Hakka language teaching, Teaching strategies

音樂欣賞應用於提升國小高年級學童 閱讀專注力之行動研究

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摘要

本研究旨在探討如何將音樂欣賞融入身教式持續安靜閱讀(MSSR)的活動，以探索其對閱讀效果的影響。透過行動研究方法，將音樂欣賞視為一種潛在的閱讀輔助工具，探討其對學生閱讀動機、專注力和理解能力的影響。此外，本研究將透過訪談和觀察的方式，深入瞭解學生在音樂欣賞與閱讀活動中的互動情況，以及他們對這種新型學習方式的感受和看法。通過實地觀察和深入訪談，將評估音樂欣賞與閱讀結合的效果，並為未來教學實踐提供可行的建議和指導。

關鍵字：音樂欣賞、閱讀專注力、身教式持續安靜閱讀

An Action Research on Applying Music Appreciation to Enhance Reading Concentration in Senior Elementary School Students

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Abstract

This study aims to explore how music appreciation can be integrated into the activity of sustained silent reading (MSSR) to examine its impact on reading effectiveness. Using action research methods, music appreciation is considered a potential auxiliary tool for reading, investigating its effects on students' reading motivation, concentration, and comprehension abilities. Additionally, this study will use interviews and observations to deeply understand the interactions of students during music appreciation and reading activities, as well as their feelings and opinions about this innovative learning approach. Through field observations and in-depth interviews, the effectiveness of combining music appreciation with reading will be evaluated, providing feasible recommendations and guidance for future teaching practices.

Keywords: Music Appreciation, Reading Concentration, Sustained Silent Reading

影響國小推動閱讀素養教育的因素及其 改善策略之個案研究：以臺北市一所小學 為例

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摘要

閱讀是教育的根本，是學科學習的基礎，更是社會整體發展的重要指標，透過閱讀教育，可以促進人力素質的提升，進而提高國家競爭力，故而各國紛紛以政府的力量將閱讀列為教育的重點，其重要性不言而喻。本研究旨在探討影響學校推動閱讀素養教育之因素及適合推行之改善策略。本研究採個案研究法，邀請個案學校推動閱讀素養教育的教師組成工作坊。在工作坊的研究過程，根據文獻分析的結果進行問卷訪談，並採用層級分析法進行多回合互動，蒐集資料並分析整理出量化數據與質性意見，再將分析結果在工作坊的焦點座談中共同討論、凝聚共識。

關鍵字：閱讀素養

A Case Study on Factors Improving Primary School Students' Reading Literacy and Its Enhancement Strategies- An Example of a Primary School in Taipei City

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Abstract

Reading is fundamental to education, serving as the basis for subject learning and a key indicator of societal development. Reading education enhances human capital, thereby boosting national competitiveness. Hence, many countries prioritize reading through government initiatives, underscoring its significance. This study aims to identify factors influencing the promotion of reading literacy education in schools and develop effective improvement strategies. Using a case study approach, teachers from the case school participated in a workshop. The research involved questionnaire interviews based on literature review results and employed the Analytic Hierarchy Process (AHP) for multiple rounds of interaction. Data were collected and analyzed, yielding both quantitative data and qualitative insights. The findings were then discussed and consensus was built during a focus group session in the workshop.

Keywords: Reading Literacy

探究原住民偏鄉學生學業成就影響因素之 個案研究—以宜蘭某偏鄉為例

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摘要

本研究旨在探究影響宜蘭某偏鄉原住民學生學業成就的因素，並透過自身在偏鄉長大與教書的經歷，深入探討教育之意涵及學業成就的關鍵因素。研究採用質性研究方法，對偏鄉小學進行實地調查，訪問對象包括校長一位、行政人員兩位、班級導師三位以及家長三位。研究透過深度對談方式，並在半年內重複訪談，收集詳細的數據與觀點。

本研究發現，影響偏鄉原住民學生學業成就的主要因素包括家庭支持、學校資源、師生關係、文化認同及社會經濟背景等。家庭支持和學校資源對學生的學習動機和成績有顯著影響，而良好的師生關係和文化認同能提升學生的自信心和學習積極性。此外，社會經濟背景也直接影響學生的教育機會和學習環境。透過本研究，希望能提供政策制定者、教育工作者及相關團體在提升偏鄉原住民學生學業成就方面的參考，促進教育公平及社會和諧發展。

關鍵字：學生學習成就、學習動機、偏鄉教育

A Case Study on Factors Influencing Academic Achievement of Indigenous Students in Remote Areas — Taking a Remote Area in Yilan as an Example

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Abstract

This study aims to explore the factors influencing the academic achievement of indigenous students in a rural area of Yilan. By leveraging personal experiences of growing up and teaching in rural areas, the research delves into the implications of education and the key factors affecting academic success. Employing qualitative research methods, the study conducts field investigations in rural elementary schools. The interviewees include one principal, two administrative staff members, three homeroom teachers, and three parents. Through in-depth interviews conducted repeatedly over a six-month period, detailed data and perspectives were collected.

The study found that the primary factors affecting the academic achievement of indigenous students in rural areas include family support, school resources, teacher-student relationships, cultural identity, and socioeconomic background. Family support and school resources have a significant impact on students'

learning motivation and performance, while positive teacher-student relationships and cultural identity can enhance students' confidence and enthusiasm for learning. Moreover, socioeconomic background directly influences students' educational opportunities and learning environment. Through this research, it is hoped to provide policymakers, educators, and related organizations with references for improving the academic achievement of indigenous students in rural areas, thereby promoting educational equity and social harmony.

Keywords: Student Academic Achievement, Learning Motivation, Rural Education

國小實施學習扶助課程之困境及其改善策略之 個案研究—以花蓮一所偏鄉小學為例

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摘要

學校實施學習扶助課程的目的在於提高學生的學習成績，但在實際操作中，學校可能面臨多種挑戰，導致學習扶助成效有限。本研究的動機源自研究者實施學習扶助課程之實際經驗，期望提升教育的品質與效能。研究對象為花蓮縣一所偏鄉小學的各科學習扶助教師，採用文件分析並針對個案學校的學習扶助教師進行多回合問卷訪談與共識會議，以達成以下目的：

- (一) 探討個案學校在實施學習扶助課程過程中面臨的具體困境。
- (二) 探討個案學校學習扶助實施困境的改善策略。
- (三) 針對學習扶助單一困境分析合適的改善策略。

本研究試圖深入了解個案學校這些困境的挑戰，為改善學習扶助提供合適的策略與具體之建議，期望促進學習扶助教學品質之提升。

關鍵字：學習扶助、偏鄉小學

Challenges and Improvement Strategies of Implementing Remedial Education Programs in Elementary Schools: A Case Study of a Rural Elementary School in Hualien

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Abstract

The purpose of implementing remedial courses in schools is to improve students' academic performance. However, in practice, schools may encounter various challenges that limit the effectiveness of these remedial efforts. This research is motivated by the researcher's practical experience in implementing remedial courses, aiming to enhance the quality and effectiveness of education. The subjects of this study are remedial teachers of various subjects at a rural elementary school in Hualien County. The study employs document analysis and conducts multiple rounds of questionnaire interviews and consensus meetings with the remedial teachers at the case school to achieve the following objectives:

1. To explore the specific difficulties encountered by the case school during the implementation of remedial courses.
2. To investigate strategies for improving the implementation of remedial courses at the case school.
3. To analyze appropriate strategies for addressing specific difficulties in remedial teaching.

