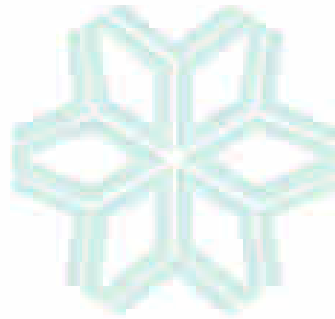


# 國立雲林科技大學



## 出席國際學術會議『心得報告』

會議名稱：中文：第四屆國際現代學徒制創新研究暨第七屆亞洲職業教育學術國際研討會

英文：[The 4th International Network on Innovative Apprenticeship \(INAP\)](#)  
[2011 7<sup>th</sup> Asian Academic Society for VET International Conference \(AASVET\)](#)

會議時間：自民國 100 年 5 月 26 日 至 民國 100 年 5 月 28 日

會議主辦機構名稱：[Asian Academic Society for Vocational Education and Training \(AASVET\)](#), [Beijing Normal University](#), [Chinese Society of Vocational Education and Training \(CSVET\)](#), [European Research Network in Vocational Education and training \(VETNET\)](#), [TVET Research Group \(I:BB\)](#), [University of Bremen](#)

發表論文題目：中文：創新發展課程的成人教育計畫的職業培訓轉移成效--案例研究的殯葬禮儀業服務案例的研究

英文：[A New Developing Curriculum on the Transition Effects of the Vocational Training for Adult Learning Program – A Case Study of the Funeral Mortician Services](#)

服務機關：國立雲林科技大學技術及職業教育研究所

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出國期間：100 年 5 月 25 日 至 民國 100 年 5 月 30 日

報告日期：中華民國一百年八月二十日

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## 一、國際學術研討會：

**The 4th International Network on Innovative Apprenticeship (INAP)**

**2011 7<sup>th</sup> Asian Academic Society for VET International Conference (AASVET)**

<http://www.innovative-apprenticeship.net/>

**Assuring the Acquisition of Expertise:**

**Apprenticeship in the Modern Economy**

**26 – 27 May 2011**

**Location:**

**Foreign Language Teaching and Research Press**

**No. 19 Xisanhuan Beilu, Beijing, China**

International Conference Programme: Co - Organizers:

主辦單位：

**Asian Academic Society for Vocational Education and Training (AASVET),**

**Beijing Normal University, Chinese Society of Vocational Education and Training**

**(CSVET), European Research Network in Vocational Education and Training**

**(VETNET), TVET Research Group (I:BB), University of Bremen**

### 會議之性質及其學術地位、重要性：

本研討會(INAP/AASVET)之性質為促進國際間社會需求知識、職業技能全球化、資訊化和現代經濟學徒制之產業智能創新轉移，隨著國際化知識社會快速結合，以培育創新現代學徒制課程，以及科技人才發展為議題。INAP/AASVET 與 CSVET 結合歐洲 VETNET，TVET Research Group (I:BB), and University of Bremen 提供現代經濟學徒專業知識等議題在中國職業教育培訓課程以推動技職教育以培育社會知識新科技人才。

### Goal and Significances:

The International Network on Innovative Apprenticeship (INAP) is an association of researchers and research institutions in vocational education and training. It has been founded in 2006 within the frame of the 14th Hochschultage Berufliche Bildung carried out by the [University of Bremen](#). Since its foundation, INAP conferences are regularly held. In [Beijing](#) 2011, around 100 Researchers from 20 countries confirmed the assumption that the new interest in dual vocational education and training is stimulating more and more national and international research and development projects as well as policy initiatives towards the re-establishment of dual vocational education. The network aims at reaching a brought audience of TVET researchers by publishing current research results and conference proceedings.

### Call for papers:

The Asian Academic Society for Vocational Education and Training (AASVET) invites contributions to the international research conference, which addresses the following topics related to apprenticeship style learning and the acquisition of expertise:

- Developing curricula and qualification systems
- Learning and development theories and models
- Measuring competence development

Multiple roles of universities, schools and their teaching and training staff

## **General guidelines:**

The conference organizers welcome contributions based on original research that facilitate knowledge transfer to regional, national and international policy-makers and actors in accordance with best international standards. Papers will be selected for presentation on the basis of the recommendation of an academic review panel according to the procedure outlined below. Contributors are asked to submit a two page outline of their paper that includes:

- a summary of the paper of around 500 - 700 words,
- a provisional table of contents and
- bibliography.

In the summary, the issues addressed in the paper and their relationship to the conference topics (see below) should be described. The research methodology should also be presented. Outlines should be sent to the organizers by Dec, 15<sup>th</sup>, 2010.

