

國立高雄科技大學管理學院

碩士論文 學習目標檢核表

Master Thesis Rubrics

碩士生姓名 _____ 學號 _____ 學年度 _____

指導教授 _____ 口試日期 _____

論文題目 _____

口試委員簽名 _____

說明：

1. 碩士班訂有 6 個學習子目標。
2. 請於以下表格 處勾選該位學生於各核心能力達成狀況。
3. 每位學生填寫 **1 份檢核表**，由口試委員**共同決定**檢核結果。

學習目標 1: 思辨學習 Critical Thinking

學習子目標 1.1: 能在面臨商業問題時，運用分析能力。

Implement analytical capability in facing business problems.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|---|---|--|--|
| Issues Identification and Explanation 議題辨別及解釋 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student fails to identify and explain the main problem. He/she also represents the issues inaccurately or inappropriately.</p> <p>學生無法辨別和解釋主要問題，且提出錯誤或不適當的論述。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student successfully identifies the main issues, but does not explain why/how they are problems or create questions.</p> <p>學生能夠成功地辨別主要議題，但沒有解釋問題的成因。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student clearly identifies the main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.</p> <p>學生能夠清楚地辨別主要議題，且成功地解釋問題的成因及內含議題彼此間的關係。</p> |
| Distinguishing issues from underlying causes and recognizing the cause-issue relationships 區別問題與根本原因，並識別原因與問題之間的關係 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student fails to identify underlying causes that may have effects on issues. He/she also recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator) inaccurately or inappropriately.</p> <p>學生無法辨別影響根本問題的潛在因素，且錯誤地或不適當地識別潛在因素與根本問題之間關係。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can identify some underlying causes that may have effects on issues. He/she also partially recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator).</p> <p>學生辨別影響根本問題的一些潛在因素，且部分地識別潛在因素與根本問題之間關係。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can identify all-possible underlying causes that may have effects on issues. He/she also successfully recognizes the cause-issue relationships (e.g., antecedent, moderator, or mediator).</p> <p>學生辨別影響根本問題的所有可能潛在因素，且成功地識別潛在因素與根本問題之間關係。</p> |

學習目標 1: 思辨學習 Critical Thinking

學習子目標 1.2: 能運用整合能力制定及評估商業問題的解決辦法。

Apply integrative capability to formulate and evaluate the solutions of these problems.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|---|---|--|--|
| Viewpoints synthesized from diverse perspectives 從不同角度綜合的觀點 | <input type="checkbox"/> Student fails to clearly express his/her own point of view and fails to consider other possible perspectives. 學生無法清楚地表達自己的論點，且沒有考量其他可能的觀點。 | <input type="checkbox"/> Student formulates a clear and precise personal point of view. However, he/she only provides rough comparison of viewpoints from other perspectives. 學生能夠清楚地表達自己的論點，但對於其他觀點只能提供粗略的比較。 | <input type="checkbox"/> Student not only formulates a clear and precise personal point of view, but also considers other viewpoints and objections from diverse perspectives and provides convincing replies of these. 學生不僅明確地表達自己的觀點，且能納入不同角度的其他觀點，並提出有說服力的回應。 |
| Consequences and Implications 結果與意涵 | <input type="checkbox"/> Student ignores significant consequences and implications of reasoning. 學生忽略推理重要的結果與意涵。 | <input type="checkbox"/> Student can identify and realize some consequences and implications of reasoning. 學生能夠辨別與明瞭推理的部分結果與意涵。 | <input type="checkbox"/> Students can identify and realize the most significant consequences and implications of reasoning. 學生能夠辨別與明瞭推理最重要的結果與意涵。 |

學習目標 2: 商業溝通 Business Communication

學習子目標 2.1: 能在面臨商業問題時，展現口語溝通能力及領導力。

Demonstrate oral communication capability and leadership in facing business problems.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|---|--|--|---|
| Presentation 簡報 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student does not have continuous eye contact and natural delivery with proper voice quality as well as body language. He/she neither wears adequate attire nor shows positive manner during the presentation.</p> <p>學生無法保持與觀眾的眼神接觸，且無法用適當的音量及肢體語言自然地表達。穿著不合宜且在簡報過程中展現負面的態度及禮儀。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student has partial eye contact and delivery with acceptable voice quality as well as body language. He/she wears adequate attire and shows partially positive manner during the presentation.</p> <p>學生與觀眾能有部分的眼神接觸，使用可接受的音量及肢體語言表達。穿著得宜且在簡報過程中展現正向的態度及禮儀。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student has continuous eye contact and natural delivery with proper voice quality as well as body language through the whole time. He/she wears adequate attire and shows positive manner during the presentation.</p> <p>學生能全程保持與觀眾的眼神接觸，並用適當的音量及肢體語言自然地表達。穿著得宜且在簡報過程中展現正向的態度及禮儀。</p> |
| Mechanics 技巧 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student neither uses visual aids for the presentation nor gains audience attention.</p> <p>學生沒有使用視覺輔助工具進行報告及也沒有吸引觀眾的注意。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student uses some proper visual aids for the presentation and gains some audience attention.</p> <p>學生使用一些適當的視覺輔助工具進行報告並取得部分觀眾的注意。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student uses proper visual aids precisely for clear and smooth presentation and gains all the audience attention.</p> <p>學生能精確地使用適當的視覺輔助工具進行清晰、順暢的報告並能取得所有觀眾的注意。</p> |
| Organization and Content 組織與內容 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student cannot present information logically. The organization is lousy and the content is lack of richness with many errors.</p> <p>學生無法邏輯地傳達訊息，且內容貧乏錯誤百出。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can logically presents information but the organization is not complete enough. The content is rather little with some errors.</p> <p>學生能有邏輯地傳達訊息，但組織不夠完整。內容太少且有部分錯誤。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can precisely and logically present information with good organization, rich content and error free.</p> <p>學生能精準地且有邏輯地傳達豐富、組織良好且無錯誤的訊息。</p> |

