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大學社會責任與教師集體效能：  
偏鄉教育的新視角

*University Social Responsibility and  
Collective Teacher Efficacy: A New  
Framework for Rural Education*

國立屏東大學民生校區

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## 大學社會責任與教師集體效能：偏鄉教育的新視角

2024 年夏季，史懷哲計畫籌備營隊活動，安排 13 名大學生前往桃園兩所偏鄉的國中，進行為期約三週的密集夏令營。此舉深植於大學社會責任（USR）的概念，旨在帶給 36 名國中學生不同的教育體驗。本研究探討教師集體效能（CTE）的影響力及其與跨學科團隊教學的協同效應，顯著提升偏鄉學生的教育品質。偏鄉學校常面臨資源有限及教育需求多樣化的挑戰。本營隊利用來自不同學科的師資培育生的優勢，共同提供包括國文、數學、英語、物理、教育桌遊、武術及無人機程式設計的綜合課程。每門課程都設有明確的教育目標，高頻率的跨學科合作，營造完整且整合的學習環境，種種設計得以實現教育卓越。國文課程特別融入了與聯合國永續發展目標（SDGs）相關的教學內容，將全球意識（SDG 14 目標：海洋生態）與語言學習結合，以增強課程的在地化和影響力。計畫的教學方法根植於合作學習策略，旨在最大化學生參與度，並促進高參與式學習文化。為了評估這些創新教學方法的效果，採用了混合式研究設計，結合學生學業表現的前測與後測的量化分析以及來自訪談和日常教學評估會議的質性洞察。這些討論從學生和教師的角度深入了解教育過程，提供了對共備課程與教學方法影響的實際評估。研究發現，高水平的教師集體效能與學生參與度的顯著提升及整體學習成果的改善密切相關。本研究聚焦於教師集體效能在提升教育傳遞中的核心角色，也發現了跨學科方法在應對偏鄉學生需求中的有效性，對偏鄉教育領域作出了貢獻，倡導更廣泛採用並持續探索教師集體效能和跨學科教學策略，以改善偏鄉學習環境中的教育實踐。

關鍵詞：教師集體效能、跨學科教育、偏鄉教育、合作學習、學習成果

# **University Social Responsibility and Collective Teacher Efficacy: A New Framework for Rural Education**

## **Abstract:**

In the summer of 2024, the Schweitzer Program launched an initiative, deploying 13 university students to two underserved junior high schools in rural Taoyuan. This effort, deeply rooted in the concept of University Social Responsibility (USR), aimed to transform the educational experience for 36 students through a carefully planned three-week intensive summer camp. This study explores the transformative potential of collective teacher efficacy (CTE) and its synergistic effects with interdisciplinary team teaching to significantly improve the quality of education for rural students. Rural schools often struggle with limited resources and diverse educational needs. Addressing these challenges, the initiative leveraged the strengths of pre-service teachers from various disciplines. Together, they delivered a comprehensive curriculum that included Chinese, Mathematics, English, Physics, Educational Board Games, Martial Arts, and Drone Programming. Each course was designed with clear educational objectives, fostering a complete and integrated learning environment through strategic cross-disciplinary collaboration, essential for achieving educational excellence. The Chinese course notably incorporated teaching content related to the Sustainable Development Goals (SDGs), integrating global awareness (SDG 14) with language learning to enhance the relevance and impact of the curriculum. The program's teaching approach was rooted in cooperative learning strategies, designed to maximize student engagement, and promote a vibrant participatory learning culture. To evaluate the effectiveness of these innovative teaching methods, a mixed-methods research design was employed. This combined quantitative analysis from pre-tests and post-tests assessing students' academic performance with qualitative insights from interviews and daily teaching review meetings. These discussions offered deep perspectives on the educational process from both students and teachers, providing a real-world evaluation of the impact of collaborative teaching methods. The findings indicated that high levels of collective teacher efficacy were strongly associated with significant improvements in student engagement and overall learning outcomes. This study not only reinforces the central role of CTE in enhancing educational delivery but also shows the

effectiveness of interdisciplinary approaches in addressing the complex needs of students in rural areas. It contributes to the field of rural education by advocating for the broader adoption and continued exploration of CTE and interdisciplinary teaching strategies to improve educational practices in rural learning environments.

Keywords: Collective Teacher Efficacy, Interdisciplinary Education, Rural Education, Cooperative Learning, Learning Outcomes