

國立政治大學教育學院九十一學年度第二學期碩士論文摘要

研究所別：教育研究所

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論文題目：台北縣國中教師校內同儕回饋

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方式與教師專業成長之關係研究

摘 要

本研究旨在分析探討台北縣立國中推動同儕回饋方式對教師「專業成長」的助益。研究方法採文獻分析、問卷調查法。按台北縣教育局將現內國中分為九大區，問卷對象是現職北縣國中教師（包括教師兼行政之主任、組長）實施調查研究，分層隨機抽取樣本 450 人，回收樣本數 419 份。所獲得之資料以百分比次數分配與 F 檢定及事後比較統計分析。最後綜合文獻分析、問卷調查結果，歸納出以下的結論：

壹、同儕回饋次數與專業成長的關係

不管教師參加導師會報、教學觀摩會、各學習領域教學研究會的次數越多，都無助於這三種專業成長（教學知能、班級經營、專業責任）的提升。其原因是一般老師認為同儕回饋方式流於工作分配、政令宣導。

貳、基本資料對同儕回饋與專業成長的影響

以「性別」、「擔任職務」、「服務年資」、「學校規模」、「學校所在類型」為自變項來分析同儕回饋對專業成長有顯著差異。

### 參、同儕回饋對專業成長的助益

- 一、教學觀摩會及各學習領域教學研究會這兩種同儕回饋方式對提升教學知能最有幫助。
- 二、導師會報這種同儕回饋方式對提升班級經營最有幫助。
- 三、各學習領域教學研究會這種同儕回饋方式對提升專業責任最有幫助。

根據上述結論，本研究分別對教育行政機關、學校、教師、後續相關研究提出相關建議。

關鍵詞：同儕回饋、專業成長

## Abstract

The purpose of this study was to analyze and discuss the positive influence of the ways of peer feedback activities that junior high schools in Taipei County had developed on teachers' professional growths. The research methods of the research were literature review and questionnaire survey. The Educational bureau of Taipei county divided all its junior high schools into nine big areas. The parent population is junior high school teachers now in-service in Taipei county ( including teachers with double positions ). 450 junior high school teachers were sampled by stratified random sampling, which of the 419 were put into statistics. The raw data collected above were analyzed by percentage frequency distribution, F-test, and posteriori comparisons. Finally, inducing the conclusions as follows:

First. The relationships between the frequency of peer feedback and profession growths

No matter how many times the teachers join homeroom teachers' meeting, teaching demonstration, and teaching for learning areas workshop, they would have no positive influence on promoting these three profession growths ( including instructional ability, the classroom management, professional responsibilities ).

Secondary. The influences of background variables on peer feedback and profession growths

The influences of peer feedback on profession growths were significantly different among levels of six independent variables respectively, including gender, position, service-years, school size, and school location.

Third. The positive influences of peer feedback on profession growths

a. Teaching demonstration and teaching for learning areas workshop, these two ways of peer feedback were the most helpful in promoting Instructional ability.

b. Homeroom teachers' meeting, this way of peer feedback was the most helpful in promoting the classroom management.

c. Teaching for learning areas workshop, this way of peer feedback was the most helpful in promoting professional responsibilities.

The reason was that teachers thought this kind of peer feedback was nothing but task-allocation or commandment-delivery.

Keywords : Peer feedback activities, Professional growth.