In order to permit a blind review process, contact information on the authors should be provided on a separate sheet. Following completion of the review process, the authors of the most interesting proposals will be invited to give a presentation at the conference in Beijing. In order to be included in the conference proceedings, authors must submit a 2000 words summary of their papers by Jan 15<sup>th</sup> 2011. Submission guidelines are available on the INAP Website: [www.innovative-apprenticeship.net](http://www.innovative-apprenticeship.net).

### **Topic 1: Developing curricula and qualification systems**

There are many controversial views on the content and qualification requirements of vocational education and the systematization of vocational curricula. Questions to be considered in this session are: how do vocational curricula address 'subject-specific' and 'work process knowledge'? which methods are best suited to undertaking expertise and qualification research? The meaning of "practical" knowledge" in current curriculum development research is also an important topic.

### **Topic 2: Learning and development theories and models**

A great deal of research in this field is concerned with an understanding of vocational learning as "situated learning" and the concept of "developmental tasks" (Havinghurst). Questions to be addressed are: how can the above concepts and theories be applied in practice? What are the implications of 'situated learning' theory for project oriented learning? To what extent is the concept of 'developmental tasks' used in VET practice? How can the concept of 'situated learning' be used to develop professional identity and promote occupational commitment?

### **Topic 3: Measuring competence development**

Competence diagnostics, related to performance assessment by means of examinations play an important role in national VET systems. This session looks at theories and models that can form a basis for competence diagnostics and psychometric test instruments. Papers submitted under this heading should examine how subject-specific and work process knowledge are addressed in the design and use of test instruments and discuss current findings on the design of informal and standardized competence assessment instruments. The concept of motivation and commitment as a dimension of vocational education is also an important topic to be examined.

### **Topic 4: Multiple roles of universities, schools and their teaching and training staff**

The qualification of teachers and trainers is critical for the quality of VET systems. Internationally, an enormous variety of models exists. Questions to be addressed here are: What is the basis for the professional competence of VET teachers? How can the competence of trainers be enhanced, especially given the heterogeneity of learners? How does 'duality' (alternating/integrated knowledge and experience) determine methods for imparting 'subject specific' and 'work process knowledge'? How do/can universities and polytechnics contribute to the qualification of vocational pedagogues and teachers? And finally: has the 'Hangzhou Declaration' on the establishment of Master programmes been implemented in practice?

### **Topic 5: Asian vocational education and training**

New developments and problems of vocation education and training in Asia countries.

## 二、會議議程與組織：

### **Assuring the Acquisition of Expertise: Apprenticeship in the Modern Economy**

**26 – 27 May 2011**

#### **Location:**

**Foreign Language Teaching and Research Press  
No. 19 Xisanhuan Beilu, Beijing, China**

### **International Conference Programme**

#### **Co - Organisers:**

Asian Academic Society for Vocational Education and Training (AASVET)

Beijing Normal University

Chinese Society of Vocational and Technical Education (CSVTE)

European Research Network in Vocational Education and Training (VETNET)

TVET Research Group (I:BB), University of Bremen

#### **Programme Committee:**

Prof. Felix Rauner, TVET Research Group (I:BB), University of Bremen, Germany (Chair)

Prof. Erica Smith, University of Ballarat, Australia (Co-Chair)

Dr. Ludger Deitmer, Institute Technology and Education, University of Bremen, Germany

Prof. Moriki Terada, Graduate School of Education and Human Development, Nagoya University, Japan

Dr. Bonnie Watt-Malcolm, Faculty of Education, University of Alberta, Canada

Prof. Weiping Shi, Institute of Vocational and Adult Education, East China Normal University, China

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## Schedule

Thursday, 26th May 2011, Morning 08.30 a.m.: Registration at the Reception

Multi Function Hall, 9th Floor, South Building Plenary

09.30 – 09:40	Jiping Wang	<b>Welcome Ministry of Education</b> Consulting director of VET Division, MoE & President of the Central Institute of Vocational and Technical Education
09.40 – 09.50	Zuoyu Zhou	<b>Welcome</b> Dean of the Faculty of Education, Beijing Normal University
09.50 - 10.10	Weiping Shi	<b>Welcome</b> Chinese Society of Vocational and Technical Education
10.10 – 10.15	Jianfeng Cai	<b>Welcome</b> Director of the Foreign Language Teaching and Research Press, China
10.15 - 11.00	Felix Rauner	<b>INAP Opening Speech:</b> The apprenticeship approach: A way to overcome demarcations between vocational and higher education!
11.00 – 11.30		Coffee Break
11.30 – 12.15	Philipp Gonon	<b>Keynote 1</b> Apprenticeship as a model for the international architecture of TVET
12.15 – 12.30	Zhiqun Zhao	Introduction to the Workshops
12.30 – 13.30		Lunch