This research seeks to gain a deep understanding of the challenges faced by the case school and to provide suitable strategies and specific recommendations for improving remedial education, with the ultimate goal of enhancing the quality of remedial teaching.

Keywords: remedial courses, rural elementary school

系學會會長轉型領導對組織公民行為 之影響：以組織認同為中介變項

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摘要

本研究主要目的在於探討系學會會長轉型領導、組織認同與組織公民行為的現況，並分析不同背景變項之系學會成員，對系學會會長轉型領導看法以及在組織認同與組織公民行為的差異情形，最後以結構模型分析組織認同在系學會會長轉型領導和系學會成員組織公民行為間的中介作用。本研究採問卷調查法，以國立東華大學壽豐校區學生為研究母群進行抽樣，共獲得 414 份正式問卷，透過統計軟體 SPSS22.0 進行 *t* 考驗、單因子變異數分析，以及用 Smart PLS4.0 建立結構方程模型進行檢驗，並獲得以下結論：

- 一、現況方面，系學會成員認為會長具備轉型領導特質，對系學會具高度認同感且能展現較積極的組織公民行為。
- 二、系學會參與情況方面，「曾擔任會長、幹部」、「持續參與系學會」的系學會成員更能理解會長在轉型領導方面的努力，且有較高的組織認同感，同時也較積極展現組織公民行為。
- 三、「系學會轉型領導」越多，出現「組織公民行為」的頻率愈高。此外，「組織認同作」為中介變項在促進系學會的轉型領導與組織公民行為之間的關係中具有更強的影響力。

本研究依據研究結果，提出各項建議，以供學生組織及未來的研究者作參考。

關鍵字：系學會、轉型領導、組織認同、組織公民行為

The Influence of Student Association President's Transformational Leadership on Organizational Citizenship Behavior : The Role of Organizational Identification as a Mediating Variable

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Abstract

The main purpose of this study was to investigate the current status of student association presidents' transformational leadership, organizational identification, and organizational citizenship behavior (OCB). It also analyzed how members of student associations, based on different background variables, perceive the transformational leadership of their presidents, and the differences in organizational identification and OCB. Finally, a structural model was employed to examine the mediating role of organizational identification between transformational leadership of student association presidents and OCB among members.

This study utilized a questionnaire survey method, sampling students from the Shoufeng Campus of National Dong Hwa University. A total of 414 valid questionnaires were collected and analyzed using SPSS 22.0 for t-tests and one-way ANOVA, and SmartPLS 4.0 was used to build and test the structural equation model. The findings are summarized as follows:

1. Regarding the current situation, members of student associations perceive their presidents to possess transformational leadership qualities, leading to a high level of organizational identification and more active display of OCB.
2. In terms of involvement in student associations, members who have served as presidents or executives, and those who continue to participate actively, demonstrate better

understanding of presidents' efforts in transformational leadership, higher organizational identification, and more proactive OCB.

3. The higher the perception of transformational leadership in student associations, the more frequent the occurrence of OCB. Additionally, organizational identification serves as a stronger mediating variable in facilitating the relationship between transformational leadership of student association presidents and OCB.

Based on these findings, the study offers recommendations for student organizations and future researchers as references for further studies.

Keywords: student association, transformative leadership, organizational identification, organizational citizenship behavior

國民小學校長領導風格與教師專業社群效能關係之研究：以組織氣氛為中介變項

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摘要

本研究旨在探討組織氣氛如何在校長領導與教師專業學習社群間發揮影響作用。隨著教育體系的變遷，校長的領導風格在提升學校效能及教師教學品質方面日益重要，而過去的研究多集中於校長的行政管理角色，近年來則強調校長在創造支持性工作環境和促進教師專業成長上的作用。教師專業學習社群被認為對提升教師專業能力和教學效果具有高度重要性，良好的學校氣氛與領導者的支持性行為亦對教師工作滿意度和學校效能有正向影響。然而，國內相關研究多探討校長領導與教師專業學習社群的直接作用，缺乏針對組織氣氛間接影響的探討。因此，本研究透過問卷調查法，分析校長領導風格如何影響教師工作環境和組織文化，進而影響教師參與專業學習社群的意願和運作效能。

關鍵字：校長領導、教師專業社群、組織氣氛

A Study on the Relationship between Principal Leadership Style and Teacher Professional Learning Community Effectiveness in Elementary Schools: Organizational Climate as a Mediating Variable

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Abstract

This study aims to explore how organizational climate influences the relationship between principal leadership and teacher professional learning communities. As the education system evolves, the leadership style of principals has become increasingly important in enhancing school effectiveness and teacher instructional quality. While previous research has often focused on the administrative roles of principals, recent studies emphasize the importance of principals in creating a supportive work environment and promoting teacher professional development. Teacher professional learning communities are considered highly significant in improving teacher professional capabilities and instructional outcomes. Additionally, a positive school climate and supportive leadership behaviors positively impact teacher job satisfaction and school effectiveness. However, domestic studies often examine the direct effects of principal leadership on teacher professional learning communities, lacking investigation into the indirect influence of organizational climate. Therefore, this study uses a questionnaire survey method to analyze how principal leadership style affects the work environment and organizational culture of teachers, thereby influencing their willingness to participate in professional learning communities and the effectiveness of these communities' operations.

Keywords: principal leadership, teacher's professional community, organizational climate

卓越領導校長治理校務基金之個案研究

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摘要

經費是支撐教育發展運作的支柱，若是缺乏經費挹注，易淪為紙上談兵難以實現。校務基金之設立是希望藉改變學校經費管理模式，讓學校有更多空間自主化治理；而校長身為學校最重要經營者，則更彰顯其經費知能重要性。

為符合研究目的，本研究策略選用個案研究法中的多重工具型個案研究；資料收集方法包括深度訪談、文件蒐集與研究者省思日誌。研究者畢業於財務金融學系，對於經費運用效率、管理與治理議題有深刻的興趣與背景知識，確保資料收集的準確性和可靠性。透過立意取樣確保深入了解特定情境中的轉銜過程現況及困境，旨在探討卓越領導校長治理校務基金之議題，解析其對於校務基金治理的見解思維，歸納其治理校務基金之影響因素、優勢限制與策略作為，為未來的研究和實務貢獻新的思路和方向。

關鍵字：卓越領導校長、治理、校務基金

A Case Study on Excellent Principals' Governance of School Funds

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Abstract

Funding is the backbone of educational development. Without adequate financial support, even the best plans may fail to be implemented. The establishment of school funds aims to reform school financial management models, granting schools greater autonomy in governance. As the key administrator of the school, the principal's financial acumen becomes particularly significant.

