

摘要

本研究主要目的在探討非舞蹈系學生進入雙學位機制後，學生的學習滿意度之內涵，藉以了解學校體制運作上，雙學位制度的實施發展現況對學生的學習所給予的影響，而制度裡的各方面資源如何分配，才可提供學生學習且滿足需求。

學生是學校政策裡最直接的參與者，而學生與師長間相互配合可促進學校雙學位制度的推動，所以，校內政策推動的情形與內部施政品質是否完整，都可藉由學習滿意度來衡量學校品質。然而，就目前選修舞蹈系作為雙學位之學生人數不多，資料較難以量化方式來搜集，為此，本研究則採以質性研究的方式來進行深度訪談，研究者以對參與雙學位制度修得學分的3名學生及行政教師3名作為本研究的訪談對象，透過研究對象所傳遞的訊息作為本研究之重要資料來源，同時，彙整相關文獻資料來進行分析。

研究發現學生選讀雙主修課程，雖依循著制度辦法的實施在修讀，但是在學習時，這些制度的一些運作模式與條例規定卻使學生修讀課程變的困難，包括年限、課程、空間的種種因素，都是造成學生學習課程而無法獲得滿足的原因。於此，為能讓學生學習達其滿意，學校雙主修制度的作業流程及其各環節需適時相互協調，將學生的學習狀況作為學習效能的參考指標，且透過學生給予的回應得以來進一步檢視學校雙主修制度推動的情況。

關鍵字：雙主修、雙學位、滿意度、學習滿意度

Abstract

This study aimed to evaluate the degree of non-dance department students into the Dual Degree, the satisfaction of learning, in order to understand school open different channels of learning, the affection for students in this system, how resources are allocated, to offer what students really need and be satisfied.

Let students can be easily and effective to use the school resources, students through this system (multi interdisciplinary) to enhance professional learning and improve student learning-oriented restrictions, and then let students choose the path of employment is broader Students in school policy in the most direct participants, The students and teachers can promote mutual coordination between the school system to promote the double degree, so, School policy and internal policy to promote the quality of the case is complete satisfaction can be measured by studying the quality of the school. However, the current double degree of elective dance department as a small number of students, Information is relatively difficult to quantify the way to collect, for this reason, this research is used the qualitative research approach to in-depth interviews, researcher involved in dual-degree system for credit of 3 students and 3 teachers in the course were interviewed for this study, through the study of the message as an important source of this study, the same time, the literature data compiled for analysis.

In this study, the research found that students choose dual majors, although the implementation of the method in accordance with the system in the study, but in their study, the mode of operation of these systems and regulations of some students to take courses envisaged therein, the difficulties of change, these factors such as fixed number of years 、 courses 、 space...etc, it can affect student learning courses cannot be satisfied. For this reason, Dual major in the school system and its processes need timely coordination between the various sectors, and the response given by students to review the situation of promotions in school.

Key words : Double major, Double degree, Degree of satisfaction, Study degree of satisfaction