Thursday, 26th May 2011, Afternoon: Paper Sessions

A. Multi Function Hall, 9th Floor, South Building Workshop I

13.30 - 17.45	Chair: Robert I. Lerman Reporter: Weiping Shi	<b>Developing Curricula and Qualification Systems</b>
<p>There are many controversial views on the content and qualification requirements of vocational education and the systematisation of vocational curricula. Questions to be considered in this session are: How do vocational curricula address ‘subject-specific’ and ‘work process knowledge’? Which methods are best suited to undertaking expertise and qualification research? The meaning of “practical” knowledge” in current curriculum development research is also an important topic.</p>		
1	Richard Marsh (UK)	Apprenticeship growth and quality in England
2	Dietmar Frommberger/ Léna Kriechewsky(Germay)	Curriculum reforms in VET in Europe – A comparative view on France and Germany
3	Han Xu (China)	A study on the implementation of the learning field curriculum in Germany
4	Weiping Shi/ Ying Kuang (China)	Are we ready for the new round of TVET development based on China’s National Plan for Medium and Longterm Education Reform and Development (2010-2020)?
15.30 – 15.45		Coffee Break
5	Willi Petersen (Germany)/ Lihua Xie (China)	The link between the didactic approach of the vocational training system and the curriculum development approach
6	Zhiqun Zhao (China)	Implementation of work process based curriculum in a technician institute
7	Chunlin Huang (China)	From “Deep Blue” to “Deep Green” – Case study on the project of TVET for SD in China
8	Philipp Gonon (Switzerland)/ Ute Hippach-Schneider/ Tanja Weigel (Germany)	Globalization and apprenticeships: Does apprenticeship survive in transnational companies?
18.00 - 19.30		RECEPTION / SOCIAL EVENT

## B. Conference Room, 3rd Floor, Annexe AASVET Meeting: Asian Session

13.30 - 17.30	Chair: Jinsoo Kim	Asian Session
<p>This session which will address special topics related to the Asian region. It is part of the joint Conference of 4th international INAP Conference and 7th AASVET International Conference.</p> <p>Papers in this session are not included in the INAP Conference proceedings, but will be published in separate AASVET proceedings.</p>		
1	Seung-II Na/ Jeong-Yoon Cho/ Hyun-Jin Jang/Hee-Jin Sung (Korea)	The development of a national certificate on the basic competencies for Korean workers
2	Kuei-Chih Chuang, Hung-Ju Tsai (Taiwan)	A new developing curriculum on the transition effects of the vocational training for adult learning program – A case study of the funeral mortician services
3	Zi-Long Yin, Seung-Kwon Nam, Byung-Woong Lim, Won-Sik Choj (Korea)	Study about learning behavioural styles of global company personnel under e-learning environment. A focus on the case of Hankook Tire Corp
4	Ramlee Mustapha (Malaysia)	Skills training for hearing impaired students at a Malaysian polytechnic: issues and challenges
115.30 – 16.00		Coffee Break
5	Jinsoo Kim/ Kul Bahadur Basnet (Korea)	Vocational training role in employment promotion of Nepali people
6	Won-Sik Choi / Kwang-Sik Ahn/ Yoon-Young Cha (Korea)	Learning behavioral styles of K-12 to adult learners in elearning environment in Korea – with the development of the measuring instrument
7	Taecheon Rho/Byung-Wook Lee/ Taehoon Kim (Korea)	Construction of the network of career paths after graduation of the Korean Meister High School
18.00 - 19.30		RECEPTION / SOCIAL EVENT

Friday, 27th May 2011, Morning

Multi Function Hall, 9th Floor, South Building Plenary

09.00 – 09:15	Weiping Shi	Introduction into the day
09.15 – 10.00	Zuoyu Zhou	<b>Keynote 3:</b> <b>School-enterprise cooperation in China's vocational education and training</b>
10.00 – 10.15		Coffee Break

Multi Function Hall, 9th Floor, South Building Workshop I

10.15 - 12.45	Chair: Robert I. Lerman, Reporter: Weiping Shi	Workshop I: Developing Curricula and Qualification Systems
1	Bin Bai (China)	A qualitative research of curriculum development in China further vocational education – A staff's perception
2	Asko Miettinen/ Kari Viinisalo (Finland)	Entrepreneurship through apprenticeships: the need, practice and interim evaluation. The case of Finland
3	Seung-II Na/Young-Mi Seok/ Doo-Jin Jung (Korea)	A model for redesigning levels and types of national technical qualifications based on national competency standards in Korea
4	Hui-Chen Hung (Taiwan)	Considerations of curriculum integration of general education and nursing technology profession
5	Damian Oliver/ Tom Karmel (Australia)	Pre-apprentice programs and their impact on apprenticeship completion
12.45 – 13.30		Lunch
13.30 - 15.30	Chair: Robert I.	Workshop II: Developing Curricula and Qualification Systems

