

中文摘要

本研究主要目的在探討動態座位-「抗力球」介入國語文課程後，對三年級學生學業表現、注意力及學習自我效能之影響效果。本研究以非隨機分派方式選取兩個班級 55 位學生作為實驗組與控制組，進行七周的抗力球介入課程教學。結果發現，在抗力球介入國語文學習歷程後，實驗組學生在「選擇性注意力」及「分配性注意力」兩方面的表現皆顯著高於控制組學生，但實驗組學生在「集中性注意力」、「持續性注意力」、「交替性注意力」等三方面的表現卻與控制組學生無顯著差異。再者，實驗組與控制組學生在國語文學業表現與學習自我效能兩方面並無顯著差異。值得注意的是，90%以上的學生認為抗力球比傳統座椅更加舒適，亦喜愛使用抗力球進行國語文學習，並認為自己坐在球上可以更專注進行學習，且願意持續使用抗力球取代傳統座椅。根據研究發現，後續研究者可嘗試將研究樣本擴及他校不同年級學生，並運用在不同學科的學習歷程。

關鍵詞：抗力球、國語文學業表現、注意力、學習自我效能

Abstract

This study investigated the effectiveness of a type of dynamic seating system, the stability ball, for improving a student's chinese academic achievement, attention to task and learning self-efficacy among third-grade students in the elementary school. Fiftyfive students participated in the study. Using a unrandom assignment, 27 students were assigned to a treatment group, and 28 were assigned to a control group. Treatment group participants used stability ball throughout the school day for a 7-week period. The findings of this study reveal an increase in selective attention and divided attention, but no increase in focused attention, sustained attention and alternating attention in the treatment group. In addition, academic achievement and learning self-efficacy were not made increase in the treatment group. This study also found that more than 90% students preferred the stability balls over the chairs. The treatment group admitted that the stability ball was more comfortable and helped them finish their work better. They also expressed interest in continuing their usage after the study was over. The researchers suggested that further research could be done in other subjects or grades.

Key words: chinese academic achievement, attention, learning self-efficacy, stability ball