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2025 教育行政與政策學術研討會

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2025 教育行政與政策學術研討會

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2025 教育行政與政策學術研討會計畫

壹、緣起

大學教育的任務是學術研究與創新教學及其扮演教育推廣與服務為宗旨，然發揮大學教育的應有功能與本身教學特色是今天大學存在的核心價值，何況大學負有社區或地方教育輔導的責任。尤其當因應教育鬆綁理念與地方自主變革的趨勢，中央與地方教育發展的關係密切，教育部如何透過每一所大學，協助強化中等學校以下的政策宣導與教育輔導措施，成為開創地方教育發展的新思維。目前教育部已推動各項計劃，但這些政策缺乏有系統性與科學性之研究，產生問題包含：對整體弱勢教育課業輔導政策執行與評估現況的瞭解十分有限、偏遠地區執行成效上之困境、各類補助未能反應社會需求等等。換言之，當前弱勢者的教育政策缺乏一套整體的規劃。本方案旨在廣邀各級教育行政機關主管、專家學者、第一線的教育工作者，以及關心教育之民眾等，共同研討相關議題，俾增進我國教育行政與教育改革論述及實務的發展。

貳、辦理目的

本次學術研討會的舉辦，擬邀請國內外專家學者與教育實務工作者等相關人士進行學術與實務的研討，具體目的如下：

- 一、探討學校領導與教育行政政策的思潮與論述，深化學術研究。
- 二、激發東部地區對於教育行政與學校改革之關懷與參與。
- 三、營造開放有效的教育對話平台。

參、研討主題

研討會主題：ESG 校園治理的理念實踐與行動方案

子題：

1. 學校行政與領導
2. 課程規劃與教學創新
3. 產學合作實務與案例

肆、主協辦單位：

主辦單位：國立東華大學花師教育學院
國立東華大學教育行政與管理學系
中華民國學校行政研究學會
協辦單位：國立東華大學師資培育中心

伍、計畫內容

一、辦理時間：中華民國 114 年 11 月 1 日(星期六)

二、辦理地點：國立東華大學花師教育學院 C128 階梯教室

三、參加對象：

本研討會預計參與對象包括教育領域相關研究人員（30 人）、學校及教育實務工作者（30 人）、大學部學生及研究生（120 人），共計約 180 人。

四、研討會議程：詳如附件一

五、研討會方式與內容

（一）教育對談：邀請教育行政主管或教育學者專家針對大會研討主題進行專題演講。

（二）研究論文發表：邀請錄取論文之作者與研討會中進行發表，並由教育學者專家與教育行政機關等擔任評論人，評析論文相關內容，並進行意見與經驗交流。

六、經費本活動所需經費，由東華大學花師教育學院、教育行政與管理學系及師資培育中心相關經費項下支應。

陸、預期成效

一、能擴大弱勢教育行政學術基礎。

二、能增進教育改革之認識與實踐。

三、能凝聚教育革新共識。

2025 教育政策與行政學術研討會

議程

2025

教育行政與政策學術研討會

專題演講地點
國立東華大學
花師教育學院
C128 階梯教室

研討會口頭發表地點
個案教室
A場 C128 B場 B313

ESG

Environmental Social Governance

ESG校園治理的理念實踐與行動方案

11月1日
SATURDAY

舉辦地點：國立東華大學花師教育學院C128階梯教室
 主辦單位：國立東華大學花師教育學院、中華民國學校行政研究學會
 承辦單位：國立東華大學教育行政與管理學系
 協辦單位：國立東華大學師資培育中心

08:30 - 09:00 報到

09:00 - 09:10 開幕式、介紹來賓及來賓致詞 (潘文福院長)

09:10 - 09:20 全體合照 (一樓穿堂階梯)

09:20 - 10:40 **專題演講**
 主持人：陳寶山 (中華民國學校行政研究學會秘書長)
 主講人：提拉蓬·布德薩拉孔博士(Dr.Theerapong Budsarakoon) (泰國碧差汶皇家大學 Phetchaburi Rajabhat University)
 主題：泰國碧差汶皇家大學推動國際學生可持續性發展職業規劃
 Educational Experience Sharing of Phetchabun Rajabhat University, Thailand, in Promoting International Students' Sustainable Career Planning

茶 敘

10:40 - 11:00

A場 階梯教室(教C128)
 主持人：陳成宏 評論人：林顯明教授

- 葉志明、林毓敏、范熾文 (以 Van Meter and Van Horn 模式探究偏鄉學校數位學習精進方案的個案研究)
- 楊小梅、葉志明 (實生「溪望」：以在地溪流生態復育為核心的偏鄉小校行動課程研究)
- 李芳菁 (以學校社區共讀站實踐 ESG 校園治理之行動研究：融合 SDGs 繪本於閱讀推廣策略之探究)

B場 個案教室(教B313)
 主持人：陳寶山教授 評論人：鄭雅莉教授

- 盧雙筠、紀惠英 (師資生修習教育學程動機對任教意願之影響：以實習投入程度及實習滿意度為中介變項)
- 林毓敏、楊小梅 (尋覓幸福感：國中校長回任教師之個案研究)
- 鄧錦婷、潘扶德 (社會支持對高等職業院校學生慢就業的影響—以自我效能感為中介變項)
- 邱勁維、吳新傑 (大學生服務學習涉入對社會責任領導影響之研究：以轉化學習為中介變項)

11:00 - 12:30 **AB**

12:30 - 13:30 午 餐

午 餐

13:30 - 14:30 **海報發表 C128階梯教室外走廊**
 主持人：范熾文教授 評論人：鄭雅莉教授、林顯明教授

- 許文豪、尚憶薇 (教育行政觀點下推動運用5E教學法結合科技輔助之因應策略)
- 李維真、范熾文 (基層公務人員面臨政府採購法產生的工作壓力與專業成長需求之研究)
- 孫梓薰、吳新傑 (《推動中小學數位學習精進方案》推動行動載具之個案研究：以花蓮縣某國民小學為例)
- 田佳欣、尚憶薇 (「舉起未來潛能」：兒童與青少年舉重的全人發展效益)
- 劉佳佳、尚憶薇 (運用5E教學法結合科技輔助提升國小高年級學生體育課學習動機之探究)
- 黃靜、尚憶薇 (全國中等學校運動會空手道選手知覺教練領導行為與選手運動熱情之研究)
- 黃崇恩、尚憶薇 (以定向越野結合學生設計遊戲模式提升國語學習動機之行動研究—以六年級南一版國語課為例)

- 元玟心、尚憶薇 (全國中等學校運動會卡巴迪選手知覺教練領導行為與集體效能之關係-團隊凝聚力的中介效果分析)
- 林皇佑、尚憶薇 (體育教學策略對發展協調障礙學童學習效益)
- 詹顯安 (台灣當前幼兒園重要輔導計畫對教保品質的影響：政策的效益評估)
- 許甄洵、潘文福 (大學生社會情緒學習與其職涯發展之關係研究：以東部一所大學為例)
- 賴依琪、潘文福 (大學生打工類型與學業表現的相關研究：以睡眠品質為中介變項)
- 林思達、梁中行 (Exploring Classroom Language Use and Code-switching by an Elementary EFL Teacher in Taiwan)

14:30 - 15:00 研討會結束 賦歸

1. 口頭發表：主持人 5 分鐘，論文發表之發表人每人約 12 分鐘，評論人共 10 分鐘，回應與討論時間 7-9 分鐘。

2. 研討會地點三樓：A 場：階梯教室(1) B 場：個案教室(2)

3. 海報發表地點：C128階梯教室外走廊



活動消息網頁

3

筆記欄位

[illegible]

泰國碧差汶皇家大學在推動國際學生可持續發展方面的教育經驗分享職業規劃

Phetchabun Rajabhat University, Thailand, in Promoting International Students' Sustainable Career Planning

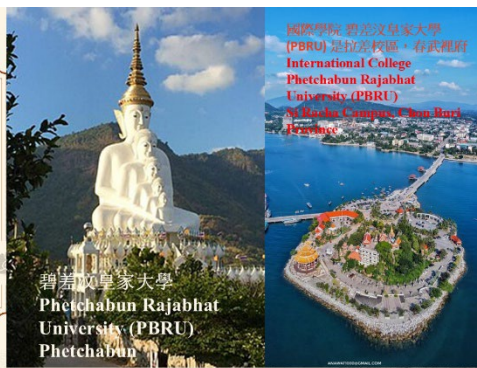
Dr. Theerapong Budsarakoon



Dr. Theerapong Budsarakoon (Dr. Keng)
Ph.D. (Higher Education)
Chulalongkorn University
e-mail: theerapong.b@siu.ac.th

Lecture of International College,
Phetchabun Rajabhat University

I
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國際學院 碧差汶皇家大學
(PBRU) 是拉差校區、春武里府
International College
Phetchabun Rajabhat
University (PBRU)
Si Racha Campus, Chon Buri
Province

碧差汶皇家大學
Phetchabun Rajabhat
University (PBRU)
Phetchabun

碧差汶皇家大學 (PBRU) 戰略性地位於泰國北部風景如畫的費恰本省自然美景中，積極擁抱這波國際化浪潮。該大學成功培養了一個多元化的國際學生群體，主要吸引來自鄰近的東盟國家，但也將觸角延伸到亞洲其他地區及其他地方。

Phetchabun Rajabhat University (PBRU), strategically located amidst the picturesque natural beauty of Phetchabun province in Northern Thailand, has proactively embraced this wave of internationalization. The university has successfully cultivated a diverse international student community, predominantly drawing from neighboring ASEAN nations, but also extending its reach to other parts of Asia and beyond.

