

摘要

本研究將閱讀活動融入霸凌防治教學，並以行動研究探究教學歷程與學生的學習成果。研究對象為臺北市國小四年級學生，共 2 個班級 47 位學生參與。研究團隊由五位教師組成，包含兩位教學者，以及三位研究參與者，透過教學者與研究參與者的對話，檢視研究歷程與成果。研究目的包含：1.透過閱讀素材提升學生思辨能力，並在思辨的歷程中理解霸凌的意義；2.藉由閱讀教學，引導學生思索霸凌行為中的人我關係，並進行自我反思，進而達到霸凌行為的防治；3.提出閱讀融入霸凌防治之課程架構，以供教育工作者應用於教育場域中。研究結果為：1.學生在閱讀活動中提升思辨能力並理解霸凌的意義；2.學生能在閱讀思辨中學習避免霸凌情境發生之策略；3.閱讀教學能以階段性思辨活動融入霸凌防治教育。

關鍵字：閱讀教學(Reading instruction)、校園霸凌防治(school bullying prevention)、霸凌(bully)

A Journey of Critical Thinking Ability in Reading: An Action Research Study on the Integration of Reading Instruction with School Bullying Prevention

Abstract

This study integrated reading activities into school bullying prevention instruction. Specifically, an action research design was employed to explore the instructional process and students' learning outcomes. Research targets were 47 fourth graders from 2 classes in an elementary school in Taipei City. The research team was composed of 5 teachers, 2 of whom were instructors and 3 were research participants. The research process and outcomes were examined according to the dialogue between the instructors and the research participants. The research objectives included (a) increasing students' critical thinking ability through reading instruction, helping them understand the meaning of bullying during the critical thinking process; (b) guiding the students to ponder the relationship between the self and others in bullying behavior through reading instruction, enabling them to perform self-reflection to prevent the demonstration of bullying behavior; and (c) proposing a curricular framework that integrates reading into bullying prevention so that educators can apply the framework at the education sites. The results of the study were as follows: (a) The students enhanced their critical thinking ability by participating the reading activities; this helped them understand the meaning of bullying. (b) The students learned strategies on bully prevention through critical thinking while reading. (c) Reading instruction can be integrated into bullying prevention education through implementing critical thinking activities in different stages of instruction.

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