

不同合作學習問題導向教學對技職院校學生工作實務能力 提昇之研究(2/2)-總計畫

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摘要

本研究基於提昇學生實務工作能力之理念，探討採行不同合作學習問題導向教學策略是否有助於增強學生自我學習及獨立思考之能力；訓練學生當面對問題時能活用所學，並具有解決實務工作問題之能力，使學生之實務工作能力隨著學習歷程之增長而增加。操控不同之合作學習問題導向教學策略，採不等組準實驗設計方式進行教學實驗，探討不同之合作學習之問題導向教學策略對於邏輯思考能力、團隊合作能力、創造力、問題解決能力等實務能力之影響。本研究之研究對象在行銷企劃實務課程為僑光技術學院企管系學生，其餘皆為國立彰化師範大學工業教育與技術學系的學生。本研究獲得以下之結論：認知型態異質編組與同質編組的學生，經由問題導向合作學習的教學後，其邏輯思考能力及程式設計成效皆有所提昇，行銷企劃實務課程在經合作學習問題導向分組方式不同的教學之後，其團隊合作能力與學習成效均有顯著的提昇。不同合作學習編組的學生，經由問題導向學習教學後，其在創造力與電腦輔助設計與製造課程學習成效上皆有所提

升。微處理機課程經問題導向學習策略所設計的教材比傳統式的教材經過學生學習後，其問題解決能力與微處理機課程學習成效皆有所提昇。

Abstract

The research is based on promote students' working competence in practice and explored the contributory of using different cooperative learning problem-based teaching strategy to enhance students' self-learning and independent thinking ability. The research purposes to training students applying learning from class and provide with the ability of solving problem, in order to promote students' working competence with study courses increasingly. To research different cooperative learning problem-based teaching strategy, the study was proceeded by the pretest-posttest nonequivalent groups design, probed into the effect of logical thinking abilities, team work abilities, creativities, problem solving abilities. The objects of study are students of department of business administration in Oversea Chinese Institute of Technology and students of department of industrial education and technology in Changhua University of Education. The conclusions of research are as follow: after cooperative learning problem-based teaching, both cognitive style heterogeneous group and homogeneous group have evident results on logical thinking ability and computer programming; team-work abilities and learning effects have obvious promote in the course of apply marketing planning; learning effects of creativities, CAD(computer aided design) and fabrication technology courses are all improved; problem-based teaching materials of microprocessor has better effect on problem solving abilities and learning effect than traditional teaching materials.