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以生態系統觀點探討國中專任輔導教師

工作情境的資訊世界

Exploring Work-Related Information World of Junior  
High School Counselors from the Perspective of  
Ecological Systems

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## 摘要

本研究旨在探討國中專任輔導教師之工作任務、角色定位、人際互動情況，及其工作相關之資訊需求、資訊尋求行為、資訊來源管道。研究問題包括：一、國中專任輔導教師的工作任務主要包括哪些類型？其在處理前述工作任務的過程中，扮演了哪些角色？又分別產生了哪些資訊需求？二、就生態系統觀點而言，國中專任輔導教師在工作情境之資訊活動中，如何與不同對象互動與交流？三、國中專任輔導教師如何尋求、獲取、運用有助於處理工作任務的資訊？他們又如何看待不同資訊來源管道之作用與重要性？

本研究採用資訊世界圖研究法，以線上遠距同步視覺引談方式，藉由半結構式深度訪談與資訊世界圖繪製蒐集資料。研究者透過輔導工作相關單位、網路社群、自身人脈以及受訪者轉介等管道，募得 15 位任教於臺灣公私立國民中學的專任輔導教師。

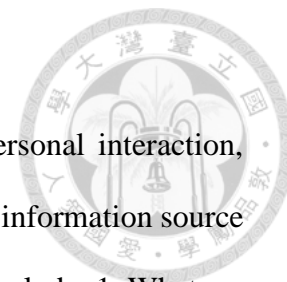
研究結果發現，專任輔導教師通常依工作任務內容、角色定位特性，產生與特定工作情境相關之資訊需求，例如：個案背景相關資訊、特定議題實務經驗、特定議題專業知識，且通常運用多元的人際資源管道，蒐集、尋求並獲取工作所需資訊，包括：個案及其周遭相關人員、校內人際資源、校外人際資源；另外，從生態系統觀點分析受訪者繪製的資訊世界圖，專任輔導教師在工作情境中需要與個案系統、校內系統、校外系統等不同對象互動，交流和分享工作相關資訊，並根據個別學生之需求，連結教育、社福、醫療、警政、司法等其他專業資源。凡此種種，皆反映專任輔導教師須具備資訊交流與資源連結的能力。

根據前述研究發現，本研究分別針對學校圖書館、新手專任輔導教師、學校輔導工作團隊與教育主管機關提出實務建議。其中，學校圖書館可蒐集青少年心理健康議題相關的館藏，製作電子書目清單，讓輔導教師能經由圖書館網站獲取豐富的資訊；新手專任輔導教師在工作初期較容易遭遇特定個案議題相關工作困境，建議其善用地方政府學生輔導諮商中心、民間機構單位所提供的學習資源，

如：研習課程、工作坊、團體督導，或是尋求大學同學和學長姐、鄰近學校的輔導教師夥伴等工作相關人脈的協助；學校輔導工作團隊可掌握不同專業資源的性質，並將常用的外部合作資源整理為清單，更主動地提供新手專任輔導教師參考；教育主管機關則可考量各縣市專任輔導教師的實務工作需求，建立輔導議題相關資訊整合平台，鼓勵資深教師分享各類個案議題的實務經驗，促進輔導教師之間的資訊交流。

關鍵字：專任輔導教師、生態系統、工作情境、資訊行為、資訊世界圖研究法

## Abstract



This study explores the work tasks, role positioning, interpersonal interaction, work-related information needs, information seeking behavior, and information source channels of junior high school counselors. The research questions include: 1. What are the main types of work tasks of junior high school counselors? What roles do junior high school counselors play in the process of dealing with the aforementioned tasks? What information needs arise in various situations in the workplace? 2. From the perspective of ecological systems, how do they interact and communicate with different objects in the information activities of work contexts? 3. How do junior high school counselors seek, obtain, and use information that is helpful in handling work tasks? How do they view the role and importance of different sources of information?

Information world mapping (IWM) visual elicitation method was conducted through online synchronous semi-structured in-depth interviews and information world mapping. The researcher recruited 15 school counselors in Taiwan's public and private junior high schools through counseling-related institutions, online communities, personal connections, and participants' connections.

The results revealed that school counselors' information needs usually center on specific work situations according to the work tasks and the characteristics of their roles, such as background information regarding the case, others' practical experiences on specific issues, and professional knowledge on specific issues. They usually use a variety of information sources to gather, seek and obtain the information needed for work, specifically the cases and people around them, interpersonal sources within the school system, and interpersonal sources outside the school system. In addition, the information world maps drawn by the interviewees were analyzed from the perspective of the ecological systems. The findings indicate that school counselors typically need

to interact with different stakeholders such as the case system, on-campus system, and off-campus system; they also tend to exchange and share work-related information. What's more, school counselors typically connect with other professional resources in education, social welfare, medical care, police administration, and justice, depending on the needs of the individual student case.

According to the aforementioned research findings, this research puts forward practical suggestions for school libraries, novice school counselors, school counseling teams and education institutions, respectively. School libraries can collect collections on issues related to adolescent mental health, and make the online bibliographic list, so that school counselors can obtain a wealth of information through the library website. Since novice school counselors are more likely to encounter difficulties related to a specific case in the early stage of work, they can use learning resources provided by the government student counseling consultation center or private institutions, such as study courses, workshops, and group supervision resources. They can also seek help from university mates and seniors, counselors from neighborhood schools, and other school counselor colleagues. As to the counseling work team, proactively consolidating professional resources and organizing commonly used external resources as a resource guide for novice school counselors would be very helpful. As to education institutions, student counseling consultation centers can develop an integrated information platform for school counselors, focusing on local work-related needs. Each school can encourage school counselors to share practical experiences on various case topics in order to further promote information exchange among school counselors.

Keywords: junior high school counselors, ecological systems, work-related situation, information behavior, information world mapping