碧差汶皇家大學在國際學生職業發展方面的多方位方法

Phetchabun Rajabhat University's Multifaceted Approach to International Student Career Development

1

全球能力的灌輸：大學系統地整合
Infusion of Global Competencies:
The university systematically integrates

2

強調實踐和體驗式學習：認識到語言能力和泰國文化敏銳度
Emphasis on Practical and Experiential Learning:
Recognizing the value of Language Proficiency and Thai Cultural Acumen

3

課外支持和社區參與在正式課程之外
Extracurricular Support and Community
Engagement



課程整合與整體技能發展

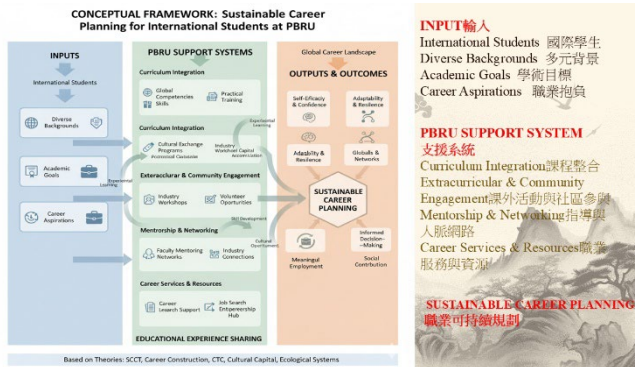
碧差汶皇家大學在國際學生職業發展方面的多方位方法

Phetchabun Rajabhat University's Multifaceted Approach to International Student Career Development



4. 課程整合與整體技能發展
Curriculum Integration and Holistic Skill
Development

5. 文化交流專案和指導
Cultural Exchange Programs and Mentorship



成果及其對可持續職業規劃的影響

Outcomes and Impact on Sustainable Career Planning

1. 提高自我效能感和全球信心
Enhanced Self-Efficacy and Global Confidence
2. 提高適應性和韌性
Improved Adaptability and Resilience
3. 有意義的職業和社會貢獻
Meaningful Employment and Social Contribution

挑戰和未來方向 Challenges and Future Directions

1. 英語以外的語言障礙
Language Barriers Beyond English
2. 人工智慧在數位領域的應用：變革數位時代的學習方式
AI in Education: Transforming Learning in the Digital Age
3. 維護和擴大行業夥伴關係
Maintaining and Expanding Industry Partnerships
4. 追蹤長期畢業生成果
Tracking Long-Term Graduate Outcomes



展望未來，PBRU 可以通過以下方式進一步加強其倡議

Looking Ahead, PBRU Could Further Strengthen its Initiatives by

展望未來，PBRU 可以通過以下方式進一步加強其倡議

1. 特別是要建立一個更正式的國際校友導師網路為不同地理區域或行業部門量身定制。
Developing a more formal international alumni mentorship network specifically tailored to different geographic regions or industry sectors.
2. 增加對不同人群特定職業抱負和挑戰的研究
Increasing research into the specific career aspirations and challenges of different
3. 探索與國際職業諮詢協會的合作夥伴關係，或組織提升員工專業知識並獲取全球最佳實踐。
Exploring partnerships with international career counseling associations or organizations to enhance staff expertise and access to global best practices.



培育智慧學習環境 Cultivate Intelligent Learning Environments

1. 自適應平臺 Adaptive Platforms

人工智慧驅動的學習管理系統自動呈現相關內容，根據學生的即時表現和需求，動態調整內容難度和呈現方式。

Dynamic adjustment of content difficulty and presentation methods based on real-time student performance and needs.

3. VR/AR整合 VR/AR Integration

虛擬環境中的智慧代理與學生互動，並根據個人行為調整體驗。Intelligent agents in virtual environments that interact with students and modify experiences based on individual actions.

2. 人工智慧驅動的 LMS AI-Powered LMS

人工智慧驅動的學習管理系統自動呈現相關內容、推薦同儕協作並根據個人使用者調整介面的學習管理系統。

Learning management systems that automatically present relevant content, recommend peers for collaboration, and adapt interfaces to individual users.

4. 多元化評估 Diverse Assessment

人工智慧支援基於專案的多樣化評估方法，並具備自動回饋和對思考過程的詳細分析。
AI enables project-based and varied evaluation methods with automated feedback and detailed analysis of thinking processes.



Student Support Services

Student Support Services

學術導師客製化規劃 Academic mentor customization planning

建立了「學業、心理、就業、職業」一體化支援體系，為學生提供學術導師客製化的學習計劃，提供全方位的成長保障。

An integrated support system of "academic, psychological, employment and career" has been established to provide customized study plans for students with academic tutors and provide comprehensive growth guarantee.

全程心理健康護理 Mental health care

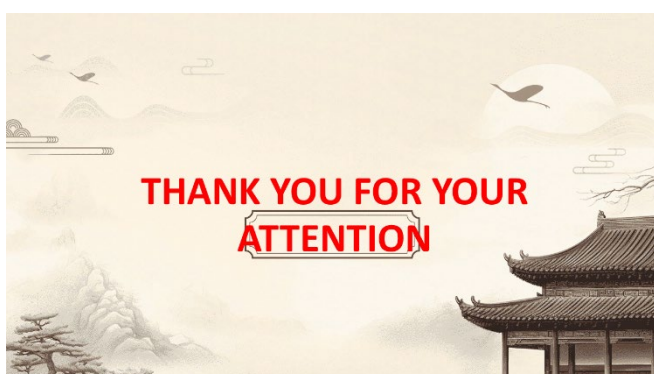
設立專業心理諮詢中心，進行心理健康活動，陪伴學生全程成長，保障學生心理健康。

Set up a professional psychological counseling center, carry out mental health activities, accompany students throughout the growth, and ensure their mental health.

就業資訊 實習機會 Employment Information Internship opportunities

搭建就業資訊平臺，舉辦專場招聘會，與企業共建實習基地，提供學生豐富的就業資訊和實習機會。

We will build an employment information platform, hold special job fairs, and build internship bases with enterprises to provide students with rich employment information and internship opportunities.



The Educational Experience Sharing of Phetchabun Rajabhat University, Thailand, in Promoting International Students' Sustainable Career Planning

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Theerapong Budsarakoon (Ph.D.)**

Abstract:

This article critically examines the educational experience sharing of Phetchabun Rajabhat University (PBRU) in Thailand, specifically focusing on its pioneering strategies and comprehensive initiatives designed to foster sustainable career planning among its diverse international student population. Through an in-depth analysis of PBRU's integrated curriculum, extensive extracurricular programs, and robust support services, this paper identifies exemplary practices that significantly contribute to the long-term career success, adaptability, and global citizenship of its international graduates. The discussion places particular emphasis on the crucial roles of culturally sensitive mentorship, practical skill acquisition tailored to global demands, and seamless integration into both academic and local communities as foundational pillars for preparing international students for the complexities of a dynamic and interconnected global workforce. This study also proposes a conceptual framework to better understand the interplay of these factors.

Keywords: Phetchabun Rajabhat University, international students, sustainable career planning, higher education, career development, cultural integration, global competence, conceptual framework

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1. Introduction

The landscape of global higher education has undergone a profound transformation, characterized by an accelerated drive towards internationalization, where universities actively seek to diversify their student bodies through global recruitment (Knight, 2004). This phenomenon is particularly pronounced in emerging economies and dynamic regions such as Southeast Asia, where countries like Thailand have strategically positioned themselves as attractive educational hubs for international students, offering a blend of quality academic programs, a vibrant cultural experience, and relatively affordable living costs (ASEAN University Network, 2019; Ministry of Higher Education, Science, Research and Innovation, Thailand, 2022). While the exponential growth in international student mobility undoubtedly enriches academic environments, promotes cross-cultural understanding, and stimulates local economies, it concurrently presents complex challenges, particularly in adequately preparing these students for sustainable career trajectories in an increasingly volatile, uncertain, complex, and ambiguous (VUCA) global labor market (Teichler, 2017; World Economic Forum, 2020).

Phetchabun Rajabhat University (PBRU), strategically located amidst the picturesque natural beauty of Phetchabun province in Northern Thailand, has proactively embraced this wave of internationalization. The university has successfully cultivated a diverse international student community, predominantly drawing from neighboring ASEAN nations, but also extending its reach to other parts of Asia and beyond. Recognizing the intricate and often unique needs, aspirations, and challenges faced by its international student cohort, PBRU has meticulously developed and implemented a holistic and multi-faceted approach to career development. This approach transcends the conventional paradigm of mere short-term job placement, instead aiming to instill the principles and practices of sustainable career planning. This

paper aims to meticulously explore PBRU's exemplary educational experiences in this critical domain, undertaking a rigorous analysis of the institutional mechanisms, pedagogical innovations, and support systems through which it empowers international students not only to envision and plan but also to effectively execute long-term career paths that are both deeply personally fulfilling, culturally resonant, and globally competitive.

