教育部107年度大專校院教學實踐研究計畫
成果報告格式與說明

一.說明：

1. 教育部基於學術公開與推廣創新教學立場，鼓勵計畫主持人發表教學實踐研究計畫之相關成果，且所有計畫報告應提供公眾查詢，若有延後公開之必要，需於報告中進一步說明。
2. 依據「教育部補助大專校院教學實踐研究計畫作業要點」，申請學校應於計畫執行期滿後二個月內放置圖書館，或以機構典藏方式將教學實踐研究成果電子檔編目儲存，並對外公開及提供查詢調閱；涉及專利、其他智慧財產權、於國內外學術或專業刊物發表，或具正式審查程序，並得公開及利用之電子期刊，或經前開刊物，出具證明將定期發表，得延後公開，並以計畫執行期滿日起算二年為限。但情形特殊者，需報請本部同意。

二.計畫成果報告文件繳交說明

(一) 各項繳交文件與繳交期限

繳交期限	教　師	學　校
108/7/31	1. 教學實踐研究計畫基本資料表(附件一) 2. 計畫中英文摘要(附件二) *因應成果交流會辦理需求，敬請準時繳交(系統將於7/22開放上線填寫)	
108/9/20	1. 教學實踐研究計畫成果報告PDF檔(附件三) 2. 教學實踐研究計畫成果報告PPT檔或海報檔(附件四) 3. 教學實踐研究計畫研究成果調查表(附件五)	
108/9/30		1. 教學實踐研究計畫配合課程資料表(附件六) 2. 教學實踐研究計畫學校自評表(附件七) *以上文件需完成線上填報，並由學校確實檢核計畫教師均已完成填報上傳後，請將附件六併同「教育部補(捐)助經費收支結算表」函報教育部。

(二) 教師端

1. 教學實踐研究計畫基本成果資料【**108/7/31**前完成線上填寫】

(1) 教學實踐研究計畫基本資料(附件一) ：請填寫本計畫基本資料與所開授課程

(2) 計畫中英文摘要(附件二)：請填寫中英文摘要(500字為限)、中英文關鍵詞(5個為限)

2. 教學實踐研究計畫成果報告 【**108/9/20**前完成系統上傳】

(1) 教學實踐研究計畫期末成果報告PDF檔 (附件三)：
請繳交3至10頁成果報告(不含封面、參考文獻、相關佐證附件與連結)，20mb為限。

(2) 教學實踐研究計畫成果報告PPT檔或海報檔(附件四)：
為利相關成果分享於教學實踐研究計畫線上社群與成果網站，請將成果報告內容摘錄整理成5頁內PPT檔或A0海報檔上傳，10mb為限。

3. 教學實踐研究計畫研究成果調查表(附件五)【**108/9/20**前完成線上填寫】

說明：為因應教師於教學實踐研究之後續各項策略規劃，請填寫各類教學實務產出與研究成果。

(三) 學校端【**108/9/30**前繳交】

1. 教學實踐研究計畫配合課程資料表**(**附件六**)**：請學校協助確認本計畫所配合課程的開課情形與授課人數，至系統端填寫後列印紙本並用印，並於108年9月30日前函報教育部。
2. 教學實踐研究計畫學校自評表**(**附件七**)**：請學校至系統端線上填報。
   說明：為加強了解學校對於教師教學專業成長之各項措施，請就各項績效指標進行自評，以利本計畫進行後續教師專業成長策略規劃。

三.教學實踐研究計畫成果報告格式說明

(一) 體例規範

以Word編輯器為準，中文字體以標楷體，英文字體以Times New Roman為主，字體大小為12，字元間距為標準間距，行距為單行間距；邊界範圍上下左右各為2cm。

頁碼編寫：摘要及目錄部分請用羅馬字I 、II、 III.....標在每頁下方中央；內文以1、2、3標示於每頁下方中央。

(二) 報告書格式：(請將檔案存成PDF檔上傳至系統，以20mb為限)

1. 報告內文

(1) 研究動機與目的
請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。
(2) 文獻探討
請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。
(3) 研究方法
可包含實驗場域、研究對象、研究架構、資料蒐集方法與工具與分析方法等項目，各項目說明如下，但不限於列舉內容。
(4) 教學暨研究成果
- ✓ 教學過程與成果
- ✓ 教師教學反思
- ✓ 學生學習回饋

(5) 參考文獻

2. 附件(與本研究計畫相關之研究成果資料，可補充於附件，如學生評量工具、訪談問題等等)。

(三) 注意事項：

成果報告應供立即查詢，若有敏感資料或專利、智慧財產權與論文需延後公開，請於報告說明。

【附件一】教學實踐研究計畫基本資料表(系統端填寫)

申請年度	107
系所	人文暨科技跨領域學士學士學位學程
計畫編號	07RA025-03
計畫名稱	導入「設計應用培力工作坊」與「實作專案」對提升大學生人類學課程之學系動機、強度與成果之影響
職級	□ 教授 □ 副教授 ★ 助理教授 □ 講師
學門(專案)	□教育 □通識(含體育) ★人文藝術及設計 □商業及管理 □社會(含法政) □工程 □數理 □生技醫護 □農科 □民生
開課學年度/學期	107/1+107/2
開課系所/學院/中心	社會學系
課程編號	SOC129+SOC243
課程名稱	物質文化與人類學 +設計人類學：理論與實踐
修別(必修/選修)	選修/選修
開課學分數	3/3
授課時數(每周)	3/3
主要授課語言	國語
課程類型	★獨立授課 □合授課程(校內教師) □合授課程(業師)
教學活動類型	□實習 □社區場域實作 □企業實作 □體驗(田野調查、參訪) □一般課程教學 ★其他

【附件二】教學實踐研究計畫中英文摘要格式(系統端填寫)

中文摘要 Summary (以500字為限)	研究者於中山大學「物質文化與人類學」及「設計人類學：理論與實踐」兩門課之中，雖然學生在學期初從興趣出發選擇了課程，但隨著學期推進，可發現有動機缺乏、持續學習動力不足、學習成果有待提升之問題。筆者發現，這與學生們普遍認為人類學應用價值低，對於未來職涯幫助甚少密切相關。本計劃便是希望透過「行動研究」，導入「專案導向學習」，來提升學生們的學習動機與持續學習的動力，進而帶動人類學的學習成果。 在本研究中，授課研究者將於中山大學「物質文化與人類學」及「設計人類學：理論與實踐」兩門課之中舉辦「設計應用培力工作坊」以及設定能展現人類學專業與設計能力的「期中與期末實作專案」，透過行動研究的方式，檢驗將「設計培力歷程」導入課程之後，能否提升學生對於人類學的學習動機？以及如何調整工作坊的內容與比重等變項，進而能學生對於能熱衷於人類學的學習？並針對研究成果對於提升未來學生學習人類學之推力提出反思與建議。
英文摘要 Summary (以500字為限)	The students in my classes: “Material Culture and Anthropology” and “Design Anthropology: Theories and Practice” chose the courses due to their interests at the beginning of the semester, and lose their motivations and learning agency in the middle of semester. From my observation, it was because the students thought that anthropology would be invaluable and inapplicable to their future career after graduation. This project based on action research will introduce “project-based learning” toto enhance their motivations to learning anthropology. This project will organize “empowering workshop of design skills” and “practice projects of midterm and final term” based on concerning students’ future career and expects. The workshop is design to empower the students with basic design skills, and the students will practice what they learn in lectures and workshops in the assigned projects of the midterm and final term. This research will exams whether the workshops and assigned projects enhance the students’ motivation of learning anthropology and improve their learning results. It also expects to find how to organize the workshops and the assign projects to bring students’ interests to anthropology.

中文關鍵詞 Keywords (以5個為限)	人類學、設計思考、使用者經驗研究、專案導向學習
英文關鍵詞 Keywords (以5個為限)	anthropology, design thinking, user experience research, project-based learning

【附件三】教育部教學實踐研究計畫成果報告格式(系統端上傳**PDF**檔)

教育部教學實踐研究計畫成果報告(封面)
Project Report for MOE Teaching Practice Research Program (Cover Page)

計畫編號/Project Number：PSL107046
學門分類/Division：社會(含法政)
執行期間/Funding Period：107/9-108/8

計劃名稱：導入「設計應用培力工作坊」與「實作專案」對提升大學生人類學課程之學習動機、強度與成果之影響
配合課程：物質文化與人類學&設計人類學：理論與實踐

計畫主持人(Principal Investigator)：宋世祥

共同主持人(Co-Principal Investigator)：

執行機構及系所(Institution/Department/Program)：國立中山大學/人文暨科技跨領域學士學位學程&社會學系

繳交報告日期(Report Submission Date)：9/18/2019

導入「設計應用培力工作坊」與「實作專案」對提升大學生人類學課程之學習動機、強度與成果之影響

一. 報告內文(Content)(至少3頁)

1. 研究動機與目的(Research Motive and Purpose)
請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。

「人類學」作為一門人文社會科學基礎學門，強調了訓練大學生的反思能力與全貌觀，並以此出發觀察與批判社會現象。但是，人類學也常常為人詬病其與學生職涯與真實社會的需要脫節，導致學生在選課與學習的動機上不足，也影響到了課程參與程度與學習表現。然而，在當今產業之中，特別是設計相關領域，如IDEO設計公司與史丹佛設計學院所推動的「設計思考」，非常重視人類學「以人為本」的精神，主張在推動設計與商業時，都應有人類學家的參與，發揮人類學的田野調查能力、全貌觀能力與反思能力等，發展具有真實價值的產品、服務與商業策略。因此，要提升學生們對於人類學的學習動機以及熱忱，理想的方式是透過課程來連結人類學與學生們的未來職涯，使其能理解該學門的實用價值。

筆者於105學年曾於中山大學執教「物質文化與人類學」及「設計人類學：理論與實踐」兩門課，於課程之中面臨到許多需要透過創新來解決的教育挑戰，進而促成筆者本次的研究計畫。以下針對：（一）教學現場所面臨之問題之挑戰、（二）中山大學人類學教學環境挑戰、（三）對當代大學人文社會科學教育的反思，佐以過去的教學經驗闡述本研究的背景與動機。

（一）教學現場所面臨之問題之挑戰

1. 對於人類學只有學習興趣，缺乏動機與持續學習的動力

透過與「物質文化與人類學」及「設計人類學：理論與實踐」課程內同學們的接觸，發現到他們對於「人類學」的學習，往往以興趣為出發點，但缺乏深層的動機。在具體的行為表現上，可以發現到同學們在學期之初，往往都有比較好的出席率、參與度與學習投入。但是隨著課程逐漸到中期階段，學生們的作業完成度下降、出席率也隨之下降，課程上的討論參與程度也不如初期熱絡，對於課程最後的反思也都表示雖然對於人類學仍有興趣，但未來可能不可慮再多修習相關課程。

