

運用部落格學習歷程檔案於國小學生同儕

互動學習之行動研究

An Action Research of Blog-integrated Portfolio for Learning Process on Peer Interaction for Elementary School Students

林佩燕¹ 馮瑞²

LIN, PEI YEN¹ FENG, JUI²

¹宜蘭縣東興國小教師

¹ Dong Hsing Elementary School, Yi-Lan, Teacher

E-mail : curly2me@gmail.com

² 佛光大學資訊應用學系助理教授

² Fo Guang University, Assistant Professor

E-mail : rfeng@mail.fgu.edu.tw

摘要

本研究主要探究部落格學習歷程檔案融入國小四年級藝術與人文課程對於學生學習互動行為的成效及滿意度。透過 12 週 12 堂課的部落格教學，研究者利用教學省思、協同教師觀察紀錄、學生學習滿意度問卷、學生訪談與部落格迴響等方式蒐集質性與量化的研究資料。研究結果顯示：(1)部落格學習歷程檔案融入藝術與人文課程教學，透過簡單易操作的部落格介面與即時迴響功能的使用，有助於學生學習之互動模式與互動頻率的提升；(2)部落格學習歷程檔案融入藝術與人文課程，能引發學生學習興趣；(3)學生對於透過部落格學習歷程檔案融入藝術與人文課程進行互動學習抱持正向看法；(4)本研究對於教師多元的教學方法及教學活動設計的能力多所增進。研究建議教師可善用部落格的功能做為學生學習歷程檔案的 e 化儲存空間與學生學習成果的展示空間。

關鍵字：部落格、數位學習歷程檔案、同儕互動、行動研究

Abstract

The purpose of this action research was to investigate how blog was integrated into the curriculum of Arts and Humanities to improve elementary students' interaction by using e-portfolios. The participants were the fourth grade students from an elementary school in suburban Yi-Lan County. Through 12 weeks of blog instruction, data were collected from teaching diary, cooperative teacher's observation, questionnaire and interviews with students and the feedback on blog. The data were analyzed by descriptive statistics and qualitative method. The results of this study are

summarized as follows: (1) The blog integrated into the curriculum of Arts and Humanities does improves students' interaction via feedback on blog. (2) The curriculum of this study enhances students' learning interests. (3) Students had positive attitude towards blog integrated into the curriculum of Arts and Humanities by using e-portfolios. (4) This study helps teacher to increase the ability of teaching methods and instructional design. Suggestions were also made based on the results of this study.

Keywords : Blog, E-portfolio, Peer interaction, Action research