2. Theoretical Foundations and Conceptual Framework for Sustainable Career Planning

Sustainable career planning represents a significant evolution from traditional career guidance, encompassing a continuous, lifelong process of introspective self-assessment, ongoing skill acquisition, proactive adaptability, and strategic, informed decision-making (Savickas, 2013). This dynamic process enables individuals to skillfully navigate the often-unpredictable fluctuations and demands of contemporary career landscapes throughout their professional lives. For international students, this already complex process is frequently compounded by additional layers of challenges, including navigating significant cultural adjustments, overcoming persistent language barriers, and deciphering disparate employment regulations and labor market dynamics in either their home countries, host countries, or potential third countries (Arthur & Flynn, 2018; Smith & Reynaud, 2019).

To systematically analyze PBRU's efforts, this study integrates several influential theoretical perspectives that underpin the concept of sustainable career planning:

1. *Social Cognitive Career Theory (SCCT) (Lent, Brown, & Hackett, 1994)*: SCCT posits that an individual's career interests, choices, and performance are profoundly influenced by the interplay of self-efficacy beliefs (confidence in one's abilities), outcome expectations (beliefs about the consequences of actions), and personal goals. Within this framework, PBRU's interventions can be seen as strategically designed to

bolster these cognitive factors among international students, enhancing their belief in their capacity to succeed and to achieve desired career outcomes.

2. *Career Construction Theory (Savickas, 2013)*: This theory offers a narrative approach, suggesting that individuals are active architects of their own careers, constructing meaning from their lived experiences and adapting their career narratives in response to changing life circumstances. It underscores the vital role of identity formation and storytelling in career development. From this perspective, PBRU aims to assist students in weaving their transformative international educational experiences into coherent, compelling career stories that resonate with their personal values and professional aspirations.

3. *Chaos Theory of Careers (CTC) (Pryor & Bright, 2011)*: CTC acknowledges the inherent unpredictability, non-linearity, and often chaotic nature of modern careers. It emphasizes that careers are not always logical progressions but can be influenced by serendipitous events, emergent opportunities, and unforeseen challenges. Sustainable career planning, under CTC, involves cultivating essential meta-skills such as resilience, agility, adaptability, and the capacity to recognize and capitalize on unexpected opportunities and navigate uncertainty effectively.

4. *Cultural Capital Theory (Bourdieu, 1986)*: While not exclusively a career theory, Bourdieu's concept of cultural capital (embodied, objectified, institutionalized) is highly relevant. For international students, acquiring new cultural capital (e.g., cross-cultural communication skills, understanding of host country norms, international networks) is crucial for navigating both academic and professional environments successfully. PBRU's efforts to integrate students culturally contribute directly to accumulating this valuable capital.

5. *Ecological Systems Theory (Bronfenbrenner, 1979)*: This theory provides a holistic lens, viewing individual development (including career development) as

embedded within multiple interacting environmental systems (microsystem, mesosystem, exosystem, macrosystem). For international students, the university environment (microsystem), interactions with local community (mesosystem), host country policies (exosystem), and global economic trends (macrosystem) all profoundly influence their career planning. PBRU's comprehensive approach addresses elements across these systems.

Drawing upon these integrated theories, a **Conceptual Framework** is proposed to illustrate the interconnected elements contributing to sustainable career planning for international students at PBRU:

Conceptual Framework Diagram

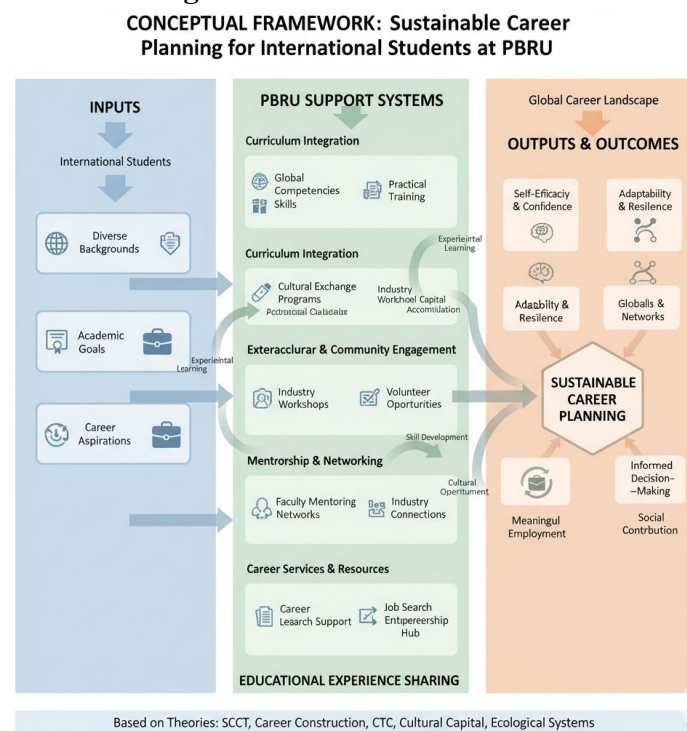


Figure 1 Conceptual Framework

This framework illustrates that international students, entering with diverse backgrounds, academic goals, and career aspirations (Inputs), are influenced by PBRU's comprehensive support systems. These systems encompass:

1. ***Curriculum Integration:*** Embedding global competencies, practical training, cultural exchange programs, and industry work-based learning within academic programs.
2. ***Extracurricular & Community Engagement:*** Offering industry workshops, volunteer opportunities, and fostering cultural integration activities.
3. ***Mentorship & Networking:*** Providing faculty mentoring, peer support, and facilitating connections with industry professionals and alumni.
4. ***Career Services & Resources:*** Offering personalized career counseling, job search support, and fostering an entrepreneurial mindset.

These elements, underpinned by the theoretical perspectives, lead to crucial *Outputs & Outcomes* for students, including enhanced self-efficacy, improved adaptability and resilience, broadened global networks, informed decision-making skills, and ultimately, sustainable career planning resulting in meaningful employment and social contribution within a dynamic global career landscape. The "Educational Experience Sharing" is the overarching process through which PBRU delivers these integrated supports.

3. Phetchabun Rajabhat University's Multifaceted Approach to International Student Career Development

PBRU's commitment to nurturing sustainable career planning among its international students is evident in its meticulously crafted and extensively implemented range of initiatives. These initiatives are strategically designed to be mutually reinforcing and can be broadly categorized into three interconnected pillars: robust curriculum integration, comprehensive extracurricular and community support, and specialized career services.

3.1. Curriculum Integration and Holistic Skill Development: PBRU's academic programs are not merely repositories of theoretical knowledge; they are dynamically

designed with a profound awareness of the ever-evolving demands of the global labor market and, critically, the specific learning and developmental needs of its diverse international student body.

3.2 Infusion of Global Competencies: The university systematically integrates: modules and learning outcomes focused on essential global competencies across its curricula. These include advanced cross-cultural communication, interdisciplinary problem-solving, ethical global citizenship, and digital literacy (Deardorff, 2006). For instance, courses often feature group projects with mixed nationality teams, requiring students to collaborate, negotiate, and present in English, thereby honing their intercultural communication and teamwork skills. Case studies frequently address international business dilemmas or global social issues, pushing students to think from multiple cultural perspectives.

3.3 Emphasis on Practical and Experiential Learning: Recognizing the value of hands-on experience in career readiness, PBRU prioritizes practical and experiential learning opportunities. This includes mandatory internships, practicums, and cooperative education programs across various disciplines. For example, students in hospitality management programs gain invaluable on-the-job training in local hotels and resorts, directly applying theoretical knowledge in real-world settings (Kolb, 1984). Engineering students might engage in capstone projects that involve designing solutions for local industries, supervised by both faculty and industry mentors. These experiences not only develop specific technical skills but also foster soft skills such as professionalism, critical thinking, and problem-solving, which are highly valued by employers globally (Andrews & Higson, 2017).

3.4 Language Proficiency and Thai Cultural Acumen: While many programs are delivered in English, PBRU understands that proficiency in Thai language and an understanding of local cultural nuances significantly enhance an international student's

integration and employability, particularly within Thailand or Southeast Asia. The university offers robust Thai language courses, from beginner to advanced levels, integrated into academic schedules or as intensive extracurricular options. Furthermore, courses on Thai culture, history, and social etiquette are available, helping students decode cultural subtleties that are crucial for effective communication and professional interactions in a Thai or regional context (Kohli & Sharma, 2017). This dual focus on English as a global lingua franca and Thai as a regional asset provides students with a competitive edge.

3.5 Entrepreneurial Education: In an era where traditional employment pathways are shifting, PBRU fosters an entrepreneurial mindset. Modules on business innovation, startup development, and social entrepreneurship are increasingly integrated into various faculties. Workshops and competitions encourage students to develop their own business ideas, cultivate creativity, and understand the fundamentals of self-employment and venture creation. This equips students with the skills to identify opportunities, take calculated risks, and potentially create their own career paths, rather than solely relying on external job markets.