To meet the research objectives, this study employs a multiple-case study approach within the broader framework of case study methodology. Data collection methods include in-depth interviews, document analysis, and researcher reflection journals. The researcher, with a background in finance, is well-versed in issues related to funding efficiency, management, and governance, ensuring the accuracy and reliability of the collected data. Through purposive sampling, the study provides an in-depth understanding of the current status and challenges in specific contexts. The aim is to explore the issues related to excellent principals' governance of school funds, analyze their insights and thoughts on fund governance, summarize the influencing factors, advantages, limitations, and strategies, and contribute new ideas and directions for future research and practice

Keywords: Excellent principals, governance, school funds

偏鄉國小對附設幼兒園的行政支持之 個案研究— 一段攜手輔幼的支持之路

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摘要

在幼兒園的運作中，每天的日常事務十分繁瑣，除了例行工作外，還有堆積如山的行政業務等著處理，然而這些種種繁忙的代辦事項中，有許多項目無法單靠幼兒園本身就可以直接處理或解決，而是需要仰賴與國小端給予的行政支持，才能協助幼兒園的行政業務推動與執行，並輔助幼兒園的整體運作能夠順利完善。本研究的研究對象為花蓮縣某偏鄉國小附設幼兒園的資深主任與國小端的行政人員，藉由半結構式訪談與文件分析的方式蒐集研究資料，將本研究的研究目的歸納如下：一、了解偏鄉國小附設幼兒園的行政內容；二、了解偏鄉國小對附設幼兒園在行政支持上的現況；三、探討偏鄉國小附設幼兒園行政執行時遇到的困境；四、探討偏鄉國小如何增進對附設幼兒園行政支持的策略。

關鍵字：偏鄉國小、國小附設幼兒園、行政支持

A Case Study on Administrative Support for Affiliated Kindergartens in Rural Elementary Schools: A Road of Support Hand in Hand with Children

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Abstract

In the operation of kindergartens, daily routines are highly intricate. Apart from routine tasks, there are mountains of administrative duties to handle. Many of these tasks cannot be managed or resolved solely by the kindergarten itself; they require administrative support from the affiliated elementary school. This support assists in promoting and executing administrative tasks at the kindergarten, ensuring smooth and effective overall operations.

This study focuses on senior directors of a rural elementary school-affiliated kindergarten in Hualien County, Taiwan, and administrative personnel from the elementary school. Research data will be collected through semi-structured interviews and document analysis. The research objectives are summarized as follows:

1. To understand the administrative content of the rural elementary school-affiliated kindergarten.
2. To explore the current status of administrative support provided by the rural elementary school to the affiliated kindergarten.
3. To investigate challenges encountered during administrative execution at the rural elementary school-affiliated kindergarten.
4. To examine strategies employed by the rural elementary school to enhance administrative support for the affiliated kindergarten.

Keywords: rural elementary school, elementary school-affiliated kindergarten, administrative support

薪傳教師制度用於偏鄉小學初任教師兼任 行政職務困境之研究—以花蓮縣為例

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摘要

現今有許多任職於偏鄉小學的初任教師需要兼任行政職務，雖有「薪傳教師制度」，但過程中需繳交大量文件，不僅增加初任教師及薪傳教師的負擔，也未必符合初任教師的實際需求。

本研究旨在探討薪傳教師制度用於偏鄉小學的初任教師兼任行政職務及薪傳教師的現況、困境、因應策略及期望。

本研究採用質性研究，以花蓮縣偏鄉小學的初任教師兼任行政職務及薪傳教師為對象，透過文件分析法與半結構式訪談法蒐集資料進行分析，期許能作為未來修改薪傳教師制度的參考。

關鍵字：薪傳教師制度、偏鄉小學、初任教師兼任行政職務

A study on the dilemma of Novice Teachers with Administrative Positions in Rural Elementary Schools using the Mentoring System—taking Hualien County as an example

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Abstract

Nowadays, many novice teachers working in rural elementary schools need to hold administrative positions concurrently. Although there is a "mentoring system", a large number of documents need to be submitted in the process, which not only increases the burden of beginning teachers and past teachers, but also may not meet the requirements of beginning teachers' actual needs.

This study aims to explore the current situation, dilemmas, coping strategies and expectations of the mentoring system when novice teachers in rural elementary schools hold concurrent administrative positions and mentors.

This study uses qualitative research, focusing on novice teachers with administrative positions and mentors in rural elementary schools in Hualien County. Data are collected and analyzed through documental analysis and semi-structured interviews, hoping to serve as a reference for future revisions to the mentoring system.

Keywords: mentoring system, rural elementary schools, novice teachers with administrative position

國民小學推動教師專業學習社群之研究： 以新北市星星國小之數學社群為例

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摘要

教師專業學習社群之推行，不僅是為了提升教師專業發展與促進學生學習，更是學校教育型態與思維變革的重要關鍵。本研究以新北市星星國小之數學社群為例，透過半結構式訪談、文件分析法、觀察法之資料蒐集方式，旨在探討其數學社群之發展現況、困境，以及面臨困境之可行因應策略。研究發現，個案學校之數學社群對於教師與學生的成長，僅限短期效益，而無長期且持續性的影響。根據此結果，研究者提出幾項建議，期望能為教師專業學習社群之推行，提供實質性的指引。

關鍵字：教師專業學習社群

A Study on the Implementation of Teacher Professional Learning Communities in Elementary Schools: A Case Study of the Mathematics Community at Xingxing Elementary School in New Taipei City

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Abstract

The implementation of Professional Learning Communities (PLCs) for teachers is not only aimed at enhancing professional development and promoting student learning but also serves as a crucial key to transforming educational paradigms and thinking within schools. This study uses the mathematics community at Xingxing Elementary School in New Taipei City as a case example. Through semi-structured interviews, document analysis, and observation methods, the study aims to explore the current development status, challenges, and feasible coping strategies of this mathematics community. The findings reveal that the mathematics community at the case school only provides short-term benefits for the growth of teachers and students, with no long-term and sustained impact. Based on these results, the researchers propose several suggestions in the hope of providing substantial guidance for the implementation of Professional Learning Communities for teachers.

Keywords: Teacher Professional Learning Community

花蓮縣偏鄉國中教師專業社群應用團隊動力 提升教師教學效能之研究

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摘要

本研究旨在深入探討花蓮縣偏鄉地區的平和國中如何透過教師專業學習社群團隊動力的形成，來影響學校內教師的教學專業，並使其採用更具創新性的教學方式。研究將以平和國中的教師專業學習社群，探討團隊動力在教育環境中的具體影響。透過深入的文獻回顧，蒐集相關教師專業學習社群建構與發展的資訊，以建立研究的理論基礎。

研究聚焦於平和國中教師專業學習社群中的團隊動力，探討這種動力如何帶動整個教師團隊。這不僅包括領導者的角色，還包括教師之間的相互合作、共享資源和經驗的情況。透過訪談和觀察，我們將評估團隊動力在這個特定偏鄉國中內的實際情況。最後再深入探討影響學校老師的教師教學專業的過程中，團隊動力如何激勵教師嘗試採用更多元、創新的教學方式。這可能包括教材的改進、跨學科教學的實踐，以及利用數位科技的整合。透過教師的專業成長和實踐經驗，我們將分析這些變化如何在教學實踐中體現。

研究將進一步探討在這個國中內，個別教師對於教師專業學習社群和團隊動力的感受。透過訪談和問卷調查，了解教師個人在這樣的社群環境中的參與度、滿意度以及對教學方式的看法。

本研究的結果有助於深化對偏鄉地區教育中教師專業學習社群對教學影響的理解，並提供實際可行的建議，以促進更有活力和具創新性的教學環境。

關鍵字：教師社群、團體動力、教師效能

A Study on the Application of Team Dynamics in Professional Teacher Communities in Rural Junior High Schools in Hualien County to Enhance Teacher Instructional Effectiveness

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Abstract

This research aims to delve into how the formation of team dynamics in teacher communities influences the instructional professionalism of teachers in Pinghe Junior High School. This phenomenon will lead the teachers to adopt more innovative teaching methods. The research will center on the teacher community at Pinghe Junior High School, exploring the tangible impact of team dynamics in the educational environment. Through an in-depth literature review, relevant information on the construction and development of teacher communities will be collected to establish the theoretical foundation of the study.

