

國內北部某大學教學評鑑問卷之研究

A Research on Teaching Evaluation Questionnaire for a University in Northern Taiwan

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摘要：本研究目的在於進行國內北部某大學教學評鑑問卷之信、效度檢測。研究量表涵括95-1至99-2全校10個學期累積有效學生樣本1,375,697。研究結果顯示個案大學教學評鑑問卷橫跨10個學期均具有高信度及效度。藉由驗證性因素分析，驗證出「敬業精神」、「教學方法」、「教學

內容」及「教學成效」一階4因素模式。本研究建議個案大學教學評鑑問卷可再沿用、卓越計畫負責單位可再增強教師教學技巧及優良教師實務分享、本研究可作為後續相關學校分析之參考及提醒教師應虛心接受評鑑結果，積極改善教學方式。

關鍵詞：教學評鑑量表、信度、效度、驗證性因素分析。

Abstract: The purpose of this research is to test reliability and validity on teaching evaluation questionnaire for a university in northern Taiwan. The research scale is included accumulating 1,375,697 student samples of 10 semesters from 95-1 to 99-2. The results showed high reliabilities and validities of teaching evaluation scale across 10 semesters, respectively. A model with one order and 4 factors of Professional Dedication, Teaching Method, Teaching Content, and Teaching Achievement was confirmed by confirmatory factor analysis (CFA). This study suggested the scale can use in extend, the responsible unit for Teaching Excellency Project of this case university can enhance teacher teaching techniques and practical sharing from distinguish teachers. Meanwhile, this study can serve as the analyses reference for relative schools in the future. At last, teachers shall humbly accept results from teaching evaluation, and positively improve their teaching ways.

Key words: Teaching evaluation questionnaire; Rreliability; Validity; Confirmatory factor analysis