

中文摘要

為了呼應重視核心素養與能力培養的 108 課綱的推行，以及國際上使用科技評量的趨勢，教師評量實務以及科技評量的潛力應當被學界與教育現場重視。教師的科技評量信念雖是影響教師推行科技評量的關鍵因子，然而過去研究聚焦於教師科技評量信念的相關研究，卻尚屬少見。因此，本多年期計畫預計透過一系列探索式研究，來探討職前教師對於科技融入評量所持之信念，及這些信念對其科技融入評量使用傾向的影響。本計畫第一年度之目的為：(1)開發與效化教師科技評量信念訪談大綱。(2)初探台灣職前教師對於科技融入評量持有之信念，以及這些信念有何具體特徵。本年度研究結果如下：(1)透過專家會議與預試，本計畫已完成兼具內容效度與表面效度之訪談大綱。(2)預試結果顯示，職前教師對科技評量的主觀態度、對於使用科技評量所感知外在助力或限制、及其對於使用科技評量所感知的社會期待，以及評量目的這四項為教師科技評量信念涵蓋主要面向。有別於在職教師，職前教師更加關注學生使用科技評量的利弊，也更能感受到政策的支持。然而，或許是缺乏實施科技評量的經驗所致，職前教師較少強調使用科技評量所需具備之自我效能、也較少展現出對於使用界面的考量。

中文關鍵詞：教師的科技評量信念、職前教師的教師專業成長、質性資料分析

英文摘要

To echo the educational reform and our national curriculum standard that is focused on improving students' scientific literacy and abilities of problem solving, the assessment tools nowadays should enable teachers to evaluate the literacy and abilities of their students. However, not only the infrastructure needed, but also the teachers' beliefs about assessment will influence on how Technology-based assessments (TBAs) are implemented. Thus, this 2-year research project aims at exploring the substantial components of pre-service teachers' TBA beliefs and investigating the relationships between pre-service teachers' beliefs about TBAs. The research purposes of this project in the first year are: (1) developing and improving the validity of the semi-structured interview; (2) exploring the substantial components of pre-service teachers' TBA beliefs and portraying the features of these beliefs. During this year, firstly, I developed the semi-structured interview about teachers' TBAs beliefs. Both content validity and face validity were improved by the feedback of discussions with experts and the pilot study. Secondly, the data of the pilot study shows that pre-service teachers' attitude toward, their perceived resources and constrains, the perceived subject norm, and the assessment purposes were substantial components of their beliefs. Finally, compared to in-service teachers, pre-service teachers show more concerns about the advantages and disadvantages for students' usage of TBAs and feel more support from national policies. However, the lack of usage may constrain their consideration about ease of use and the self-efficacy about using TBAs.

Keywords: teachers' beliefs about technology-based assessments, the professional development of pre-service teachers, qualitative data analysis