The research focuses on the team dynamics within the teacher community at Pinghe Junior High School, examining how this dynamic propels the entire teacher team. This encompasses not only the role of leaders but also the mutual cooperation, resource sharing, and experiences among teachers. Through interviews and observations, the study will assess the actual situation of team dynamics within this specific rural junior high school. Finally, the research will delve into how team dynamics motivate teachers to adopt more diverse and innovative teaching methods in the process of influencing the instructional professionalism of school teachers. This may include improvements in teaching materials, the practice of interdisciplinary teaching, and the integration of digital technology. Through the professional growth and practical experiences of teachers, the study will analyze how these changes manifest in instructional practices.

The research will further explore individual teachers' perceptions of teacher communities and team dynamics within this junior high school. Through interviews and questionnaire surveys, insights will be gained into the individual teachers' level of participation, satisfaction, and their perspectives on teaching methods within such a community environment.

The outcomes of this research contribute to a deeper understanding of the impact of teacher communities on instruction in rural education and provide practical suggestions to promote a more dynamic and innovative teaching environment.

Keywords: Teacher community, Group dynamics, Teacher effectiveness

中外籍英語教師協同教學之質性研究

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摘要

自從 2003 年，宜蘭縣政府開始和學術教學基金會合作，在國小和國中實施「中外師英語協同教學」，協助國中小英語教育進行，提升國小、國中學生英語溝通的能力，並促進台灣和美國文化的交流。近年來，更擴大外師引進政策，並研擬增聘更多外籍英語教師，以充實推廣英語教學補充人力：

有鑑於此，本研究以宜蘭縣兩所國小為個案學校，探討中外籍英語教師之協同教學。本研究之目的有：一、理解中外籍英語教師對協同教學的看法、二、探討中外籍英語教師在課堂實施協同教學的作法、三、分析協同教學的中外師進行英語教學的實施困境及因應策略、四、探究協同教學對中、外師教學認知和專業成長的影響。

本研究採用個案研究法，透過半結構式深度訪談、非參與式課室觀察，佐以課程計畫、共備教案等文件資料蒐集，深入了解個案學校之中外師協同教學歷程，並以主題分析法將上述資料加以分析探討。研究結果包含以下四個面向：一、個案學校之中外師協同教學發展歷程與共備模式；二、個案學校之中外師對於班級經營之策略與差異；三、個案學校的英語協同教學困境因應策略；四、個案學校之中外師對其協同教師角色與功能之認知和專業成長。

此為個案研究，其研究結果雖未能推論至宜蘭縣內他所國小，但應能忠實呈現國小英語教學端之中外師協同教學實際共備發展課程、規劃與實施教學與評量等歷程，與中外師溝通互動與扮演之角色功能等特色，並分析其所經歷之教學挑戰與因應方式。期能透過此研究，改善研究者自身與其他協同教學英語教師之教學困境，成功發揮中外師協同教學給學校師生之正向效益。

關鍵字：中外師、英語協同教學、國小英語教學、教學認知、教師專業成長、班級經營

A Case Study of Co-teaching English Course between Foreign Teachers and Local Teachers in two Elementary Schools in Yilan County

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Abstract

Since 2003, the Yilan County Government has begun to plan and employ foreign teachers to join the junior high and elementary schools' English teaching, which aims to support English education, enhance the English communication skills of elementary school students, and promote cultural exchanges between Taiwan and the United States. In recent years, the policy of introducing foreign teachers has been expanded, with plans to recruit more foreign English teachers to strengthen the supplementary manpower for promoting English teaching.

In light of this, this study focuses on two elementary schools in Yilan County as case schools to explore the co-teaching practices of local and foreign English teachers. The objectives of this research are: (1) to understand the perspectives of local and foreign English teachers on co-teaching, (2) to explore the implementation practices of co-teaching in the classroom by local and foreign English teachers, (3) to analyze the challenges and coping strategies in English teaching faced by co-teaching local and foreign teachers, and (4) to investigate the impact of co-teaching on the teaching cognition and professional growth of both local and foreign teachers.

This study employs a case study methodology, utilizing semi-structured in-depth interviews, non-participatory classroom observations, and the collection of documents such as curriculum plans and co-prepared teaching plans to gain an in-depth understanding of the co-

teaching process between local and foreign teachers at the case schools. The research outcomes are concluded in four aspects: (1) the development process and co-preparation model of co-teaching by local and foreign teachers at the case schools, (2) the strategies and differences in classroom management by local and foreign teachers at the case schools, (3) the challenges and coping strategies in English co-teaching at the case schools, and (4) the perceptions of the roles and functions of co-teachers and their professional growth at the case schools.

Through this research, it is hoped to improve the teaching challenges faced by the researcher and other co-teaching English teachers and to successfully realize the positive benefits of co-teaching by local and foreign teachers for school staff and students, and to conduct effective team-teaching in classrooms.

Keywords: Local and Foreign Teachers, English Co-teaching, Elementary School English Teaching, Teaching Cognition, Teacher Professional Growth, Classroom Management

教探討偏鄉師資缺乏問題之資源分配

應如何訂定配套措施

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摘要

偏鄉教育一直是台灣教育發展的重要課題之一，其中師資缺乏更是長期困擾偏鄉學校的難題。本研究以探討偏鄉師資缺乏問題之資源分配應如何訂定配套措施為目標，透過文獻分析、訪談與等研究方法，探討偏鄉師資缺乏現況、影響因入、以及可能的解決方法。偏鄉師資缺乏問題的影響因素多元，透過本研究找出影響的因素及可能的解決的方法，為了解決偏鄉師資問題，認為政府應從資源分配的角度出發，訂定多元化的配套措施。本研究認為偏鄉師資缺乏問題的解決之道，並非單一措施即可奏效，而是需要從資源分配角度出發，才能有效改善偏鄉教育品質，促進教育公平。

關鍵字：偏鄉教育、師資缺乏、資源分配、配套措施

The teacher discusses how to allocate resources and formulate supporting measures to address the shortage of teachers in rural areas

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Abstract

Rural education remains a critical challenge in Taiwan's educational landscape, with teacher shortages posing a persistent obstacle for rural schools. This study delves into the complexities of resource allocation measures to effectively address the teacher shortage in rural areas. Employing a multifaceted research approach that encompasses literature analysis, interviews, and questionnaires, the study examines the current state of teacher shortages in rural areas, meticulously identifies the underlying influencing factors, and potential solutions.

