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• 中文關鍵字	技學素養；認知；情意；技能；高職護理學校
• 英文關鍵字	Technology literacy；Cognition；Affection；Psychomotor； Vocational nursing school
• 中文摘要	本研究計畫的主要目的,在瞭解高職醫事護理類科實施技學素養教育課程的現況,研究方法採郵寄問卷調查及深入訪談法,研究對象爲台灣地區 17 所高職醫事護理學校教師,以自擬的結構式問卷郵寄普查,共獲有效問卷 644 份,有效回收率 85.2%,深入訪談部分,則以隨機抽樣法,由 17 所高職醫事護理學校中抽出 6 所,共訪問非護理類科教師 30 名。所得資料以百分比、平均值、t-test、ANOVA 等方法,進行統計分析,所得的重要結果如下: 一、技學素養書面課程現況與實際教學現況< 1.除技學素養技能方面教學平均值屬於「不曾」外,整體教學、認知、情意方面的教學,平均值皆介於「不曾」和「很少」之間。 2.技學素養認知方面的教學以「生物科技領域的功能及應用範圍」的內容較常被提及;教師採用的教學方法以講述法爲主,生活化、與切身相關的內容較受學生的喜愛,教學上的困難有:教師自覺相關的知識與技能不足、學生缺乏技學素養的基礎、資訊及教學媒體不足、授課時數的限制而無法安排技學素養的內容等。 3.技學素養情意方面的教學以「生物科技領域對社會的衝擊與影響」的內容較常被提及;教學方法以講述法爲主,教學上的困難爲設備不足、缺乏實務教學、教師專業知識不足。 4.技學素養技能方面的教學以「生物科技領域的如何適當使用科技產品」的內容較常被提及;教學方法以講述法爲主,教學內容方面則偏向電腦、錄影機、錄音機及影印機等的操作、保養和清潔,教學上的困難有:設備不足、時間不夠、學生不夠認真及教師專業知能不足。 二、研究對象基本資料與技學素養教學現況得分之關係< 1.技學素養整體教學現況得分不因教師年齡、教育程度、教授調查科目年資、擔任教職總年資及教授科目類別之不同而達到統計上顯著水準,但與教師性別之不同而達到統計上顯著水準,且發現男性大於女性。 2.認知、情意與技能領域:認知教學現況得分與教師性別之不同而達到統計上顯著水準。情意領域教學現況得分,與教師性別、年齡、教育程度及擔任教職總年資等變項達到統計上顯著水準。技學素養教學技能領域的得分與教師性別之不同而達到統計上顯著水準。 三、建議< 1.技學素養教學應用< 加強技學素養師資培育,統一編製技學素養教材及教學媒體,增加技學素養課程的教學。 2.未來研究方面< 應針對技學素養師資培育課程的需求進行研究,使得課程的設計有所依歸;對高職護理學校學生進行調查,了解學生在技學素養方面既有的基礎、對技學素養教學現況的看

法及對技學素養教育的需求等。

- 英文摘要

The purpose of this study is to understand the curriculum status of the technological literacy education in vocational nursing school. Mailed-questionnaire investigation and depth interview were used as the research methods. A self-developed structured questionnaire were mailed to faculties of seventeen vocational nursing schools in Taiwan area. Six hundred and forty-four questionnaires were returned with the response rate of 85.2%. Six out of 17 vocational nursing school were selected for depth interview by random sampling were interviewed. Data were analyzed by descriptive statistic, t-test, and ANOVA. The results are as follows: I. Writing report and actuarial curriculum status of technological literacy education. 1. The mean of psychomotor domain of technological literacy education is "never". The means of overall education, cognitive domain, and affective domain are all between "never" and "seldom". 2. Cognitive domain of technological literacy education: The most mentioned content is "function of biotechnology field and its implication area". Live lecture is the major teaching strategy used by teachers. Livelihood and self-related contents are more popular among students. Teaching difficulties include teacher's self-awareness of lacking of related knowledge and technology, students were lack of the foundation of technological literacy, lack of resource and teaching media, and the limitation of lecture hours for contents of technological literacy. 3. Affective domain of technological literacy education: The most mentioned content is "The impulse and impact of biotechnology field on the society". Live lecture is the major teaching strategy used by teachers. Teaching difficulties are lack of equipments, lack of live demonstration, and lack of teachers' professional knowledge. II. The correlation between demographic data and score of the curriculum status of technological literacy education. 1. The score of overall technological literacy education status is statistically significant difference on teachers' sex; male is greater than female. 2. Cognitive, affective, and psychomotor domain: A statistically significant difference on the cognitive education was found between male and female teachers. Affective education was found to be statistically significant different between sexes, and among teachers' age, educational level, and years in teaching. Psychomotor education was found to be statistically significant difference between male and female teachers. III. Recommendation< 1. To strengthen the nourish of technological literacy teachers; To establish the unifying teaching material and teaching media of technological literacy education; To improve the education of technological literacy curriculum. 2. Future studies should be focused on the needs of nourish curriculum of technological literacy teachers and establish the basis of curriculum design. Also, study of investigating students of the vocational nursing school is recommended to realize students' knowledge of the foundation of technological literacy, student's attitude toward current technological literacy education status, and their needs of technological literacy education.