	Lerman, Reporter: Weiping Shi	
5	Salim Akoojee (South Africa)	National context of apprenticeship training in South Africa: Possibilities and challenges in a new structural order
6	Ling Deng/Xingshun Qin/ Qingyao Wei (China)	“Working-learning integrated” curriculum development practice & reflection: Vehicle maintenance as an example
7	Robert I. Lerman (USA)	Apprenticeships and community colleges in the United States: Complements or substitutes?
8	Dan J. Brooks (Canada)	Apprentice work process knowledge enhancement in post-recession Ontario
15.30 - 16.00		Coffee Break
13.30 - 15.30	Chair: Bonnie Watt-Malcolm, Reporter: Ludger Deitmer	Workshop III: Multiple Roles of Universities, Schools and their Teaching and Training Staff.
5	Bonnie Watt-Malcolm (Canada)	Reforming VET pre-service teacher education: The gifted amateur, the seasoned professional, and the skilled tradesperson
6	Volker Bank/ Thomas Retzmann (Germany)	Training needs analysis in economics teaching. On the suitability of the test of economics literacy (TEL)
7	Jianrong Zhang/ Luna Huang (China)	Apprenticeships and community colleges in the United States: Complements or substitutes?
8	Yasuhiko Uchida (Japan)	Industrial arts for career plan in junior high school
13.30 - 15.30	Chair: Li Ji, Reporter: Lars Heinemann	Workshop IV: Measuring Competence Development
9	Carmela Aprea (Switzerland)	Development and testing of a competence-based instrument for assessing financial literacy of adolescents
10	Martin Kröll (Germany)	Competency development between motivational structures and working relationships
11	Seung-II Na/Dong-yul Jung/Hae-kyung Lim (Korea)	Updating the assessment criteria for national technical qualifications in Korea
12	Taehoon Kim/Jun Liu (Korea)	A research on job performance competency of general technology teachers in Ordinary High Schools in China
16.00 - 17.00	Chair/Reporter of all workshops	Plenary TALK and INAP Network Meeting: TVET Research – Current State and Needs
17.00 – 17.15	Salim Akoojee (South Africa)	Conclusions & Outlook Information on INAP elections and the next conference
17:30 –		End



# 北京師範大學簡介

## 校園簡介



北京師範大學是教育部直屬重點大學，是一所以教師教育、教育科學和文理基礎學科為主要特色的著名學府。學校的前身是 1902 年創立的京師大學堂師範館，1908 年改稱京師優級師範學堂，獨立設校。1912 年改名為北京高等師範學校。1923 年更名為北京師範大學，成為中國歷史上第一所師範大學。1931 年、1952 年北平女子師範大學、輔仁大學先後併入北京師範大學。

百餘年來，北京師範大學始終同中華民族爭取獨立、自由、民主、富強的進步事業同呼吸、共命運，在五四、一二九等愛國運動中發揮了重要作用。以李大釗、魯迅、梁啟超、錢玄同、吳承仕、黎錦熙、陳垣、範文瀾、侯外廬、白壽彝、鐘敬文、啓功、胡先驕、汪堃仁、周廷儒等為代表，一大批名師先賢在這裏弘文勵教。經過百餘年的發展，學校秉承"愛國進步、誠信質樸、求真創新、為人師表"的優良傳統和"學為人師，行為世範"的校訓精神，形成了"治學修身，兼濟天下"的育人理念。

"七五"、"八五"期間，北京師範大學被確定為國家首批重點建設的十所大學之一。"九五"期間，又被首批列入"211 工程"建設計畫。2002 年百年校慶之際，教育部和北京市決定重點共建北京師範大學，北京市第九次黨代會將北京師範大學列入支持建設的世界一流大學的行列。"十五"期間，學校進入國家"985 工程"建設計畫。

校園占地：北京師範大學占地面積 1048 畝。

學生人數：全日制在校生 21000 餘人，其中：本科生 8700 餘人、研究生 10000 餘人、長期留學生 1800 餘人。教職工 3000 餘人。現設 1 個學部、22 個學院、2 個系、26 個研究院（所、中心）。館藏文獻達 380 余萬冊，數字資源量近 1.4 萬 GB。

### 學科建設概況

北京師範大學學科綜合實力位居全國高校前列。2002 年，北京師範大學成為首批擁有自主設置本科專業審批權的 6 所高校之一。現有本科專業 57 個、碩士學位授權點 162 個、博士學位授權點 100 個、博士後流動站 18 個、博士學位授權一級學科 19 個、碩士學位授權一級學科 27 個。5 個一級學科、11 個二級學科獲批國家重點學科，2 個二級學科獲批國家重點（培育）學科。現有 3 個一級學科北京市重點學科、9 個二級學

