

摘要

本研究採用質性研究方法，探討一位幼稚園教師在建構取向教學中之教師引導。旨在瞭解易老師（化名）如何引導（how）、介入時機（when）以及為何行之（why）的實踐過程。研究期間從民國 91 年 10 月 92 年 4 月底為止，採用參與觀察、訪談、文件檔案，以及研究者札記等方式蒐集相關資料，並參酌 Strass & Corbin 之資料分析程序進行研究分析。

本研究之結果如下：首先，陳述易老師在建構取向教學中之教學信念，以預先瞭解易老師行為背後之信念基礎。再以教學案例的方式，呈現我於觀察期間所發現易老師教學引導的策略（how）、時機（when）及原因（why）之 9 個組型，共 11 個案例。最後綜觀這 9 個引導組型，再看易老師的教學引導。在「如何引導」方面，可從語言、動作、材料及情境方面涵蓋其因勢利導之引導策略；在「何時引導」方面，易老師所採取介入的時機為：為孩子建立先備經驗時、孩子遇到挫折，活動停滯不前時，孩子對活動喪失興趣時；在「為何行之」方面，幼兒因素考量的是孩子的能力及興趣、影響教師本身因素的則為教師信念及教師專業知識。

根據上述之研究結果，提出五項結論與討論：1.教學權責雖轉移，但教師角色仍不容忽視；2.主動原則—孩子的主動可否由教師所引發；3.適應原則—教師提供多種路徑以讓孩子建構自己的「真實」、教師如何看待孩子的先備經驗；4.發展原則—「等待」是老師需要學習的。5.建構取向教學並非一個固定的「教學模式」。論文最後，提出對教師施行建構取向教學之建議，以及對未來研究議題之建議，包括：建構主義之教與學其間的師生互動情形、反省性思考對建構取向教學的影響、多方不同知識領域知識建構之研究。

關鍵字：質性研究、建構主義、建構教學、教師引導

Abstract

By means of qualitative research, this study is to explore the ways in which a kindergarten teacher carried out constructive approach teaching. In addition, it also investigates *how*, *when*, and *why* Miss Yi (nickname) used that approach in class. The research data were obtained by making observations and interviews, collecting relevant documents, and taking reflective notes. Then, the researcher consulted Strass and Corbin's analytic procedure to analyze the data.

The consequences of this study are as follow: first, in order to comprehend Miss Yi's philosophic beliefs in teaching, an account of her guidelines for constructive approach teaching is given. Next, nine patterns and eleven cases are presented to demonstrate Miss Yi's teaching strategies—*how*, *when*, and *why* a certain method was adopted to guide students. Finally, the nine patterns are studied to analyze Miss Yi's instruction guidance. In the aspect of *how* to guide, Miss Yi manipulated language, action, material, and context according to different situations. As to *when* to guide, Miss Yi decided to intervene when she had to help construct children's prior experience, when children felt so frustrated that activities could not proceed, and when children were not interested in activities. In regard to *why*, Miss Yi would take children's ability and interests into consideration; on the other hand, Miss Yi's teaching beliefs and professional knowledge would also account for her guidance.

According to the observations and analyses mentioned above, the researcher draws five points for conclusion and further discussion:

1. Although teaching responsibility has been transferred, the role of teacher cannot be neglected.
2. Principle of activity—whether children can be led to be more active by a teacher.
3. Principle of adaptability—a teacher should provide many ways for children to construct “reality” on their own. How should a teacher view children's prior experience?
4. Principle of development—a teacher should learn to “wait.”
5. Constructive approach teaching is not a fixed “teaching model.”

At the end, the researcher offers several suggestions to teachers who practice constructive approach teaching and for future research: the interaction between teachers and students in constructive teaching and learning, the influence of reflective thinking on constructive approach teaching, and the study of knowledge construction in other different fields.

Key words: qualitative research, constructivism, constructive teaching, teacher guidance.