The findings reveal a multifaceted interplay of factors contributing to the teacher shortage in rural areas. Based on the comprehensive understanding gained from the study, it is evident that the government must adopt a holistic approach to resource allocation, implementing a diverse set of supporting measures to effectively address the teacher shortage. A single-pronged approach is inadequate to tackle this complex issue. Instead, a comprehensive resource allocation strategy is essential to improve the quality of rural education and promote educational equity.

Keywords: Rural education, Teacher shortage, Resource allocation, Supporting measures

花蓮縣國民小學學校行政支持與非專任 圖書館閱讀推動教師執行情形之關係研究

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摘要

本研究旨在探討花蓮縣國小非專任圖書館推動教師在行政部門支持下工作執行的影響，同時分析其在執行工作過程中所面臨的需求和挑戰。研究動機源於對提升教育品質的熱忱和對工作效能的追求，以及研究者在行政工作中的實際經驗。研究對象為花蓮縣國小的非專任圖書館推動教師，本研究採用了文獻分析、問卷調查和半結構化訪談，並進行了資料的統整與分析。

本研究的目的是包括深入理解行政支持對非專任圖書館推動教師的實際影響，分析不同背景因素如何影響工作執行的差異性，並探討行政支持如何影響教師的工作表現，瞭解時間管理、資源分配等方面的實際挑戰。

最終，本研究希望通過提出具體且實用的建議，促進行政支持與非專任圖書館推動教師在教育品質提升方面的共同努力。這些建議有助於教育相關機構、學校管理者及其他教師在實踐中更有效地支持和推動閱讀活動及圖書館服務。

關鍵字：行政支持、非專任圖書館閱讀推動教師、工作效能

The study examines the relationship between administrative support and the implementation by non-designated school library teachers in elementary schools in Hualien County

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Abstract

This study aims to explore the impact of administrative support on the job performance of non-designated school library teachers at elementary schools in Hualien. Concurrently, it analyzes the demands and challenges faced during their job execution. The motivation for this research stems from a dedication to enhancing educational quality and improving job effectiveness, informed by the researcher's practical experience in administrative roles. The study focuses on non-designated school library teachers, employing literature review, survey, and semi-structured interviews for data collection and analysis.

The objectives of this study include a deep understanding of how administrative support affects non-designated school library teachers, analyzing how different background factors influence job execution variances, and exploring the impact of administrative support on teachers' job performance, specifically understanding practical challenges in time management and resource allocation.

Ultimately, this research aims to provide specific and practical recommendations to enhance collaborative efforts between administrative support and non-designated school library teachers improving educational quality. These recommendations are intended to assist educational institutions, school administrators, and other teachers in effectively supporting and promoting reading activities and library services.

Keywords: administrative support, non-designated school library teachers, job effectiveness

班級經營效能影響因素之研究

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摘要

班級經營是教育工作中不可或缺的部分，而班級經營效能會受到多方面的影響，本研究旨在了解國小教師班級經營效能之現況與分析影響班級經營效能之關鍵因素及其如何影響班級經營效能，並利用決策樹模型統整影響班級經營效能的關鍵因素。本研究之結果希望能夠為教師提升班級經營成效提供具體建議。

關鍵字：班級經營效能

A Study on Factors Affecting Classroom Management Effectiveness

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Abstract

Effective classroom management is an indispensable aspect of educational work, and its effectiveness is influenced by various factors. This study aims to understand the current state of elementary school teachers' classroom management effectiveness and analyze the key factors affecting it. Additionally, we explore how these factors impact classroom management effectiveness using a decision tree model. The results of this study are expected to provide concrete recommendations for improving classroom management practices among teachers.

Keywords: Classroom Management Effectiveness

花蓮縣偏鄉小學教師班級經營之個案研究

—以笑笑國小為例

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摘要

本研究旨在深入了解花蓮偏鄉小學教師如何有效地進行班級經營，特別針對某花蓮縣偏鄉小學的四位班級任教師展開訪問、觀察和文件分析，以收集相關資料。以下是本研究的主要目的和期望的貢獻：

- 一、理解班級經營策略：分析教師如何在偏鄉小學環境中建立良好的班級管理和經營策略，以促進學生學習和發展。
- 二、探索教師面對挑戰的應對方式：調查教師如何應對班級中出現的各種挑戰和問題，例如學生的行為問題或學習困難，以及如何協調家長和學校的支持。
- 三、評估教師與學生之間的互動與關係：瞭解教師如何建立良好的師生關係，並促進正向的班級氛圍和學習環境。
- 四、分析教師對於學校政策的適應與實施：研究教師如何理解和遵循學校制定的政策，並在實際教學中有效應用這些政策。

透過以上方法收集的資料，本研究期望能夠提供具體而實用的建議，以支持花蓮偏鄉小學教師在班級管理和教學實踐中的持續進步。希望這些研究結果能夠為改善偏鄉小學的教育品質和教師的專業成長做出貢獻。

關鍵字：花蓮偏鄉小學、小學教師、班級經營策略

A Case Study of Classroom Management by Teachers in Rural Elementary Schools in Hualien County – A Case Study of Xiao Xiao Elementary School

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Abstract

This study aims to comprehensively understand how elementary school teachers in rural areas of Hualien effectively manage their classrooms. It specifically focuses on conducting interviews, observations, and document analysis with four classroom teachers from a rural elementary school in Hualien County to collect pertinent data. The main objectives and anticipated contributions of this research are as follows:

1. **Understanding classroom management strategies:** Analyzing how teachers establish effective classroom management strategies in the rural school environment to promote student learning and development.
2. **Exploring teachers' responses to challenges:** Investigating how teachers address various challenges and issues within their classrooms, such as behavioral problems or learning difficulties among students, and how they coordinate support from parents and the school.
3. **Assessing teacher-student interactions and relationships:** Understanding how teachers build positive teacher-student relationships to foster a conducive classroom atmosphere and learning environment.
4. **Analyzing teachers' adaptation and implementation of school policies:** Studying how teachers comprehend and adhere to school policies, and how they effectively apply these policies in actual teaching practices.

Through the data collected via these methods, this study aims to provide specific and practical recommendations to support continuous improvement in classroom management and teaching practices among rural elementary school teachers in Hualien. It is hoped that these research findings will contribute to enhancing the quality of education in rural schools and fostering professional growth among teachers.

Keywords: Rural elementary schools in Hualien, elementary school teachers, classroom management strategies

特教教師實施融合教育成功關鍵因素之個案研究—以宜蘭縣國小為例

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摘要

近年來，融合教育逐漸成為國際重要教育政策之一，更有高達九成之特殊需求學生在普通班接受特殊教育服務，然而在配套措施及具體作法方面仍需努力。本研究旨在探討國小特教教師在融合教育趨勢下，於教學現場中所實踐之歷程、挑戰與因應以及分析成功關鍵因素，邀請致力於融合教育推廣實施且榮獲特殊教育優良特教教師或輔導團推薦之特教教師，採個案研究法，並透過訪談法、文件蒐集法以及研究札記作為資料蒐集方法，將資料進行分析，獲取對研究目的及問題的深入理解，根據研究結果並提出相關建議，期望能作為融合教育實踐的參考。

關鍵字：融合教育、特教教師

A Case Study on the Key Factors of the Success of Special Education Teachers in the Implementation of Integrated Education: Take the national elementary school in Yilan County as an example

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Abstract

In recent years, integrated education has gradually become one of the important international education policies, and as many as 90% of students with special needs receive special education services in ordinary classes, but there is still work to be done in terms of supporting measures and specific practices. This study aims to explore the process, challenges and responses of special education teachers in primary schools in the teaching field under the trend of integrated education, and analyze the key factors of success. It is expected to serve as a reference for the practice of integrated education.