科北京市重點學科、1 個交叉學科北京市重點學科。學科點覆蓋了除軍事學以外的 11 個學科門類，形成了綜合性學科佈局。根據教育部學位中心發佈的 2009 年一級學科評估結果，我校教育學、心理學、中國語言文學 3 個一級學科排名全國第一，15 個學科排名全國前十。

北京師範大學是國家人文社科科研和科技創新的一支重要力量。學校擁有國家重點實驗室 4 個（其中共建 2 個）、教育部重點實驗室 8 個、教育部工程研究中心 5 個、北京市重點實驗室 6 個、北京市工程技術中心 2 個、教育部人文社會科學重點研究基地 7 個。定期出版專業刊物 14 種。

北京師範大學教育資源豐富，是國家高素質創新型人才培養的重要基地。現擁有國家文科基礎學科人才培養和科學研究基地 2 個、國家理科基礎科學研究和教學人才培養基地 5 個，教育部人才培養模式創新實驗區 5 個，國家級實驗教學示範中心 2 個。學校還擁有國家生命科學與技術人才培養基地、國家對外漢語教學人才培養基地，是國家大學生文化素質教育基地。

北京師範大學教師隊伍結構合理、素質精良。現有專任教師 1721 人，其中，83 % 具有博士學位，11% 獲得境外學位。現有兩院院士 8 人、雙聘院士 11 人、資深教授 8 人、長江學者 24 人、國家傑出青年基金獲得者 31 人、百千萬人才工程人選 22 人、教育部跨世紀和新世紀人才 118 人、國家教學名師獎獲得者 7 人、北京市高等學校教學名師 27 人。現有國家自然科學基金委創新研究群體 1 個、教育部創新團隊 6 個、校級創新研究群體 16 個、教育部和外專局高等學校學科創新引智群體 3 個。現有國家級教學團隊 9 個，北京市優秀教學團隊 10 個。

北京師範大學國際合作交流廣泛。學校與 30 多個國家和地區的近 300 所大學、研究機構簽署了合作協定，與美國、英國、日本、韓國及加拿大等國家的 20 多所大學有交換留學生項目的合作。分別與英國曼徹斯特大學、美國奧克拉荷馬州立大學、美國三藩市州立大學、加拿大謝布克大學和道森大學、丹麥奧爾堡大學合作建立了孔子學院。長期留學生來自 73 個國家和地區，其中 66% 攻讀學位。

"十一五"以來，北京師範大學圍繞"綜合性、有特色、研究型世界知名高水準大學"的發展目標，堅持"穩定規模、優化結構、突出特色、自主創新"的發展思路，大力實施教師教育發展戰略、學科發展戰略、人才培養戰略、科研發展戰略、人才強校戰略、國際化戰略、發展條件保障戰略以及制度創新戰略，搶抓改革和發展機遇，積極服務國家戰略需求，努力為人力資源強國和創新型國家建設做出更大的貢獻。

北京師範大學

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校長 [鐘秉林](#)



### 三、前言

隨著全球化的變遷與挑戰，藉由歐洲職業教育聯盟組織，中國職業教育學會與東亞職業教育學會共同舉辦國際創新經濟學途徑制研討會，透過相關主題--獲得專家知識的保障：現代經濟條件下的學徒制—以「發展創新課程與品質系統」、「學習與發展理論模式」、「能力發展測量」、「大專院校教學與訓練與師資培訓之多重角色」、「東亞職業教育與訓練」等議題發表論文研討--賦予的教育理念與訓練精神。本研討會共邀請英國、德國、日本、馬來西亞、瑞士、南非、加拿大、紐西蘭、芬蘭、印度尼西亞、澳洲、義大利、中國、台灣等先進國家技職教育、資訊科技、職業訓練等學術學者與產業專家，共發表相關論文約 60 餘篇，及專家論壇，會中並邀請歐盟技職教育專家學者蘇黎世大學-Dr. Phillip Gononm、& 中國北京師範大學教授趙志群教授專題演講，研討會分八組與亞洲職業教育論壇，分別於二天進行論文發表，與會共有歐洲、亞洲、澳洲、南非等各著名大學、及技職教育學者專家與研究生約 110 人共同參與研討會。主要重點為強調專家知識的保障現代經濟全球化新學徒制，結合資訊科技取向和企業知識經濟管理、與組織變革之演進乃需要社會不段地進步，已成為彼此相互競爭之條挑戰，而企業之需要也依賴創新教學方法與模式，各類整合跨領域創新課程也隨之而生，更加轉變具新穎創意教學的改革。而技職教育與訓練，以及知識經濟已成為技職教育培育社會知識新科技人才的主要途徑，故於研討會中共同討論各國推動新現代經濟的學徒制教學等議題。

