

交互教學法對國中七年級生物科學習態度與學習成就之影響

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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生物科課程，並探討該課程對生物科學習態度與學習成就之影響。研究者以彰化縣仙人掌(化名)國中七年級學生為研究對象，融合交互教學與國中七年級生物科課程，以一班學生為實驗組，進行十週、每週四節課(180分鐘)的實驗教學；另一班為控制組，以傳統講述方式進行課程教學。所使用研究工具為「生物科學習態度量表」以及「國中新生自然科學能力 - 生物分測驗」，資料分析採用「單因子共變數分析」進行統計檢定，同時分析「上課意見表」與「活動回饋單」作為輔佐研究資料。經過一學期的實驗教學後，結果發現在生物科學習態度方面，實驗組的整體學習態度、以及在興趣、重要性、教師分量表的表現優於控制組，但是兩組在職業分量表的表現則無顯著差異；在學習成就方面，實驗組在國中新生自然科學能力測驗 - 生物分測驗的表現優於控制組；學生對於交互教學持正向肯定的態度，並樂於繼續進行該課程。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；生物科學習態度；學習成就

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