2. 對於人類學未來應用的焦慮，影響課程投入

中山大學學生擔憂畢業的工作選項，影響到對於人類學的學習意願與熱度。當前大學生對於自己的畢業出路都有普遍的焦慮，特別是人文社會科學領域的學生許多專業並沒有直接對應的職場工作，所以學習這些學門除了增長自己的見識、提升自己的思考能力外，相對於其他學門而言沒有辦法產生比較清楚的職業想像。這反映在我與社會學系學生的具體互動過程中，學生們向我表示，他們到了大三、大四開始對於進入職場的境遇產生焦慮，所以開始在社會學系、政治經濟學系之外，找尋能夠幫自己累積職場工作能力的課程選修，例如管理學、會計學、財務金融學等等，以便自己在找工作時能夠更有優勢。

對比上述學門，筆者原課程中對於職場應用較少提及，或是多從人類學本位出發，少顧及學生們的就業期待，也影響到學生們的學習投入程度。

3. 對於學習的多元期待

「物質文化與人類學」課程的最初目的在於培養學生從人類學角度出發觀察當代社會物質文化發展、並反思現狀的能力。透過課堂上的觀察與課下學校的互動，筆者認為當前大學生對於課程的期待雖然多元且複雜，但可以發現有三個明顯趨勢。其一為具體的「人文關懷取向」、其二為「實用取向」、其三為「跨領域創新取向」。在「人文關懷取向」上，除了可以從近年來台灣各大學人類學、社會學系所（博士班除外）招生選課人數的提升上可見一般外，在筆者自己課堂上也可發現有越來越多的學生選擇人類學的課程，希望能夠透過課程的訓練培養自己對於文化的敏感度以及對於社會現象的批判能力。筆者認為這一方面與「太陽花學運」之後年輕學生們的人文社會批判意識之提升有關外，也反映出該網路世代「尋求意義」的特徵。在「實用取向」上，則來自於中山大學人文社會科學領域的學生們積極參與管理學院創新創業學程與社會企業學程，學生們清楚地表現出能習得具體的實作能力，作為未來進入職場的準備。而在「跨領域創新取向上」則表現在筆者自己所開設的「設計思考：跨界創新與創業」以及「設計思考：人文設計與創業」兩門課上，來自不同領域的學生，共同來到筆者以「跨領域」、「創新」為目標的課程。在以上的三個觀察之上，筆者認為在大學之中推能提升人文社會科學素養、培養實作能力、提升跨領域創新能力的課程設計將是能滿足學生具體需要的嘗試。

（二）當代大學生學習心態與中山大學人類學教學環境挑戰

中山大學學生對於「人類學」其實普遍陌生。由於中山大學教學沒有「人類學系」提供直接的專業訓練，相關課程主要由社會學系開設，人類學整體對於中山大學學生來說是一個陌生的知識學門，沒有足夠的環境、教員、同學、氛圍等來刺激同學們的學習。雖然在社會學系有開設「文化人類學」、「田野調查」相關課程，但是對於校內學生來說，對於人類學這個人文社會科學的重要學門相當陌生，仍然缺乏足夠的吸引力。儘管學生透過網路認識了這個學門，但他們往往對於該學門知識的細部分類所知甚少。在這限制上，學生雖然會因為對於該學門的知識產生好奇，但也因為未來缺少知識的應用機會，在學期中末階段變容易出現疲態。

（三）對當代大學人文社會科學教育的反思

筆者認為，大學推動人文社會科學教育，帶領學生能從相關領域反思社會現象，構想理想社會的運作，具有崇高的價值。然而，過度理想化的知識性課程，或是與學生們所面臨到的真實人生問題過度脫節，其實都無助於人文社會科學教育的普及與推動。反之，適度地將課程與學生們未來的職涯結合，引領學生在大學階段便能嘗試運用自己的人文社會科學專業，完成具體的任務，將更有助於學生們對於學科產生信心，並且也從中找到自己應用相關專業能力的參考框架。

在過去兩年之中，筆者在「設計思考：跨界創新與創業」、「設計思考：人文設計與創業」兩門課之中，以及舉辦過多場「設計培力工作坊」，如平面設計工作坊、社區田野調查工作坊、雷射切割工作坊等，在106學年上學期的課程反應之中，學生們都給予正面的回應。也因為筆者在課程與工作之中，常提及人類學與社會學，有多位原本不是社會學領域的學生，選擇到社會學系選擇人類學相關課程，延續自己的學習興趣。這些經驗也讓我更加相信，把這類工作坊導入相關的人類學課程中，都將有機會提升學生們的學習動機、歷程與成果。

面對以上三點，筆者認為將「人類學」接合「設計領域」的相關職涯能力培養，將有機會化解上述的挑戰。目前，設計領域是人類學與人文社會科學最有機會發展職涯的應用場域之一。本計劃研究者於校外經營「百工裡的人類學家」社群，長期推廣人類學的跨領域應用與科普化。透過與各方業界的互動，很清楚地察覺到設計產業與媒體產業往往是最有機會

人類學與人文社會科學專業的職涯。其中，因為設計產業有理解使用者與消費者的研究需求，更容易讓人類學或是具有質性或是量化調查能力的社會科學專業學生，有機會應用他們於學校的所學。目前，在台灣已經有少數公司開始聘用具有相關能力的人類學或是社會學畢業生進行相關的使用者或是消費者研究，且數量正在逐年增加中。因此，本計畫主張在課程之中適當地導入能夠培養具體職業能力的工作坊，協助學生獲得具體的工作技能，將有助於提升學生們的學習意願。本研究也希望能透過這一學年的研究，找出理想的導入模式，進而在未來形成有效的課程模組。

2. 文獻探討(Literature Review)

請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。

人類學作為人文社會科學裡的一門，其強調了對於真實世界與人群的觀察，並從中發現文化的相異與相同，進而對社會文化現象提出反思與批判。在這樣的基本精神下，在「物質文化與人類學」與「設計人類學：理論與實踐」兩門課程中導入「專案導向學習」的課程創新來自於以下文獻的啟發。

首先，人類學教育應該融入「專案思維」，從「專案導向學習」來賦予學生具體的實作能力。專案導向學習作為一種教育策略，主張從建構主義的角度來思考學生的學習歷程，其融合了杜威的「做中學」(learninng by doing)的概念，強調學習必須具有具體的實踐歷程，才能從中對於學習的目標、知識與能力有完整的吸收。專案並非只是課程中的作業，而是強調要提供學習者具體的任務，以科學方法研究任務內涵、解決問題與完成任務，讓學習者得以透過一系列的動作如：尋找主題、設定專案題目、規劃行動方案、收集相關資料、執行與解決問題、訂定行動決策方案，並最後完成探究歷程與重現作品。這樣一種學習方式特別強調了學習者要在其中培養創造、團隊合作、解決問題、自我導向學習與獨立判斷決策的能力（李建億、黃瑋苹，2004；岳修平、鐘婉莉、2005；林麗娟，2006；Bell, 2010; Huang, Shen, & Mak, 2002; Notari et al., 2013; Zhou & Kolmos, 2013）。

目前，許多研究已經指出專案導向學習對於學生具有提升各方面能力的效果，諸如，問題解決能力（Hung, Hwang, & Huang, 2012）、社交技巧（如合作學習、溝通能力等）（岳修平、鐘婉莉，2005；羅希哲、蔡慧音、曾國鴻，2011；Notari et al., 2013）、科學態度（林麗娟，2006；Tseng, Chang, Lou, & Chen, 2013）、科學成就及職業等（ChanLin, 2008; Kanter & Konstantopoulos, 2010）創造力（洪碧霞、陳沅、林宜樺，2004；Zhou & Kolmos, 2013）、學習動機（Notari et al., 2013）、科學知識（林麗娟，2006）、科學探究（林麗娟，2006；Alozie, Moje, & Krajcik, 2010; Harris et al., 2015）、科學論證（Hsu, Van Dyke, Chen, & Smith, 2015）、科學理解（Duncan & Tseng, 2011）等等。由以上可得知，專案導向學習並不單只是理論的學習，而是走助於提升各方面的具體能力。

由於專案導向學習對於學習者的能力之提升是全方面的，這樣的學習法普遍見於「設計教育」之中。在設計教育之中，學習者往往都透過教育系統所設計的各項專案計畫，來習得設計的技能。在設計學院的專案之中，亦會特別強調問題導向(problem-based learning)學習，這除了是與專案導向學習相近的教學取徑，差別在於前者強調問題的察覺與解決家成中的學力，以及而後者則強調專案所帶來的全面學習價值。於此，亦是希望學習者們能夠特別從中意識到設計所要達到的問題解決目的以及實用價值(郭章淵&戴文雄，2007; Macias-Guarasa， Montero， San-Segundo，Araujo，& Nieto-Taladriz ，2006)。學生們需要在設計專案之中，嘗試發覺需要具體解決的實際問題，並且透過集體的合作以及所習得的設計能力，來解決所面臨的挑戰。換言之，在設計專案之中，專案導向與問題導向常為一體兩面，既透過問題解決的歷程來完成專案，亦透過專案形成與完成的歷程，來達成問題的察覺與解決。

人類學的核心精神在於田野的具體實踐，這與專題導向學習之中強調「做中學」一致，因此更可以藉由此學習方法來協助學生更加領會人類學的知識內涵。如同在專案導向學

習之中，其強調學生要親自參與、研究、整理資料、分析與反思，進而才能獲得知識與能力。在這過程中，教師所要扮演的角色並不能只是知識的轉介者或是演說者，而學生主要的學習也不僅在教師的教導之上，更在真實的實作過程之中面對與處理一連串的問題，並以此過程中所學習到的經驗探討歷程以及成果（岳修平、鐘婉莉，2005）。雖然人類學的知識往往來自於不同文化之間的比較，但也強調比較後所察覺到的文化普同性，這一部分的學習不能僅靠書本或是演講，更需要透過具體的專案實作，讓學生能在真實的專案田野人際互動之中，感受到同與異。此外，專案學習過程也強調要形成「團隊社群」，透過相互的討論與合作探索問題與解決問題，這讓修課學生不僅僅能實際運用知識與培養出解決問題的能力，亦能夠從中體會與認知到個人對於合作團體的貢獻，並反思自己於其中之角色（張基成，2008）。在這點上，人類學學術性田野調查訓練往往都強調個人的實踐，而容易忽略掉團體合作的價值，也難以對於學生未來職涯的團隊合作帶來正向的經驗與刺激，更需要透過教育創新來扭轉劣勢。