## 四、論文發表記事

主持人：NA, SEUNG IL

主要論文主講者由 2011, 7th Asian Academic Society for VET International Conference (ASVET), Prof. NA, Seung IL and graduate students present this paper as the below:

發表相關論文分別敘述如下：

1-1 主講人：

Prof. SEUNG-IL NA,  
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Jang, Hee-Jin Sung  
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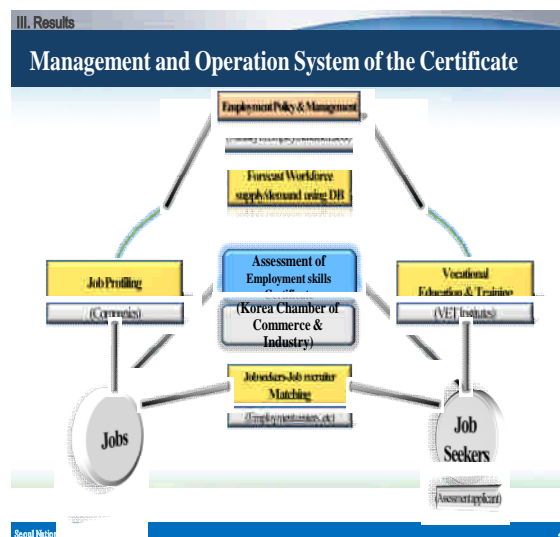
### 簡 述

主題-1：The Development of a National Certificate on the Basic Competencies for Korean Workers

INAP Conference  
- AASVET Meeting: Asian Session -

**The Development of a National Certificate on the Basic Competencies for Korean Workers**  
May 26th, 2011

\*Seung - IL Na · \*\*Jeong - Yoon Cho · \*Hyun - Jin Jang · \*Hee - Jin Sung  
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Seoul National University, 599 Gwanak - ro, Gwanak - gu, Seoul 151 - 742, South Korea  
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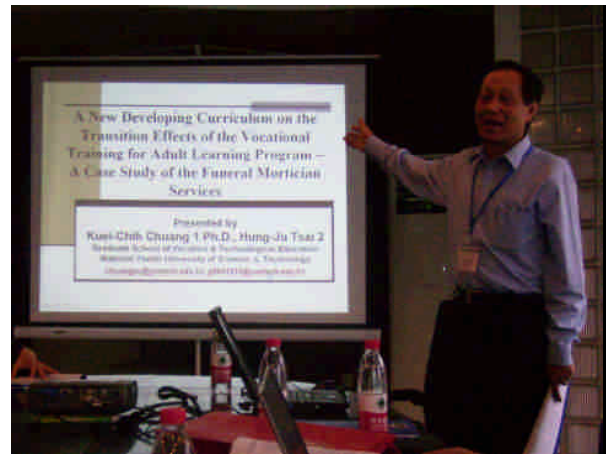
This paper providing of information on the level of basic competencies required for workers is useful not only to employers but also to job seekers, and helps solve skill mismatch. Hence, employment skills certificate was developed to represent basic competencies level according to National Technical Qualifications Act. This certificate is anticipated to provide objective signal on the level of basic competencies of job seekers as an assessment and evaluation.

1-2 主講人：

Prof. Kuei-Chih Chuang,

Hung-Ju Tsai

Graduate School of Technological and Vocational Education  
National Yunlin University of Science and Technology



### 簡 述

主題-2：A new Developing Curriculum on the Transition Effects of the Vocational Training for Adult Learning Program- A case Study of the Funeral Mortician Services

The left slide is the title slide for the research, titled "A New Developing Curriculum on the Transition Effects of the Vocational Training for Adult Learning Program - A Case Study of the Funeral Mortician Services". It is presented by Kuei-Chih Chuang 1 Ph.D., Hung-Ju Tsai 2, from the Graduate School of Vocation & Technological Education at National Yunlin University of Science & Technology. The right slide is titled "Structure of Research" and shows a flowchart of the research design. It includes four main aspects: 1. Training Transition (Training Efficiency, Training Course Design, Workforce Support), 2. Training Course Design (Training Motivation, Training Strategy, Training Effectiveness), 3. Workforce Support (Training Culture, Training Support, Training Motivation), and 4. Adult Learning Motivation (Learning Motivation, Learning Background, Learning Motivation). The flowchart shows how these aspects interrelate to influence the transition effects of vocational training.

The purpose of this study was to explore and assessed the transition effects of the vocational training for the adult learning programs on the Funeral Mortician Services (FMS) in Taiwan. This vocational training program for the funeral undertaker in service courses were held by the Bureau of Employment and Vocational Training (BEVT) at Council of Labor Affairs (CLA) in Taiwan. These objectives of the study were investigated by the interrelationship among four aspects: (1) the efficiency of the training transition, (2) training course design, (3) workforces support, and (4) adult learning motivation.

