

大學環境通識課群之教學內涵與成效分析

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摘要

本研究主要目的是評估某國立大學在自然情境下所開設七門環境通識課程的教學法與教學內涵，並探討這些課程對於提升大學生環境素養的成效。本研究採不等控制組設計來收集量化資料，課堂參與式觀察則用來收集質性資料。結果發現，本研究所評估的這些環境通識課程過於強調認知領域的教學內涵，但情意與行動領域的教學目標並沒受到足夠的重視；絕大多數的課程並無法提升學生們情意類環境素養與環境行動。最後為未來大學環境通識課程的教學，如課程目標設定、增強情意領域的教學內涵與策略，促進問題解決與集體環境行動策略等，提出具體建議。

關鍵字：大學生、教育介入、課程評估、環境通識課程

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The Teaching Contents and Effects of Undergraduate Environmental General Courses

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Abstract

The purpose of this study is to identify the teaching methods and contents used in seven undergraduate environmental general courses at a national university, and to assess these courses' effects on students' environmental literacy. A nonequivalent control group design was used to collect quantitative data. Classroom participatory observation was used to collect qualitative data. The results of this study showed that these environmental courses emphasized too much on the cognitive domain; however, the teaching objectives on affection and behaviors were neglected. Almost all of the environmental courses could not enhance students' environmental action and environmental literacy on affections. Therefore, recommendations for undergraduate environmental general courses, such as goal setting, enhancing the affective domains of environmental literacy in teaching contents and strategies, promoting problem solving and collective environmental action strategies, are provided in this study.

Key words: college students, educational intervention, program evaluation, environmental general courses