



課程教學

Programme Teaching

教學，是一所高等院校的立校之本。作為一所教學科研並重的高等院校，理工學院始終將提高教學質量作為全院的中心工作來抓，十餘年來常抓不懈。學院領導和各級部門主管、教師、教輔人員均將教學質量視為理工學院的生命。本年度學院從如下幾個方面主抓教學質量的工作：

努力提升教與學的質量

提升教學質量、優化教師隊伍的質素，是澳門理工學院的宗旨。通過學生對教師及科目的評價、組織資深教師觀課及邀請國內外著名院校的專家學者到理工學院進行評鑑，對教學質量給予客觀的意見。另外，學院設立教學質量委員會，負責監督教學質量推行情況，並商討及制定教學政策，以完善教學質量管理體系。

師資及課程評估措施

為鼓勵教師積極提升教學質素，學院把學生問卷調查、觀課及外部專家評鑑作為師資評估的重要手段。

1. 學生問卷調查

學院重視以學生為中心的教學理念，因此，學院推行學生問卷調查以實踐此理念。現時使用的問卷有兩套，分別為供理論科目使用的“課堂講授式科目及教學評估問卷”，及供論文、研習計劃科目使用的“論文/研習計劃科目及指導教師評估問卷”。問卷調查於每學期第十二、十三周，因應情況以電子或紙張方式進行。通過學生問卷調查，可收集學生對教師教學表現及學科的意見。教務處根據學生的反饋意見，每學年向理事會提交年度的問卷調查報告，並於每學期間卷調查結

Teaching is the foundation of a higher learning institution. As a tertiary educational institution with equal emphasis on teaching and research, MPI has put continuous improvements in teaching quality at the top of its agenda of priorities for over a decade. The Management Board and heads of the various departments and schools, academic staff and administrative staff all regard teaching quality as vital to the Institute's existence and work in concert toward its enhancement.

Teaching and Learning Quality

The mission of Macao Polytechnic Institute is to promote teaching quality and enhance the quality of its teachers. To this end, MPI seeks a variety of opinions regarding teaching quality through students' evaluations of teachers and courses, organizing class observations by experienced teachers, and inviting renowned experts and scholars from the Mainland and overseas to offer evaluations of the institution's performance. In addition, the MPI Teaching Quality Committee has been established to enhance teaching quality through the establishment of appropriate teaching policies.

Evaluation of Teachers and Programmes

To encourage teachers in the improvement of teaching quality, MPI considers student surveys, class observations and evaluations by external examiners to be important means of assessing teachers.

1. Student Survey

The Institute values highly its student-centred teaching philosophy. In order to put this into practice, student surveys are conducted. Currently, two sets of questionnaires are utilized, these being the "Taught Course and Teaching Evaluation Questionnaire" for class-based courses and "Thesis/Graduation Project and Supervisor Evaluation Questionnaire" for thesis

束後的一個月內把結果提供予學校，期末考試成績處理完畢再向教師公佈問卷調查結果，學院可根據報告的內容制定改善教學質量的政策。

本學年除實習科目外，所有科目均已進行問卷調查，具體結果如下：

在“課堂講授式科目及教學評估問卷”方面，綜合2009/2010學年的數據，全院情況如下：

- (1) 全院回應率為78.05%，比去年78.32%回應率輕微下跌0.27%。總體而言，回應率是理想的。
- (2) 總分為5分，以3分作為學生問卷調查得分的合格線，各校的各项評分均在達標線之上，其中“教師評分”部份，全院以“A1教師課前準備充足”及“A18教師對任教科目有熱誠”兩項得分最高，均為4.19分。而“A14教師知道學生是否明白教學內容”及“A17教師授課方式生動”為得分最低的兩項，均為3.94分，這反映教師用心教學，但在教學技巧及學生評核方面需要提升。以上A14及A17項也是藝術高等學校、公共行政高等學校、管理科學高等學校、語言暨翻譯高等學校及高等衛生學校最低分的項目，結果與2008/2009學年相同。而體育暨運動高等學校最低分項目為“A12教師及時派回作業”，這可能是該校有部分科目為技術科有關。
- (3) 在“科目評分”部份，全院總體評分，以“B1此科目的內容有條理”評分最高，平均值為4.04分。“B4此科目的各個部份（如授課、導修課、研討課等）互相配合適宜”的評分最低，平均值

