

運用 rubrics 以於提升師質生學習成效之行動研究

—以綜合活動領域教材教法為例

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摘要：本研究以行動研究的方式進行，旨在探討運用rubrics對於提升師質生在綜合活動領域教材教法之學習成效，經由實踐、理解、修正的歷程，分析「學研議教學模式」及「運用rubrics」兩種策略對師資生學習綜合活動領域學習成效的影響，進而瞭解rubrics在運作的過程中實施的可行性與限制。研究者反省的態度來看待學校早已熟悉的、每年都會開設的綜合活動領域教材教法，，希望可以有效掌握師資生學習現場的脈絡，除減少摸索的時間外，更容易找到對研究問題「再概念化」的「變革」並對綜合活動領域教材教法中所謂運用rubrics「行動中的內隱知識」(tacit knowing-in-action)有能力再做更精煉的展現。

關鍵字：行動研究、rubrics(評量規準)、綜合活動領域、學研議教學模式

This study is conducted in the form of action research, aiming to explore the use of rubrics to improve the learning effect of teaching materials and teaching methods in the integrative activities learning area for teachers and students. The impact of the two strategies of "rubrics" and "learning, research, and dialogue teaching strategy" in the integrative activities learning area, and then to understand the feasibility and limitations of the implementation of rubrics in the process of operation. Researchers look at the textbooks and teaching methods in the field of integrative activities learning area that the school is already familiar with and offer every year with a reflective attitude, hoping to effectively grasp the context of the teachers and students' learning scene. The "reform" of "conceptualization" and the ability to make a more refined display of the so-called use of rubrics "tacit knowing-in-action" in teaching materials and teaching methods in the integrative activities learning area.