根據以上對於相關文獻的討論，本研究之中的兩門課程：「物質文化與人類學」與「設計人類學：理論與實作」非常適合採取專案導向學習來推動教育創新。原因在於，這兩門課除了延續了人類學的田野研究之精神外，對於人類學知識的來源有更清楚的直接體驗，亦希望能在知識面之外，能夠有全方面的能力提升，進而在未來職涯更有機會與動力去運用人類學的相關知識與理論。

3. 研究方法(Research Methodology)

一、研究架構

本研究中，將會以「行動研究」(action research)為主要的研究策略，並以人類學式的民族誌田野調查為主要研究方法。Corey(1953:141)將行動研究定義為：實務工作者為了改善他們在實務上所面對的問題，而進行的研究工作。在研究法細分上，行動研究上可分為實務型行動研究(practicial action research)，另一種為參與式行動研究(participatory action research)。在執行實務型的行動研究時，有主要的行動目標與行動計畫(action plan)，目的在於改善具體的實務工作，進而回應更大的議題。在教育領域上，可於學校教室內、課程之中等教育場所看到。而參與式行動研究則需要有清晰的實務議題，將研究中的發現用於執行行動知識之上，研究者除了參與行動之中，亦讓利害關係人(stakeholders)密集地參與，並在當中參與者都是同等地位的夥伴(Fraenkel, Wallen & Hyun，2013)。本研究將整合上述兩種研究方法，一方面以教學行動者的身份為課程目標設定具體的實務目標，帶領學生們一同透過專案導向學習歷程，並也透過對於課程過程中所遭遇的挑戰作出觀察、反思與回應，進而與學生們完成學習目標。另一方面筆者也將以研究者的角色參與其中，針對課程整體歷程進行以教育創新為目的研究。

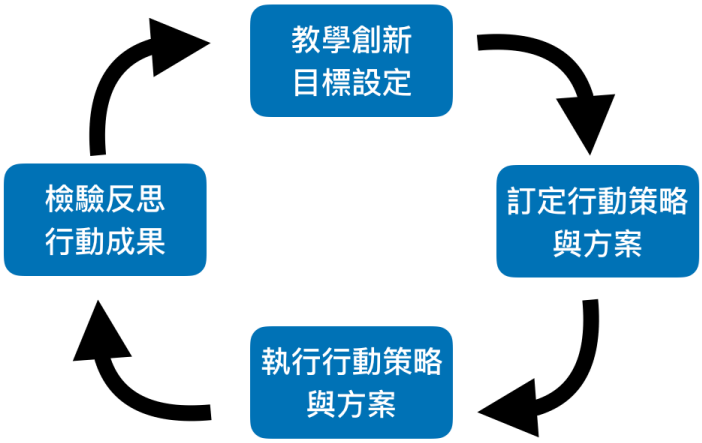
在具體的研究方法上，因為本計畫為一「專題導向學習」的「行動研究計畫」，在研究方法主要將採取人類學式的民族誌式質性研究方法。從人類學的角度來說，除了「教室」本身即可是一個「田野地」，整體課程亦能成為一個完整的「田野歷程」。正因為課程的構成包含了施教者、受教者、教室、課程、作業、專題報告、教科書、工作坊等等，其中有其特定發展出的語言與活動，使其參與者都能在學期中擁有了「課程參與者」的身份，也形成一種暫時但又獨特的認同感。例如，當學生提到「我這學期修宋世祥老師的課」、「我這學期修『物質文化與人類學』這門課」時，其中之意義並不光僅為表述其選課，而是代表一種具體的學習歷程、學習群體、學習方式，乃至生活方式等。

因此，從人類學的角度來看，課程不僅僅只是一段在教室裡的師生互動，更是一個具體的文化實踐場域(field)(Bourdieu 1993)。而從本研究計畫的角度看來，這些面向都與學生們的學習動機與成果有密切相關。而要理解課程當中學生影響學生學習動機、參與強度與學習成果，不應該僅把課程視為一個靜態的空間，而是應該運用人類學的民族制式田野調查能力，在行動研究的精神上，針對整個過程進行動態的參與、紀錄、分析與反思。

本計畫中的「教學創新行動」為實踐與研究核心，以下分為四個步驟：（一）教學創新目標設定：針對學生於人類學領域之學習，設定教學創新行動之目標；（二）訂定行動策略與分案，將針對教學創新目標，依據學生的條件、所能使用的資源、以及預期的效果，訂定的合適的行動方案；（三）執行行動策略與方案：將針對所訂下之行動策略與方案執行實

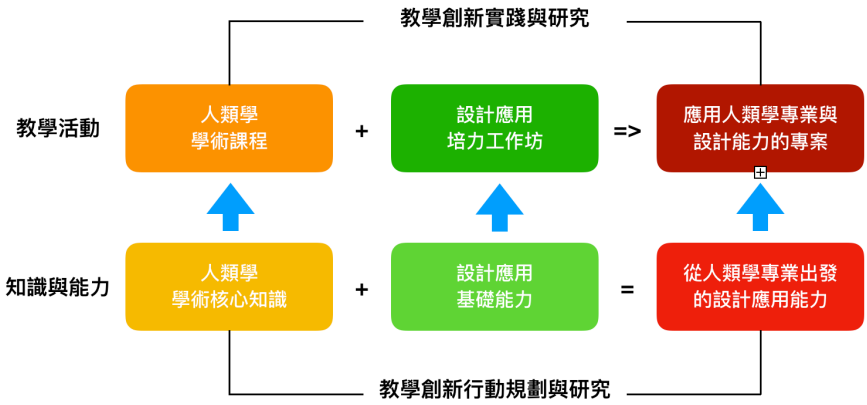
踐，並依據實際狀況回應問題，並予以修正調整；（四）檢驗反思行動成果：將針對行動之成果進行過程與效度的檢驗反思，並對於未來的教學創新提出改進的建議。如下圖：

【圖一：計畫實施步驟】



在具體的教學創新架構上，本計畫認為在除了應該帶領學生在課程中學習「人類學學術核心知識」之外，因為筆者在創新的人才想像上應具有「從人類學出發的設計應用能力」，因此主張透過開設「設計應用培力工作坊」幫助學生在專業知識外獲得「設計應用基礎能力」，並於「應用人類學專業與設計能力的專案」之中，表現所習得的專業知識與應用設計能力。因此，不管是「規劃面」還是「實踐面」，都為本計畫所要包含之研究領域。以下為示意圖：

【圖二：「教學創新架構」示意圖】



二、研究假設

本研究計畫以人類學教育為出發點，以行動研究的精神導入專案導向學習，故有以下的研究假設：

（一）於人類學課程中為學生提供「設計培力」，將能提升學生們的人類學知識應用能力，進而也提升對於該學門的學習動機。

（二）當學生們擁了基礎的人類學知識與設計能力，透過完成「實作專案」能夠將上述知識與能力整合內化，將能因此獲得學習成就感，並從中得到持續學習人類學的動機，也提升學習人類學的成果。

4. 教學暨研究成果(Teaching and Research Outcomes)

(1) 教學過程與成果

本次計劃實際執行搭配課程為於107-1的「物質文化與人類學」，以及107-2的「設計人類學：理論與實踐」。以下分別針對兩門課之教學過程與成果進行分述：

A.「物質文化與人類學」

本課程之主要目標在於培養學生人類學的基本素養，並且能對於人類社會的物質文化具有基本的研究與分析能力。在職場銜接上，本課程定位為基礎素養課程，同學們將能藉此物件的文化史、生成機制等有一定的理解。

於107-1學期的「物質文化與人類學」課程之中整體選課同學為9人，其中除了三名學生為中國交換生之外，其餘六名分別來自社會學系（3名）、中文系（2名）與高雄醫學院生物學系（1名）。除了社會學系的兩名同學具有相關人類學知識經驗之外，其餘同學皆無基本素養，因此在課程內容上亦選擇較為基礎的讀本與單元。其次，亦為了帶領同學們對於人類學的職場應用有所理解，在閱讀材料的選擇上，亦加入了必較具有實務意義的文章與書籍，提供學生獲得相關知識。

如前文所提，本計劃亦希望能透過導入「工作坊」於課程之中，帶領同學們習得延伸人類學知識、銜接職場需求的具體工作能力。此從，在課外工作坊設計上，因考量到學生的具體需要，亦回應審查委員的建議，將原本規劃的六場工作坊縮為兩場。一為「使用者經驗研究工作坊」、二為「設計思考工作坊」。

在「使用者經驗工作坊」之中，筆者除了邀請於業界服務的李文馨小姐來進行相關工作演講，分享職場內容與心得，更舉辦使用者經驗研究的實務工作坊，帶領同學們理解業界對於相關工作的基本要求。工作坊內容包含：「使用者經驗研究企劃書書各式與撰寫」、「使用者經驗研究方法」。學期期末報告亦要求運用本學期所習得之人類學技巧，撰寫「使用者經驗研究報告」。最終，所有同學共完成了三份具有職場應用潛力的期末使用者經驗研究報告。

在「設計思考工作坊」之中，筆者則帶領同學們以「椅子」為題，運用這學期所習得到的人類學物質文化素養，融入設計思考「同理心觀察-定義問題-創意發想-原型製作-原型測試」等步驟之中。從中，學生進而更加理解當代社會「物」的生產過程，以及如何「以人為本」地將人類學素養運用於相關能力之中。

B.「設計人類學：理論與實踐」

於107-2學期「設計人類學：理論與實踐」課程之中，整體選課同學為7人。其中選課同學來自社會學系（2名）、海洋科學系（2名）、企管所（2名）與高雄醫學大學性別研究所。該課程核心目的在於從人類學的視野來理解當代設計文化，並且也從中培養同學們運用人類學對接設計產業的使用者經驗研究職場需求。

相較於前一學期，本課程亦更加重視從人類學理解當代設計及其產業，並且更加強調教授如何將人類學相關知識能力應用於設計過程之中。因此，在本學期之中，為了協助同學們更加理解設計人類學與設計具體實務的關係，舉辦了「設計人類學演講」，亦舉辦了「設計思考工作坊」、「使用者經驗研究工作坊」。另外，在期末報

告上，亦設定學生要繳交「駁二藝術特區的使用者經驗研究報告」。

在「設計人類學演講」中，邀請了設計人類學家暨故宮南院賴芷儀助理研究員針對故宮博物院的使用者體驗設計進行介紹，同時分享自己的策展經驗之中，如何結合對於博物館參觀者的觀察設計出精采的展場，滿足參觀者對於體驗的需要。

