

以 ZPD 觀點探究數學教師在實務中的專業發展

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摘要

本文檢視在課程改革背景下，一位持權威觀點口述教學的教師轉化為以問題中心教學的歷程，聚焦在教師作為學習者在校園內主動參與的活動，以及藉由活動形成的意義，本研究為個案研究，採用參與觀察法，研究對象為在國中有十年口述教學的數學教師，資料來源主要為教學錄影帶，輔以書面資料、訪談做三角交叉校正，研究結果發現，影響教師建構有利於專業成長的因素有：產生連接到理論的詮釋的教學知識；能解決個人問題；信念互相調整作用；以及合適的教材。

關鍵字：專業發展

Exploring a teacher's professional development in practice from ZPD perspective

Abstract

This study examines a teacher changing his oral instruction to problem center instruction. Focus on the meanings which the teacher got mediated by the social activities in practice. This is a case study. The object we observed was a mathematics teacher with ten- year oral teaching experience. Main data collected from video added with field notes, interview, and question sheet. We found some factor including: the teacher's reflection should be as deep as to link to theorem, reflective practices could apply to solve one's problem, personal values supported his development, and the text book became a scaffold to the teacher. All these affected a teacher's development.

Key words: professional development