3.6 Extracurricular Support and Community Engagement Beyond the formal curriculum, PBRU provides a rich tapestry of extracurricular activities and community engagement opportunities that are instrumental in broadening students' horizons, building networks, and developing crucial transferable skills.

3.7 Industry Workshops and Guest Lectures: The university regularly organizes workshops and seminars featuring industry experts, successful alumni, and HR professionals from various sectors. These sessions offer international students invaluable insights into current industry trends, required skill sets, and potential career pathways in both Thailand and their home countries. Topics range from interview techniques and resume writing to sector-specific knowledge and emerging technologies.

Such direct exposure to industry practitioners bridges the gap between academia and the professional world, offering practical advice and networking opportunities (Gupta & Singh, 2016).

3.8 Student Clubs and Associations: PBRU actively encourages international students to *participate* in a diverse array of student clubs and associations, including cultural groups, academic societies, sports teams, and volunteer organizations. Participation in these groups provides a platform for students to develop leadership skills, organize events, manage budgets, and work effectively in teams. More importantly, these activities facilitate social integration with Thai students and students from other nationalities, combating potential feelings of isolation and fostering a sense of belonging (Marginson & Sawir, 2011).

3.9 Community Service and Volunteer Opportunities: The university strongly promotes engagement in community service and volunteer activities within Phetchabun province and beyond. These opportunities allow international students to apply their skills in real-world settings while contributing positively to society. For example, students might volunteer in local schools to teach English, participate in environmental conservation projects, or assist in local tourism initiatives. Such experiences not only enhance their CVs but also provide a deeper understanding of Thai society, develop empathy, and foster a sense of global responsibility, all of which are highly valued by employers (Bringle & Hatcher, 2000).

3.10 Cultural Exchange Programs and Mentorship: PBRU facilitates informal and formal cultural exchange programs, sometimes pairing international students with local Thai student "buddies." These programs are designed to ease cultural adjustment, provide peer support, and create authentic cross-cultural friendships. Senior international students might also serve as mentors for new arrivals,

sharing their experiences and offering practical advice on academic and social integration, thereby fostering a supportive and inclusive environment (Kim, 2001).

4. Dedicated Career Services and Resources

PBRU's dedicated career services department plays a pivotal role in providing targeted support and resources tailored to the unique career development needs of international students.

4.1 Personalized Career Counseling: Recognizing that international students often face complex decisions regarding career paths in different countries, PBRU offers personalized, one-on-one career counseling sessions. Counselors, often trained in cross-cultural communication, help students explore their interests, identify their strengths, clarify their career goals, and develop individualized career action plans. These sessions address specific challenges such as understanding international visa regulations, adapting resumes to different cultural contexts, and preparing for interviews in non-native languages (Watts, 2006).

4.2 Job Search Support and Placement Assistance: The career services department provides comprehensive support for job searching, including workshops on resume and cover letter writing specific to various country contexts, mock interview sessions, and guidance on navigating online job platforms. The university actively cultivates relationships with local and international businesses, creating a network of potential employers. They often host career fairs where companies specifically seeking bilingual or culturally competent graduates can connect with PBRU's international students. Information regarding post-study work visas and employment regulations in Thailand and students' home countries is also regularly disseminated.

4.3 Alumni Network and Mentorship Programs: PBRU leverages its growing alumni network, particularly those international graduates who have successfully transitioned into professional roles. An alumni mentorship program connects current

international students with alumni who can offer guidance, share industry insights, and provide networking opportunities. These mentors serve as role models, demonstrating possible career trajectories and offering practical advice on navigating challenges (Baxter Magolda, 2009).

4.4 Entrepreneurship Hub and Incubation Support: Building on the entrepreneurial education in the curriculum, PBRU offers an entrepreneurship hub or incubation center. This resource provides aspiring student entrepreneurs with access to co-working spaces, seed funding opportunities, legal and business advisory services, and mentorship from experienced entrepreneurs. This initiative empowers international students with innovative business ideas to transform them into viable ventures, fostering self-reliance and contributing to economic development.

5. Outcomes and Impact on Sustainable Career Planning

PBRU's integrated approach yields several significant outcomes that contribute directly to the sustainable career planning of its international students:

5.1 Enhanced Self-Efficacy and Global Confidence: Through a combination of academic success, practical experiences, and supportive mentorship, international students develop a stronger belief in their capabilities to achieve their career goals in a global context (Lent et al., 1994). This confidence is crucial for navigating competitive job markets and pursuing ambitious career paths.

5.2 Improved Adaptability and Resilience: Exposure to new cultural environments, diverse academic challenges, and practical work experiences fosters a high degree of adaptability and resilience. Students learn to cope with ambiguity, solve problems creatively, and rebound from setbacks, essential attributes for a sustainable career in a VUCA world (Pryor & Bright, 2011).

5.3 Broadened Global Networks and Cultural Capital: PBRU's emphasis on cultural integration and networking opportunities allows international students to build

a robust network of peers, faculty, alumni, and industry professionals from various backgrounds. This extensive social and professional capital is invaluable for career advancement, opening doors to opportunities and facilitating knowledge exchange across borders (Bourdieu, 1986).

5.4 Informed Decision-Making and Strategic Planning: With access to *personalized* counseling, industry insights, and a comprehensive understanding of global career pathways, students are better equipped to make informed career decisions. They can strategically plan their next steps, whether it involves pursuing further education, seeking employment in Thailand, returning to their home countries, or exploring international opportunities.

5.5 Meaningful Employment and Social Contribution: Ultimately, the goal is to facilitate entry into meaningful employment that aligns with students' values and contributes positively to society. PBRU's focus on ethical global citizenship and practical skill development prepares graduates not just for jobs, but for careers where they can make a tangible difference in their chosen fields and communities.

6. Challenges and Future Directions

Despite its commendable efforts, PBRU, like many institutions, faces ongoing challenges in supporting international students' sustainable career planning. These include:

6.1 Evolving Visa and Immigration Policies: Changes in immigration policies in Thailand and other destination countries can create uncertainty for international students regarding post-study work options (OECD, 2019). PBRU must continually update its advice and advocacy in this area.

6.2 Language Barriers Beyond English: While English and Thai are emphasized, the diverse linguistic backgrounds of students (e.g., Lao, Khmer, Vietnamese, Burmese,

Chinese) may require more nuanced support or translation services in certain contexts, particularly for career advice related to their home countries.

6.3 Maintaining and Expanding Industry Partnerships: To ensure relevance and opportunities, PBRU needs to continuously cultivate and expand its network of industry partners, especially those with international operations or a willingness to hire international graduates.

6.4 Resource Allocation: Providing comprehensive, individualized career support for a growing international student body requires significant human and financial resources. Sustainable funding models and strategic allocation are crucial.

6.5 Tracking Long-Term Graduate Outcomes: While initial placement rates are important, a deeper understanding of sustainable career planning requires long-term tracking of international alumni outcomes to assess the true impact of PBRU's programs. This involves robust alumni engagement and data collection mechanisms.

7. Conclusion

Phetchabun Rajabhat University stands as an exemplary institution in Thailand, demonstrating a profound commitment to fostering sustainable career planning among its international students. By meticulously integrating global competencies and practical skills into its curriculum, providing extensive extracurricular and community engagement opportunities, and offering dedicated, culturally sensitive career services, PBRU empowers its diverse student body to confidently navigate the complexities of the global labor market. The university's holistic approach, grounded in a robust theoretical framework, not only enhances students' self-efficacy, adaptability, and global networks but also guides them towards meaningful employment and impactful social contributions. As international education continues to evolve, PBRU's experiences offer valuable lessons for other institutions striving to equip their international graduates with the resilience, skills, and vision required for lifelong career

success in an interconnected world. The journey of sustainable career planning is continuous, and PBRU's proactive and comprehensive strategies position its international students for enduring professional fulfillment and global impact.

Looking ahead, PBRU could further strengthen its initiatives by:

- Developing a more formal *international alumni mentorship network* specifically tailored to different geographic regions or industry sectors.
- Implementing *digital platforms for career resources* that are accessible globally and available in multiple languages.
- Increasing *research into the specific career aspirations and challenges* of different national groups within its international student body to tailor support more precisely.
- Exploring partnerships with *international career counseling associations* or organizations to enhance staff expertise and access to global best practices.
- Advocating for more *flexible post-study work visa options* for international graduates in Thailand, potentially through collaboration with government agencies.