在「使用者經驗研究工作坊」之中，邀請台大智活中心的使用者經驗研究員黃仲菁來帶領同學們以駁二藝特區的參觀遊客為主題，帶領同學進行實務工作坊，學習各項使用者經驗研究工具。

在「設計思考工作坊」中，筆者帶領同學們以手機APP作為主題，帶領同學們運用整個學期所習得到的人類學設計研究技巧，結合融入設計思考「同理心觀察-定義問題-創意發想-原型製作-原型測試」等步驟。藉此，學生對於設計的理解除了有從人類學出發的「使用者經驗研究」之外，亦能夠透過整個工作坊流程把握理解從設計發想到產出產品的具體工作流程。

在期末報告之中，兩組同學分別以「駁二的大義倉庫參觀者」以及「駁二與周邊社區關係」為題，進行使用者經驗研究，並且藉此作出設計雛形。相關作品亦已作為中山大學社會學系HISP計畫網站線上成果展的內容。

(2) 學生學習回饋

在本計畫之中，每學期均針對每位同學於學期初、學期中與學期末進行訪談。於學期初，希望理解他們原本對於人類學的理解與想像，以及這門課程對於他們職涯的可能影響。期中與期末訪談則偏重詢問課程進行後，他們對於人類學的理解與想像發生了哪些改變，以及這些課程對於他們為來職涯的幫助。

在「物質文化與人類學」之中，在學期初時，同學們均表示他們原先多沒有對於人類學的基本認識，亦未曾聽過「使用者經驗研究」這項職業領域。但在這門課的期中之後，同學們開始表示雖然自己本來就對人類學有一些興趣，這門課引發了他們對於人類學得更進一步的學習動力。而在期末的訪談之中，同學們則表達這門課對於他們的學習很有幫助，理論與實務兼具。在課程中比較不適應的部分，則是在閱讀讀本的內容上偏重，雖然都是中文材料，但整體篇數過多，有些難以消化。（詳細內容亦可參考附件「『物質文化與人類學』教學意見調查統計表」）。

在「設計人類學：理論與實踐」之中，在學期初時，同學們均表示他們原先多沒有對於人類學的基本認識，亦未曾聽過。在課程之中，而在學期末的訪談之中，同學們除了表示整體課程很有收穫外，亦對於有機會直接與駁二藝術特區的管理階層進行參觀者的使用者經驗進行交流，感覺到非常具有「實務價值」。（本課程教學意見調查表尚未開放查詢下載，上述資料來自於與學生的訪談內容。）在課程比較不適應的部分上，覺得讀本的內容偏多，有些超過負荷，但都能感受到閱讀與報告後的價值。

(3) 教師教學反思

關於這一學年兩門課的經營，筆者有以下幾點反思。首先，兩門課整體來說課程人數都低於十人，其實未達到開課標準。透過跟同學們的訪談，發現到開課時間與開課單位社會學系的多門必修課時間撞期，導致許多學生都無法來選課。未來，在開課時間上將會有所調整，希望能夠藉此收到更多的學生參與。

其次，在原先的課程設定上，希望「物質文化與人類學」能作為「設計人類學：理論與實踐」的先修課程，讓兩門課程有從基礎發展到進階的銜接性。然而，實際選課同學並沒有重複，是兩組完全不同的學生群。透過學生訪談發現，無法銜接的原因亦為課程開課時間的衝突，以及同學們在未來職涯專業上則有不同的想像。換言之，原本希望為同學們所設計的一整年的職涯培力規劃，對於同學們來說可能不切實際需要，或是在課程宣傳上面有所不足。對此，筆者未來將持續針對課程內容做改進，以滿足學生們課程的期待。

其三，本研究原本希望能夠透過導入「使用者經驗研究」與「設計思考」等來協助同學們在PBL的架構下，能夠感受到職場上相關職缺對於人類學能力的需要，進而提升對於人類學的學習興趣與動力。然而，同學們雖然都透過這門課得知使用者經驗研究這個與設計及產業相關的職場領域，但多數同學們在期末訪談時亦表示尚未決定是否要走上這項專業。原因有二，其一為部分同學們原先就已經有了自己的職涯規劃，對於是否要轉變自己的職場目標尚未下定決心。其二為同學們亦透過課程得知，要從人文社會科學走上使用者經驗研究專業，亦還需要很多的專業學習與磨練，所以亦尚未決定自己是否要走上這條專業道路。但整體來說，學生均對於這兩門課的實務導向給予肯定，亦都從中習得對於未來職涯有幫助之知識與技能。

其四，本研究所搭配之107-1的「物質文化與人類學」，以及107-2的「設計人類學：理論與實踐」兩門課程，若在一般的人類學系所之中，會是屬於「進階」的課程，提供基礎之上的理論與實務訓練。然而，兩門課實際上所招收到的學生中，非社會學系與無人類學相關經驗的學生佔大多數。這讓整體課程需要降低預期難度，並且導入人類學基礎素養教學，進而才能帶領學生獲得相關的基礎素養，也才能使「使用者經驗研究」、「設計思考」等單元能夠發揮實質效益。未來，若課程應多考量招收到的學生的真實背景，而不應直接設定多為社會學或是居有人類學相關學習經驗的學生為課程當然授課對象。

二. 參考文獻(References)

李建億、黃瑋苹（2004）。網路專題學習活動中多元智慧對學習成果影響之研究。師大學報：科學教育類，**49**（1），65-80。

岳修平、鐘婉莉（2005）。專題式學習小組網路溝通互動之研究。教育學刊，**25**，1-23。

林麗娟（2006）。透過網頁呈現專題成果之學習。教育資料與圖書館學，**43**（4），471-486。

洪碧霞、陳沅、林宜樺（2004）。數學專題合作學習中創意的經營與評量。課程與教學季刊，**7**（3），33-54。

張基成（2008）。以小組與時間分析網路專題導向學習社群線上討論之實證研究。科技教育學報，**1**（1），28-49。

郭張淵、戴文雄 （2007）。 題導向學習對建築系學生學習成效之研究—以建築設備學教學為例。朝陽學報，**12**，293-309。

梁麗珍、賴靜惠（2007）。在不同學習策略使用下學習動機與自我導向學習相關之研究。華人經濟研究，**5**（1），50-68。

陳毓凱、張賴妙理、楊坤原（2013）。八年級學生在科學問題本位學習歷程的自我導向學習行為表現。科學教育學刊，**21**（3），345-370。

陳聖智（2012）。從設計思考到設計再思：學術知識與實務經驗的對話。廣告學研究，**37**，105-109。

羅希哲、蔡慧音、曾國鴻（2011）。高中女生STEM網路專題式合作學習之研究。高雄師大學報：自然科學與科技類，**30**，41-61。

Alozie, N. M., Moje, E. B., & Krajcik, J. S. (2010). An analysis of the supports and constraints for scientific discussion in high school project-based science. *Science Education, 94*, 395-427. doi: 10.1002/sce.20365

Bourdieu, Pierre (1993). The Field of Cultural Production. Cambridge, UK: Polity Press.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83*, 39-43. doi: 10.1080/00098650903505415

Brown, T. (2008). Design thinking. *Harvard Business Review. June, 2008*, 84-92.

ChanLin, L. J. (2008). Technology integration applied to project-based learning in science. *Innovations in Education and Teaching International, 45*, 55-65. doi: 10.1080/14703290701757450

Corey, S.M. (1953). Action research to improve school practices. New York: Teachers College Press.

Dewey, J. (1997). Experience and education. New York: Free Press.

Duncan, R. G., & Tseng, K. A. (2011). Designing project-based instruction to foster generative and mechanistic understandings in Genetics. *Science Education, 95*, 21-56. doi: 10.1002/sce.20407

Fraenkel, J.R., Wallen, N. E., Helen H. Hyun, H.H. (2011) How to Design and Evaluate Research in Education (8th Edition) NY: McGraw-Hill Education.

Harris, C. J., Penuel, W. R., D'Angelo, C. M., DeBarger, A. H., Gallagher, L. P., Kennedy, C. A., Cheng, B. H., & Krajcik, J. S. (2015). Impact of project-based curriculum materials on student learning in science: Results of a randomized controlled trial. *Journal of Research in Science Teaching, 52*, 1362-1385. doi: 10.1002/tea.21263

Hsu, P. S., Van Dyke, M., Chen, Y., & Smith, T. J. (2015). The effect of a graph-oriented computer-assisted project-based learning environment on argumentation skills. *Journal of Computer Assisted Learning, 31*, 32-58. doi: 10.1111/jcal.12080

Huang, G. Q., Shen, B. & Mak, K. L. (2002). Participatory and collaborative learning with TELD courseware engine. *Journal of professional Issues in engineering education and practice, 128*, 36-43.

Hung, C. M., Hwang, G. J., & Huang, I. (2012). A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and Learning Achievement. *Educational Technology & Society, 15*, 368-379.

Kanter, D. E., & Konstantopoulos, S. (2010). The impact of a project-based science curriculum on minority student achievement, attitudes, and careers: The effects of teacher content and pedagogical content knowledge and inquiry-based practices. *Science Education*, *94*, 855-887. doi: 10.1002/sce.20391

Notari, M., Baumgartner, A., & Herzog, W. (2013). Social skills as predictors of communication, performance and quality of collaboration in project-based learning. *Journal of Computer Assisted Learning, 30*, 132-147. doi: 10.1111/jcal.12026

Tseng, K. H., Chang, C. C., Lou, S. J., & Chen, W. P. (2013). Attitudes towards science, technology, engineering and mathematics (STEM) in a project-based learning (PjBL) environment. *International Journal of Technology and Design Education, 23*, 87-102. doi: 10.1007/s10798-011-9160-x

Zhou, C. F., & Kolmos, A. (2013). Interplay between Individual Creativity and Group Creativity in Problem and Project-BasedLearning (PBL) Environment in Engineering Education. *International Journal of Engineering Education, 29*, 866-878.

