

學生共通職能優勢與課程能量關聯之縱貫 分析

A LONGITUDINAL ANALYSIS OF THE RELATIONSHIP BETWEEN STUDENTS' GENERIC COMPETENCY AND CURRICULUM ENERGY

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摘要

本研究以個案學校 M 學院 106-108 學年度入學之學生在大一及大三有在大專校院就業職能平台(UCAN)進行施測的學生為對象進行調查，探討學生於在學期間大一及大三共通職能自我評估差異性及變化，並藉由共通職能優勢與課程能量關聯之二維分析，了解學生在共通職能之優劣。研究結果發現，依職場共通職能對應全國技職常模之 PR 值，三年級學生共通職能皆優於全國技職三年級學生共通職能平均，顯示出本校對於課程的設計有益於學生在共通職能的培養。經由職能優勢與課程能量關聯之二維分析得知，該學院學生優勢職能為團隊合作、工作責任與紀律、人際互動，弱勢職能為創新、溝通表達及問題解決。後續依據個案學校目前作為之優缺點，提出改善建議及作法。

關鍵詞：共通職能、課程能量、縱貫分析

ABSTRACT

In this study, the students enrolled in the 106-108 academic year of the M College of the case school are surveyed in the first and third grades of students who have been tested on the University Career and Competency Assessment Network (UCAN), and discuss the differences and changes in the self-assessment of generic competency of students during the freshman and junior years, and through the two-dimensional analysis of the relationship between generic competency strengths and curriculum energy, to understand the strengths and weaknesses of students in generic competency. The results of the study found that according to the PR value of the generic competency corresponding to the national vocational normal model, the generic competency of the third-year students are all better than the average of the generic competency of the third-year technical students in the country. It shows that the design of the school's curriculum is beneficial to the cultivation of students' generic competencies. Through the two-dimensional analysis of the relationship between generic competency and curriculum energy, it is known that the college's students' strong competencies are teamwork, work responsibility and discipline, and interpersonal interaction, while their weak functions are innovation, communication, and problem solving. In the follow-up, improvement suggestions and practices will be put forward based on the advantages and disadvantages of the current actions of the case school.

Keywords: Generic Competency, Curriculum Energy, Longitudinal Analysis