

科目名稱：課程評鑑專題 (Study of Curriculum Evaluation)

科目編號：3917008_01

授課教師：林永豐

上課時間：週二，10:10 – 12:00

教師研究室：教 506 (#36409)

上課地點：R507

E-mail: arthur@ccu.edu.tw**一、課程概述**

本科課程旨在深入探討課程評鑑的基本概念，並針對課程評鑑的相關議題做詳細的剖析。評鑑是課程研究中相當重要的一個領域，起源甚早，也持續受到學者、決策人員與教育實務工作者的重視。本科課程要求學生對課程評鑑的基本概念能有確切的認識與掌握，並透過專題論文的撰寫，鼓勵學生對與課程評鑑相關的理論或實務問題能有深入的瞭解、反省與思考。

This course aims to investigate the fundamental concepts of curriculum evaluation, and to review relevant key issues. Evaluation is one of key concepts in the field of curriculum study and has still been recognized as high on the agenda by scholars, policy-makers, and practitioners. In this course, students will be expected to explore underlying ideas and practices of educational evaluation through interactive discussion in the class. A dissertation by the end of this course will be required for applying theories and practices learned through the process.

教育所核心能力	關聯程度				
1. 具備教育基礎研究之專業知能與倫理					5
2. 運用教育研究方法能力				4	
3. 具備教育專業知能、情操暨社會與情緒學習能力				4	
4. 具備教育問題解決、批判思考能力暨教育實踐智慧					5
5. 展現國際前瞻視野與在地教育關懷					5

SDGs**Goal 4: Quality Education****Goal 16: Peace, Justice and Strong Institution**

Source: Transforming our world: the 2030 Agenda for Sustainable Development (General Assembly, United Nations, 2015)

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二、授課大綱

9/8	I. Introduction & syllabus
9/15	1.1 What is Evaluation? (<i>Stufflebeam & Coyrn, 2014: 6-17</i>)
9/22	1.2 An evaluation theory tree (<i>Alkin, M. C. & Christie, C. A., 2004: 12-65</i>)
	II. Overview of the theories
9/29	2.1 Evaluation theory and meta-theory (<i>Scriven, M., 2003: 15-30</i>)
10/6	2.2. Milestones in the development of the evaluation field (<i>Stufflebeam & Coyrn, 2014: 30-41</i>)
	2.3 Evaluation, accountability and performance measurement in National Education systems (<i>Ryan, K.E. & Feller, I., 2009: 171-189</i>)
	III. School evaluation: concepts and practices
10/13	3.1 Key features of school evaluation schemes: a framework for comparison (<i>OECD, 2009: 7-27</i>)
10/20	3.2 Issues in designing and implementing school evaluation approaches (<i>OECD, 2009: 32-47</i>)
10/27	提交：期刊論文主題 (Working title on Evaluation) 提交：期刊論文大綱 (revised working title and outline)
	IV. Questions- and methods- oriented approaches
11/3	4.1 How can the effectiveness of learning experience be evaluated (<i>Tyler, R. W., 1949: 104-125</i>)
11/10	4.2 Tyler's contribution to program evaluation (<i>Madaus, 2004:69-77</i>)
11/17	研究架構的確認、專題文獻研討
11/24	提交：論文前三節
	V. Improvement and accountability-oriented approaches
12/1	5.1 Three approaches for improvement and accountability (<i>Stufflebeam & Coyrn, 2014: 173-190</i>)
12/8	VI. Social agenda and advocacy approaches 6.1 The fourth generation of evaluation.. <i>(Lincoln and Guba, 2004: 225-241)</i>
12/15	討論與修正論文草案
	VII. School-based approach
12/22	7.1 Accountability and Capacity Building (<i>Nevo, 2009: 291-303</i>)
12/29	期末論文討論與修正
1/5	期末自我探究學習

三、授課重點與學習活動

本科課程的授課內容主要分為兩大主軸：文獻導讀與主題研究。分述如下：

1. 文獻導讀：針對課程評鑑的重要文獻進行深入的研討，以期能夠掌握課程評鑑的主要論點與概念。
2. 專題研究：挑選一個與「課程評鑑」有關的題目進行構思、論證，蒐集資料並進行 5,000-8,000 字之專題論文之撰寫。

四、成績評量

1. 文獻閱讀之摘要與整理 20%（針對指定文獻閱讀摘要與評述）
2. 期末專題報告 40%（以課程評鑑相關主題為主，撰寫 5-8,000 字期末報告）
3. 上課參與討論之情形 30%
4. 出缺席情形 10%



文件 雲端硬碟 QR

五、主要參考書目

- 中華民國課程與教學學會 (2007) 教科書制度與影響。台北：課程與教學學會
- 中華民國課程與教學學會 (2008) 課程評鑑：理念、研究與應用。台北：五南
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- 楊龍立 (2004) 評鑑發展史對課程評鑑的啟示。發表於賈馥茗教授八秩嵩壽教育學術研討會
- 周珮儀、鄭明長 (2008) 教科書研究方法論之探究。課程與教學季刊，11 (1)，193-222
- 王雅玄 (2005)。社會領域教科書的批判論述分析：方法論的重建。教育研

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- 王雅玄（2007）。社會科教科書的批判論述分析—以南一版國小五年級下學期教材內容之政治意識型態為例。國立編譯館館刊，35（4），39-50。
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