

# 實作評量融入師資生班級經營課程實施成效探究

## 中文摘要

班級經營課程，強調學生多元能力開展及實務經驗建立，而實作評量重視提升學生之實務能力，恰符合班級經營課程目標。因此，研究者以實作評量融入班級經營課程教學活動，培養師資生務實之班級經營能力，並探究其實施效益。

本研究採量表與文件分析瞭解課程實施成效。量表部分以陳木金（1999）編製之「教師班級經營策略量表」為研究工具，採單組前、後測之設計，以相依樣本t-test 考驗，瞭解師資生課程實施前、後之差異。研究結果發現，實作評量融入班級經營課程教學活動之課程實施後：1. 師資生在「教師班級經營策略量表」之總分、「安排教室環境」、「建立和諧溝通」、「督導學生活動」、「建立教室規則」、「處理不良行為」的班級經營知能顯著提升。2. 師資生在「善用獎懲增強」層面之班級經營能力，未能顯著提升。

文件分析部分，研究者於課程實施後蒐集學生的反思報告，進行成效探討。研究結果發現：1. 師資生感受不同類型實作評量之實施成效，以優良導師訪談與報告最佳，其次依序為班級經營計畫與發表、班級特色活動之帶領與發表、教室佈置成果發表、班規擬定與發表。2. 各種不同類型之實作評量均能有效地提供師資生建構不同層面之班級經營能力，但也發現實作評量設計不易，增加學生負擔。

關鍵字：班級經營、師資培育師資生、實作評量、課程實施

To explore the effectiveness of

# **implementation performance assessment in pre-service teachers' classroom management curriculum**

## **Abstract**

The purpose of this study is to explore the efficiency of implementing performance assessment in classroom management program of pre-service teachers. Class management program emphasizes to build students' multi and practical abilities, and performance assessment just has the characteristics. Therefore the researcher implement assessment performances in a pre-service teachers' classroom management program and then investigate the effect of the program.

This study uses questionnaire and document analysis to understand the effectiveness of curriculum implementation. In the scale part, the researcher adopted the Scale of Teacher Classroom Management Strategies Inventory designed by Chen Mu Jin in 1999 and used t-test to compare the pre and the post score of the scale. The result was found that the effectiveness of implementing performance assessment in classroom management program was great. The total score and sub-scale scores were promoted, including of arranging classroom environment, communication with students, supervising students' activities, building classroom' rules, treatment disorder behaviors. But the sub-score of utility punishment and reinforcement wasn't promoted obviously.

Document analysis section, the researcher collected the documents after the implementation of the course and discussed the effectiveness of the course. The result was found: 1. The effectiveness was different from the different types of performance assessment. Pre-service teachers felt the effectiveness of performance assessments in order is class management plan, class activity designing, decoration of classroom, and drawing up classroom rules. 2. All the different types of performance assessment can effectively constructing different levels of pre-service teachers classroom management ability, but designing performance assessment into practice is not easy. Performance assessment also increases the loading of pre-service teachers.

**Keywords:** classroom management, curriculum implementation, performance assessment, pre-service teacher, teacher education