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以 Van Meter and Van Horn 模式探究偏鄉學校數位 學習精進方案之個案研究

葉志明／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

林毓敏／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

范熾文／國立東華大學師資中心主任

摘要

在全球資訊科技與人工智慧快速發展的趨勢下，數位學習已成為教育領域的重要方向。為因應數位學習需求增加以及解決偏遠地區學校的數位落差問題，教育部於 2021 年推動《推動中小學數位學習精進方案》，旨在透過「生生有平板」等多元計畫，全面提升中小學數位學習能量，以達成「班班有網路、生生用平板」的目標。

本研究旨在揭示政策從理念到實踐過程中的複雜性與挑戰，特別是在資源有限的偏鄉學校。以 Van Meter 和 Van Horn (1975) 提出的政策實施理論為分析架構。此模式強調政策執行並非線性過程，而是涉及政策標準與目標、政策資源、組織間溝通與執行活動、執行機關的特性、執行者能力與意願、以及外在的政治、經濟與社會條件等六大相互關聯的面向。主要研究目的為：理解並詮釋個案學校在數位學習精進方案的內涵與實施現況；探究 Van Meter 和 Van Horn 政策實施模式的六項核心面向如何形塑該校的在地實施樣貌；並分析個案學校在推動數位學習精進方案的績效影響因素。研究採用質性研究法的個案研究及資料搜集，透過對校長、行政人員、跨域教師及學生進行半結構式訪談，並輔以文件資料蒐集，以系統性地探究影響方案實施的關鍵面向，深入瞭解政策在實務環境中的運作現況，探討影響政策成敗的多元因素。

關鍵字：政策實施、偏鄉學校、中小學數位學習精進方案

貢生「溪望」：以在地溪流生態復育為核心的

偏鄉小校行動課程研究

楊小梅／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

葉志明／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

摘要

近年偏鄉學校因人口外流與資源不均，面臨學校經營與學生學習動機低落雙重挑戰（劉清溪，2020）。偏鄉具有豐富生態或人文歷史，是學校課程的基礎與優勢，如何接合產官學民資源，融入在地文化，以提升學生在地認同與參與感，並活化學習脈絡（陳明哲，2015）。結合課程創新以學生經驗為本，強化其表達、探究與合作能力，特別有助於偏鄉學生展現潛能（林淑芬，2017）。本研究旨在發展一套結合在地人文與生態資源的課程行動方案，並透過行動研究的方式，實踐與探究課程創新對學生學習動機、環境責任感與社區參與之影響。研究場域為新北市一所位處雙溪河畔的偏遠小型學校，擁有豐富溪流與濕地資源，但也面臨人口外流、學生學習動機薄弱等教育挑戰。為因應永續教育趨勢與課程革新需求，學校設計以一條溪流為主題教學方案，結合 SDG14 與 SDG15，引導學生從認識雙溪河與坑內溪的生態環境出發，進行溪流復育行動，發展小小導覽員任務導向課程，實踐以做中學的教學理念。本研究採用 Kemmis 與 McTaggart 所提出的行動研究模式，歷經「共生」（人文走讀）、「共友」（生態觀察）、「共存」（生態復育）、「共學」（導覽實踐）、「共好」（跨校分享）與「共享」（成果展現）等六個課程實踐階段，融合校本課程、社區資源與外部專業團體，共同推動學生探究與行動學習。研究資料蒐集方式包括學生學習單、教學觀察、訪談紀錄、親師問卷與成果文件分析等，從中檢視學生對家鄉環境認同與責任，具備初步的環境觀察與復育知識；教師在課程統整與教學反思上專業成長；社區耆老與家長透過參與課程，重新連結地方文化記憶，形塑學校作為社區文化與生態學習中心的角色。最終，

本行動課程不僅實踐素養導向教學，也為偏鄉小校課程創新提供一可行範式，行銷偏鄉學校特色課程，落實「自發、互動、共好」教育理念。

關鍵詞：行動研究、課程創新、環境教育、社區共學、SDGs、偏鄉小校

尋覓幸福感：國中校長回任教師之個案研究

林毓敏／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

楊小梅／國立東華大學教育與潛能開發學系教育博士班教育政策與行政組博士生

摘要

隨著社會快速變遷與教育改革，校長身為學校核心領導者，被賦予的角色期待與工作負荷日益增加，進而深刻影響其幸福感。校長的幸福感關乎個人身心健康與職業認同，也影響校園氛圍與教學效能。雖然校長回任教師並不罕見，但社會大眾常抱持負面刻板印象。然而，部分校長主動選擇回到教學現場，再次投入教學並與學生互動，這不僅是職務轉換，更是對個人價值與生活品質的重新詮釋。本研究採用半結構式訪談，輔以文件資料（如個案職涯紀錄等）與研究者省思日誌，探究曾任國民中學校長而後回任教師者，對於幸福感的主觀詮釋與生命經驗，並分析影響幸福感的關鍵影響因素，補足現有研究的不足，同時挑戰社會對教育職涯路徑的線性想像。

關鍵字：幸福感、校長

師資生修習教育學程動機對任教意願之影響：以實習投入程度及實習滿意度為中介變項

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摘要

本研究目的旨在探討師資生修習教育學程動機、教育實習投入程度、教育實習滿意度與任教意願之現況，並藉由分析背景變項，了解師資生在修習教育學程動機、教育實習投入程度、教育實習滿意度與任教意願之差異情形，以及教育實習投入程度與教育實習滿意度在修習教育學程動機和任教意願間的中介作用。研究採用問卷調查法，以國立東華大學修習國小教育學程，並於最近五年內（109至113學年度）完成半年教育實習之師資生為研究對象，並依比例進行分層抽樣，共計收回131份正式問卷，再行使用統計軟體SPSS22.0及Smart PLS4.0進行t考驗和結構方程模型檢驗中介效果，並獲得以下結果：

- 一、師資生的修習教育學程動機多元，且教育實習投入程度積極，並且有高度教育實習滿意度，同時具備較高的任教意願。
- 二、就「修習教育學程動機」而言，碩士生重教育興趣，學士生重任務難度與時間效益；師培學系比學程專班更易因任務難度較低修習教育學程。
- 三、在「教育實習投入程度」方面，碩士及學士師資生的投入程度皆為良好；而學程專班比師培學系更投入於實習過程中的社會參與。
- 四、關於「教育實習滿意度」，碩士比學士師資生在專業表現滿意度的自我評價更高；學程專班比師培學系在專業表現滿意度有更佳的自評結果。
- 五、在「任教意願」上，碩士及學士師資生同屬正向；學程專班及師培學系的任教意願亦皆相當高。
- 六、研究發現，修習教育學程動機對任教意願與教育實習投入程度具正向影響，

教育實習投入程度亦正向影響教育實習滿意度，而教育實習滿意度則正向影響任教意願。並且教育實習投入程度與教育實習滿意度，在修習教育學程動機和任教意願間發揮中介作用。

本研究依據結論，提出相關建議，供師資培育機構與教育實習機構參考。

關鍵字：師資培育、修習教育學程動機、教育實習投入程度、教育實習滿意度、任教意願

***The Impact of Teacher-Training Students' Motivation
to Pursue Education Courses on Their Willingness to
Teach: The Mediating Role of Internship Engagement
and Internship Satisfaction***

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Abstract

The purpose of this study is to investigate the current status of elementary school teacher trainees' motivations for pursuing an educational program, their level of engagement in educational internships, satisfaction with these internships, and their willingness to teach. By analyzing background variables, the study aims to understand differences among teacher trainees in motivations, internship engagement, internship satisfaction, and willingness to teach. Additionally, it explores the mediating role of internship engagement and satisfaction between motivations for pursuing an educational program and willingness to teach. The research employed a questionnaire survey method targeting elementary school teacher trainees who completed a six-month educational internship at National Dong Hwa University within the past five years (from academic year 109 to 113). A total of 131 valid questionnaires were collected, and statistical analyses, including t-tests and Structural Equation Modeling (using SPSS 22.0 and Smart PLS 4.0), were conducted to examine the mediating effects, yielding the following results:

1. Teacher trainees exhibit diverse motivations for pursuing an educational program, demonstrate active engagement in educational internships, report a high level of internship satisfaction, and show a relatively high willingness to teach.
2. Regarding "motivation for pursuing teacher education programs," master's students prioritize educational interest, while bachelor's students emphasize task difficulty and time efficiency. Teacher education departments are more likely than specialized programs to attract students due to lower task difficulty.
3. In terms of "educational internship engagement," both master's and bachelor's teacher candidates demonstrated good levels of engagement. Compared to teacher education departments, specialized teacher education programs showed greater involvement in social participation during the practicum process.
4. Concerning "educational internship satisfaction," master's students report higher self-evaluations in "satisfaction with professional performance" than bachelor's students. Additionally, specialized teacher education programs showed better self-evaluations of professional performance satisfaction than teacher education departments.
5. Regarding "willingness to teach," both master's and bachelor's teacher trainees demonstrate a positive willingness to enter the teaching profession. Additionally, both specialized teacher education programs and teacher education departments showed consistently high levels of willingness to enter the teaching profession.
6. The study found that motivations for pursuing an educational program have a positive influence on both willingness to teach and internship engagement. Internship engagement positively influences internship satisfaction, and internship satisfaction, in turn, positively influences willingness to teach. Moreover, internship engagement and internship satisfaction serve as mediators between motivations for pursuing an educational program and willingness to teach.

Based on the conclusions of this study, relevant recommendations are proposed to serve as a reference for teacher education institutions and educational internship institutions in their future teacher education work for teacher trainees.

