

國立清華大學國民小學師資職前教育課程專門課程與教育專業課程課程大綱

科目 中文 名稱	教育心理學	學分	3
科目 英文 名稱	Educational Psychology		
任課 教師	李元萱	上課 時間	(一)第 7-9 節
先修 (指 修) 科目	無		
是否 全英 語授 課/ 英語 授課 比例	<input checked="" type="checkbox"/> 是，英語授課比例:_____ % <input type="checkbox"/> 否		
融入 議題 *者 為法 定議 題	<p>12 年國教 19 項議題：</p> <p><input checked="" type="checkbox"/>*性別平等教育、<input type="checkbox"/>人權教育、<input type="checkbox"/>*環境教育、<input type="checkbox"/>海洋教育、<input checked="" type="checkbox"/>品德教育、<input type="checkbox"/>生命教育、<input type="checkbox"/>法治教育、<input type="checkbox"/>科技教育、<input type="checkbox"/>資訊教育(含數位教習)、<input type="checkbox"/>能源教育、<input type="checkbox"/>*安全教育、<input type="checkbox"/>*防災教育、<input type="checkbox"/>*家庭教育、<input checked="" type="checkbox"/>*生涯規劃教育、<input checked="" type="checkbox"/>多元文化教育、<input type="checkbox"/>閱讀素養教育、<input type="checkbox"/>戶外教育、<input type="checkbox"/>國際教育、<input type="checkbox"/>原住民族教育</p> <p>其他教育議題：</p> <p><input type="checkbox"/>藝術與美感教育、<input type="checkbox"/>勞動教育、<input type="checkbox"/>*家政教育、<input checked="" type="checkbox"/>新移民教育、<input type="checkbox"/>原住民教育、<input type="checkbox"/>媒體素養教育、<input type="checkbox"/>藥物教育、<input type="checkbox"/>性教育、<input type="checkbox"/>理財教育、<input type="checkbox"/>消費者保護教育、<input type="checkbox"/>觀光休閒教育、<input type="checkbox"/>另類教育、<input type="checkbox"/>生活教育、<input type="checkbox"/>融合教育、<input type="checkbox"/>特殊教育</p> <p>新興議題：<input type="checkbox"/>媒體識讀、<input type="checkbox"/>通用設計、<input type="checkbox"/>修復式正義</p> <p><input type="checkbox"/>其他新興議題_____</p>		

一、
素養
指標

專業素養	專業素養指標
<p>■1.了解教育發展的理念與實務</p>	<p>■1-1 了解有關教育目的和價值的主要理論或思想，以建構自身的教育理念與信念。</p> <p>■1-2 敏銳覺察社會環境對學生學習影響，以利教育機會均等。</p> <p>□1-3 了解我國教育政策和法規與學校實務，以作為教育實踐基礎。</p>
<p>■2.了解並尊重學習者的發展與學習需求</p>	<p>■2-1 了解並尊重學生身心發展、社經及文化背景的差異，以作為教學與輔導的依據。</p> <p>■2-2 了解並運用學習原理，以符合學生個別學習需求與發展。</p> <p>□2-3 了解特殊需求學生的特質與鑑定歷程，以提供適切的教育與支持。</p>
<p>■3 規劃適切的課程、教學及多元評量</p>	<p>■3-1 依據課程綱要/大綱、課程理論及教學原理，以規劃素養導向課程、教學與評量。</p> <p>□3-2 依據課程綱要/大綱、課程理論及教學原理，以協同發展跨領域/群科/科目課程、教學與評量。</p> <p>□3-3 具備任教領域/群科/科目所需的專門知識與學科教學知能，以進行教學。</p> <p>■3-4 掌握社會變遷趨勢與議題，以融入課程與教學。</p> <p>■3-5 應用多元教學策略、教學媒材與學習科技，以促進學生有效學習。</p> <p>■3-6 根據多元評量結果調整課程與教學，以提升學生學習成效。</p>
<p>□4 建立正向學習環境並適性輔導</p>	<p>□4-1 應用正向支持原理，共創安全、友善及對話的班級與學習環境，以養成學生良好品格及有效學習。</p> <p>□4-2 應用輔導原理與技巧進行學生輔導，以促進適性發展。</p>
<p>□5 認同並實踐教師專業倫理</p>	<p>□5-1 思辨與認同教師專業倫理，以維護學生福祉。</p> <p>□5-2 透過教育實踐關懷弱勢學生，以體認教師專業角色。</p> <p>□5-3 透過教育實踐與省思，以發展溝通、團隊合作、問題解決及持續專業成長的意願與能力。</p>