三. 附件(Appendix)

與本研究計畫相關之研究成果資料，可補充於附件，如學生評量工具、訪談問題等等。

附件一： 「物質文化與人類學」教學意見調查表

國立中山大學107學年度第1學期教學意見調查統計表 English Questionnaire					
教師名稱	宋世祥	課程類別	講授類	修課人數	8
課程代號	SOC129	課程名稱	物質文化與人類學	有效卷數	6

※本課程與全系(所)、全院、全校之評量結果比較							
本課程		全系/所		全院		全校	
平均數	標準差	平均數	標準差	平均數	標準差	平均數	標準差
6.417	.611	6.502	0.23	6.367	0.375	6.286	0.352

一、學生態度及基本資料：

1.我在本課程用心學習的程度：

選項	非常用心	用心	有點用心	有點不用心	不用心	非常不用心	普通
人數	1	5	0	0	0	0	0

2.我在本課程「出缺席」的狀況是：

選項	全勤	缺課1次	缺課2次	缺課3次	缺課4次以上
人數	6	0	0	0	0

3.本課程之教師是我的碩（博）士論文指導教授（學士班學生應填「否」）：

選項	是	否
人數	0	6

4.本課程是我的「跨院選修」通識課程：

選項	是	否
人數	0	6

二、課程與教學：	教學意見調查分數										
	各題項填答人數(人)							本課程		本課程所屬學院	
	非常同意	同意	有點同意	普通	有點不同意	不同意	非常不同意	平均數	標準差	平均數	標準差
5.教師能依據教學大綱授課，若有調整會告知學生。	2	3	1	0	0	0	0	6.17	.75	6.51	.63
6.教師教學態度認真。	3	3	0	0	0	0	0	6.5	.55	6.54	.6
7.教師在本課程的教學表現不佳。	0	0	0	0	0	2	4	0	0	0	0
8.教師能依據教學內容，設計作業、報告或測驗。	3	3	0	0	0	0	0	6.5	.55	6.36	.79
9.教師採用的教材，對本課程之學習有幫助。	3	2	0	1	0	0	0	6.17	1.17	6.39	.78
10.教師對本課程講解清楚，能讓學生了解教學內容。	3	3	0	0	0	0	0	6.5	.55	6.35	.76
11.教師授課內容能激發學生做更多元/多角度的思考。	4	2	0	0	0	0	0	6.67	.52	6.35	.8
12.教師之整體教學表現優異。	3	3	0	0	0	0	0	6.5	.55	6.39	.75
13.本課程使我獲益良多（如專業知識、技能、態度或價值觀等）。	3	2	1	0	0	0	0	6.33	.82	6.29	.87

三、教師之敬業精神：

14.教師全學期親自授課的頻率為：（註：課程邀請專家學者演講及業界專家協同教學，視為教師親自授課）

選項	皆「親自授課」	有1次「未親自授課」	有2次「未親自授課」	有3次「未親自授課」	有4次「未親自授課」	無法作答
人數	6	0	0	0	0	0

14–1.若填答教師未親自授課，請說明實際情況：

填答	

15.教師全學期準時出席授課的情形為：

選項	「幾乎沒有」遲到早退	「很少」遲到早退	「有時」遲到早退	「經常」遲到早退	「幾乎都」遲到早退	無法作答
人數	6	0	0	0	0	0

16.教師全學期對本課程之授課與補課的現象為：

選項	未曾「缺課」，或任何缺課均有補足	有1次「缺課且未補課」	有2次「缺課且未補課」	有3次「缺課且未補課」	有4次以上「缺課且未補課」	無法作答
人數	6	0	0	0	0	0

17.我是否會推薦他人修習本課程？

選項	推薦	沒意見	不推薦
人數	2	1	1

17–1.承上題，我會/不會推薦他人修習本課程原因是：(可複選)

選項	老師給分很高	本課程不具備實用性	本課程受用無窮	本課程對我未來生涯很有幫助	教師從不點名	本課程理論與實際兼俱	其他(請簡要說明)(限800個中英文字)
人數	0	0	2	3	0	4	1

其他(請簡要說明)

填答	1.負擔重。

18.請針對教師之上課方式的優缺點提出具體意見，包括：表達方式、講課速度、課程內容組織與系統、授課進度掌握、講義及參考資料、教學媒體使用情形等（同學陳述時，請勿使用情緒性詞句）。

填答	

四、英語授課：

19. 我的英文能力足以瞭解本英語授課課程之教材及應付課程要求：

選項	非常同意	同意	普通	不同意	非常不同意	本課程非英語授課
人數	0	0	0	0	0	6

五、其他：

20.本課程之教學助理(TA)會維持良好考試秩序：

選項	非常同意	同意	普通	不同意	非常不同意	無TA
人數	3	3	0	0	0	0

20–1.本課程之教學助理（TA）整體表現很稱職：

選項	非常同意	同意	普通	不同意	非常不同意	無TA
人數	3	3	0	0	0	0

20–2.請簡述對於本課程TA之看法：

填答	

附件二 The 5th International Conference on Education, Psychology and Social Studies 會議論文

Improving University Students' Motivation of Learning Anthropology with Design and User Experience Research Training [1]

Shih-Hsiang Sung｜National Sun Yat-sen University

Abstract

Anthropology in National Sun Yat-Sen University (NSYSU) does not have its own academic department and its relevant courses are taught in the Department of Sociology. Moreover, the southwest side of Taiwan has fewer academic institutions and less resources than the rest part of the island. Even in the Department of Sociology, students generally also lack motivation to study anthropology because they lack the understanding of how industries applying anthropological methods and knowledge in fields out of the academic, and only perceive it as a branch of social science. Without the effective identity of learning anthropology, students who participate in the anthropological courses in NSYSU easily lose motivations after the midterm while they need to couple with other courses' requirements.

This research introduces the researchers' strategies of improving students' motivation and participation in the course "Material Culture and Anthropology" in Fall term, 2018. Inspired by the concept of "Problem Based Learning (PBL)" (Barrows & Tamblyn, 1980; Hmelo-Silver, 2004), the researcher did not merely teach the course for academic purpose but treated it as a course for enriching students' understanding of applying anthropology for their future professional careers. From the researcher's perceptive, design and user experience research are the most relevant professions associated with anthropological training. Due to this, the researcher combined anthropological training with the basic professional requirements of design and user experience researcher into the course.

The researcher arranged "Material Culture and Anthropology" by applying the concern of PBL; and expected the students could apply anthropological perceptive and "Design Thinking" and "user experience research" skills to perceive problems, making plan for problem solving and learning relevant knowledge and skills by themselves. Students in the course experienced not only literatures based on academic concerns, but also lectures and workshops by the practitioners' in the design and user experience research fields. In addition, students also needed to accomplish a user research report by applying ethnographic methods and the skills taught by the researchers. The research assumed that these rearrangements would enhance students' motivation and participation to learn anthropology.

The researcher conducted the research with qualitative methods, especially ethnographic methods, deep interview and focus group. This research expects to indicate how the anthropological course redesigned with the concern students' future careers influence their motivation and participation in the course. As research participants, the 9 students' received video filming in class and individually deep interviews three times during the semester.

This study indicates the effect of applying the activities of design and user experience researching in an anthropological course. Students maintained their

[1] This copy is just a draft-edition requiring further editing. Please do not cite it without informing the author.

motivation and participation to the course and expressed that they had better interests of learning anthropology by themselves in the future. The results suggest that the education of social science could be combined with applicably professional skills, and it would enhance students' identities within the learning process.

Keywords: anthropology, design and user experience research, problem-based learning (PBL)

Introduction

Anthropology is not a popular discipline in universities around Taiwan even though its value has been emphasized by the academics and the industries. We can only find relevant departments teaching professionally series courses in national universities in the northern part and eastern part of Taiwan. That is to say, there is no anthropological department which could be found in the southwest part. The absence of anthropology department not only means students, who live in the southwest and are interest in this, need to study out of hometown, but also means the whole southwest area lack the academic environment. National Sun Yat-Sen University (NSYSU), as a high education institute in Kaohsiung City in southwest Taiwan, only conducts anthropological education in the Department of Sociology, which represents the difficult reality of the academic environment to anthropology education. Teaching anthropological courses in the department has to deal with the challenges from the students, which are formed by the environment factors.

I am responsible for teaching three anthropological courses: "Material Culture and Anthropology", "Digital Anthropology: Theories and Practice", and "Design Anthropology: Theories and Practice", in National Sun Yat-Sen University. In the past three years of my teaching in the Department of Sociology, due to the environment factors, the students generally lack the understandings about anthropology and the motivations for studying it. In my first two years of teaching, the students represented that they loose their passions of studying, and it caused their higher frequency of absence. Furthermore, the students also represented that they had no clear understanding of the value of learning anthropology since they have less chances to become professional anthropologists. How to improve students' motivation and participation of learning anthropology had become the most important challenge which I had to deal with in this environment.

In this article, I will represent my strategies of solving the above challenges. I will use one of my courses "Material Culture and Anthropology" as an example to indicate my teaching strategies of improving students learning performance. By introducing design and user experience research training into my anthropological courses, students' motivation and participation of learning anthropology have been raised up.

In terms of research methodology, I applied ethnographic methods to study the students in the course and the main strategies include participation observation, deep interview and focus group interview. The class had 9 students which came from different departments and have different intentions to take this course. I also conducted video-filming for recording the interaction in class, three rounds of deep-interview for each individual at the beginning, the middle and the end of the semester. As a qualitative research, all data collected are narrative, which represents how the students thought and acted during the semester. The amount of students in this class also brought me a positive opportunity to build a better relationship with them, which also led me better understand

how they viewed and estimated the value of the course. The data has been studied with the semantic analysis and I will try to interpret the meaning of their narratives by reconstructing the context which related to their college lives in NSYSU. Due to the concern of privacy, all students are anonymous and personal information are modified with minimum effect on representing the context.

Course Background and The Value of Anthropology out of the Academic

1. Students' choices on major and career anxieties

National Sun Yat-Sen University is a public institute of high education in southwest Taiwan. Relatively, this university only has less than 10,000 students, including undergraduate level and graduate level, and is viewed the best university in this area. The Department of Sociology (DOS) is famous for its social practice in which students have strong motivation to participate in social movements and reclaim social justice to the public. Usually, the freshmen and the sophomore of the department are encouraged to join these movements by the elders students and all of them are proud of themselves for being the practitioners with social improvement. However, students in DOS in NSYSU encounter challenges of job searching after graduation since the diploma of sociology has the difficulty to directly match up what job market needs in Taiwan. There is no job position titled as "sociologist" opening for undergraduates in Taiwan. It causes that students in DOS have anxieties for their job careers. Because of this, many of the students look for the chance to transfer to other departments which are more applicable for business purpose, or start to take second major degree or a minor degree in other disciplines, especially disciplines in the management school, for enhancing their competence in future job markets. Averagely, DOS recruits forty students each year and the three quarters take this strategies.

Why do these students choose DOS and but look for alternatives? The most important reason is that most students lack enough understandings about what are their personal interests and what career tracks they like to step on. The students only had very vague impressions about sociology in high school and expected to apply sociology to change the world or at least the society they live. However, they gradually understood the difficulties of stepping on the academic track of being a scholar while they studied in the department. That is not to say these students underestimated the value of sociology but to realize this may not be what they expected for their personal future careers.