Keywords: Inclusive education, Special Education Teacher

好孩子面具的重量

—特殊教育教師的自我敘說

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摘要

在華人社會中，「好孩子」的概念根深蒂固，不僅在家庭和教育體系中扮演著重要角色，還深刻影響個體的成長和心理發展。研究者以特殊教育教師的視角出發，旨在探討好孩子角色對教育實踐及個人心理的複雜影響，透過深入自我敘說的研究方法，回溯個人成長歷程，深入探討好孩子面具背後可能引發的內在矛盾和懷疑，進一步揭示了強調順從的教育方式如何抑制個體自主性和創造性，進而導致內在的自我懷疑和焦慮。本研究的意義在於，不僅揭示了「好孩子」角色對個人成長的深遠影響，並為教師提供了實質上的洞察，以推動教育環境中對個體發展和心理健康的更深層次關注。

關鍵字：好孩子、特殊教育教師、自我敘說

The Burden of the Obedient Child Persona: A Self-narrative Study of a Special Education Teacher

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Abstract

In Chinese society, the concept of the "obedient child" is deeply ingrained, exerting significant influence not only within family dynamics and educational systems but also on individual growth and psychological development. From the perspective of a special education teacher, this study aims to explore the nuanced impacts of the obedient child role on educational practices and personal psychology. Employing a rigorous narrative self-reflection methodology, the researcher examines personal developmental experiences to uncover the internal contradictions and uncertainties inherent in the obedient child archetype. Furthermore, the study elucidates how an emphasis on compliance in education stifles individual autonomy and creativity, thereby fostering internal self-doubt and anxiety. This research not only illuminates the profound impact of the obedient child role on personal development but also provides substantial insights for educators to enhance their focus on fostering individual growth and psychological well-being within educational settings.

Keywords: Obedient child, Special Education teacher, Self-narration

偏差行為少年轉銜少年輔導委員會之 因應與應對策略

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摘要

台灣少年犯罪問題日益備受關注，在 2022 犯罪趨勢報告中指出，少年犯罪人口率從 2013 年 672.1 人/10 萬人逐年增加至 2022 年 799.59 人/10 萬人，整體呈現上升趨勢。本研究旨在探究 2019 年《少年事件處理法》修法，並於 2023 年 7 月施行後偏差行為少年轉銜少年輔導委員會的運作現況，深入了解轉銜過程中的現象、困境和因應策略。為符合研究目的，本研究策略選用個案研究法中的多重工具型個案研究；資料收集方法包括深度訪談、參與觀察及文件蒐集。

研究者具備豐富的執法實務經驗和研究背景，確保資料收集的準確性和可靠性。研究參與者包括少年輔導員、已結案的偏差行為少年及學校輔導老師，透過立意取樣確保深入了解特定情境中的轉銜過程現況及困境。通過資料收集和紮根理論的分析，本研究期望提供對偏差行為少年轉銜過程的深入理解，提出有效的應對策略和建議，以改善少年輔導委員會的運作，幫助偏差行為少年順利回歸社會。

關鍵字：偏差行為少年、少年輔導委員會、轉銜

Challenges and Coping Strategies for the Transition of Juvenile Delinquents to the Juvenile Counseling Committee

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Abstract

The issue of juvenile delinquency in Taiwan has garnered increasing attention. According to the 2022 Crime Trend Report, the juvenile crime rate has shown a rising trend, increasing from 672.1 per 100,000 people in 2013 to 799.59 per 100,000 people in 2022. This study aims to explore the current operations of the Juvenile Counseling Committee following the amendments to the Juvenile Delinquency Act in 2019 and its implementation in July 2023, focusing on the transition process of deviant juveniles. The study adopts a multiple-case study approach within the framework of case study methodology. Data collection methods include in-depth interviews, participant observation, and document analysis.

The researcher possesses extensive practical experience in law enforcement and a solid research background, ensuring the accuracy and reliability of data collection. Participants include juvenile counselors, juveniles who have completed the counseling process, and school counselors. Purposive sampling is used to gain an in-depth understanding of the current status and challenges of the transition process in specific contexts. Through data collection and grounded theory analysis, this study aims to provide a comprehensive understanding of the transition process of deviant juveniles, proposing effective coping strategies and recommendations to improve the operations of the Juvenile Counseling Committee and assist deviant juveniles in reintegrating into society.

Keywords: juvenile delinquents, juvenile Counseling Committee, transition

教育圈有彩虹-原住民同志教師出櫃歷程之 自我敘說

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摘要

傳統原住民社會對性別認同有其既定的刻板印象，例如：男生就應該喜歡女生且要表現得陽剛勇敢，女生就應該溫柔婉約，找一個好男人結婚生子。然而原住民社會裡也有同志身分的人存在，這些具有同志身份的原住民在其生活上是如何一步步調節並適應社會。另一方面，傳統社會對教師的道德要求，及社會對同志的污名化，使得同志教師在生活中及職場上面臨著比一般人還要更沉重壓力，選擇隱藏自己的身分多於表明身分。本研究對象是一位居住在宜蘭某偏鄉的原住民同志教師且已在家庭中以及職場上出櫃。從小在以父系社會為結構的傳統原住民部落成長，父權為主的家庭生活環境讓身為原住民同志的研究對象經歷了哪些困境並且如何克服困難進而接納自己，最後基於哪些原因讓自己勇於跟周遭的親朋好友及職場同事出櫃表明身份。本研究採用自我敘說做為研究方法，藉著回溯整理自己的同志自我認同歷程，並探索研究對象在家庭及職場出櫃所遭遇之問題以及如何因應出櫃所帶來的挑戰，最後從上述的歷程中抽絲剝繭，探索公開出櫃對研究對象有著什麼樣的重要意義。

關鍵字：出櫃、同志、自我認同、社會處境、自我敘說。

A Rainbow In Educative – Self-Narrative of Gay Aboriginal Teacher Coming Out

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Abstract

Traditional indigenous societies often hold predetermined gender stereotypes, such as the belief that boys should like girls and exhibit masculine bravery, while girls should be gentle and find a good man to marry . However, there are also LGBTQ individuals within these societies. This study explores how these indigenous LGBTQ individuals navigate and adapt to societal expectations. Additionally, traditional societal expectations of teachers' morality and the stigmatization of LGBTQ individuals create significant pressure for LGBTQ teachers, leading many to hide their identity rather than reveal it.