<p>二、 專業</p>	<p>專業素養核心內容</p> <p>1.了解教育發展的理念與實務</p>
------------------	---------------------------------------

素養 核心 內容	<ul style="list-style-type: none"> ■(1)教育本質、教育目的與內容 ■(2)主要教育理論與思想 ■(3)教育與社會變遷及進步 ■(4)教育與社會流動及公平 <input type="checkbox"/> (5)學校與教育行政制度的理念、實務與改革 <input type="checkbox"/> (6)我國主要教育政策、法規及實務 	
	<p>2.了解並尊重學習者的發展與學習需求</p> <ul style="list-style-type: none"> ■(1)主要身心發展理論及其教育應用 ■(2)主要學習理論及其教育應用 ■(3)主要學習動機論及其教育應用 ■(4)學習策略 ■(5)身心、社經與文化等背景差異及其與學習、發展的關係 ■(6)學生特質與需求的辨識 <input type="checkbox"/> (7)特殊教育學生的特質與鑑定歷程 <input type="checkbox"/> (8)特殊教育學生個別化教育計畫/個別輔導計畫 	
	<p>3 規劃適切的課程、教學及多元評量</p> <ul style="list-style-type: none"> ■(1)主要課程、教學與評量的理論 ■(2)重要議題融入課程、教學與評量 <input type="checkbox"/> (3)我國課程、教學與評量的重要政策 <input type="checkbox"/> (4)12年國民基本教育素養導向(單科/跨領域統整/跨科統整)課程、教學及評量的發展及實踐 ■(5) 課程、教學與評量的創新及學習科技的應用 <input type="checkbox"/> (6)領域/學科(或科目)/群科專門知識與學科教學知能 <input type="checkbox"/> (7)分科/分領域(群科)教材教法 <input type="checkbox"/> (8)探究與實作設計與實施 	
	<p>4 建立正向學習環境並適性輔導</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1)主要輔導理論 <input type="checkbox"/> (2)輔導技巧與正向管教 <input type="checkbox"/> (3)三級輔導與資源整合 <input type="checkbox"/> (4)學生輔導倫理與主要法規 <input type="checkbox"/> (5)班級經營的意義、目的、內容與方法 <input type="checkbox"/> (6)學生自律與自治 <input type="checkbox"/> (7)親師生關係 	
	<p>5 認同並實踐教師專業倫理</p> <ul style="list-style-type: none"> <input type="checkbox"/> (1)教師專業、倫理及其承諾 <input type="checkbox"/> (2)教師專業角色及其權利與義務 <input type="checkbox"/> (3)教師角色與社區關係 <input type="checkbox"/> (4)服務學習與實務體驗 <input type="checkbox"/> (5)教師自我反思、溝通互動與解決問題 <input type="checkbox"/> (6)教師專業社群與終身學 	
三、 課程 概述 (約	<p>本課程旨在探討如何將心理學的原理原則運用於教與學，並期能有助於學習者個人的發展與成長。在此目標下，可納入的相關主題包括：</p> <ol style="list-style-type: none"> 1. 發展理論及其對教與學的含意 2. 學習理論及其對教與學的含意 	