The above problems not only happen in DOS, but also in other departments. Especially in the school of literature and school of social science, many students in these schools all encounter similar problems. This represents as the low ration of the graduates still choose the career track directly related to the academic training in university.

These contextual conditions effected on the students' learning motivation, which could be composed and driven what expectancy-value they have on learning (Eccles & Wigfield,1995), how they develop their capabilities of self-determination (Deci, 1980; Ryan, Connell, & Deci 1985), and how they are oriented by personal goals (Ames, 1992; Dweck & Leggett 1988; Pintrich 2000). It implies that we need to improve students' motivation by connecting the students in the present and themselves in the future, in which they may encounter real difficulties required to the capabilities taught in university period.

2. "Material Culture and Anthropology" course in DOS

As a formal faculty in the Program of Interdisciplinary Studies and the one of the only two anthropologists in the DOS, I am responsible for teaching three anthropology courses for undergraduate students. While the other anthropologist is responsible for the "Introduction to Culture Anthropology", "Ethnographic Methods", and "Religious Anthropology", I am responsible for the courses: "Material Culture and Anthropology", "Digital Anthropology: Theories and Practice", and "Design Anthropology: Theories and Practice". I treat my courses are advanced level for the students in the DOS. Since it has a formal faculty with anthropological background and has advantages on fundamental training of anthropology, I, in my first year of teaching, assumed that all students may already receive the basic culture anthropology in DOS. However, many of my students had not taken the other anthropologist' courses for basic anthropology trining because these courses are optional. I also have many students from other departments such as business management, Chinese literature, political science, etc. That is to say, it is necessary to involve basic trainings of anthropology in my class.

In this research project, I took the course "Material Culture and Anthropology" as my research field. In the fall term of 2018, it was my fourth time for teaching this course. According to the rules from the Ministry of Education, each course should eighteen weeks of class, which is much longer than the American system with fourteen weeks. Basically, this course intends to lead students to apply anthropological perspective to study how human create and utilize objects based on its own cultural context in different societies. This course bring students to stress that students need to sense the objects' existence and meaning in daily life, while other anthropological courses more emphasize the importance of invisible cultural rules, such as the ideas of kinship or religion, gift exchange, production, etc.

My teaching experience in the past three years has lead me to find that students in this course lost their motivation after the midterm. At the end, the course needed to strive for the students' motivation, participation and attention with other courses. From the explanation of the students, they did not lose their participation or attention on purpose, but have to make a choice while other courses request students attention as well.

Among the 9 students in the class in Fall 2018, four were from DOS, two were from the Department of Chinese Literature, and three were from the universities in China which having exchange student cooperation with NSYSU. These exchange students all had the basic training of social science, such as sociology, anthropology, and mass communication. Compared to the local students, these three students represented better motivation of participating in the class since they believed that Taiwanese training of social science are better than where they are from.

The local students owned different intentions for the course according to what academic training they receive. The two students from the Department of Chinese Literature perceived that they worried about their career future since the department only provide academic training rather than professional training out of the academic. The students were certain that they would not step on the academic track and looked for opportunities which can apply the capabilities extended from their training received before. The five students from DOS also worried about their future careers and their concerns became an important reason for taking my course. Zheng Ting-Husan, a female in the fourth year, claims:

> "I heard that Professor Sung's class is tough which has difficult readings and a lot of homework, but I like to give it a try. I will not take the master degree in sociology after graduation, which means what is mostly taught in DOS will not

be really helpful for my future career. I expect that this course could help me to adapt to the future job better. “

The other female second year student, Tu Hong-Ru, heard little about how difficult my class was but also concerned about her future job opportunities. She said:

> “I like sociology. But I think I would not be a sociologist in the future at least at this moment. I like to try different things. Elder students informed that I should take this course “Material Culture and Anthropology” if I like to challenge myself. ”

The students’ concern about their future job career indicates what they expected in the courses in DOS and how should I change my teaching strategies in my course. Otherwise, the composition of the students in this course also reminded me that they had different levels of academic training on social science, and I should not assume that my course arrangement is only for the students from DOS.

3. The value of anthropology out of the academic

Presently, anthropology has become an important expertise in the field of design and business development. In the West, anthropologists have been worked in industrial field and apply ethnographic methods for solving challenges from design and business for a long term. Anthropologists Lucy Suchman started to apply ethnographic methods to study human behaviors related machine control, such as copy machine, since the late 1980s. IEDO, which is a design company famous for the method “Design Thinking”, also claims the necessity of recruiting anthropologists for innovation. Recently, more and more experts with anthropological and ethnographic skills have joined the process of design for products and services, and they apply their expertises to conduct user experience research which assists designers, engineers or programers to develop products or services based on the idea “human-centered innovation.”

Anthropologists and anthropological methods are also popular in contemporary consultancy industry. Christian Madsbjerg, Mikkel B. Rasmussen, the founder of ReD Association recommend to apply ethnographic methods to understand the invisible needs in consumers’ daily lives for leading business innovation. *The Moment of Clarity* which is written and published by the two founders indicates the successful examples of applying ethnographic methods for business innovation and strategies making, such as LEGO and SAMSUNG whose production lines were all modified due to ethnographical researches and insights.

That is not to say that the knowledge of anthropology could be directly appropriated to deal with the challenges from design process or business development. In fact, anthropologists in these industries all require the knowledge and experiences out of the academic training of anthropology. These anthropologists, as interpreters conducting translation jobs, need to become fields-crossing and familiar with what real design companies or business development projects really go through. Even though they do not conduct ethnographic researches as the anthropologists teaching in universities, they still treat their jobs as formal anthropological projects. What is the difference between the anthropologists in different fields? The ones in academic more intend to “interpret” the meaning of the ethnographic data collected from their fieldwork, but the later ones more intend to solve the true problems within cooperations by their expertises.

Anthropologists teaching in Taiwanese universities generally lack the understanding of application value of anthropology methods and knowledge. It is because most of the anthropologists also have no experience to what I just mentioned above. More than that, Many Taiwanese design companies or business cooperations generally lack the understanding as well. There is no such a healthy job environment for graduates who receiving anthropological training to apply their skills. However, while more and more companies started tp stress the importance to understand their clients and customers in past years, and more and more cooperations prefer to build their brands by finding the unique needs from the customers, design companies or consultancy cooperations opening job positions to anthropologists are increasing.

To sum up this section, from the perspective of anthropology and ethnographic methods, a course is not merely a teaching process but a culture practice field where the students and teachers form the field together and each side has been embedded in a bigger and more complicated context, which influences each individual's understanding to the course. When a teacher opens a course, he has his own education purposes which are related to how he view the value of the professional knowledge and skills and what trainings he receive before. When students take a course, they also have different concerns than educators, and their anxieties about future career out of the academic track definitely have effects on courses selection.

Following the context and students' concerns mentioned above, I believe that my course "Material Culture and Anthropology" should not only assume that the students in class all want to become professional anthropologists. Conversely, they expected more opportunities to learn skills of applying anthropology into their job careers. That is to say, a course could mean a "cold" course which represents its easiness of taking the credit or a tough one which represents the difficulty. To students, a tough course, which may reduces willing to take by its reputation, is still attractive or meaningful to students while it could provide the assistance which students need for having a better career. By understanding this, I introduced design and user experience research with activities into my class. In the following sections, I will introduce how I set up strategies for introducing design and user experience research into the course.

Teaching Strategies for the Course: Material Culture and Anthropology

"Material Culture and Anthropology" intends to improve students' motivation through introducing the elements of "design" and "user experience research" into the course planning. Design and user experience research are chosen because both are firmly connected with people's interaction with the objects. With the effects of design, people may be directly influenced by an object's appearance and what it can functions within daily life. From the academic point of view, design is an indivisible part of human material culture since it represent human's intelligence and cultural preferences on what they produce and utilize. User experience research also connects to "Material Culture and Anthropology" because not just it conducts research how people utilize products in their daily lives, but also it request a researcher has to be sensitive how people think, view, interact, with objects for solving problems, which is directly connected to what student will be trained in the course.

To designers in profession, it will be valuable if a design project conducts a user experience research before they begin their design process. From my other researches with designers, they informed me that their performances on design strongly depend on whether they understand the users, utilization context, restrictions of utilization of the

products, etc. These professional applications are worthy introducing to students and change their perspectives to anthropology. It means I have to bridge my class with real professional problems; and I should redesign my course with the element of problem solving and rearrange the learning process to be problem-based oriented.

From the point of view of problem-based learning (PBL) ((Barrows & Tamblyn, 1980; Hmelo-Silver, 2004),) I also thought about that the course should provide the real challenges to students to solve in order to enhance their learning motivation. PBL is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in the real world. The PBL process does not focus on solving problems with definite solutions; instead, it also allows for the development of other desirable skills and attributes, including knowledge acquisition, enhanced team collaboration, and communication. The PBL tutorial process involves working in small groups of learners wherein each student takes on a role within the group that may be formal or informal and that may alternate. The process is focused on the students' use of reflection and reasoning to construct their own learning (Dolmans, Loyens, Marcq, & Gijbels, 2016; Gunter & Alpat, 2017; Liaw, Chen, & Huang, 2008; So & Brush, 2008). Additionally, a learner-centered approach, such as design thinking, can also help to raise students' awareness about good design processes and generally enhance their interest in solving complex problems. Associated activities can be designed in a way that requires students to generate ideas/solutions and receive support for their emergent design thinking skills as well as ongoing feedback about the feasibility of various solutions. Educators can support their students in developing these skills by providing them with multiple and varied opportunities to design and create prototypes, experiment with different ideas, collaborate with others, reflect on their learning, and repeat the cycle while revising and improving over time (Razzouk & Shute, 2012). Following the concept of PBL, I had following strategies:

Strategy 1: Expose the students to the relevant information

Based on the above concern, I had three strategies to introduce design and user experience research into my class. The first strategy is to expose the students in o the relevant information connecting material culture, anthropology, design, and user experience research.

By exposing the student to the specific studying environment which does not only aim to provide traditionally anthropological training, I, as a teacher which is responsible for arranging materials and assignments to achieve the educational goals, added specific readings related to design and user experience research, and the assignments which enhanced their understandings to the main content and increase basic skills for interdisciplinary application.

In the class of first week, I also introduced that design and user experience research are the professions students could think about while they would the training of "Material Culture and Anthropology" which is a good bridge linking the academic side and the industry side. In the following weeks, I continually mentioned how the design process works with anthropologists' assistance and how the job of user experience research runs in Taiwan. I assumed that students may enhance their studying motivations while they realize that the knowledge and skill which they will learn in the semester will be useful and practical to their future career.