Keywords: teacher education, teacher-training students' motivation, internship engagement, internship satisfaction, willingness to teach

以學校社區共讀站實踐 ESG 校園治理之行動研究： 融合 SDGs 繪本於閱讀推廣策略之探究

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摘要

本研究旨在探討「學校社區共讀站」作為實踐ESG（環境、社會與治理）校園治理理念的行動策略，如何透過融合聯合國永續發展目標（SDGs）繪本，發展具在地性與永續導向的閱讀推廣課程。研究背景源於教育部「新世代雙閱讀計畫」及十二年國教課綱所強調的核心素養導向，宜蘭縣自93年起即長期推動閱讀深耕，並於113年目標完成41所共讀站設置，以活化校園空間、強化學校與社區互動、共享圖書資源為願景。

本研究採用行動研究法，以研究者兼任教師身份，在實際推動假日親子共讀與SDGs繪本結合課程中，歷經規劃、實施、反思與修正等歷程。透過親子互動紀錄與家長、學生回饋等資料蒐集，結果顯示：一、共讀站能有效轉化校園空間為永續學習場域，提升閱讀環境品質；二、SDGs繪本作為教材，能降低永續議題之抽象性，促進親子間對社會議題的對話與實踐行動；三、學校行政支持與教師專業共備機制為課程創新的關鍵；四、「學校 × 家庭 × 社區」三方協作模式，有助於擴展閱讀影響力並深化永續教育文化。

本研究強調 ESG 治理不僅止於行政制度建構，更應體現於教學創新與社會連結之行動實踐中，建議可發展社區共學與資源共享的永續生態系統，進而深化學校作為地方知識與社會韌性匯聚之場域角色。

關鍵詞：學校社區共讀站、聯合國永續發展目標、SDGs 繪本

社會支持度對高等職業院校學生慢就業的影響

—以自我效能感為中介變項

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摘要

環顧中國經濟結構轉型與社會發展的背景下，近年來高職畢業生遭遇結構性就業困境，而主動延遲就業個體比例顯著增加。因此本研究從社會、經濟、教育等方面探析，以瞭解其因素及其影響。

本研究目的在探討高職院校生不同背景在社會支持、慢就業與自我效能感上的差異狀況，及社會支援、慢就業與自我效能感的影響因素。採用問卷調查法，進行高職院校生的相關研究，其研究結論：

1. 高職生的慢就業行為中等偏上水準，高職生覺知社會支援與高職生的自我效能感屬於屬於中等偏下水準。
2. 不同性別、年級、專業及是否有工作經歷、生源地的高職生在覺知社會支援、慢就業行為與自我效能感上存在顯著差異性，對是否獨生、不同生源地的高職生在社會支持、慢就業行為與自我效能感為不存在差異性。
3. 高職生覺知社會支持對慢就業行為有顯著負向影響。
4. 高職生覺知社會支援對自我效能感有顯著正向影響。
5. 高職生自我效能感對慢就業行為有顯著負向影響。
6. 自我效能感在高職生覺知社會支援與慢就業間存在有仲介作用。

本研究從社會支持理論，為院校生的自我效能強化，將慢就業行為、自我效能感、社會支援三者作探究，藉以增強社會支援面，並提供可行建議提供參考。

關鍵詞：社會支援、高等職業院校、慢就業、自我效能感

***A Study on the Influence of Social Support on the Slow
Employment of Vocational College Student
--Mediating by Self-Efficacy***

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Abstract

The main purpose of this study is to explore the differences in social support, slow employment, and self-efficacy among college students with different background variables, and to investigate the influence relationships among social support, slow employment, and self-efficacy. Using mature measurement scales, this study collected relevant data on social support, slow employment, and self-efficacy among vocational college students through a questionnaire survey method:.

1. The slow employment behavior of vocational college students is at a moderately high level, while their perceived social support and self-efficacy are at a moderately low level.
2. College students with different genders, grades, majors, work experience, and place of origin show significant differences in perceived social support, slow employment behavior, and self-efficacy; there are no significant differences in these aspects among college students regarding whether they are only children or from different places of origin.
3. Vocational college students' perceived social support has a significant negative impact on slow employment behavior.
4. Vocational college students' perceived social support has a significant positive impact on self-efficacy.

5. Vocational college students' self-efficacy has a significant negative impact on slow employment behavior.

6. Vocational college students' perceived social support indirectly influences slow employment behavior through the mediating effect of self-efficacy.

Keywords: Social Support, Vocational college, Slow Employment, Self-Efficacy

大學生服務學習涉入對社會責任領導影響之研究： 以轉化學習為中介變項

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摘要

高等教育致力於培養大學生成為具影響力的領袖，能掌握社會發展並承擔社會責任，培養大學生的社會責任領導就尤為重要。服務學習將學生在社區服務與學習反思結合，成為大學生培養社會責任領導的重要平台。領導能力的習得並非經由知識學習，而是需要經由轉化學習。故本研究旨在探討大學生轉化學習在服務學習涉入與社會責任領導間是否具有中介效果。本研究以問卷調查法，收集全台不同背景的大學生資料進行分析，共發出 200 份問卷並回收 151 份有效問卷。資料分析以 JASP 0.19.3 進行描述性統計、t 檢定、單因子變異數分析及結構方程模型進行統計考驗。研究結果如下：（一）大學生服務學習涉入、社會責任領導與轉化學習的現況均呈現中高程度；（二）不同背景變項之差異，僅不同性別在服務學習涉入之主體涉入達到顯著，且有無幹部經驗對社會責任領導無顯著差異；（三）轉化學習部分中介服務學習涉入與社會責任領導，且完全中介認知涉入、情緒涉入對社會責任領導之影響。最後，針對高等教育實施服務學習實務與未來研究提出相關建議。

關鍵字：服務學習涉入、社會責任領導、轉化學習

教育行政觀點下推動運用 5E 教學法

結合科技輔助之因應策略

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摘要

本研究旨在探討運用 5E 教學模式對國小高年級學生體育課學習動機之影響。108 課綱強調素養導向與探究學習精神，運用教學策略與資訊科技融入於體育課程成顯得更為重要。5E 教學模式透過「投入、探索、解釋、精練、評估」五個階段，引導學生主動建構知識，提升參與動機；科技輔助則提供即時回饋與個別化學習支持。透過教學實踐與學習動機量表、觀察紀錄、學生回饋單等資料進行分析，研究顯示，結合 5E 教學模式與可有效激發學生的學習動機、強化動作技能理解與修正，並提升學習參與與課程評鑑的多元性。研究結果可作為未來體育教師教學設計與科技應用的重要參考。

關鍵詞：問題導向、教育行政、體育教學

Promoting the Application of the 5E Instructional Model with Technology Integration from an Educational Administration Perspective

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Abstract

This study aims to explore the impact of applying the 5E instructional model on the learning motivation of upper-grade elementary school students in physical education classes. The 2019 Curriculum Guidelines (108 Curriculum) emphasize competency-based and inquiry-oriented learning, making the integration of teaching strategies and information technology in physical education increasingly important.

The 5E model—Engage, Explore, Explain, Elaborate, and Evaluate—guides students to actively construct knowledge and enhance participation motivation, while technological assistance provides immediate feedback and personalized learning support.

Through teaching practice and the analysis of learning motivation scales, observation records, and student feedback forms, the results show that combining the 5E instructional model with technology effectively stimulates students' learning motivation, strengthens understanding and correction of motor skills, and enriches learning participation and course evaluation diversity. These findings serve as a valuable reference for future physical education teachers in instructional design and technology integration.

Keywords: Problem-Based Learning, Educational Administration, Physical Education
Instruction

基層公務人員面臨政府採購法產生的工作壓力 與專業成長需求之研究

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范熾文／國立東華大學師資中心主任

摘要

現今法治社會，公務人員依法行政是法治社會運轉的基礎，確保政府行為的合法性及正當性，其中辦理採購業務無論是學校或政府機關，公務人員均依循政府採購法執行職務。本研究目的係為探討政府採購法對基層公務人員產生的工作壓力及因應策略、基層公務人員對政府採購法的專業成長需求、政府採購法實施對基層公務組織的影響。研究方法採個案研究中的訪談法進行，透過半結構式訪談，訪談6位現職基層公務人員於學校或政府機關職掌採購業務，透過訪談所得逐字稿，反覆閱覽與歸類分析，輔以檔案分析，與文獻理論檢視。研究結果如下：1.政府採購法複雜繁瑣，產生相當工作壓力。2.因應政府採購法壓力策略，如多參與採購法規及實務課程、結交經驗豐富採購人員一同精進學習等。3.對政府採購法的專業成長需求，法規面整合每階段流程所應用法規、函釋及延伸規定；實務面辦理實地見習課程，體驗實務操作流程。4.政府採購法對基層公務組織影響，效率面例行採購業務效率較高，緊急臨時性採購效率較低；效能面因依法行政阻卻違法，效能較高。復依研究結果，提出基層公務人員對政府採購法產生的工作壓力與專業成長需求建議。

關鍵字：基層公務人員、政府採購法、工作壓力、公務人員專業成長需求

***A Study on the Work Stress and Professional
Development Needs of Grassroots Civil Servants
Arising from the Government Procurement Act***

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Abstract

In today's rule-of-law society, civil servants' compliance with legal administration is the foundation for the proper operation of governmental functions, ensuring the legality and legitimacy of government actions. In handling procurement affairs, whether in schools or government agencies, civil servants perform their duties in accordance with the Government Procurement Act (GPA).

