

以環境議題為主的暑期營隊活動對國小學童情境 興趣表現之探究

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摘要

本研究實施於南投縣某國小舉辦三天兩夜的夏令營，教學對象為來自都市地區的國小三到六年級學生，共 68 名。營隊課程是以博物館資源所設計的「生物多樣性」議題為主軸，將日常生活的環境議題融入活動之中，營造出符合學習需求的教學情境。課程包含日間的戶外自然觀察與體驗課程，以及夜間的室內課程活動。活動由學生的先前經驗為出發，依此設計具挑戰性的問題，以議題讓學生在小組中進行討論擴展學習成效。結果發現：融入個人生活的環境議題與田野經驗，可建構出合宜的學習情境，學生能主動連結以往的生活經驗，並與同儕討論如何解決問題，藉由分享彼此經驗，研擬出合適的行動策略，因而引發情境興趣。學生互動能使整體學習情境更多樣化，並能提供機會給學生運用所學知識。學生對特定環境議題呈現高度的情境興趣，並對環境採取更為友善的態度，進而有機會發展持續關懷環境的個人興趣。

關鍵字：生物多樣性、情境興趣、博物館、營隊教學

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An Investigation of Environmental Issue-based Summer Camp Activities to Elementary School Students' Situational Interests

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Abstract

This study was conducted in a summer camp held by an elementary school in Nantou County, which last for three days and two nights. The participants were 68 third to sixth grade students. The theme of the lessons given in the camp was "biodiversity," designed by the museum. The daytime lessons included outdoor observations and nature experience; whereas, the evening lessons were indoor learning with group discussions about some challenging questions based on students' prior experiences and in combination with environmental issues faced in daily life. Research results indicated that the camp activities involving environmental issues and field experiences indeed elicited students' situational interests. Students were able to link to their life experiences and discuss about how to solve the problems with their peers. By sharing each other's experiences, appropriate action strategies could be developed. These interactions could make the overall learning environment more diverse, providing students with a chance to apply the knowledge that they have learned. In addition, students showed a high degree of situational interest to specific environmental issues, adopting a more friendly attitude towards the environment which presents an opportunity for developing personal interests in continuous care for the environment.

Keywords: biodiversity, situational interests, museum, camp teaching