

國中公民科實施分組合作學習之實驗研究

張懿婷

臺北市立三民國民中學 設備組長

摘要

由於現今教育型態多數仍停留在教師中心的教學模式，不但教學方法僵化，連評量方式也停留於單一紙筆測驗。十二年國教之教育會考推行兩年，仍未能扭轉成績作為升學決定因素，促使學習的重點仍縮限於對考試成績的重視，學生普遍的學習動機低落，甚至從學習中逃走。欲改變課室的學習生態，則教育必須有所改變，朝向學習者中心、促進合作學習以及教師教學活化的方向前進，唯有透過改變教學型態、運用多元教學策略與多元評量，方能提升學生的學習意願與成效。

因此本研究欲探討國中公民科課程，透過實施「分組合作學習」，是否有助於提升學生的學習動機與態度、增進學生與同儕互動的合作技巧以及促進師生關係的建立，採實驗研究的方式進行，並以前後測問卷針對施測班級實施分組合作學習的成效進行檢驗。本研究結果包含三點：(一)關於學習動機與態度方面，整體而言國中公民科實施分組合作學習之後，的確有助於提升學生的學習動機與態度；(二)關於同儕互動與合作技巧方面，整體而言國中公民科實施分組合作學習之後，的確有助於提升學生的同儕互動與合作技巧；(三)整體而言，國中公民科實施分組合作學習未能有效增進師生關係，推測社會領域課程在整體課程結構方面，一星期僅一節課，欲有效拉近師生距離，增進互動的密切性、提升對學生的關心在現實層面上實屬不易；另外與教師、學生特質有關，這也提供研究者進行教學調整與努力的方向。本研究針對實務面向與未來研究亦提出相關建議。

關鍵字：分組合作學習、國中公民科、實驗研究

*聯繫作者：臺北市立三民國民中學，臺北市民權東路六段 45 號

Tel:02-27924772

Fax:02-27949193

E-mail:iamvickieamigo@gmail.com

An Experimental Study on Small-group Cooperative Learning in a Junior High School's Civic Course.

Jhang Yi-ting

Taipei Municipal Sanmin Junior High School Leader of Equipment Section

Abstract

Teacher-centered is still the mainstream of teaching model today, the teaching methods are fixed, and assessment methods stay in traditional paper-pencil testing. The Comprehensive Assessment Program for Junior High School Students of Taiwan's 12-Year Compulsory Education goes on 2 years, diplomatist gives legitimacy to education opportunity. Test scores are the influential factors of learning. Students have low motivation and escape learning. To change the learning environment, learner-centered teaching, promoting cooperative learning and activated teaching will change education paradigms. Through changing the traditional teaching patterns, using multiple teaching strategies and multivariate assessment will raise the learning motivation and achievement.

The purpose of this study was to examine the effects of small-group cooperative learning in a junior high school's civic course which raised learning motivation, increased social skills and developed teacher-student relationship. An experimental design was used in the study. The class was assessed by the questionnaires before the instruction, and the effect of intervention was evaluated by questionnaires after the effectiveness of small group of cooperative learning. The findings of the current study indicated that small-group cooperative learning in a junior high school's civic course really helped the experimental group boost their learning motivation and increase their social skills, but did not promote the teacher-student relationship. Because a social course lasted for only one hour per week, it was not easy to increase teacher-student relationship, promote teacher-student interaction, and enhance teachers' concerns for students. Teachers' and students' characteristics also played the important role in the teacher-student relationship, which encouraged the teacher researcher considered what could make a course more intriguing and meaningful. In the end of this study, recommendations were provided for future practice-oriented researches.

Keywords: small-group cooperative learning, civic course in junior high school, experimental study

*Corresponding author : Taipei Sanmin Junior High School, No.45, Sec.6, Mincyuan E. Rd., Neihu District, Taipei City 114, Taiwan(R.O.C)
Tel:02-27924772
Fax:02-27949193
E-mail:iamvickieamigo@gmail.com