This study aims to explore the work-related stress caused by the GPA among grassroots civil servants, their coping strategies, their professional development needs concerning the GPA, and the impact of the GPA's implementation on grassroots administrative organizations.

A qualitative case study method was employed, using semi-structured interviews with six active grassroots civil servants responsible for procurement tasks in schools or government agencies. The interview transcripts were repeatedly reviewed and categorized for analysis, supplemented by document analysis and literature review.

The findings indicate that: (1) the GPA is complex and cumbersome, resulting in considerable work-related stress; (2) coping strategies include active participation in procurement laws and practical training courses, as well as collaborative learning with experienced procurement personnel; (3) professional development needs involve integration of relevant laws, interpretations, and supplementary regulations throughout each procurement stage, along with practical internship courses to experience real-world processes; and (4) the GPA impacts grassroots organizations by improving efficiency in routine procurement tasks but reducing efficiency in urgent or emergency procurements. Additionally, the GPA enhances administrative

effectiveness by preventing unlawful actions through legal compliance.

Based on these results, suggestions are proposed to address the work stress and professional development needs of grassroots civil servants under the Government Procurement Act.

Keywords: grassroots civil servants, Government Procurement Act, work stress, professional development needs of civil servants

學校執行推動中小學數位學習精進方案之個案研究： 以花蓮縣某國民小學為例

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摘要

近年來因應數位轉型與新冠疫情衝擊，教育部執行《推動中小學數位學習精進方案》，強調「班班有網路，生生用平板」的願景。行動載具逐漸成為教學現場的基本配備，教師教學模式與行政推動策略面臨調整與挑戰，實務操作經驗需深入探討。本研究旨在探討花蓮縣某國民小學於執行《推動中小學數位學習精進方案》過程中，行政人員推動行動載具的策略與觀點，以及教師將行動載具融入教學的實踐經驗與看法。本研究採用質性研究中的個案研究法，透過半結構式訪談與文件分析蒐集資料，並運用主題分析進行資料處理與詮釋，旨在深入探究行政人員推動行動載具之觀點，以及教師將行動載具融入教學之實務經驗與看法，進而建構相關理解脈絡。期盼透過本研究，提供來自教學現場的真實觀點，作為未來推動數位學習政策與實務的參考依據。

關鍵字：推動中小學數位學習精進方案、行動載具

「舉起未來潛能」：兒童與青少年舉重的全人發展效益

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摘要

舉重為台灣在奧運的重要奪牌項目，具有高技術與全身協調特性，卻因迷思如抑制成長與易受傷，常被誤認為不適合兒童與青少年。近年研究已證實，在專業指導與適齡訓練下，舉重對兒童與青少年具備心理、生理與社交三方面的全人發展效益。心理上可培養自信、專注與抗壓性；生理上能強化肌力、骨骼與協調性；社交上則促進人際互動與團隊合作。本研究旨在釐清迷思，提升家長與教育者對舉重的正確認識。

關鍵字：青少年、舉重、全人發展

運用 5E 教學法結合科技輔助提升國小高年級學生 體育課學習動機之探究

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摘要

本研究旨在探討運用 5E 教學法結合科技輔助對國小高年級學生體育課學習動機之影響。研究緣起於 108 課綱強調素養導向與探究學習精神，配合「生生用平板」政策推動下，運用教學策略與資訊科技融入於體育課程成顯得更為重要。5E 教學法透過「引發、探索、解釋、精練、評估」五個階段，引導學生主動建構知識，提升參與動機；科技輔助則提供即時回饋與個別化學習支持。透過教學實踐與學習動機量表、觀察紀錄、學生回饋單等資料進行分析，研究顯示，結合 5E 教學法與科技輔具可有效激發學生的學習動機、強化動作技能理解與修正，並提升學習參與與課程評量的多元性。研究結果可作為未來體育教師教學設計與科技應用的重要參考。

關鍵詞：5E 教學法、資訊科技融入教學、學習動機、體育教學

全國中等學校運動會空手道選手知覺教練領導行為與 選手運動熱情之研究

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摘要

本研究旨在探討全國中等學校運動會空手道選手對教練領導行為的知覺，以及其與運動熱情之間的關聯。隨著空手道於 2020 年東京奧運正式列為比賽項目，其在國際體壇逐漸受到重視，也帶動臺灣校園體育對此運動的發展與推廣。空手道兼具技術性與心理挑戰，除了選手自身的努力外，教練在訓練與比賽過程中不僅扮演技術指導者的角色，更深刻影響選手的心理動機、情感投入與持續參與，因此教練領導風格對於選手發展具有重要意義。本研究採用問卷調查法，以參加全國中等學校運動會之空手道選手為研究對象，透過「知覺教練領導行為量表」與「運動熱情量表」蒐集資料，並運用描述性統計、t 檢定、單因子變異數分析、皮爾森積差相關以及多元迴歸等統計方法進行分析。研究目的在於比較不同背景選手對教練領導行為的知覺差異，並檢視其與運動熱情之間的相關性，期能提供實證依據，協助教練在訓練過程中調整領導策略，促進選手的心理健康與持續投入，進而為空手道運動的長期發展奠定基礎。

關鍵字：空手道、知覺教練行為、運動熱情

以定向越野結合學生設計遊戲模式提升國語學習動機 之行動研究—以六年級南一版國語課為例

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摘要

本研究旨在探討透過「定向越野」結合「學生設計遊戲模式(Student-Designed Games, SDG)」之教學策略，是否能有效提升六年級學生在國語課學習中的動機。定向越野是一項結合體能與智慧的運動，參與者需利用地圖與指北針完成路線，並於檢查點完成任務，不僅能培養識圖與定向能力，亦能訓練問題解決與決策能力。然在現行國小國語課堂中，教學多以朗讀、詞句講解及課後練習為主，學習形式單一，導致學生缺乏自主性、挑戰性與趣味性，學習動機普遍不足。根據學習動機理論，若學生未感受到任務價值或缺乏成功經驗，動機將大幅下降(Schunk et al., 2014; Deci & Ryan, 2000)。因此，本研究嘗試引入 SDG 模式，讓學生參與遊戲規則的設計與決策，並在活動中透過合作與探索，提升其學習的自主感與成就感。相關研究指出，SDG 不僅能增強學生參與度，也有助於學習動機的提升(Rovegno & Bandhauer, 1994; Hastie, 2010)。本研究期望藉由行動研究，檢驗此模式在國語課程實施的可行性與成效，並作為課堂創新與學習動機提升之參考。

關鍵詞：定向越野、學生設計遊戲模式、學習動機

探討卡巴迪選手知覺教練領導行為與集體效能的關係：團隊凝聚力的仲介效果分析-以全國中等學校運動會為例

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摘要

本研究探討全國中等學校運動會卡巴迪選手知覺的教練領導行為與集體效能間的關係，並檢驗團隊凝聚力仲介作用。卡巴迪於 2018 年雅加達亞運會和 2022 年杭州亞運會獲得獎牌，顯示基層訓練與團隊凝聚力對競技表現的重要性。

本研究對 300 名全國中等學校運動會的卡巴迪選手進行問卷調查，收集「教練領導行為量表」、「團隊凝聚力量表」與「集體效能量表」資料，並運用結構方程模型（SEM）進行分析，目標為：一、探討選手知覺的教練領導行為；二、分析團隊凝聚力與集體效能的關聯性；三、檢驗教練領導行為對集體效能的影響。

研究結果顯示，選手對「訓練與指導行為」與「民主行為」的知覺得分較高，反應出對專業指導與參與決策的重視，而「專制行為」得分最低，顯示選手較不認同權威式領導。團隊凝聚力與集體效能顯著正相關。仲介分析發現，團隊凝聚力在教練領導行為與集體效能間具有部分仲介作用，說明教練可透過提升團隊凝聚力來增強選手的集體信念。

結論強調，卡巴迪教練應兼顧技術指導與民主參與，加強隊員間的信任與合作以提升團隊效能。未來研究可嘗試探討性別與訓練年資等變項對結果的影響，以提供臺灣卡巴迪基層訓練具體實務指引。

關鍵詞：教練領導行為、團隊凝聚力、集體效能、卡巴迪

Exploring the relationship between kabaddi players' perceived coach leadership behavior and collective efficacy: An analysis of the mediating effect of team cohesion - A case study of the National Secondary School Games

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Abstract

This study examines the relationship between coach leadership behaviors and collective efficacy as perceived by kabaddi players at the National Secondary School Games, and examines the mediating role of team cohesion. Kabaddi's medal-winning performance at the 2018 Jakarta Asian Games and the 2022 Hangzhou Asian Games demonstrates the importance of grassroots training and team cohesion for competitive performance.

