

胡以諾

原住民公費師資生對師資培育公費輔導
機制滿意度之研究

*A study on the satisfaction of aboriginal
public-funded teacher students on the
public-funded tutor-ing mechanism for
teacher training*

國立屏東大學民生校區

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海報論文發表

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關鍵字：原住民公費生、師資培育、輔導機制、滿意度

論文摘要：

本研究旨在探討具有公費生身分之原住民學生對師資培育公費輔導機制之滿意度，在研究方法上，採用質性研究中半結構式深度訪談和文獻探討的方式進行研究。研究結果顯示，受訪者普遍對公費輔導機制持正向評價，認為師資培育中心提供了必要的支援和指導，有助於其順利完成師資培育課程。然而，部分受訪者也提出了一些改善建議，例如：加強教學輔導以及提供更具實務性的指導。因此，本研究的結果將對於原住民公費師資生對師資培育公費輔導機制的滿意度提供了寶貴的參考，並為未來相關政策的制定與改進提供了實質性的建議。

This study is all about exploring the satisfaction of aboriginal students who are government-funded students with the public tutoring mechanism for teacher training. In terms of research methods, semi-structured in-depth interviews and literature discussion in qualitative research are used to conduct the research. Research results show that respondents generally have a positive evaluation of the publicly funded tutoring mechanism and believe that the teacher training center provides necessary support and guidance, which helps them successfully complete teacher training courses. However, some interviewees also put forward some suggestions for improvement, such as strengthening teaching coaching and providing more practical guidance.

Therefore, the results of this study will provide valuable reference for the satisfaction of aboriginal publicly funded teacher students with the publicly funded tutoring mechanism for teacher training, and provide substantial suggestions for the formulation and improvement of relevant policies in the future.