The subject of this study is an indigenous LGBTQ teacher living in a rural area of Yilan, who has come out both in their family and workplace. Growing up in a traditional indigenous patriarchal society, the subject faced numerous challenges due to the patriarchal family structure. This study investigates the difficulties experienced by the subject as an indigenous LGBTQ individual, the ways in which they overcame these challenges to accept themselves, and the reasons behind their decision to come out to friends, family, and colleagues. The research employs self-narrative as the methodology, tracing the subject's journey of LGBTQ self-identity and exploring the problems encountered and coping strategies employed during the coming out process in both family and workplace settings. Ultimately, the study aims to uncover the significant meaning that coming out holds for the subject.

Keywords: coming out, LGBTQ, self-identity, social context, self-narrative

從文化資本觀點探究新住民子女

自我認同之研究

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摘要

本研究旨在從文化資本的觀點，探討新住民子女的自我認同過程及其影響因素。通過質性研究方法，尤其是深度訪談和研究者省思日誌，分析新住民子女在台灣社會中的文化適應與自我認同。研究發現，家庭背景、教育資源、語言能力等文化資本因素對新住民子女的自我認同有顯著影響。家庭、學校和社會環境中的支持和挑戰同樣對其自我認同起到重要作用。

關鍵字：新住民子女、文化資本、自我認同

Exploring the Self-Identity of Children of New Immigrants from the Perspective of Cultural Capital

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Abstract

This study aims to explore the self-identity process and influencing factors of children of new immigrants from the perspective of cultural capital. Through qualitative research methods, particularly in-depth interviews and researcher reflection journals, this research analyzes the cultural adaptation and self-identity of children of new immigrants in Taiwanese society. The findings indicate that factors such as family background, educational resources, and language skills, which constitute cultural capital, significantly impact the self-identity of these children. Additionally, support and challenges within family, school, and social environments play crucial roles in their self-identity.

Keywords: Children of new immigrants, Self-identity, Cultural capital

再也不是被迫完成了

—PBL 教學法融入寒暑假作業之行動研究

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摘要

每逢寒、暑假，小朋友最期待的就是能在這個假期好好放鬆，教師出的寒暑假作業往往不是需要大量閱讀，就是要不斷書寫。這不但降低了孩子撰寫的意願，也造成大部分的人完成作業僅是為了符合老師的期待或要求。為了讓孩子對作業的撰寫改觀，再也不會感到害怕或是厭煩，需要有一種新型態的作業形式出現，讓學生們能用有趣又好玩的方式，在寒暑假中邊玩邊複習。為了能看出活動實施的前後動機變化，在參閱多種研究法後發現，使用行動研究法更能體現本篇研究的價值，並參酌 PBL (Project based learning) 教學法作為理論依據。而本研究發展的新形態作業方式，步驟簡述如下(1)教師給予廣義的作業形式規則 (2)學生結合假期生活和創意遊戲性思考製作作品 (3)開學後公開發表和投票。此種方式特別注重學生的學以致用、創造力體現以及自信心建立，利用所學進行一場有意義，有主題脈絡的自主學習，藉由同儕動力增加強烈的內在動機，讓學生突破寫作業的嫌惡心理狀態，完成一項好玩又有趣的寒暑假作業。

關鍵字：行動研究、PBL 教學法、遊戲化學習、內在動機理論、同儕動力

No Longer Forced to Complete Homework - An Action Research on Integrating PBL Teaching Method into Summer and Winter Vacation Assignments

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Abstract

Every winter and summer break, children eagerly look forward to relaxing during their vacation. However, the assignments given by teachers often require extensive reading or continuous writing. This not only diminishes the children's willingness to complete their assignments but also results in most of them doing it merely to meet the teachers' expectations or requirements. To change children's perception of assignments so they no longer fear or resent them, a new type of assignment format is needed—one that allows students to review their studies in a fun and engaging way during their breaks. After reviewing various research methods, it was found that using action research could better reflect the value of this study, incorporating Project-Based Learning (PBL) as the theoretical basis. The new assignment format developed in this study is briefly summarized as follows:

1. Teachers provide general assignment rules,
2. Students combine holiday experiences with creative and playful thinking to create projects,
3. After the break, students present and vote on the projects.

This method emphasizes applying what students have learned, showcasing creativity, and building self-confidence. By engaging in meaningful, thematic, self-directed learning, and leveraging peer motivation, students can overcome their aversion to assignments and complete fun and interesting holiday projects.

Keywords: Action Research, Project-Based Learning (PBL), Gamified Learning, Intrinsic Motivation Theory, Peer Motivation.

視力保健策略介入對視力保健知識、態度及行為改變之研究—以新北市大成國小為例

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摘要

本研究旨在探討視力保健策略介入對國小學童在知識、行為以及態度方面之成效。為達研究目的，本研究設計採取單一實驗組前、後測方式設計，以新北市三峽區大成國民小學111學年度之學童（男生28人，女生39人）為研究對象，有效樣本數為67人。研究工具是以國立師範大學衛教系陳政友教授編寫之「國小學生視力保健行為調查問卷」為主要量性研究工具，輔以「台灣健康促進學校輔導網絡之護眼行動每日檢核表」、「台灣健康促進學校輔導網絡之班級護眼行動週記」及「教育部學幼童視力保健三年計畫之視力保健居家生活檢核表」等紀錄，在學童前測後實施為期八週的視力保健教學活動融入與視力保健宣導活動，期間持續填寫護眼行動週記與每日檢核表，並於視力保健課程結束後進行後測，所得之問卷資料採用SPSS 21進行前、後測描述性統計資料分析，並以獨立樣本 t 檢定探討研究對象前、後測視力保健知識、行為與態度是否有顯著差異。

主要研究結果顯示大成國小學童，視力保健行為問卷後測答題正確平均數皆高於前測平均數，且 p 值達顯著差異，顯示在視力保健教學與活動多元策略介入後，對於提升學生視力保健知識、行為與態度的能力是具有成效的。且學生、家長以及班級導師正向肯定視力保健教學與活動多元介入，可以有效提升大成學童視力保健知識、視力保健行為與視力保健態度之能力。

關鍵字：視力保健、國小學童、教學策略融入

The Effects of Vision Care Teaching on Knowledge, Behavior, and Attitude Elementary Students: A Case Study of New Taipei Dacheng Elementary School

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Abstract

The purpose of this study was to explore the effectiveness of the intervention of vision care teaching on the knowledge, behavior and attitudes elementary school children. To achieve the purpose, the design of this study adopted a single experimental group pre-test and post-test. The participants were 67 students of Dacheng Elementary School, including 28 boys and 39 girls, in New Taipei City. The main research instrument was “Questionnaire on the Eye Care Behavior of Elementary School Students” which was designed by Professor Chen Zhengyou from the Department of Health Education of National Normal University. Also, “Taiwan Health Promotion School Counseling Network’s Eye Care Action Daily Checklist”, “Taiwan Health Promotion School Counseling Network Class Eye Care Action Weekly” and “Ministry of Education’s Three-Year Vision Care for Young Children’s Vision Care Home Life Checklist” were included. An eight-week vision care teaching activity integration and vision care promotion activities was to implement. By continuing filled in the eye protection action weekly journal and daily checklist and after the vision care course, the post-test had been carried out. The data was analyzed by SPSS 21. The descriptive statistical data analysis and paired sample t test was applied to investigate

whether there were significant differences in the knowledge, behavior and attitude of the subjects before and after the test.

