

# 問題導向學習對國中生學習態度與問題解決能力之影響 - 以幾何圖形為例

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## 摘要

本研究的目的是在於探討該課程對於學習態度與問題解決能力之影響。本研究以南投縣梅花(化名)國中兩班八年級學生為研究對象，一班為實驗組，於100學年度下學期以PBL融入每週5節、每節45分鐘的數學領域課程中，進行為期二個月的問題導向學習融入數學科教學，對照組則維持傳統的講述式教學法，兩班學生皆為31位。採用準實驗設計之不等的前測-後測-延宕控制組設計，使用的研究工具為「數學學習態度量表」和「問題解決力量表」，資料分析採用「單因子多變量共變數」及「單因子共變數」進行統計檢定，並輔以「課程總回饋表」進行研究結果討論。依資料分析結果，本研究獲致以下結論：一、接受「問題導向學習」的學生在整體的學習態度，和「興趣」、「重要性」及「教師」分量表的表現顯著優於對照組。但在「職業」分量表的表現，兩組學生無顯著差異。二、接受「問題導向學習」的學生在「重要性」及「教師」分量表的表現具有保留效果。三、接受「問題導向學習」的學生在「問題解決能力」的表現顯著優於對照組，並具有保留效果。四、學生對於「問題導向學習」給予正面肯定。

關鍵詞：問題導向學習、學習態度、問題解決能力

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