150 字 內)	3. 個別差異 4. 學習動機 5. 有效的教學及評量																																																																					
四、 授課 重點	1. 行為取向的學習理論 2. 認知取向的學習理論 3. 建構取向的學習理論 4. 人格、道德認知與語言發展 5. 動機與情感																																																																					
五、 教學 進度	<table border="1"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Content</th> <th>Learning activities and Assignment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2/17</td> <td>Introduction to the course</td> <td>Individual report (10%) : An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. Due:</td> </tr> <tr> <td>2</td> <td>2/24</td> <td>Learning theory: the behaviorist approach I</td> <td>CH9 ---preview materials: https://www.youtube.com/watch?v=-6KzZKuQ1lk https://www.youtube.com/watch?v=ut1zmfolM9E</td> </tr> <tr> <td>3</td> <td>3/2</td> <td>Hands-on work with Educational Psychology (meet at the computer lab)</td> <td>九大樓電腦教室</td> </tr> <tr> <td>4</td> <td>3/9</td> <td>Learning theory: the behaviorist approach II</td> <td>G1 article presentation CH9</td> </tr> <tr> <td>5</td> <td>3/16</td> <td>Cognition and Language learning Piaget & Vygotsky</td> <td>G2 article presentation CH2</td> </tr> <tr> <td>6</td> <td>3/23</td> <td>Social learning theory: Bandura</td> <td>G3 article presentation CH10</td> </tr> <tr> <td>7</td> <td>3/30</td> <td>Personality, Moral development, and the society</td> <td>G4 article presentation CH3</td> </tr> <tr> <td>8</td> <td>4/6</td> <td>校際活動</td> <td>No class meeting</td> </tr> <tr> <td>9</td> <td>4/13</td> <td>Individual differences: Culture, gender, SES</td> <td>G5 article presentation CH4</td> </tr> <tr> <td>10</td> <td>4/20</td> <td>Intelligence and cognitive styles</td> <td>G6 article presentation CH5</td> </tr> <tr> <td>11</td> <td>4/27</td> <td>Learning and cognition Information Processing</td> <td>G7 article presentation CH6</td> </tr> <tr> <td>12</td> <td>5/4</td> <td>Knowledge construction and higher order cognitive process</td> <td>G8 article presentation CH7/CH8</td> </tr> <tr> <td>13</td> <td>5/11</td> <td>Motivation and affection</td> <td>G9 article presentation CH11</td> </tr> <tr> <td>14</td> <td>5/18</td> <td>Motivation and cognition</td> <td>CH12</td> </tr> <tr> <td>15</td> <td>5/25</td> <td>Buffer: Micro video production</td> <td></td> </tr> <tr> <td>16</td> <td>6/1</td> <td>Teaching strategies: plan, strategy,</td> <td>Micro video</td> </tr> </tbody> </table>	Week	Date	Content	Learning activities and Assignment	1	2/17	Introduction to the course	Individual report (10%) : An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. Due:	2	2/24	Learning theory: the behaviorist approach I	CH9 ---preview materials: https://www.youtube.com/watch?v=-6KzZKuQ1lk https://www.youtube.com/watch?v=ut1zmfolM9E	3	3/2	Hands-on work with Educational Psychology (meet at the computer lab)	九大樓電腦教室	4	3/9	Learning theory: the behaviorist approach II	G1 article presentation CH9	5	3/16	Cognition and Language learning Piaget & Vygotsky	G2 article presentation CH2	6	3/23	Social learning theory: Bandura	G3 article presentation CH10	7	3/30	Personality, Moral development, and the society	G4 article presentation CH3	8	4/6	校際活動	No class meeting	9	4/13	Individual differences: Culture, gender, SES	G5 article presentation CH4	10	4/20	Intelligence and cognitive styles	G6 article presentation CH5	11	4/27	Learning and cognition Information Processing	G7 article presentation CH6	12	5/4	Knowledge construction and higher order cognitive process	G8 article presentation CH7/CH8	13	5/11	Motivation and affection	G9 article presentation CH11	14	5/18	Motivation and cognition	CH12	15	5/25	Buffer: Micro video production		16	6/1	Teaching strategies: plan, strategy,	Micro video	
Week	Date	Content	Learning activities and Assignment																																																																			
1	2/17	Introduction to the course	Individual report (10%) : An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. Due:																																																																			
2	2/24	Learning theory: the behaviorist approach I	CH9 ---preview materials: https://www.youtube.com/watch?v=-6KzZKuQ1lk https://www.youtube.com/watch?v=ut1zmfolM9E																																																																			
3	3/2	Hands-on work with Educational Psychology (meet at the computer lab)	九大樓電腦教室																																																																			
4	3/9	Learning theory: the behaviorist approach II	G1 article presentation CH9																																																																			
5	3/16	Cognition and Language learning Piaget & Vygotsky	G2 article presentation CH2																																																																			
6	3/23	Social learning theory: Bandura	G3 article presentation CH10																																																																			
7	3/30	Personality, Moral development, and the society	G4 article presentation CH3																																																																			
8	4/6	校際活動	No class meeting																																																																			
9	4/13	Individual differences: Culture, gender, SES	G5 article presentation CH4																																																																			
10	4/20	Intelligence and cognitive styles	G6 article presentation CH5																																																																			
11	4/27	Learning and cognition Information Processing	G7 article presentation CH6																																																																			
12	5/4	Knowledge construction and higher order cognitive process	G8 article presentation CH7/CH8																																																																			
13	5/11	Motivation and affection	G9 article presentation CH11																																																																			
14	5/18	Motivation and cognition	CH12																																																																			
15	5/25	Buffer: Micro video production																																																																				
16	6/1	Teaching strategies: plan, strategy,	Micro video																																																																			

