

MUSIC模式對國中生學習氣氛與學習信念之影響 - 以電與磁為例

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摘要

本研究的目的是在於設計一套適用於國中三年級學生之「MUSIC模式教學」，並探討其對國中三年級學生在班級學習氣氛與學習信念的影響，以作為實施「MUSIC模式教學」之教師，實施課程及研究之參考。本研究採準實驗研究法之不等的前測 - 後測 - 延宕對照組設計，本研究以南投縣香草（化名）國中兩班三年級學生為研究對象，其中一班為實驗組，學生人數為31人；另外一班為對照組，學生人數為32人，共63位學生。實驗組接受為期兩個月，每週4節，每節45分鐘的MUSIC模式教學；對照組則未接受實驗處理。兩組在實驗處理前後，分別實施前測、後測及延宕測驗，以瞭解實驗處理之差異。研究工具包括「班級學習氣氛量表」及「學習信念量表」，所得資料採用描述性統計、獨立樣本t考驗、迴歸同質性考驗及單因子多變量共變數分析等統計方法考驗各項研究假設，研究者並自行檢討課程實施過程，以瞭解本研究模式實施之優缺點及效果。主要發現如下：一、接受「MUSIC模式教學」的學生在班級學習氣氛之「教師學術支持」、「教師個人支持」、「同儕學術支持」、「同儕個人支持」、「合作學習」及「學校班級疏遠程度」的表現優於對照組學生。二、接受「MUSIC模式教學」的學生在班級學習氣氛之「教師學術支持」、「教師個人支持」、「同儕學術支持」及「同儕個人支持」的表現之保留效果優於對照組學生。三、接受「MUSIC模式教學」的學生在學習信念之「日常生活連結」、「個人興趣」、「直覺」、「概念應用」及「問題解決」的表現優於對照組學生。四、接受「MUSIC模式教學」的學生在學習信念之「日常生活連結」、「個人興趣」及「問題解決」的表現之保留效果優於對照組學生。五、學生對「MUSIC模式教學」給予正面肯定。

關鍵詞：MUSIC 模式、學習氣氛、學習信念

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