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以繪本教學融入家庭教育課程之行動研究

—以國民小學二年級為例

An Action Research of Family Education Course with Picture
Books for Elementary Second Grades Students

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摘要

本研究以繪本教學進行國小二年級的家庭教育課程，目的在探討學童在「家庭的組成、發展與變化」、「人際互動與親密關係發展」、「家人關係與互動」三項議題的學習成效，並設計適合二年級學童實施以繪本融入家庭教育課程之教學方案。

本研究採行動研究法，研究者本身擔任教學設計及教學者，於校本課程及生活課程實施為期八週的繪本教學，分別進行前四週的第一階段教學，及後四週的第二階段教學，總共運用八本的家庭教育繪本。研究資料蒐集則包括研究者的教學省思、教學觀察紀錄、家長的回饋以及學童的課程學習單與課堂日記為質性分析資料，兩輪課程滿意度問卷及學習單分數為量化分析資料。

研究結果發現：(1) 研究對象在實施繪本融入教學後，能提升對家庭教育相關概念的認知，表示繪本教學能夠提升國小二年級學童的家庭教育學習成效；(2) 繪本教學的教學設計方案，應選擇有趣具故事情節之繪本，並搭配多元且動態的教學活動，可增加學童的學習興趣與滿意度；(3) 教學過程應滾動式修正繪本教學設計方案與教學活動；(4) 家庭教育能增進學童與家人的互動，有助於維護親子關係及親師溝通。

關鍵詞：繪本、家庭教育、行動研究、教學方案、滿意度

An Action Research of Family Education Course with Picture Books for Elementary Second Grades Students

Abstract

This study conducted a family education course for second-grade elementary school students using picture-book teaching. The purpose is to explore the learning effectiveness of students on three topics: "family composition, development, and changes," "interpersonal interaction and the development of intimate relationships," and "family relationships and interactions.". Additionally, the study designed a teaching plan suitable for second-grade students integrating picture books into family education courses.

The study employed action research. The researcher acted as the instructional designer and teacher, implementing an eight-week picture book teaching in both school-based and life-oriented courses. This comprised a first phase of teaching for the initial four weeks and a second phase of teaching for the subsequent four weeks, using a total of eight family education picture books. Data collection included the researcher's teaching reflections, teaching observation records, feedback from parents, as well as students' course worksheets and class diaries for qualitative analysis, with a two-round course satisfaction questionnaire and students' course worksheets for quantitative analysis.

The results of the study as following: (1) After implementing picture-book teaching, the research subjects showed improved awareness of concepts related to family education, indicating that picture-book teaching can enhance the learning effectiveness of second-grade elementary school students in family education. (2) The instructional design of picture-book teaching should involve selecting interesting and humorous picture books or those with storylines, combined with diverse and dynamic teaching activities, to increase students' interest and satisfaction in learning. (3) There should be a rolling adjustment of the picture-book teaching design and teaching activities. (4) Family education can improve interactions between students and family members, help maintain parent-child relationships, and facilitate parent-teacher communication.

Keywords: picture-book, family education, action research, education courses, satisfaction