	implementation, collaboration
	17 6/8 Buffer: Q&A Submit practice test items
	18 6/15 Final exam
六、指定用書(教科書)	※Omrod, J.E. (2015)。教育心理學-學習者的發展與成長(第六版)。台北：洪葉。
七、參考書籍(參考書目)	葉玉珠、高源令、修慧蘭、陳世芬、曾慧敏、王佩玲、陳惠萍等著 (民99)。教育心理學 (二版)。台北：心理。 張春興 (民96)。教育心理學: 三化取向 (重修二版)。台北：東華。 Robert J. Sternberg& Wendy M. Williams原著 (周甘逢、劉冠麟 合譯) (民 93)。教育心理學。台北：華騰文化。 R.E.Slavin 原著 (張文哲譯) (民 94)。教育心理學。台北：學富
八、教學方式(教學型式)	1. Lecture : Instructor will deliver a lecture each week 2. Group discussion : Participate in group discussion of the assigned topics and issues. 3. Presentation of an Educational Psychology study/research : Each group will be assigned to a topic (journal article) for presentation each week. 4. Problem-based learning: The majority of the course session will be in the PBL format. Students are expected to preview the course material, and have self-directed learning to solve the ill-structured real-life problem.
九、成績考核(評量方式)	1. Attendance, quiz, class participation and discussion (20%) : <ul style="list-style-type: none"> Each week we will have 5-8 times of quizzes. Later comers will not be offered with opportunity to make up for the quiz. The completion of the quiz is treated as the evidence of attendance. The quizzes are similar to those for teacher certification tests. 2. Individual report (10%) : An anecdote about your personal learning experience, whether it is a success or failure. It should be at least 1-page A4 in length. 3. Group presentation and critiquing of a journal article (total 15%): <ul style="list-style-type: none"> 10%: Each presenting group will be assigned a journal article related with the weekly topic. The group of students are expected to collaboratively read and understand the content of the article and effectively present it to the rest of class. The presenting group is also expected to facilitate discussion of their article by asking questions that extend and apply the article concept to other contexts. 5%: A critiquing group will be responsible to comment on the quality of the presentation as well as ask questions that they don' t understand (the more the better).

- Each student in the presenting group should submit a peer evaluation form, explaining your personal contribution and peer contribution to the project as well as a brief reflection of your project collaboration.
4. Group project--Micro movie (20%) : Each member in a group is required to get involved in the production of a micro movie. The movie may intend to teach a specific concept about Educational Psychology, call for more attention to an issue in Educational Psychology (e.g., gender or cultural equity), or present a complex and ill-structure scenario that can be explained by multiple Educational Psychology theories and concepts. The report should include a script of the micro video (introduction to the characters, background of the movie, and dialog of each scene) and a 300-word description to illustrate the rationale of the movie.
 - Each student should submit a peer evaluation form, explaining your personal contribution and peer contribution to the project as well as a brief reflection of your project collaboration.
 5. Hands-on work with Educational Psychology : Participate in a hands-on work associated with Educational Psychology issues (10%)
 6. Final exam (25%) : similar to teacher certification tests

十、
教材
資源