

摘要

本研究之目的欲探討中小學表演藝術教師在進修課程中教師「知識轉化」的歷程與意義。研究從「教育環境知識」、「表演藝術專業知識」與「教師自我知識」等面向進行分析。研究中呈現師培者運用「課程意識的覺醒」、「直覺歷程的描述」及「理性空間的形塑」等方式，引導教師進行知識轉化。資料分析包含課前問卷、反思作業、師培課程記錄、社群討論記錄及小組反思等。研究結果發現，教師在課程後對「教育環境知識」及「教育專業知識」已經有相當的改變。而在進行現場教學實踐後，從教學省思及訪談資料中顯示，教師對整體課程脈絡的掌握及設計的觀點，有更深刻的體悟。尤其在「教師自我知識」方面，多數教師開始對自我教學的信念產生了新的理解與個人意義。

關鍵詞：在職進修課程、知識轉化、表演藝術、教師知識、教學實踐

Abstract

The purpose of the study is to understand the process and meaning of the elementary and middle school performing arts teachers' knowledge transformation in a teachers' in-service training course. The research is analyzed from the perspectives of educational environment knowledge, performing arts knowledge and teacher's self-awareness knowledge. The research presents how the teacher educator guides the teachers to transform their knowledge through strategies such as awakening teacher's awareness of the curriculum, describing teacher's instinctive process and cultivating rational discussion space. Data analysis includes pre-class questionnaires, reflective homework, classroom observations, group discussions and reflective notes of the researcher team. The results show that teachers' knowledge toward the educational environment and performing arts have changed to a certain degree after the course. After actual teaching in their classes, teachers also experience a deeper awareness on the overall curriculum context and design aspects from the analysis of the reflective notes and interviews. Especially from the perspective of teacher's self-awareness knowledge, most teachers reflect that they start to grasp new understanding and personal meanings toward their own teaching beliefs.

Keywords: in-service training course, knowledge transformation, performing arts, teacher knowledge, teaching practice