

大一年學系領域探索課程設計趨向 與生涯定向研究

謝淑玲^{*}、陳樹人^{**}、孫珮珮^{***}、余安順^{****}、許琬甄^{*****}

摘要

108課綱的推動，是期望能培養學生具備自主學習的能力與明確的自我發展方向，但實際情況顯示，大學新生在從高中進入大學的轉銜過程中，普遍仍面臨許多挑戰。這些挑戰包括學習方式的轉換、生涯目標的不確定，以及對所選科系與未來職涯發展方向缺乏清晰的認識與規劃。許多新生對自己的專業領域理解有限，對未來的職涯藍圖也相對模糊，導致在學習期待與生涯目標設定上存在落差。

為了協助大學新生更有效地適應大學生活，並提升其對專業領域的理解與興趣，南部某科技大學特別規劃並推動「學系領域探索課程」。該課程的設計理念以各系所的專業

^{*} 國立高雄科技大學水產食品科學系特聘教授

^{**} 國立高雄科技大學化學工程與材料工程系教授

^{***} 國立高雄科技大學 水產食品科學系副教授

^{****} 國立高雄科技大學教學發展中心博士後研究員，通訊作者，E-mail: anshun@nkust.edu.tw

^{*****} 國立高雄科技大學師資培育中心助理教授

知識為核心，並採體驗式教學為主要方式，強調讓學生親身參與和專業相關的活動，例如專題實作、實地參訪、專業工作坊、業界講座及與業師協同教學等，藉由真實的學習情境，讓學生更深入了解科系專業的內涵、應用層面，以及該領域在未來職場的發展前景。透過這樣的安排，期望學生在大一階段便能建立更明確的生涯方向與學習藍圖。

本研究的焦點在於探討教師在設計學系領域探索課程時的趨向，以及對學生生涯定向的影響。雖然各院系開設的課程內容與形式不盡相同，但普遍都遵循一項共同的課程設計原則，那就是以體驗學習的理念為基礎。研究目的分為兩個層面：一、分析科技大學在推動學系領域探索課程時，教師課程設計的整體趨向與特色。二、探討學生在參與學系領域探索課程後其生涯定向的變化。

本研究以南部某科技大學328名修習該課程的大一新生為研究對象，並採用內容分析法與問卷調查法進行資料蒐集與分析。內容分析部分，聚焦於各系所開課教師提供的課程大綱、教學活動設計，並輔以KAPPA分析歸納出體驗學習的設計模式趨向。問卷調查部分，則蒐集學生在課程結束後對自身生涯定向的自我評估與回饋，以檢驗不同課程設計對學生生涯方向的影響。研究結果為：

一、教師在設計學系領域探索課程時，多傾向採用「業師協同」模式。這種模式更能呈現專業領域的真實樣貌，並讓學生有機會與業界建立初步連結。

二、「業師協同」模式對學生的生涯定向具有顯著的正向影響，且顯著優於其他模式，這意味著，業師的參與不僅豐富了課程內容，也在無形中提升學生對該領域的職涯想像

與規劃能力。

三、學系領域探索課程的設計內容確實會影響學生的生涯定向，儘管只有「業師協同」達到顯著，其他方式，例如場域實地參訪、應用製作、小組合作等，未能達到顯著水準，但是一定程度上也能促進學生的自我探索與生涯定向，然而，相較之下，業師協同的影響力更為顯著，因為它結合了真實的專業情境與直接的人際互動，能讓學生獲得具體、可行的職涯資訊與建議。

關鍵詞：生涯定向、課程設計、學系領域探索

First-year departmental exploration curriculum design trends and career orientation research

Shu-Ling Hsieh^{*}、Shu-Jen Chen^{**}、Pei-Pei Sun^{***}、
An-Shun Yu^{****}、Wan-Chen Hsu^{*****}

Abstract

The 108 Curriculum Guidelines emphasize cultivating students' self-directed learning and developing a clear sense of direction for personal growth. However, first-year university students often encounter considerable challenges during the transition from high school to higher education, including changes in learning approaches, uncertainty about career goals, and limited understanding of their chosen fields of study and future career

^{*} Distinguished Professor, National Kaohsiung University of Science and Technology

^{**} Professor, Department of Chemical Engineering and Materials Engineering, National Kaohsiung University of Science and Technology

^{***} Associate Professor, National Kaohsiung University of Science and Technology

^{****} Postdoctoral Fellow, National Kaohsiung University of Science and Technology

^{*****} Assistant Professor, National Kaohsiung University of Science and Technology

pathways. Such uncertainty may create a gap between students' learning expectations and their career planning.

To facilitate students' transition to university life and strengthen their understanding of and interest in their academic disciplines, a university of science and technology in southern Taiwan developed and implemented a Departmental Exploration Course for first-year students. The course is grounded in the professional knowledge and characteristics of individual departments and adopts experiential learning as its primary instructional approach. Students participate in profession-related learning activities, including project-based learning, field visits, professional workshops, industry lectures, and industry-academia collaborative teaching. By engaging in authentic learning contexts, students are expected to develop a deeper understanding of the content, applications, and career prospects associated with their fields of study and, consequently, establish clearer learning and career pathways during their first year of university.

This study investigates faculty members' course design practices in Departmental Exploration Courses and examines the effects of different course designs on students' career orientation. Although the content and instructional formats vary across departments, these courses generally share a common emphasis on experiential learning. Accordingly, this study has two objectives: 1. to analyze the overall trends and characteristics of faculty course

design in Departmental Exploration Courses at a university of science and technology, and 2. to examine changes in students' career orientation after participating in these courses.

The participants were 328 first-year students enrolled in Departmental Exploration Courses at a university of science and technology in southern Taiwan. Data were collected and analyzed using content analysis and questionnaire surveys. The content analysis examined course syllabi and instructional activities designed by faculty members across departments. Inter-rater reliability was assessed using Cohen's kappa coefficient to identify major patterns in experiential learning design. The questionnaire survey collected students' self-assessments and feedback regarding their career orientation after completing the course. It was used to examine the relationship between different course design approaches and students' career orientation.

The findings revealed three major results.

1. Among the various experiential learning approaches adopted in Departmental Exploration Courses, faculty members most frequently employed industry-academia collaborative teaching. This approach provided students with greater exposure to authentic professional contexts and opportunities to establish initial connections with industry.

2. Industry–academia collaborative teaching had a significant positive effect on students’ career orientation and demonstrated a stronger impact than other instructional approaches. The involvement of industry professionals not only enriched course content but also enhanced students’ understanding of potential career pathways and strengthened their ability to envision and plan for future careers in their respective fields.
3. The design of Departmental Exploration Courses was associated with differences in students’ career orientation. Although only industry–academia collaborative teaching showed a statistically significant effect, other experiential approaches—including field visits, application-oriented projects, and collaborative group activities—also showed potential to support students’ self-exploration and career development. The stronger effect of industry–academia collaborative teaching may be attributed to its integration of authentic professional contexts and direct interpersonal interaction, enabling students to obtain concrete, actionable career-related information and advice.

Keywords: Career orientation, curriculum design, exploration of academic disciplines