and project courses. Student surveys are conducted during the twelfth and thirteenth weeks of each semester, via web-based or paper-based forms depending upon circumstances. Through student surveys students' opinions regarding the teaching performance of teachers and the quality of courses are collected. Based on the feedback of students, the Division for Pedagogical Affairs submits an annual student survey report to the Management Board each academic year. Results of the student survey are provided to Schools within one month following its completion, and to teachers after the final examination results have been announced. Policies relating to the improvement of teaching quality may be established according to the report.

With the exception of practical training courses, student surveys have been conducted for all courses this academic year. A summary of the results is listed below:

For the “Taught Course and Teaching Evaluation Questionnaire”, the overall picture for 2009/2010 is summed up below:

- (1) The response rate for the whole Institute was 78.05%, which was 0.27% lower than the response rate of 78.32% of last year. The overall response rate was satisfactory.
- (2) 3 points (out of 5) is the “pass” line for the student survey, and all the scores in all Schools exceeded this comfortably. The highest points (4.19) were achieved in the 2 items “A1 – The teacher is well-prepared” and “A18 – The teacher is enthusiastic about his/her subject” from the section “About the teacher”. The lowest points were 3.94 for the 2 items “A14 – The teacher knows if the class understands him/her” and “A17 – The teacher has a dynamic style of presentation”. This reflects that whilst the teachers are enthusiastic about teaching, improvements in teaching skills and

為3.98分。以學校而言，B4項目也是藝術高等學校、管理科學高等學校、語言暨翻譯高等學校及高等衛生學校最低分的項目。

在“論文/研習計劃科目及指導教師評估問卷”方面，綜合本學年的數據，全院情況如下：

- (1) 2009/2010學年“論文/研習計劃科目及導師評估問卷”全院回應率為81.44%，比去年回應率84%輕微下跌2.56%，但此回應率仍然是理想的。
- (2) 總分為5分，以3分作為學生問卷調查得分的合格線，各高等學校的各項評分都在達標線之上，其中“導師評分”部份，全院總體以“C1在學生輔導時間，我可聯絡到導師”得分最高，為4.32分。而“C4當我篩選參考文獻工作時，導師給予充分支持”、“C10導師要求我注意論文/研習計劃的結構、技術細節、版面設計及裝訂等細節的要求”及“C14導師幫助我有效地掌握自己的進度”得分最低，均為4.19分。總體而言，學生對於導師的指導情況都達滿意水平。另外，“導師評分”部份總體評分以高等衛生學校最高，為4.5分。



student evaluation and assessment are desirable. For the School of Arts (ESA), School of Public Administration (ESAP), School of Business (ESCE), School of Languages and Translation (ESLT) and School of Health Sciences (ESS), the 2 items A14 and A17 scored the lowest points (3.94), similar to the results of 2008/2009. As for the School of Physical Education and Sports (ESEFD), item “A12 – The teacher returns assignments promptly” scored the lowest points. This may be due to the fact that some courses of this School are of a technical nature.

- (3) In the section “About the course”, all Schools achieved their highest points, an average of 4.04 points, in item “B1 – The course is well organized”, while the lowest points, an average of 3.98 points, were scored in item “B4 – The various course components (e.g. lectures, tutorials, seminars, etc.) are well integrated”. Item B4 was also the item in which ESA, ESCE, ESLT and ESS scored the lowest points.

