

實習學生管教信念形塑歷程之探討

摘要

本研究旨在探討實習學生於實習前、中、後期管教信念的形塑歷程，以四位國民中學實習學生為對象，運用質性研究的方式，採半結構式的訪談，將訪談資料騰寫成逐字稿，每位受訪者三次，總共十二次的訪談。另徵求受訪者的同意，進行六次課室觀察，同時蒐集其實習心得、反省札記、結業成果發表會等相關文件，以作三角檢證。資料收集期間自 97 年 8 月至 98 年 1 月，歷時約半年。

經由研究資料的分析發現，實習前期因尚未接觸班級實務，與實習輔導老師及實習班級的學生處於磨合的階段，四位實習學生管教信念形塑的因素，主要是來自於家庭背景、求學歷程的自身經歷、職前教育及教育法規的影響。實習中期與班上學生和實習輔導老師朝夕相處，管教信念逐漸受其影響，主要的形塑因素包括實習輔導老師、求學歷程、教育法規及實務經驗等。歷經了長時間的實務體驗後，實習後期實習學生感受到理論與實務的差距，多調整其既有信念，訪談過程中多談論關於實習輔導老師、教育法規及實務經驗對其信念形塑的影響，家庭背景、求學歷程的影響逐漸減弱。

本研究主要研究結果如下：

- 一、實習學生職前教育的班級經營實務技巧訓練不足。
- 二、在零體罰方面，實習學生來自實習輔導老師的學習成效有限。
- 三、實習學生無法從實習輔導老師學習到正向管教的實務經驗及技巧。
- 四、尷尬的實習學生身分使其無法在學生管教上有自主性。
- 五、實習結束後實習學生對於零體罰的概念仍模糊。
- 六、實習學生在調適理論與實務的差距上屬於消極的作法。

根據研究結果提出相關建議供師資培育、教育主管機關及後續研究參考。

關鍵字：實習學生、管教信念、零體罰、正向管教、質性研究

A study on the shaping process of student-teachers' disciplinary beliefs.

Abstract

The purpose of this study is to understand 4 student-teachers' disciplinary beliefs in different stages, which are pre-, during and post- practical training respectively. The study adopts qualitative research methods. Semi-structured interview is conducted, and the interview data is transcribed in verbatim text. Each student-teacher is interviewed three times, which totals to 12 interviews, and six classroom observations are hold. At the same time, the researcher collects their monthly reports, reflection papers, and other documented notes. The study period is from August, 2008 to January, 2009, lasting for about six months.

In pre-practical training stage, the four student-teachers have not yet contacted classroom students. What influence their disciplinary beliefs mainly are from their family backgrounds, their own learning experiences, teacher education program and educational policy. At the mid-practical training stage, the main influences due to the internship and mentor teachers. At the end of practical training, student- teachers' disciplinary beliefs have been more affected by mentor teachers, policy perspectives and practical experiences than their own family backgrounds and learning experiences. Student-teachers also realize the gap between theory and practice, and make adjustments of their beliefs with the existing acts.

Accordingly to the data, six main conclusions are found:

1. Student-teachers lack of practical classroom management skills during teacher education program.
2. Student-teachers' learning about corporal punishment from mentor teachers is limited.

3. Student-teachers did not learn practices of positive discipline from the mentor teachers.
 4. Student-teachers have no autonomy to discipline students.
 5. After the practical training, student-teachers still have confused concepts about zero-corporal punishment.
 6. Student-teachers' adjustments for the gap between theory and practice is passive.
- Suggestions are proposed according to the above findings.

Key Words: Student-teacher, Disciplinary belief, Corporal punishment, Positive discipline, Qualitative research