The research design of the survey investigation through questionnaires and the open-oriented questions were the research method. The study randomly selected 540 participants from the adult learners who took the funeral service courses held by the Bureau of Employment and Vocational Training (BEVT) at Council of Labor Affairs (CLA) in Taiwan. The instrument used involved self-design, the Adult Vocational Training Transformation Rubric, which included five parts, such as the personal information, the efficiency of the training transition, training courses design, workforce support, and adult learning motivation. The questionnaires of survey in processing of the statistical techniques to analyze the data included t-test, One-Way ANOVA, Scheffe's posterior comparisons, Person's correlation analysis, and stepwise multiple regression analysis. The research results were as the following:

1. The vocational training program results and the training transition effects were positively related to trainee for adult learning characteristics.
2. The vocational training program results and the training transition effects were positively related to trainee for adult learning education background.
3. In combining organization goals and trainee for adult training career plan that had helped the trainees with the training transition efficiency.



4. The training transition efficiency promotions were positively related to organization restructures positive learning ambiances.
5. The training transition efficiency was positively related to the training course contents in satisfaction.
6. The training transition efficiency was positively related to the workforce support.
7. The adult learning motivation was caused by the stress of the real life and the employment situation. Also the learning motivation was affected by the personal interaction with the living environment.

Finally, the results would be provided to the related training centers, industries and the funeral mortician services companies, government agency, and the Bureau of Employment and Vocational Training (BEVT), Council of Labor Affairs (CLA) to improve the training transition efficiency. Furthermore, it would be promoted to the future researches.

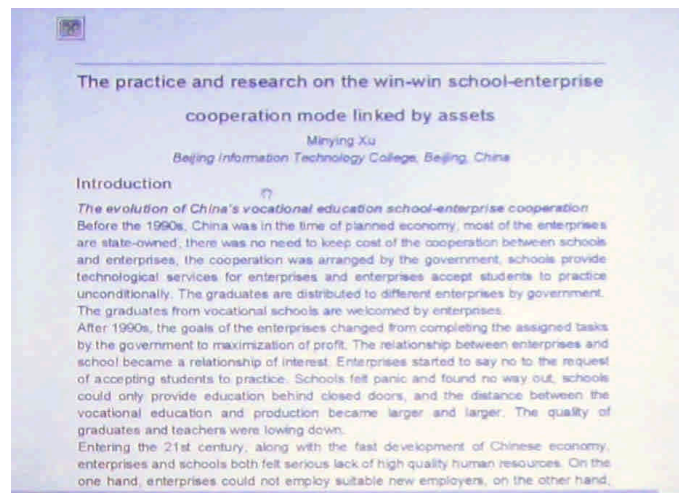
1-3 主講人：

Prof. Mingying Xu  
Beijing Information Technology College,  
Beijing China



### 簡 述

主題-3：The Practice and Research on the Win-Win School-Enterprise Cooperation Mode Linked by Assets



This study is about school-enterprise cooperation in one school. The school provides venues and production equipments and businesses invest in productive projects and technical force to form an asset-ties of cooperation. On the one hand, the school has gained the support from experienced engineers and technicians in their teaching and learning, and teachers and students improved their professional abilities through participating in real-production projects. On the other hand, enterprises can reduce inputs and costs, increase profits, train and select their future employees through this cooperation. The long-term school-enterprise win-win cooperation was achieved.

(二)、各組論文發表活動照片：



2011, The 4th INAP/The 7<sup>th</sup> AASVET Conference 照片



2011, The 4th INAP/The 7<sup>th</sup> AASVET Keynote Speaker 照片



2011, The 4th INAP/The 7<sup>th</sup> AASVET Session 照片



2011, The 4th INAP/The 7<sup>th</sup> AASVET Asia Session 論文討論照片



2011, The 4th INAP/The 7<sup>th</sup> AASVET Asia Session-2 照片



2011, The 4th INAP/The 7<sup>th</sup> AASVET 宴會照片



雲林科技大學技職所與北京師範大學職業教育成人學習研究所劉威德所長、趙志群所長暨教授簽署合作照片

## 五、結論

本次參與在中國北京師範大學舉辦之國際學術研討會，除了發表論文之外，將更學習了資訊科技與職業教育與訓練、及新經濟條件下之學徒制課程發展與教學等多方面，從各論文發表內涵屬性、歐盟政府技職教育政策、實際執行學徒制課程教學與方式，逐步瞭解，期能為未來的台灣技職教育之發展，提供台灣政府及相關教育學術單位有不同的省思。