For the “Thesis/Graduation Project and Supervisor Evaluation Questionnaire”, the overall picture for 2009/2010 may be summed up as below:

- (1) The response rate for the whole Institute was 81.44%, which was 2.56% lower than the response rate of 84% last year. This response rate was satisfactory.
- (2) With 3 points (out of 5) as the “pass” line for the student survey, all the scores in all Schools were above 3 points. All Schools scored their highest points, 4.32 points, in item “C1 – My supervisor is available in office hours” from the section “About the supervisor”, while scoring 4.19 points in the items “C4 – My supervisor gives me sufficient support in conducting literature review and/or in reference searches”, “C10 – My supervisor alerts my attention to the structure of my thesis/

(3) 在“論文/研習計劃科目評分”部份，各校此部份的評分均在4分或以上。其中“D2此論文/研習計劃有助我對學科的理解/分析能力/實際技能的提高”這項目的評分最高，為4.17分。另外，“論文/研習計劃科目評分”部份以高等衛生學校總體評分最高，為4.4分。



2. 觀課

為使教師間彼此觀摩、學習，學院每學年均進行觀課活動。由各高等學校校長、課程主任、助理課程主任、校外評審專家及資深教師組成觀課小組，並以記名方式進行評分。評估結果及意見可讓教師進一步瞭解其教學績效，採取適當的改善措施，從而提升教學質量。本學年，6所高等學校共對193名教師進行了觀課，其中150名為全職教師，43名為兼職教師。綜合各項評分指標，教師隊伍的整體評分為4.40分，高於上學年的評分（4.29分）。當中，評分最高的項目為“備課”（4.59分），其次是“教學內容組織”（4.43分）及“時間控制”（4.37分）。比較學院近四個學年的整體

project, the technical specifications, layout, binding and so on” and “C14 – My supervisor advises me with regard to effectively monitoring my progress”. Generally students were satisfied with the overall guidance of their supervisors. In addition, ESS scored 4.5 points for the section “About the supervisor”, this being the highest among all the Schools.

(3) All Schools scored over 4 points or above for the section “About the thesis/graduation project”. The score of 4.17 points for the item “D2 – The thesis/graduation project is useful in enhancing my understanding of the subject / analytic ability / practical skills” was the highest among all the items of this section. In addition, ESS achieved the highest scores, 4.4 points, for the section “About the thesis/graduation project”.

2. Class Observations

In order to provide teachers with an opportunity to observe and learn from each other, class observations are carried out every academic year. Class observation teams formed by directors, programme coordinators, assistant programme coordinators of the Schools, external examiners and experienced teachers observe and evaluate the class. To ensure accountability, evaluation forms are signed by the class observation team. The result of the evaluation and the opinions expressed by the observation team enable teachers to critically assess the effectiveness of their teaching, and to take appropriate measures to improve their teaching quality. This academic year 193 teachers were observed, including 150 full-time teachers and 43 part-time teachers, in the 6 Schools. The overall result, 4.40 points, was higher than the overall result of last year (4.29). The item with the highest points was “Preparation” (4.59), the next being “Organization of Material” (4.43) and “Time Management” (4.37). A comparison of the overall results of the four recent academic years reflects a

評分，反映教師隊伍在教學技術、表達技巧及時間控制等方面的能力正持續改善，而備課、教學內容組織及師生互動等方面的評分亦從上學年的跌勢反升至近四年的新高。

3. 外部評鑑

學院推行外部評鑑制度以確保其高等課程的學術水平與其他地區類似的高等課程相當，另外根據已批准的架構、內容、規章制度，並在不影響學生的情況下公平地推行評估制度。本學年各高等學校均積極邀請相關領域著名的學者和專家進行評鑑。如視覺藝術（教育專業）、音樂課程、綜合設計課程、護理課程、診療課程、體育暨運動高等學校、中葡翻譯課程、公共行政中文課程、社會工作學課程、電腦學課程、電子商貿課程。另外，根據目前教學人員職稱評定機制，學院邀請了國內外相關領域的專家任評審的院外委員，本學年邀請內地、香港、台灣和澳門高校的有關專家參加了學院教授、副教授的評委。

rising trend in the ability of MPI teachers in terms of teaching techniques, communication skills and time management. In addition, the points achieved in the areas of preparation, organization of material and interaction with students surged to a new high in four years following a decline last academic year.

