

大學教師教學風格與教學自我效能之研究

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摘 要

本研究主要目的是探討大學教師教學風格對教學自我效能的影響。研究對象為台灣東部5所大學教師共126人，包含公立教師94人、私立教師32人。研究工具分別是教學風格量表與教學自我效能量表，教學風格量表共有五種風格，包括專家型、權威型、楷模型、促動型、授權型；教學自我效能量表則有六個層面，分別是課程設計、教學策略、班級經營、媒體使用、支持協助、學習評量等。研究結果發現，公私立大學教師教學風格最主要皆以權威型、促動型及專家型的風格居多，其中私立大學教師採用權威型的教學風格顯著高於公立大學教師。在教學自我效能方面，私立大學教師顯著高於公立教師。就影響性而言，促動型、專家型及學校性質是影響大學教師教學自我效能的重要因素。

關鍵字：大學教師、教學自我效能、教學風格

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A Study of University Faculty Members' Teaching Styles and Teaching Self-efficacy

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Abstract

This study investigated the effects of university faculty members' teaching styles on their teaching efficacy. The sample included 126 faculty members from 5 universities located in the east coast of Taiwan. The Teaching Style Inventory (TSI) and Faculty Teaching Self-Efficacy (FTSE) Scale were used in this study. The results indicate that faculty members from private universities score higher than faculty members from public universities in terms of Formal Authority. Faculty members from private universities show higher perceptions of their own efficacy than public university faculty members do, in terms of both Classroom Management and Personal Support. The Facilitator style, Expert style, and university type all have some impact on the teaching efficacy of university faculty members.

Keywords: university faculty, teaching self-efficacy, teaching style

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