提倡未來職業教育與訓練對國家整體經濟發展競爭力具有相當重要的影響，如何提升職業技能學習的資訊科技應用能力，使其具有職業教育的競爭力，是政府對於職業教育施政的目的。產業具有新學徒制的能力除能經由職業教育訓練管道來培養其職業高競爭能力之外，對終身學習也有助益。另外，產學合作若能養成新知識經濟的專業知識與技能，對產業的發展也有激勵的功效。由於職業教育的重要性，因此要以專家知識來保障新經濟的學徒制達全面性的發展，更需要結合政府各部門在產、官、學的協助下通力合作，方能達成目標。

本文的結論是培養創新技職教育課程與訓練系統能融入於教師創新教學，與職業教育應用人才之培育，是職業教育成功的基石。具有正確完整的職業教育施訓計劃、創新課程設計、務實執行行動方案、相關配套措施，才能成功。政府施政要避免虛浮口號。因為新學徒制的教學與訓練是一新興創意的教學模式，不管是產、官、學、與訓練各界或一般大眾，都屬學習階段，應有尊重專業知識、自我省思、虛心求上的認知與理念，讓台灣在 21 世紀的技職教育競爭中，扮演重要的角色來與大家共勉之。

## 六、心得與建議

本人非常榮幸，並承蒙 International Network on Innovative Apprenticeship (INAP) and Asian Academic Society for Vocational Education and Training (AASVET) (AASVET)聯合邀請出席參與學術會議並發表論文，中國北京師範大學教育學部主辦第四屆國際現代學徒制創新研究暨第七屆亞洲職業教育學術國際研討會，會議設於 2011 年 5 月 26 日~5 月 28 日在北京市外語教學研究出版社召開。會議的主題是「獲得專家知識的保障：現代經濟條件下的學徒制-Ensuring the Acquisition of Expertise: Apprenticeship in the Modern Economy」，大會共分八組與亞洲職業教育與訓練等議題，討論「發展創新課程與品質系統」、「學習與發展理論模式」、「能力發展測量」、「大學校院教學與訓練與師資培訓之多重角色」、「東亞職業教育與訓練」等議題。

大會主席由德國 University of Bremen, TVET Research Group, Prof. Felix Rauner 擔任, and 澳洲 University of Ballarat, Prof. Erica Smith 擔任副主席。以及中國北京師範大學職業與成人教育研究所所長，趙志群教授共同主持會議。本人在研討會中，不僅發表論文之主題：**創新發展課程的成人教育計畫的職業培訓轉移成效—案例研究的殯葬禮儀業服務案例的研究(A New Developing Curriculum on the Transition Effects of the Vocational Training for Adult Learning Program – A Case Study of the Funeral Mortician Services)**，也從中學習到國際之間先進國家職業教育推動創新學習與訓的模式，配合政府機構執行新學徒制學習，以培育社會知識新技職教育科技人才。

## 建議：

本人就上描述，提出個人淺見，針對職業教育的創新整合課程，就教於各界技職教育、職業教育、教育訓練等學者專家，期能發揮拋磚引玉之功：

(1) 新學徒制創新課程內容必須加重人文與科技均衡發展之課題：

技職教育之新學徒制課程開發需結合資訊科技的應用，是需要各種不同特質人才投入，才能呈現其創意與整合科技的功效。本人認為職業學校課程宜加重人文與科技均衡發展的內涵，也需加入創新和專案管理的課題。

(2) 職業教育課程實施方案：

宜從基礎概論、產業現況、市場行銷、創意想發開始，整合的科技資訊應用技能培育，最後是專案管理實施。如此實施訓練流程，才能讓學生先從宏觀概念性的建立，經歷各種階層技能訓練的微觀純熟，最後是完整的職業教育訓練功效。

(3) 職業教育課程訓練需要與產業合作：

科技化產業技能應用涵蓋範圍很廣，各項技能訓練概念的教學，學生都需要實務的體驗與接觸，逐步漸進進行產學合作才能顯著效果。

(4) 職業教育師資專業人員培訓兼具雙師制度：

結合相關產業領域之專業師資、工協會、企業共同組成多元化的師資培育交流平台並建立督導評鑑機制，指導相關師資培訓課程訓練計畫。

(5) 落實高職技能科證照檢定機制：

台灣高職教育體制中，面對大部份朝向升學路徑，忽略職業技能訓練培訓。需要加強實務技能證照檢定機制。

綜合而論，從研討會參與的英國、德國、瑞士、紐西蘭、日本、韓國、澳洲、中國及台灣等國家之相關技職教育、資訊科技、職業訓練等學者與產業專家們，都積極推動產、官、學合作之新學徒制的職業教育。而且各國已有相關新知識經濟的高等職業教育課程，不管是在各行業中都需要更科技人才，台灣近年來也是整體推動技職教育再造方案，以提昇台灣在國際上的競爭力。