In the week 10, I invited Dr. Lai Chih-I, an assistant researcher having design anthropology training in University College London, working in National Palace

Museum, to gave a lecture about how to apply anthropology in design process. Dr. Lai used her exhibition curating in National Palace Museum as an example and explained how ethnographic methods were helpful to an exhibition design.

Strategy 2: User experience research workshop and assignments

Workshops and lectures related to user experience research were arranged for making students familiar with the job requirements.

In the Week 11, the mid-term of the semester, I led a workshop to introduce the basic framework of user experience research. It included how to make a research plan, what research methods could be chosen, how to conduct interviews and observation in the fieldwork, how to conduct basic data analysis, how to organize a report for the research. In the workshop, I especially explained that anthropological sense and ethnographic methods are generally applied in user experience researchers' job.

In the Week 15, I invited Wendy Lee, a user experience researcher, who owned anthropological training and worked for an e-company, gave a workshop about how to conduct user experience research in her job, while students had been familiar with the idea of design and user experience research. Lee worked in a e-company providing traveling services and her main job was to find clients' preferences on the information arrangement of app or computer screen. In the workshop, Lee especially introduced how she figured out customers' ways to utilize digital tools to solve their needs for travel.

Strategy 3: Design thinking workshop

In the week 16, I conducted a design thinking workshop to lead student to experience a basic process of product design. The reason why I choose design thinking workshop was because the framework was created by the design cooperation IDEO and it has been recognized inspiring for people with non-design background to learn the process of design. Except of reminding students to have divergent thinking and convergent thinking, and examining a design idea from the perspective of desirability, viability, feasibility, I led the students to go through the five stages of design thinking process: empathy, define, ideate, prototype and test.

Designing a chair for one of their colleagues in class was the challenge given for the workshop. Following the five stages, students started to accomplish their designs by conducting a mutual-interview with their partner in order to have a better understanding about what he or she needed with a chair design, or how the partner led his or her life with personal habits, or preferences, of sitting. Then they needed to define what was the challenge needed to be solve in this short project. Then, the students utilized their creativities to figure out potential solutions for the specific needs. After having multiple potential solutions, the students used simple materials, such as color papers, fine wooden sticks, and glue, to make quick prototypes and explained how the chair works to their partners. Each one also needed to give feedbacks to the chair prototypes design for him or her.

During the first stage of empathy, I purposely reminded the students to apply the skills and concepts to conduct the interview and figured out what were the hidden needs from their partners. After the workshop, I also led the discussion to remind students that the value and effect of design on today's material culture. This strategy also followed the education concept of "problem-based learning" in which what students learned in above weeks became meaningful and led their design and prototype creation. In the following section, I will present students' responses to these strategies.

Students' Responses to the strategies

In general, the students' had positive responses to the strategies on the course's redesign and rearrangement. About the Strategy 1, students' feedback indicated that they were positive to be exposed to the information with design and user experience research. Lee Chia-Mei, a female sophomore student from DOS, expressed:

> "I did know the career value of anthropology and social science until this course. What the instructors taught in DOS is meaningful and inspiring, but lacks the application value to my future career. I can understand the social problems better than other average students in this school. However, I also have not solutions to these problems."

Zheng Ting-Husan, also said "As a fourth year students, it is a pity that I did not know the connection between anthropology and user experience until this course. I will think about whether user experience research is a good job option for me."

In terms of the Strategy 2, which is about user experience research workshop and assignment, students responded that they sensed the connection between the job of user experience research and the training which they received in the course. Tang Zi-Ying, the third year student, the female exchange student from China, expressed:

> "After the workshops and lectures, I caught the connection among social science and user experience research. I don't not know whether I will take the career track of user experience researcher. However, it is definitely useful to any kind I will do in the future. It is because I will choose a job related to 'people', and this course gave me better skills to apply the knowledge of social science than the courses I took before."

Wei Wen-Chih, a male third year student in DOS, said:

> "I transferred to DOS from a private medical school this year. I am really interested in sociology but I also worry about my future career while other students in the department also look for trainings from other disciplines. By contacting user experience research, I started to notice the application value of sociology and anthropology, especially the ethnographic methods. I am not sure whether I will become a user experience researcher. But the arrangement in this course led me to think more and participate into the class better."

Among the nine students, all had positive feedback to this strategy. However, one female fourth year student Kang Yi-Juan, from the Department of Chinese Literature, also responded that she lacked the basic training of social science and it brought her difficulties to comprehend the content and how social science training helpful to user experience research. q

In terms of the Strategy 3 which is related to design thinking workshop, student also gave positive feedbacks. Most students considered it as a interesting part of the whole semester while other they had no opportunities "do something" or "create an object" in the whole semester, even though it is a course with the title "Material Culture and Anthropology". Zheng Ting-Husan siad:

"I like the arrangement of design thinking workshop. It directly gave me an experience how 'research' connects to a design process, even though it was short. In the

workshop, I also had a better understanding to the reading contents we had this semester while I became a designer to create something for someone."

Zheng's response indicate the workshop was not merely helpful to students' understandings to potential career futures, as well as to brought meaning to the learning of whole semester. Wei Wen-Chih, who took my other design classes from the Program of Inter-Disciplinary Studies in last semester, said:

> In last semester's course of design thinking, I just followed the idea or steps taught in the course, and lack further thinking about why and how these steps went that way. After the training in this course, I have better understandings about design and design thinking, especially the stage of "Empathy".

I also wonder whether these strategies positive to students' motivations and participation. Students' gave me similar responses in my final interviews with each individual:

> "I think these arraignments had impact on my motivations on this course in certain level. I did not know anything about design and user experience, especially their connection to social science and anthropology, until this course. By participating into the class week by week, I gradually realized the value of my learning track of social science, including sociology and anthropology. From this point of view, I can say these arraignment enhance my motivations to this course." Zheng Ting-Husan said.

From the perspective of a student from the Department of Chinese Literature, Kang Yi-Juan heard anthropology and user experience before and she directly encountered what she expected. She said:

> "I heard user experience before. What I experienced in this course differed from what I originally imaged. However, I learned a lot from this course and broke my original imagination to this. By studying harder, I also put a lot of energy and emotion into this course. Even though this course was tough, I like to finish my learning process."

From students' responses to these strategies, we can assume the course redesign and rearrangement was successful to the purpose for improving students' motivation and participation. Nevertheless, it is also necessary to put their responses into a bigger context which I mentioned in the above section and conduct a further reflection on anthropological education from the perspective of PBL.

Reflection

In this research, I assume that students' motivation to a course is effected by how applicable and useful they can sense to it. I apply the concept "PBL" to redesign and rearrange the content of the course "Material Culture and Anthropology". While the strategies and arrangements within the course are redesigned according to the concept of PBL, it is necessary to reflect the ways of anthropological education what average anthropologists take for the granted. For answering the question, I like to split it into three questions to make it more specific: Who is anthropological education for? What

should be anthropology education taught? What methods should anthropology education apply for students who will not step on the academic track?

Anthropologists rarely discuss the education purpose and methods for students who will not step on the anthropologically academic track. In the departments of anthropology, or the relevant academic institutes, the instructors wordlessly assume what they should teach are what they learned for being a scholar who would conducts academic researches and teaching jobs in university. However, it is not the reality to most students whom anthropology instructors may encounter out of the professionally anthropological institutions. Instructors like me have more opportunities to teach anthropology to students having different career imaginations and plans than us.

As an instructor for teaching anthropological knowledge, my first purpose is definitely to lead students to understand the value of the perspective of cultural diversity and lead students have the opportunity to apply the relevantly anthropological knowledge in their daily lives. However, while students have their personal career imaginations and plans out of being anthropologists, many students which I encountered before only took the courses of anthropology for the requirements of graduation. I more believe that students will more treasure the value of anthropology, either for the present or the future, as long as they sense its value of application. This is the ration which I selected the concept of "PBL" to lead my course's redesign and rearrangement.

By putting students into a setting of problem-solving and leading them apply anthropological skills in the course, anthropology may own different values than a discipline only for admiring cultural differences to them. With the concern of PBL, Anthropology becomes to be more useful to students and it influences students motivation and participation in class. In which, an instructor needs to consider to involve more topics and contents related to anthropology applications; and my selections in this research project were design and user experience research. The problem-solving challenges I try to picture to students not merely in the course, such as designing a chair in the design thinking workshop, but also in their future careers and lives. By introducing students what user experience research is and how applicable anthropology could be, I drew a picture in which they, after graduation, would all encounter the chances to apply what knowledge and skills they learned during the whole semester.

The role I tried to play for this redesign and rearrangement of anthropology education was not the typical role of anthropologist in a professional department of anthropology. In the course off Material Culture and Anthropology, I took a standpoint which was more interdisciplinary and application-oriented; and I expected what I taught to student was not restricted in the anthropology for the academic but for students' careers.

Conclusion

In this essay, I presented my strategies of improving students' motivation to the course "Material Culture and Anthropology" through redesigning and rearranging the content by applying the concept PBL. By applying PBL, design and user experience research became what I introduced into my class. From my investigation, the strategies, such as exposing students to a specific learning environment, arranging a user experience research workshop and assignments, arranging a Design Thinking workshop, effectively improved students' motivation and participation in the course.

Through this research, I also present that students who had not career plans on academic track expected an anthropology course should be useful and applicable to their

future careers. A instructor could apply the concept of PBL to design and arrange a courses' content in order to response students' expectations.

I, in this research, do not mean all anthropologists teaching in university should follow my strategies of course redesign and rearrangement. In fact, I do believe an instructor should evaluate students' expectations and put a course in a context weaved by different factors and concerns, and designs his or her course according to these, especially in the department which aims to cultivate future anthropologists in academic. I do also believe that an instructor should realize what a course mean to students, and this understanding could provide insights to enhance a course's effectiveness.

As an instructor teaching anthropology in DOS and encountering students from different academic backgrounds, I expect to conduct more researches following a smilier approach and use what I discover to lead my course improvement.

References

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, 84, 261-271.

Barrows, H., & Tamblyn, R. (1980). *Problem-based learning: An approach to medical education.* New York: Springer Publishing Company.

Deci, E. L. (1980). *The psychology of self-determination.* Lexington, MA: D. C. Heath (Lexington Books).

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. Psychological Review, 95, 256-273.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109–132. (2010 IF: 18.288).

Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review, 16*, 235-266. doi: 10.1023/B:EDPR.0000034022.16470.f3

Kelley, T., & Littman, J. (2005). The ten faces of innovation: IDEO's strategies for beating the devil's advocate & driving creativity throughout your organization. New York: Currency/Doubleday.