This study surveyed 300 kabaddi players at the National Secondary School Games, collecting data on the "Coach Leadership Behavior Scale," "Team Cohesion Scale," and "Collective Efficacy Scale." The data were analyzed using structural equation modeling (SEM). The objectives were: 1. To explore players' perceived coach leadership behaviors; 2. To analyze the relationship between team cohesion and collective efficacy; and 3. To examine the impact of coach leadership behaviors on collective efficacy.

The results showed that players rated "training and coaching behaviors" and

"democratic behaviors" higher, reflecting their emphasis on professional guidance and participation in decision-making. However, they rated "authoritarian behaviors" lowest, indicating a low level of recognition of authoritarian leadership. Team cohesion and collective efficacy were significantly positively correlated. Mediation analysis revealed that team cohesion partially mediates the relationship between coach leadership behaviors and collective efficacy, suggesting that coaches can enhance players' collective belief by improving team cohesion.

The conclusions emphasize that kabaddi coaches should balance technical guidance with democratic participation, strengthening trust and cooperation among players to enhance team effectiveness. Future research could explore the impact of variables such as gender and years of training on the results, thereby providing specific practical guidance for grassroots kabaddi training in Taiwan.

Keywords: coaching leadership behavior, team cohesion, collective efficacy, kabaddi

體育教學策略對發展協調障礙學童學習效益

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摘要

發展協調障礙 (Developmental Coordination Disorder, DCD) 是一種常見於兒童的動作發展困難，影響其日常生活、學業表現與社交互動。根據國際研究顯示，亞洲地區 9 至 10 歲學童的盛行率約為 14–16%，然而台灣學齡兒童的比例卻更高，甚至有研究指出 9 歲學童的比例高達 28.7%，顯示早期診斷與介入的重要性。DCD 兒童在大肌肉與小肌肉的協調能力均顯不足，表現為笨拙、容易掉落物品或在學校活動中明顯落後於同儕，且此困難不會隨著年齡增長而自然改善。若未及時提供支持，不僅限制其身體活動參與，亦可能影響自我概念、動機與心理健康。

本研究旨在探討體育教學策略對發展協調障礙學童的學習效益。透過漸進式與樂趣化的體育教學方法，研究強調以遊戲化課程提升趣味性，並依據學童身心狀況進行由簡至繁、循序漸進的動作訓練。教學設計同時融入正向環境營造與感覺統合元素，藉由提升成功率、降低挫敗感與心理壓力，幫助學童建立自信，並促進其持續參與的意願。具體策略包括：創造內在動機、提升自我概念、運用感官刺激、大小肌群協調練習以及強調合作互動。研究結果指出，適切的體育課程介入能有效改善 DCD 學童的動作能力，增進日常生活功能與同儕間的社交互動，同時提升其學習效能與身心健康。

綜合而言，體育教學策略不僅是動作訓練的工具，更是支持 DCD 學童全人發展的重要途徑。未來可望透過多元化的課程設計與實證研究，提供教育現場具體參考，並協助教師在教學中發揮體育課程的補救與支持功能。

關鍵字：發展協調障礙、體育教學策略、動作能力、課程介入

台灣當前幼兒園重要輔導計畫對教保品質的影響：

政策的效益評估

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摘要

台灣政府近來大力推動許多輔導計畫，目的在於提升教保服務機構與教保服務人員的實務能力，以維教保服務品質。雖然輔導機制日益受到重視，其實施成效仍多停留於政策層面的宣示與理念推廣，缺乏足夠實證效益之評估，導致政策執行與修正難有具體依據。因此，本研究旨在從實證角度出發，探究現行教保輔導計畫運作之實際成效，希冀為後續相關教保政策規劃與制度優化提供參考依據。本研究以幼兒發展調查資料庫(KIT) 2016 年教保問卷進行資料分析，共取得 296 筆教保人員的資料，其中，曾參加專業發展輔導經驗者佔 16.9%。

研究結果顯示：幼兒園專業發展輔導計畫的參與，的確有利於教保服務人員在協助幼兒學習成長上的教學實施。此外，也會降低師生間的權威關係，而有利於幼兒發展；不過參與這些發展計畫，也會讓其教學更為寬鬆而較不重視原則性，反倒不利幼兒學習表現之提升。即教師參與專業發展輔導計畫會使權威與原則兼失，影響正負相抵，導致專業輔導計畫的效果不顯著。這樣的結果正反映出幼兒園專業發展輔導計畫之執行得失共伴，利弊相隨，未來政策應有更細緻調整之必要。

關鍵詞：幼兒園、輔導計畫、幼兒發展調查資料庫、教保品質

大學生社會情緒學習與其職涯發展之關係研究：以東 部一所大學為例

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摘要

本研究旨在探討社會情緒學習（Social and Emotional Learning, SEL）對大學生職涯發展的影響，聚焦於SEL的五大核心能力（自我覺察、自我管理、社交知覺、人際關係技巧、負責任決策）與職涯發展兩大構面（職涯自我效能與職涯準備度）之關係，並進一步分析性別、年級與學院等背景變項所造成的差異情形。研究採用問卷調查法，以臺灣東部某大學八個學院之學生為研究對象，依分層隨機抽樣進行調查，共回收有效問卷136份。研究工具為自編「社會情緒學習與職涯發展量表」，資料經由描述性統計、t檢定、單因子變異數分析與多元逐步迴歸等方法加以分析。研究結果如下：（一）、在社會情緒學習能力方面，學生在人際關係技巧構面有性別顯著差異，女性表現優於男性，其餘構面則無顯著差異。（二）、在職涯發展構面上，性別、年級與學院等背景變項皆未達顯著差異。（三）、社會情緒學習能力對職涯發展具中度預測力，其中「人際關係技巧」與「負責任決策」可有效預測職涯自我效能，而「自我管理」、「人際關係技巧」與「負責任決策」則能顯著預測職涯準備度。最後，針對研究提出相關建議。

關鍵字：社會情緒學習、職涯發展、自我管理、人際關係技巧

大學生打工類型與學業表現的相關研究：以睡眠品質 為中介變項

賴依淇／國立東華大學教育行政與管理學系

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摘要

大學生打工已成普遍現象，若能選擇有助於兼顧甚至提升學業表現之打工類型，將對大學生之學習與發展帶來助益。本研究旨在探討睡眠品質在大學生打工類型與學業表現之間的中介效果，聚焦於不同打工類型（補教業、校內打工、校外打工）對學業表現的影響，以及睡眠品質如何作為中介變項發揮作用。本研究採用問卷調查法，以台灣各大學之在學學生為研究對象，樣本涵蓋不同性別、年級與學校類型，共收集 100 份有效樣本，運用皮爾森相關係數分析、分層迴歸分析與結構方程模型（SEM）進行資料分析。本研究結論如下：1.打工類型對學業表現有顯著之預測力，校內打工對學業表現具正相關，校外打工對學業表現具負相關；2.大學生普遍具有睡眠品質障礙之問題；3.睡眠品質與打工類型及學業表現均不具相關性，顯示睡眠品質於本研究中未發揮中介效果。

關鍵字：打工類型、學業表現、睡眠品質

臺灣一位非英語母語小學英語教師課堂語言轉換與語言使用之探討

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摘要

本研究探討一位台灣國小二年級英語教師在英語課堂中使用母語（中文）與目標語（英語）的情形，並分析其語碼轉換的原因與學生的回應。在十二年國教推動「全英語教學」（TETE）政策的背景下，教師如何在課堂中靈活使用語言，成為重要的實務與研究議題。本研究採質性為主、量化為輔的混合方法設計，資料蒐集歷時十五週，透過課堂錄影、教學與反思札記、學生回饋單及半結構式訪談進行分析。研究發現：教師約一半授課時間使用英語，並在講解語法、建立情感或進行班級管理時轉換為中文；學生方面，高英語能力者支持全英語教學，而低英語能力者則偏好中英文並用以減輕焦慮。研究指出，在台灣的小學英語教學情境中，策略性地使用母語可協助理解、提升參與度，並為課室教學與語言政策提供實務建議。

關鍵詞：語碼轉換、語言使用、全英語教學（TETE）、國小英語教室、台灣

An Exploration of Classroom Code-switching and Language Use by a Non-native English-speaking Elementary School Teacher in Taiwan

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Abstract

This study investigates an elementary EFL teacher's use of Mandarin Chinese (L1) and English (L2) in a second-grade English classroom in Taiwan. With the growing emphasis on Teaching English Through English (TETE) in the national curriculum guidelines, this research examines the proportion of language use, the reasons behind the teacher's code-switching behavior, and student perceptions of such practices. Employing a qualitative-dominant mixed-methods design, data were collected over a 15-week period from video-recorded lessons, teaching and reflective journals, student feedback sheets, and semi-structured interviews. Findings indicate that the teacher used English for approximately half of the instructional time and shifted to Mandarin Chinese when faced with complex grammar explanations, emotional engagement, or classroom management needs. While high-proficiency students favored TETE, lower-proficiency students preferred a bilingual approach. The study concludes that a flexible and strategic use of the L1, alongside TETE, can support comprehension and reduce anxiety among young learners. Implications are offered for language policy and classroom practice in EFL contexts.

Keywords: code-switching, language use, Teaching English Through English

(TETE), elementary EFL classroom, Taiwan

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