

以 PBL 教學方式進行總整課程之研究 -以創業家能力學分學程為例

Research on the Capstone Course with PBL Teaching Method – Taking the “Entrepreneurship” Credits Program as an Example

企業管理學報 第 44 卷第 3 期 (108 年 09 月) 頁 75-96

DOI : 10.3966/102596272019090443004

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摘要

本研究係以致理科技大學商務科技管理系「創業家能力」學分學程之總整課程「商業模式設計與實作」為例，研究如何利用問題導向式學習方法，以「建構主義」結合「自主學習」、「情境學習」、「合作學習」之教學方式，藉由做中學，主動建構出學生的學習知識，更希望為企業解決真實的問題。

研究結果顯示，以PBL教學方式進行總整課程的確有助於提升技職院校學生的求職競爭力。但學生在修習總整課程前應具備的基本專業技能，授課老師的指導能力及企業業師的投入程度是課程成功的關鍵因素。

關鍵字：總整課程、問題導向式學習、自主學習、情境學習、合作學習

ABSTRACT

This study is based on the “Business Model Design and Implementation” capstone course of the “Entrepreneurship” credits program offered by the Department of Commerce Technology and Management at Chihlee University of Technology. It is a study of how to use problem-based learning methods to combine “self-learning”, “situational learning” and “cooperative learning” with “constructivism”, learning by doing, actively constructing students' learning knowledge, and hope to solve the real problems of enterprises.

The research results show that the entire course of PBL teaching method can help to improve the vocational college graduates' job search abilities and make them competitive in the job market. However, the key successful factors of the course will rely on the basic professional skills that students should have before taking the course, the capacity of the instructors to guide the students. and the involvement level of the enterprise teachers.

Keywords: Capstone course, Problem-based learning, Self-learning, Situational learning, Cooperative learning