3. External Evaluation

An external evaluation system is carried out in the Institute to ensure that the academic standards of its higher education programmes are on a par with similar higher education programmes in other regions, and to implement a fair evaluation system according to the authorized structure, contents, regulations and systems while not adversely affecting students. This academic year, all Schools were actively involved in inviting renowned scholars and experts in related fields to evaluate MPI provision. Programmes having invited external experts included, Visual Arts (Education), Music, Design, Nursing, Biomedical Science, PE & Sports, Chinese-Portuguese Translation and Interpretation, Public Administration (Chinese), Social Work, Computer Studies and E-Commerce. In addition, according to the MPI teaching ranking review system, experts in related disciplines from the Mainland and overseas were invited to be members of the review committee and assessors for candidates seeking promotion to professor or associate professor grades.



4. 課程設置

學院現時開辦的學士學位課程大部份是“3+1”模式，即三年高等專科學位課程再加修讀一年補充課程。隨着社會的迅速發展及各項專業模式的轉變，“3+1”學位課程模式已不能適應現代社會需求，而四年制學士學位更成為學生繼續升學進修的必要條件。為此，學院對現行“3+1”學位課程的設置內容進行檢討，並提出開設四年制學士學位的建議。

現時學院共有17個學士學位課程（見下表），部分課程將於2010/2011學年開課。

4. Programme Design

The majority of the current degree programmes offered at MPI follow the “3+1” module, which consists of a three-year higher diploma programme and a one-year supplementary programme. In view of the needs arising from social development and the newest developments in related fields, the “3+1” module can no longer meet the needs of society, and students are required to have a four-year degree in order to further their study. In line with these needs, the Institute has reviewed the current “3+1” degree programme design and made suggestions regarding the establishment of four-year Bachelor’s degree programmes.

Currently, there are 17 Bachelor’s degree programmes (see below), some of which will commence in 2010/2011.



學校 SCHOOL	課程名稱 PROGRAMME	專業範圍 SPECIALTY
藝術高等學校 School of Arts	音樂學士學位課程 Bachelor of Arts in Music	(1) 音樂教育 Education (2) 音樂表演 Performance
	視覺藝術學士學位課程 Bachelor of Visual Arts	(1) 美術 Art (2) 美術教育 Art and Education
	設計學士學位課程 Bachelor of Arts in Design	
公共行政高等學校 School of Public Administration	電腦學士學位課程 Bachelor of Science in Computing	(1) 企業資訊系統 Enterprise Information Systems (2) 博彩科技 Gaming Technology
	社會工作學士學位課程 Bachelor of Social Sciences in Social Work	社會工作學 Social Work
	公共行政學士學位課程 Bachelor of Social Sciences in Public Administration	公共行政 Public Administration
管理科學高等學校 School of Business	社會科學學士學位課程 Bachelor of Social Science	博彩與娛樂管理 Gaming and Recreation Management
	電子商務學士學位課程 Bachelor of E-commerce	電子商務 E-commerce
	工商管理學士學位課程 Bachelor of Business Administration	市場學 Marketing
	會計學學士學位課程 Bachelor of Accounting	會計學 Accounting
	管理學學士學位課程 Bachelor of Management	管理學 Management
	文學士學位課程 Bachelor of Arts	公共關係 Public Relations
體育暨運動高等學校 School of Physical Education and Sports	體育教育學士學位課程 Bachelor of Science in Physical Education and Sports	
語言暨翻譯高等學校 School of Languages and Translation	中葡翻譯學士學位課程 Bachelor of Arts in Chinese-Portuguese Translation and Interpretation	中葡翻譯 Chinese-Portuguese Translation and Interpretation
	葡中翻譯學士學位課程 Bachelor of Arts in Portuguese-Chinese Translation and Interpretation	葡中翻譯 Portuguese-Chinese Translation and Interpretation
	中英翻譯學士學位課程 Bachelor of Arts in Chinese-English Translation and Interpretation	中英翻譯 Chinese-English Translation and Interpretation
高等衛生學校 School of Health Sciences	護理學士學位課程 Bachelor of Science in Nursing	護理 Nursing

