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試探國小職前教學實習課程的數位教學能力建構規劃

Exploring the Construction and Planning of Digital Teaching Competencies in Pre-service Teaching Internship Courses at Shitan Elementary School

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　　因應人工智慧發展，以及數位學習趨勢，僅具備學科教學知識已無法滿足教學現場的需求，教師還需要數位教學的知能與教學經驗，方能引導培育新世代的莘莘學子。而作為國小教師職前培育重要一環的「教學實習」課程，不僅增進師資生對學校行政與教學現場的認識，更承擔協助學生銜接理論與實務，強化教學效能的任務。於此，在「教學實習」課程中，如何建構學生數位教學能力成為值得探討的要項。本研究旨在探討國小師資生在職前教學實習課程中，數位教學能力之建構，擬邀請10位專家學者參與，其中6位為大專院校教授，分別教授教學實習、數位相關課程，以及4位現職國小教師，以改良版德懷術詢問規劃。問卷執行共分五步驟，先和專家學者說明研究目的，進而藉由文獻探討，自編研究工具「國小職前教學實習課程的數位教學能力建構調查問卷」，繼而進行二回合的問卷，釐清專家學者的看法，最終綜合意見以形成共識。期藉由本研究之成果，分別從「專業態度」、「教學知能」與「實踐落實」三個面向，建構研究者落實教學實習課程之基礎，亦提供帶領教學實習課程之師長，以及教育機關制訂相關政策，可資參酌之方向。

關鍵字：國小職前教學實習、數位教學能力、課程規劃

Exploring the Construction and Planning of Digital Teaching Competencies in Pre-service Teaching Internship Courses at Shitan Elementary School

Abstract

In response to the development of artificial intelligence and the trend of digital learning, possessing only subject-specific teaching knowledge is no longer sufficient to meet the demands of the educational field. Teachers also need digital teaching competencies and teaching experience to effectively guide and nurture the new generation of students. As an essential component of pre-service training for elementary school teachers, the "teaching internship" course not only enhances teacher trainees' understanding of school administration and the teaching environment but also plays a crucial role in bridging the gap between theory and practice, thereby strengthening teaching effectiveness. Therefore, how to build students' digital teaching abilities within the "teaching internship" course becomes a significant topic worth exploring.This study aims to investigate the construction of digital teaching competencies in pre-service teaching internship courses for elementary school teacher trainees. We plan to invite 10 experts and scholars to participate, including 6 university professors who teach teaching internship and digital-related courses, and 4 current elementary school teachers, using a modified Delphi method for inquiry and planning. The questionnaire implementation will follow five steps: first, explaining the research purpose to the experts and scholars; then, using literature review to self-develop the research tool "Survey Questionnaire on the Construction of Digital Teaching Competencies in Pre-service Teaching Internship Courses for Elementary Schools." This will be followed by two rounds of questionnaires to clarify the views of the experts and scholars, ultimately synthesizing their opinions to form a consensus.The results of this study are expected to establish a foundation for implementing teaching internship courses from the perspectives of "professional attitude," "teaching competencies," and "practical application." Additionally, it aims to provide directions for instructors leading teaching internship courses and for educational authorities in formulating

relevant policies.