學習目標 2: 商業溝通 Business Communication

學習子目標 2.2: 能用精確的語言、結構性的論點及合理的結論，有效地以文字呈現研究結果。

Demonstrate the capability of presenting research results effectively in writing by exhibiting clear, structured and precise use of research language.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|-------------------------|---|--|---|
| Structure 結構 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.</p> <p>文章的開頭、過程及結尾薄弱。段落及轉折也不好。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has adequate beginning, development, and conclusion. Paragraphing and transitions are also adequate.</p> <p>文章的開頭、過程、結尾、段落及轉折接表達適切。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.</p> <p>文章有清楚且適切的開端、過程、結尾、段落及轉折。</p> |
| Content 內容 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work does not cover the assign top topic, and assertions are weakly supported by evidence.</p> <p>文章沒有涵蓋到主題，論點薄弱。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work is sufficient to cover the topic, and assertions are supported by evidence.</p> <p>文章足以涵蓋主題，論點也能被支持。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.</p> <p>文章內容有深度地涵蓋主題，論點也能清楚地被支持。</p> |
| Mechanics 技巧 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，有嚴重的錯誤。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，大致上沒有錯誤。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.</p> <p>文章在選字、句型、拼字、標點符號及大小寫等，完全沒有錯誤。</p> |

學習目標 3: 專業知能 Professional Business Knowledge

學習子目標 3.1: 能針對研究或個案中的資料、假設及倫理議題提出問題。

Question information, data, assumptions and ethical issues in research or case studies.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|---|---|--|--|
| Research Topic Identification 辨別研究主題 | <p style="text-align: center;"><input type="checkbox"/></p> Student cannot identify a valuable research topic. 學生無法辨別出有價值性的研究主題。 | <p style="text-align: center;"><input type="checkbox"/></p> Student can identify a valuable research topic. 學生能夠辨別出有價值性的研究主題。 | <p style="text-align: center;"><input type="checkbox"/></p> Student can identify a very valuable and unique research topic. 學生能夠辨別出非常有價值性及獨特性的研究主題。 |
| Judgement and Application Ability 判斷及應用能力 | <p style="text-align: center;"><input type="checkbox"/></p> Student does not have the ability to select, analyze, and apply the relevant literature to answer the research topic. 學生沒有選擇、分析和應用相關文獻於研究主題上的能力。 | <p style="text-align: center;"><input type="checkbox"/></p> Student has partial ability to select, analyze, and apply the relevant literature to answer the research topic. 學生有部分選擇、分析和應用相關文獻於研究主題上的能力。 | <p style="text-align: center;"><input type="checkbox"/></p> Student has good ability to select, analyze, and apply the relevant literature to answer the research topic. 學生有很好的選擇、分析和應用相關文獻於研究主題上的能力。 |
| Academic Ethical Issues Awareness 學術倫理意識 | <p style="text-align: center;"><input type="checkbox"/></p> Student is not aware of academic ethical issues. 學生無法意識到學術倫理議題。 | <p style="text-align: center;"><input type="checkbox"/></p> Student is partially aware of academic ethical issues. 學生能局部地意識到學術倫理議題。 | <p style="text-align: center;"><input type="checkbox"/></p> Student is thoroughly aware of academic ethical issues. 學生能通徹地意識到學術倫理議題。 |

學習目標 3: 專業知能 Professional Business Knowledge

學習子目標 3.2: 能理解該專業領域中理論及實務上的運作及過程。

Demonstrate theoretical and practical understanding of the functions and processes of the professions students major in.

| 學習達成標準 評量面向 | Level 1 : Unsatisfactory 不滿意 | Level 2 : Acceptable 可接受 | Level 3 : Excellent 優秀 |
|--|---|---|---|
| Knowledge Demonstration 知識展現 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student cannot demonstrate mastery of fundamental business terms, theories, models, and frameworks.</p> <p>學生對基礎商業名詞、理論、模型及架構不熟練。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can demonstrate acceptable mastery of fundamental business terms, theories, models, and frameworks.</p> <p>學生對基礎商業名詞、理論、模型及架構的熟練程度達可接受的程度。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can demonstrate excellent mastery of fundamental business terms, theories, models, and frameworks.</p> <p>學生能展現出對基礎商業名詞、理論、模型及架構優異的熟練程度。</p> |
| Knowledge Application 知識應用 | <p style="text-align: center;"><input type="checkbox"/></p> <p>Students cannot apply basic terms, theories, models, and frameworks in real business settings.</p> <p>學生無法在商業環境中應用基礎管理名詞、理論、模型及架構。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Student can partially apply basic terms, theories, models, and frameworks in real business settings.</p> <p>學生能在商業環境中局部地應用基礎管理名詞、理論、模型及架構。</p> | <p style="text-align: center;"><input type="checkbox"/></p> <p>Students can thoroughly apply basic terms, theories, models, and frameworks in real business settings.</p> <p>學生能在商業環境中透徹地應用基礎管理名詞、理論、模型及架構。</p> |