完善教學質量政策

1. 制定觀課指引

為確保觀課工作的客觀性及專業性，學院於2010年開展制定“觀課指引”及修改觀課專用“評估表”的工作，相關指引已呈教學質量委員會作討論，修訂稿將向全體教師作廣泛性諮詢，並計劃於2010/2011學年起執行。

2. 制定科目編碼指引

為規範學院學位課程的科目編碼及便利科目系統的使用，教務處制定了“澳門理工學院學位課程科目編碼指引”，並於2010/2011學年開始使用。

教學支援

1. 優化補課及取消課堂系統

為優化補課和取消課堂的工作流程及加快訊息的發放，經資訊中心協助，開發“網上補課及取消課堂服務系統”(SCM)，使補課及取消課堂由申請、審批到跨部門處理均全面電腦化。系統於2008/2009學年第一學期試行，並於2009/2010學年全面開放供教師使用。



Policies to Enhance Teaching Quality

1. Guidelines for Class Observation

To ensure objectivity and professionalism in teaching quality assessment, the “Guidelines for Class Observation” were designed and the “Teaching Quality Internal Assessment Form” was revised in 2010. These Guidelines were submitted to the Teaching Quality Committee for discussion, and all teachers’ opinions were sought regarding these guidelines, which are to be implemented in 2010/2011.

2. Subject Coding Guidelines

In order to provide clear instructions for standardizing the subject coding of MPI Degree Programmes and facilitating the use of the subject system, the “Subject Coding Guidelines for MPI Degree Programmes” were designed and will be implemented in 2010/2011.

Teaching Support

1. Enhancement of the SCM System

To improve the procedures relating to class cancellations and make-up classes and to speed up the dissemination of information, the “Online Service for Class Cancellations and Make-up Classes” system (SCM) has been developed with the assistance of the Computer Service Centre. With this system, the whole process of class cancellations and make-up classes from application to authorization across various departments has become completely computerized. The SCM had initially been available on a trial basis since the first semester of 2008/2009, and was fully opened to all teachers and Schools during 2009/2010.

2. 改善教師工作環境

學院新大樓本學年第二學期開始投入使用，高等衛生學校、藝術高等學校音樂課程及理工——貝爾英語中心將陸續遷回總部校園。新大樓的規劃除了設置教室、實驗室、食堂及學生宿舍外，還預留了學校及教師的辦公室。新大樓教師辦公室以1人及2人房為主，屆時教師的工作環境將得以改善。遷出後騰空的辦公室部份將改建為教室或電腦室，以改善教學環境。

教師發展

教師是學院的骨幹，學院一直努力不懈，致力提升教師隊伍的質素。除了提高對新入職教師的要求外，還制定減免學時、提供進修學費資助、設立學術獎項、舉辦專業發展課程等，鼓勵教師持續發展，以應對日新月異的社會變遷帶來的新挑戰和新工作。



師資的引進

理工學院對招聘教學人員一向以制度化、標準化形式進行，於2007年推出“招聘全職教學人員的評分細則及面試安排的指引”，試用期間效果理想，現時已把有關規定推行至兼職教師的招聘。

2. Improvement of Work Environment for Teachers

The new MPI building was completed in 2009/2010. The School of Health Sciences, Music Programme of the School of Arts and the MPI-Bell Centre of English will gradually relocate to the main campus. Offices are reserved for some Schools and teachers in addition to classrooms, laboratories, canteen and students dormitory in the new building. The teacher offices in the new building are designed for 1 or 2 teachers, offering better work environment for teachers. The current offices which will be left vacant after the relocations will be renovated as classrooms or computer rooms in order to improve the teaching facilities.

Teacher Development

Teachers are the most important factor in the continuous development of MPI. As such, MPI has always striven to enhance the quality of its cohort of teachers. Aside from raising the requirements for newly recruited teachers, a number of policies on reduction of teaching hours, provision of study subsidies, establishment of academic awards, and the holding of professional development seminars have been implemented to encourage current teachers to undertake continuous professional development in order to handle the new challenges and work brought about by the rapidly changing society.

