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德國師資培育認證制度研究

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摘要

本文旨在透過歷史研究、檔案文件分析探討德國師資培育認證制度之源起背景、立法與政策、認證機構之組織結構、認證標準、實施過程及結果之運用。並對德國師資培育認證制度利弊得失做批判性的分析，據以擬具可行建議，作為改進我國當前師資培育認證制度之參考。受到《波隆那宣言》建立歐洲高等教育區之影響，以及國際高等教育品質保證潮流之衝擊，德國為回應國內提升師資素質之訴求，在立法上規定建立師資培育學程須先經認證，爾後並以 5 年為週期重新認證。認證機構與實地執行評鑑機構分立為兩個層級的認證體制。大學學程設置之一般標準由「德國學程認證基金會」研訂，師資培育專業標準由「各邦文教部長會議」研訂。實施過程標準化，未通過認證之師資培育學程，限期改善，否則撤銷。德國師資培育認證度雖有立法明確、評鑑與認證機構功能區分清楚、標準嚴密、認證過程透明等優點，惟有以下缺失：與傳統國家考試制度及師資培育體制仍有調適上之困難、評鑑機構與認證機構之協調有待加強、訪評專家遴選不易、經費負擔沉重。據上研究結論，本文提出五項建議，以改進我國當前師資培育評鑑體制。

關鍵字：師資培育、評鑑、認證、德國

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A Study on Teacher Education Accreditation System in Germany

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Abstract

Through historical approach and documentary analysis, this paper attempts to offer a critical analysis of teacher education accreditation system in Germany. First of all, the influential factors of the establishment of German teacher education accreditation system are discussed from historical and international perspectives. A critical analysis of the two-layered accreditation system, the Foudation for the Accreditation of Study Programmes in Germany and the certified Evaluation Agencies, follows sequently to show the organizational structures and their missions of those two level institutions of German accreditation. Criteria for the accreditation of Evaluation Agencies, professional standards of teacher education and accreditation process are expounded consecutively to demonstrate the uniqueness, transparency and objectivity of teacher education accreditation system in Germany. Finally, this paper is concluded with a critical evaluation of German teacher education accreditation system with a view to proposing recommendations for the betterment of teacher education evaluation in Taiwan.

Keywords: teacher education, evaluation, accreditation, Germany