

初任科學教師班級經營的面貌與成長
Growth and Development of Beginning Science Teacher's Conceptions of
Classroom Management and Its Relationship to Classroom Practices

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中文摘要

本研究旨在以質的研究法描繪二位初任科學教師班級經營的實際作為，找出其班級經營的理念，及探究其形成和轉變的因素。經由教室觀察、晤談及有關的資料收集等方法，進行資料的收集與分析。在資料分析的過程中，採用三角度又法，交互審核教室觀察、晤談、書面文件等資料來源，以及採用研究者間的同意度，期能深入瞭解初任科學教師班級經營的面貌與成長，以提高本研究的效度。

研究結果發現，二位初任教師在教學經營方面，經常固定於傳統式的教學。在常規的維持方面，仍在嘗試、摸索當中，且常呈現不純熟，易變動的特質。有關班級經營的理念部份，二位教師呈現了不同的型態。徐老師較關切自己的教學，且著重於科學知識的講解。張老師則努力在自己的教學和關切學生的學習中尋求平衡點，且著重於培養學生學習理化的動機，建立輕鬆活潑的學習氣氛以及良好的師生互動。在班級經營的形成因素方面，初任教師深受過去學習的體驗和所處的社會團體文化之影響。甚且，二位教師對於班級經營亦有不同的轉變，徐老師因對於學生的表現甚為灰心、且受到校園暴力事件的影響、並感嘆學校訓導人員的無能，其教學熱忱乃轉向消極，張老師則因對於實驗教學情境重新的認識以及同事的支持，他對於班級營，有趨向正向積極的態度。

整體而言，初任教師對於班級經營的內涵與精神，尚未具備全面的瞭解。在經營技巧方面，也不夠周全和純熟，經營的作法也深受學校、同儕文化的影響。為培養科學教師班級經營的能力，加強師資培育課程中班級經營的課題以及提供制度性的諮詢管道，應是今後師資教育的努力，不可忽視的重點方向。

關鍵字：科學教師；班級經營

Abstract

The purpose of this study was to explore two beginning science teachers' classroom practices in classroom management, to find out their conceptions of classroom management, and to investigate the factors affecting the formation and change of the conception. Qualitative research was the major approach used to collect and analyze the data. The collected data of this study included classroom observations, interviews, and some related information. In the procedure of data analysis, triangulation of multiple data resources as well as inter-rater agreement were the ways adopted to establish the validity of this research.

The results indicated that both teachers were often stuck on traditional teaching referring to instruction management. In respect of the discipline, they were still on trial and seeking, and often appeared to be immature and changeable. With regard to the conceptions of classroom management, two teachers presented different patterns. Hsu was more concerned about his teaching and stressed the instruction of scientific knowledge. However, Chang made efforts to look for a balance point between his teaching and students' learning, and laid emphasis on the cultivation of students' motives to study physical science, a relaxing learning atmosphere, and an appropriate teacher-student interactions.

As for the factors to form classroom management, the both were affected greatly by the past learning experience and social culture in which they lived. Further, two teachers showed different changes on classroom management. Teacher Hsu was much disappointed about student's behavior, and regreted the incapability of the school officers to deal with the campus violence, which discourages his teaching enthusiasm. Nevertheless, teacher Chang became positive in the wake of a fresh recognition from the laboratory situation and the support from the colleagues.

As a whole, the beginning teachers did not fully realize the essence and spirit of the classroom management, nor were complete and proficient in skills, which were also much influenced by school and peer culture. To develop the science teacher's ability in classroom management, an increase of the course in this field and the supply of systematical consulting channel should be among the policies we must work hard for the future teacher education.