Madsbjerg, C., Rasmussen, M. B. (2014). The Moment of Clarity: using the human sciences to solve your hardest business problems. Boston: Harvard Business Review Press.

Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner, (Eds.), Handbook of self-regulation: Theory, research, and applications (pp. 451–502). San Diego, CA: Academic Press.

Ryan, R. M., Connell, J. P., & Deci, E. L. (1985). A motivational analysis of self-determination and self-regulation in education. In C. Ames & R. E. Ames (Eds.), *Research on motivation in education: The classroom in milieu* (pp. 13-51). New York: Academic Press.

【附件四】教學實踐研究計畫成果報告海報檔(範例) (系統端上傳PDF檔)

教學實踐研究計畫成果報告

計畫名稱

計畫主持人：王大明 教授
任職機構：OOO 大學 OOO 系

可置入學校或機構 LOGO

計畫摘要

本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下.

本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下本計畫的摘要如下.

關鍵字：教學實踐、行動研究、社區參與 (舉例)

研究動機與目的

請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。

請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。

請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。

請描述所選擇研究議題的問題挑戰與背景、教學實務現場遇到之挑戰以及該議題的重要性與影響力。

文獻探討

請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。

請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。

請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。

請針對本教學實踐研究計畫主題進行國內外相關文獻、研究情況與發展或實作案例等之評析。請針對本教學實踐研究計畫主題進行案例等之評析。

研究方法

A.實驗場域描述

若為一般大學課堂，請簡要描述教學研究進行之課程、場域與教學現場；若為戶外/社區/產業實習或實踐場域，請簡要描述場域特性，為何選擇該場域進行本計畫。

圖 1. 實驗場域示意圖.

B.研究對象描述

包含如何招募研究對象、抽樣方法與研究對象背景。

C.研究架構

可包含理論架構與研究流程。

研究流程示意圖(範例)

D.資料蒐集方法與工具

包含所選擇之資料蒐集方法與工具，若為因本研究所發展之問卷或評量工具，需進一步描述信效度測驗結果。

E.研究分析方法

請描述本計畫之資料分析方法。請描述本計畫之資料分析方法。
請描述本計畫之資料分析方法。
請描述本計畫之資料分析方法。

教學暨研究成果

A.教學過程與成果

教學過程與成果。教學過程與成果。教學過程與成果。教學過程與成果。教學過程與成果。教學過程與成果。

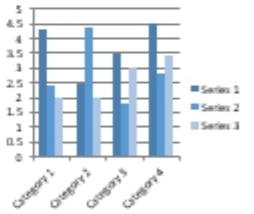


圖 2. 教學成果示意圖.

B.教師教學反思

教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。教師教學反思。

C.學生學習回饋

學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。學生學習回饋。

D.研究成果(請填寫量化表)

研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。研究成果。

參考文獻

1. 參考文獻。
2. 參考文獻。
3. 參考文獻。
4. 參考文獻。
5. 參考文獻。
6. 參考文獻。
7. 參考文獻。
8. 參考文獻。
9. 參考文獻。
10. 參考文獻。

聯絡方式：
<姓名+職稱>
<機構>
Email:
Website:

計畫成果資源：
<計畫成果網站>
<成果影片網址或QR-Code>

教育部教學實踐研究計畫

【附件五】教學實踐研究計畫研究成果調查表(107/8/1~108/7/31) (系統端填寫)

1. 研究計畫基本資料	
計畫主持人姓名	宋世祥
職稱	助理教授
系所名稱	人文暨科技跨領域學士學位學程
計畫編號	07RA025-03
計畫名稱	導入「設計應用培力工作坊」與「實作專案」對提升大學生人類學課程之學系動機、強度與成果之影響

2. 研究成果調查表

成果類型	項目	量化指標	說明
學術成果	國內期刊論文	以教學實務相關議題為主題之論文：___篇(I 類)	
		以教學實務相關議題為主題之論文：___篇(非I 類)	
	國外期刊論文	以教學實務相關議題為主題之論文：___篇(I 類)	
		以教學實務相關議題為主題之論文：___篇(非I 類)	
	國內專書	以教學實務相關議題為主題之專書:__本	
	國外專書	以教學實務相關議題為主題之專書:__本	
	國內專書篇章	以教學實務相關議題為主題之專書篇章：__章	
	國外專書篇章	以教學實務相關議題為主題之專書篇章：__章	
	國內研討會論文	徵稿主題包含教學實務議題之研討會論文：_1_篇	
	國外研討會論文	徵稿主題包含教學實務議題之研討會論文：_1_篇	
	評論文章	以教學實務相關議題為主題之評論性文章：___篇	
	技術報告	以教學實務相關議題為主之技術報告：__份	
	其他	其他與教學實務相關議題有關之學術成果	
	教案/教材發展	教案/教材發展共_____件	
		1. 跨領域教案___件	
		2. 實作型教案___件	
	線上課程	1. 磨課師課程___門	
		2. 開放式課程__門	
		3. 其他類型線上課程__門	
	線上教學資源庫建置分享	請說明	
	原創性教科書	外文_____本 中文_____	

教學成果	普及書	外文_____本 中文_____	
	創新教具發展	_____項	
	測驗/評量工具發展	量化_____份；質性____份 包含質性與量化測驗工具發展，如學生動機問卷、前後測知識測驗量表等、觀察量表等皆屬之)	
	以教學實踐研究、教學實務分享為主題之演講	___1__場次 (包含工作坊、主題演講、座談會、交流會等有關教學實務方面的分享)	
	教學獎項	____項 包含校內外各類教學獎項	
	教學類補助計畫	____件 包含校內教學補助計畫如創新教學計畫等，與政府補助之各類教學類補助計畫(除教學實踐研究計畫外)	
	指導學生參與競賽得獎	國內_____場 國外_____場	
	其他公開發表之教學成果	請說明	
智慧財產權	教案著作授權	____件	
	教具專利授權	____件	
	其他授權	____件	
參與計畫人力	兼任助理	__2__人	
	協助課程助教	____人	
	協助計畫之臨時人力	____人	

其他成果
(無法填寫於上述量化指標之教學實務相關學術研究與教學成果，可填列於此)

【附件六】教學實踐研究計畫配合課程資料表(系統端填寫)

學校名稱：

教育部107年度大專校院教學實踐研究計畫配合課程資料表

序號	計畫編號	學門(專案)	計畫名稱	系所名稱	主持人姓名	職級	開課系所/學院/中心	課程編號	課程名稱	是否正式課開	修課人數	是否教評有師量

註：表格請依報送件數自行增減行數
本校合計：共_____件計畫
配合課程共計：_____門
聲明
本校執行107年教育部「補助大專院校教學實踐研究計畫」，所填報之配合課程資料表完全確實。
此致
教育部
承辦單位主管：　　一級單位主管：　　機構首長：

備註：本名冊請造具一式一份。

【附件七】教育部教學實踐研究計畫學校自評表(107.8.1~108.7.31)(系統端填寫)

說明：本計畫旨在提升教師品質與學生學習成效為目的，為鼓勵更多教師投入教學實踐研究計畫，將資源確實投注於教學現場，請各校針對教師教學專業成長之各項績效指標進行自評，以利本計畫進行後續教師專業成長策略規劃。

<table>
<tr><th>量化指標</th><th>量化資料/質性描述</th></tr>
<tr><td colspan="2">1. 權責單位(負責教學研究相關之教師支持措施與資源提供之相關權責單位)</td></tr>
<tr><td colspan="2">□ 由一個處室主要負責：
□教務處/教學發展中心 □研究發展處 □其他單位，_____
主要負責業務包含：_____
□ 由跨處室共同負責，請說明校內權責單位、分工與負責業務：
權責單位　　分工業務說明</td></tr>
<tr><td colspan="2">2. 教師教學之知能成長專業課程</td></tr>
<tr><td rowspan="2">(1) 教學知能與教學研究主題(含研究倫理與學術倫理)工作坊</td><td>量化指標：____場</td></tr>
<tr><td>說明：(請提供辦理場次時間與主題)</td></tr>
<tr><td rowspan="2">(2) 教學研究計畫分享交流會(一般交流座談會)</td><td>量化指標：____場</td></tr>
<tr><td>說明：(請提供辦理場次時間與主題)</td></tr>
<tr><td rowspan="2">(3) 教學實踐研究研討會/論壇(需有徵稿公告)</td><td>量化指標：____場</td></tr>
<tr><td>說明：(請提供辦理場次時間與主題)</td></tr>
<tr><td rowspan="2">(4) 以教學專業發展為主題之短期課程(如4周短期課程或3天密集課程等)</td><td>量化指標：____場</td></tr>
<tr><td>說明：(請提供辦理場次時間與主題)</td></tr>
<tr><td>(5) 其他</td><td>說明：(請描述辦理方式、場次與主題)</td></tr>
<tr><td colspan="2">2. 教師社群</td></tr>
<tr><td>(1) 是否籌組教師社群</td><td>量化指標：___個
以教學實踐研究為主題之教師社群：____個</td></tr>
</table>

(2) 教師社群之成果	說明：
3. 教學實踐研究計畫之配套獎補助措施	
(1) 與教學實踐研究計畫相關之獎項與獎勵(包含申請通過與未通過之各類獎項、獎勵金)	量化指標：____項獎項(獎項、獎勵) 說明：(請列出獎項與獎金名稱與授予方式)
(2) 與教學研究相關之前導型校內計畫補助案(非一般教學補助計畫案，需以教學研究為主題)	量化指標：____項計畫補助案 說明：(請提供質性描述)
(3) 其他獎補助措施	說明：
4. 教師考核制度多元分流措施	
(1) 教師評鑑制度	量化指標： □ 教學實踐研究計畫納入評鑑制度(請簡要說明) □ 教學實踐研究計畫規劃納入評鑑制度(請簡要說明) □ 未考量將教學實踐研究計畫納入評鑑制度(請簡要說明) 說明：
(2) 教師升等制度	量化指標： □ 教學實踐研究計畫納入升等制度(請簡要說明) □ 教學實踐研究計畫規劃納入升等制度(請簡要說明) □ 未考量將教學實踐研究計畫納入升等制度(請簡要說明) 說明：
(3) 教師聘任分流制度 (例如聘任制度中已有教學型、研究型教師等區別)	量化指標： □ 教師聘任目前已有分流制度(請簡要說明) □ 教師聘任正規劃進行分流制度(請簡要說明) □ 目前未規劃教師聘任分流制度(請簡要說明) 說明：
5. 校務研究資料庫支持教學實踐研究計畫支持措施	

說明：