Recruitment of Teachers

The Institute utilises a systematic and standardized procedure to recruit teachers. The “Guidelines on Evaluation Criteria and Interview Arrangements Regarding Recruitment of Full-Time Teaching Staff” were implemented in 2007, and were successful during the trial period. At present, the guidelines also apply to the recruitment of part-time teachers.

The recruitment procedure includes two parts:

招聘評分由履歷評分及面試評分兩部份組成。招聘典試委員會由理事會代表、校長、課程主任及2名教學人員組成，並設後補委員。典試委員會就應徵者的面試部份評分。典試委員會下設評分小組，由課程主任、課程代表、人事處代表及教務處代表組成。評分小組對應徵者的履歷，包括學歷、科研成果、高等教育教學經驗等項目評分。獲面試資格的應徵者，會按其專業素質、模擬教學技巧等幾方面評分，並按應徵者總分數之高低依次聘用。

激勵措施——傑出教師獎

為表揚和獎勵表現傑出的教師，推廣優質教學和研究成果，提升教學專業水平，學院特設立“澳門理工學院學位課程傑出教師獎”。頒授對象為學院學位課程任教滿三學年的全職教師，每三年舉辦一次，每屆共3名教師獲得獎勵。

2009/2010學年“澳門理工學院學位課程傑出教師獎”共有13位教師參選。評選方法是按4個範疇評分，分別是：教學質素（包括學生評價及同儕評價）、科研成果、專業水平及學校發展。教學質量委員會根據各校候選教師名單投票選出3名獲獎者。獲獎教師分別為公共行政高等學校賴偉良副教授、管理科學高等學校陳嘉賢副教授、高等衛生學校劉櫻副教授。



academic qualifications analysis and interview. The recruitment panel is formed by representatives from the Management Board, Directors, Programme Co-ordinators and teachers of related disciplines, with other standby members. The recruitment panel assesses the applicant regarding the interview. Under the recruitment panel, there is an assessment work group, formed by school representatives, programme co-ordinators, and representatives from the Personnel Office and the Division for Pedagogical Affairs. This assessment work group assesses the applicant's academic qualifications, research output and tertiary education teaching experience. Applicants who are eligible for interview will then be assessed in the areas of professional standards and presentation skills. The applicant with the highest total marks will be employed.

Incentive Policies – Distinguished Teacher Award

The “MPI Degree Programme Distinguished Teacher Award” was established to promote the quality and standards of teaching, commend and reward teachers who are appraised to have performed excellently. The Award targets full-time degree programme teachers who have taught for three academic years and is granted once every three years to three teachers.

In 2009/2010, 13 teachers applied to compete for the Award. The applicants were assessed in four areas, including teaching quality (students' and colleagues' evaluations), research achievements, professional standards and contribution to school development. The Teaching Quality Committee voted for 3 final winners out of the list of candidates for the Award. The 3 winning teachers were Dr Lai Wai Leung from the School of Public Administration, Dr Chan Ka Yin from the School of Business and Dr Lau Ying from the School of Health Sciences.

教師專業化發展

本學年分別邀請了香港嶺南大學協理副校長陳增聲教授和學院名譽教授、香港嶺南大學前副校長、香港中文大學管理系前講座教授饒美蛟教授到學院主持講座，與教師分享其對香港高教界推動果效為本教學及進行學術評審的見解和經驗。

Professional Development of Teachers

This academic year Professor Chan Tsang-Sing, Associate Vice President of Lingnan University of Hong Kong, and Professor Mee-Kau Nyaw, MPI Honorary Professor, former Vice President of Lingnan University, and former Chair Professor of the Department of Management of the Chinese University of Hong Kong, were invited to conduct seminars for the teachers, sharing their insights and experiences about outcome-based teaching and learning, and the academic accreditation in the tertiary education sector of Hong Kong.