交互教學法對國中生自我效能與學業成就之影響

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摘 要

本研究目的在於設計一套適合國中七年級學生學習的交互教學融入數學科課程，並探討該課程對數學科自我效能與學業成就之影響。研究者以彰化縣K(化名)國中兩班七年級學生為研究對象，其中一班為實驗組，學生人數為29人；另一班為對照組，學生人數為30人，共59位學生。實驗組進行八週，每週四節課的實驗教學；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，以瞭解實驗處理之差異。 研究工具為「自我效能量表」與「國中新生數學能力測驗-數與式分測驗」，資料分析採用「單因子共變數分析」進行統計檢定，同時分析「活動回饋單」作為輔佐研究資料。結果發現在數學科自我效能方面，實驗組的整體自我效能、以及在數學的自我概念、數學能力與動機的信心分量表的表現優於對照組；在學業成就方面，實驗組在國中新生數學能力測驗-數與式分測驗的表現優於對照組；學生對於交互教學持正向肯定的態度。本研究根據研究目的與結果進行討論，並提出結果應用與未來研究的建議。

關鍵詞 : 交互教學，自我效能，學業成就

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