

Effects of Reciprocal Teaching on Junior High School Student's Self-Efficacy, and Academic Achievement

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ABSTRACT

The purpose of this study was to explore the effectiveness of a reciprocal teaching intervention designed to promote mathematical self-efficacy and academic achievement of seventh-grade students. Fifty-nine students participated in the study. The experimental groups received the reciprocal teaching intervention for eight weeks, whereas the control groups did not. The instructor modeled for reciprocal teaching strategies (predicting, clarifying, solving, summarizing) and assessed the mathematical self-efficacy and academic achievement of the students. A randomized pre-test, post-test control group design was employed. The finding showed that experimental group receiving the reciprocal teaching method significantly increased their mathematics self-efficacy and academic achievement. The findings have implications for both practice and research.

Keywords : reciprocal teaching, self-efficacy, academic achievement

Table of Contents

中文摘要	iii	英文摘要	iii
. . . iv 誌謝辭 . . . . .		. . . v 內容目錄	
. vi 表目錄 . . . . .		. . . . . viii 圖目錄	
. x 第一章 緒論 . . . . .		. . . . . 1 第一節 研究動機	
. 1 第二節 研究目的 . . . . .		. . . . . 5 第三節 研究問題	
. 5 第四節 名詞解釋 . . . . .		. . . . . 6 第五節 研究範圍與限制	
. 7 第二章 文獻探討 . . . . .		. . . . . 10 第一節 交互教學	
. 10 第二節 自我效能 . . . . .		. . . . . 20 第三節 交互教學、自我效能與學業成就之相關研究	
. 25 第三章 研究方法 . . . . .		. . . . . 29 第一節 研究設計與架構	
. 29 第二節 實驗課程的實施 . . . . .		. . . . . 32 第三節 研究對象	
. 33 第四節 研究工具 . . . . .		. . . . . 33 第五節 實施程序	
. 41 第六節 資料處理與分析 . . . . .		. . . . . 45 第四章 研究結果	
. 47 第一節 交互教學對自我效能之影響 . . . . .		. . . . . 47 第二節 交互教學對學業成就之影響	
. 53 第三節 上課意見調查與活動回饋 . . . . .		. . . . . 56 第四節 討論	
. 61 第五章 結論與建議 . . . . .		. . . . . 66 第一節 結論	
. 66 第一節 建議 . . . . .		. . . . . 67 參考文獻	
. 70 附錄A 自我效能量表 83 附錄B 國中數學科交互教學教案設計	
. 85 附錄C 課程活動回饋表 104 附錄D 心理出版社股份有限公司同意書	
. 106			

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