

資訊融入結合行動學習運用主題式課程在國中國文科之創新教學-以「兒時記趣」為例

Innovative instruction of Chinese in junior high school upon thematic program by information integration and mobile learning: using “childhood memories” as an example

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摘要

有別於一般傳統的講授式教學，此課程運用主題式教學，結合三個主概念進行。第一個主概念：文意力，進行二個活動，第一是運用了教學平台 1know 進行三色筆的預習活動，第二活動是結合 PaGaMo 的平台進行檢測活動；第二個主概念：觀察力，搭配的活動是利用平板結合 nearpod 進行摹寫的寫作練習，並跟同學即時回饋分享。第三個主概念：想像力，再次利用 PaGaMo 平台結合影片教學，再運用分組合作學習進行問思教學。最後，總結性評量利用寫劇本方式檢測想像力和觀察力的創作，再運用平板進行戲劇拍攝和發表互評。研究結果顯示，此教學方式，比一般講授式教學，學生學習動機更好。學生透過此教學方式引發的學習興趣，也優於傳統講授式教學。而此教學方式，無論在即時回饋，或在學習成果上，都比傳統講授式教學成效來得好。根據本研究發現，提出具體建議，以供相關教學者與後續研究者之參考。

關鍵字：行動學習、資訊融入、主題式、國文、自學

Abstract

Different from traditional lecture instruction, the program is based on thematic instruction and three major concepts. The first major concept: literary ability, including 2 activities. In the first activity, by instructional platform 1know, it conducts preparation of three-colored pen. In the second activity, it is based on the platform of PaGaMo for the test; the second principal concept: observation, the activity is the writing practice with nearpod and immediate feedback and sharing with classmates. The third major concept: imagination, reuse of PaGaMo platform and video instruction. Subsequently, it conducts reflective instruction by collaborative learning of different groups. Finally, in summative evaluation, by writing of play, it examines

the creation of imagination and observation. By tablet PC, it films the play and presents the interactive evaluation. According to research finding, in comparison to general lecture instruction, the instructional measure results in students' better learning motivation and the students' learning interest is more significant. The immediate feedback or learning outcome is more effective than traditional lecture instruction. According to findings, this study proposes specific suggestions as reference for related educators and following researchers.

Keywords: mobile learning, information integration, thematic, Chinese, self-learning