The main results of the study showed that the average number of correct answers for the students of Dacheng Elementary School was higher than that of the previous test, and the p-value reached a significant difference. It showed that after the intervention of multiple strategies for vision care teaching and activities, the improvement of students' ability in vision care knowledge, behavior and attitude were effective. In addition, students, parents, and class instructors were affirming that the multiple interventions in vision care teaching and activities could effectively improve the knowledge, behaviors and attitudes of vision care.

Keywords: vision care, elementary school student, integration of teaching activities

國小教師購買保險的考量因素與其適合投保 類型之個案研究：以花蓮縣一所小學為例

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摘要

在現代社會中，教師作為教育體系中的核心成員，承擔著培育下一代的重要責任和壓力。儘管教師的工作環境相對穩定，但仍面臨各種潛在風險和挑戰。國小教師除了面對多元化的教學要求和管理任務，還需應對不同的教育問題，這些都對教師的心理和生理健康產生了影響。

保險作為一種重要的風險管理工具，能在面對突發事件時提供額外的經濟支持，減少因疾病、意外或退休等原因帶來的財務壓力。購買商業保險對教師來說是個人生活規劃中的重要一環。然而，由於師資培育課程中較少接觸財務和保險相關知識，許多教師在財務規劃和風險管理方面往往處於劣勢，在面對複雜的保險市場時感到困惑。因此，如何有效選擇和規劃保險商品，成為教師群體需要解決的問題。因此，本研究旨在探討國小教師在購買保險時的考量因素，並分析其適合投保的保險類型。教師購買保險的考量因素在共同作用下，影響教師在選擇保險商品時的決策。

本研究的結果將有助於教師群體更好地選擇和規劃保險商品，提高其財務規劃能力和生活保障水平，進而促進整體教育品質的提升。透過合理的保險規劃，教師可以有效地管理風險，保障個人及家庭的經濟安全，提升心理安全感和生活質量。

關鍵字：保險類型、購買動機

A Case Study on the Considerations and Suitable Types of Insurance for Elementary School Teachers - A Primary School of Hualien County as an Example

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Abstract

In modern society, teachers, as core members of the education system, bear the significant responsibility and pressure of nurturing the next generation. Despite the relatively stable work environment, teachers still face various potential risks and challenges. Elementary school teachers not only deal with diverse teaching requirements and management tasks but also cope with different educational issues, all of which impact their mental and physical health.

Insurance, as an important risk management tool, can provide additional financial support in the face of unexpected events, reducing financial pressure caused by illness, accidents, or retirement. Purchasing commercial insurance is an essential part of personal life planning for teachers. However, due to limited exposure to financial and insurance-related knowledge in teacher training programs, many teachers often find themselves at a disadvantage in financial planning and risk management, feeling confused when facing the complex insurance market. Therefore, effectively selecting and planning insurance products becomes a problem that needs to be addressed by the teaching community. This study aims to explore the factors considered by elementary school teachers when purchasing insurance and to analyze the types of insurance suitable for them. The factors influencing teachers' decisions in selecting insurance products play a crucial role.

The results of this study will help the teaching community better choose and plan insurance products, improve their financial planning capabilities, and enhance their level of life security, thereby promoting the overall quality of education. Through reasonable insurance planning, teachers can effectively manage risks, ensure the economic security of themselves and their families, and enhance their psychological security and quality of life.

Keywords: types of insurance, purchasing motivation

大學生參與社團經驗對就業力影響之研究：以生涯自我效能為中介變項

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摘要

本研究主要目的在於探討大學生參與社團經驗、生涯自我效能及就業力的現況，並透過分析背景變項，對大學生在參與社團經驗、生涯自我效能及就業力的差異情形，以及生涯自我效能在大學生參與社團經驗和就業力之間的中介作用。本研究採問卷調查法，以國立東華大學的在學生為母群體，並依學院比例進行樣本抽取，共收取 426 份正式問卷，透過統計軟體 SPSS22.0 及 Smart PLS4.0 進行 *t* 考驗、單因子變異數分析和結構方程模型檢驗中介效果，並獲得以下結果：

6. 大學生參與社團經驗、生涯自我效能及就業力良好。
7. 研究發現，年級「年級較高」、學院「原住民學院」、參與年資與時間「介於三至六學期或四至六小時之間」、職位「有擔任社團職務」的學生在參與社團經驗中有明顯不同，皆在社團參與中更投入社團活動且收穫更豐富。
8. 研究發現，性別「女大學生」、年級「高年級」、學院「原住民學院」、社團性質「服務性社團」、參與年資「三至四學期」、職位「擔任最高職務」的學生，在生涯自我效能表現上有明顯差異，均具有較強的生涯自我效能信心。
9. 研究結果顯示，性別「女大學生」、年級「高年級」、學院「原住民學院」、社團性質「服務性社團」、參與年資「三至四學期」的學生，在就業力方面有顯著的差異，所具有的就業力更豐富，表現卓越。
10. 整體而言，參與社團經驗對生涯自我效能及就業力有正向影響力，且大學生參與社團經驗會透過生涯自我效能的中介作用影響就業力。

本研究依據研究結論，提出相關建議，以供大學生未來的生涯選擇或學校的生涯輔導工作提供參考依據。

關鍵字：參與社團經驗、生涯自我效能、就業力

A Study on the Impact of College Students' Participation in Extracurricular Activities on Employability: The Mediating Role of Career Self-Efficacy

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Abstract

The main purpose of this study is to explore the current status of university students' Participation Experience in Clubs, Career Self-Efficacy, and Employability. By analyzing background variables, the study examines the differences in Participation Experience in Clubs, Career Self-Efficacy, and Employability among university students, and the mediating role of Career Self-Efficacy between Participation Experience in Clubs and Employability. This research uses a questionnaire survey method, targeting the student population of National Dong Hwa University. The sample was selected according to the proportion of each college, resulting in 426 valid questionnaires. Statistical software SPSS22.0 and Smart PLS4.0 were used to conduct *t*-tests, one-way ANOVA, and structural equation modeling to test the mediating effects, yielding the following results:

1. University students have a good level of Participation Experience in Clubs, Career Self-Efficacy, and Employability.
2. The study found that students with higher grades, from the Indigenous College, with participation duration and time between three to six semesters or four to six hours, and those holding club positions show significant differences, being more involved in club activities and gaining richer experiences.

3. The study found that female students, higher-grade students, those from the Indigenous College, those participating in service-oriented clubs, those with three to four semesters of participation, and those holding the highest positions in clubs show significant differences in Career Self-Efficacy, exhibiting stronger confidence in their Career Self-Efficacy.
4. The study results show that female students, higher-grade students, those from the Indigenous College, those participating in service-oriented clubs, and those with three to four semesters of participation show significant differences in Employability, possessing richer Employability and outstanding performance.
5. Overall, Participation Experience in Clubs has a positive influence on Career Self-Efficacy and Employability, and university students' Participation Experience in Clubs influences Employability through the mediating effect of Career Self-Efficacy.

Based on the conclusions of this study, relevant suggestions are proposed to provide a reference for university students' future career choices or for career counseling work in schools.

Keywords: Participation Experience in Clubs, Career Self-Efficacy, Employability