

# 醫學系教學評量結果之三年追蹤分析

## Evaluations of Teaching Effectiveness in Medical

### Courses Over Three Academic Years

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#### 摘要

爲了協助教師改進教學，以提高教學效果，達到教學目標的教師評量制度已在台大醫學院實施多年。而學生對授課教師的評量，已成爲每學期教學評量的重要參考資料，同時也是課程之評估與改進的指標之一。本研究以 85 到 87 學年度上半學期的醫學系學生對所有大班講授課程之教師所進行的問卷評量爲主，探討過去幾年的教師評量結果，針對不同課程的性質與授課教師的特質，深入分析學生對教師教學評量的結果，以作爲教師教學改進，以及課程的組織與規劃之參考。在比較了三個年度學生對不同課程的教學評量之後，結果發現學生對整個課程的平均滿意程度有逐年下降的趨勢。而學生對不同類型科目之大班授課教師的平均滿意度也略有差異，對臨床課程的教師之滿意程度，平均高於對基礎和公衛課程的教師之滿意程度。此外，亦針對教師的特性探究其對教學的影響，分別從授課教師的性別、年齡、職級和專兼任等因素加以分別探討，結果爲教師的性別和是否爲專任者對學生來說，並沒有太大的差別。而職級和年齡兩者的結果則略爲相同，學生對大多屬於中年以下的副教授級和講師助理教授級的教師之平均授課的滿意度較高，特別是年紀中等的副教授級受到的最好的評價。

#### Abstract

To improve teaching technique, effectiveness, and educational goals, teacher evaluation have been done for several years as part of medical educational reform at National Taiwan University Medical College. The data of the evaluation surveyed from students taking the courses become one of the most important information bases and indicators of course improvement. By using the survey data, this study analyzed the results of teacher evaluations from 1996 to the first semester of 1998. This study especially focused on different kinds of courses and the characteristics of teachers. Comparing the results of teacher evaluations in three continuous academic years, we found students' satisfaction decreased by year. There were some differences between the instructors from different kinds of large-size courses in students' satisfaction. On average, the students' satisfaction with clinical courses was higher than with basic courses and public health courses. In addition, this study also investigated various factors, such as teachers' gender, age, position and employment status which could influence teaching effectiveness. The results indicated that there was no significant difference between male and female instructors, and between full-time and part-time instructors. The age and teaching position of instructors had interaction effect. Students more satisfied with

associate professors, assistant professors and instructors who were young or middle aged groups than with other teaching position of instructors who might be older.