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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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成為知識共構的平台。在提問時必須提供難度較高的挑戰，藉此刺激學生與同儕分享想法，聚焦討論並形成共識來解決問題，如此的學習情境可提升學生的情境興趣，激盪出更多元想法。而針對所討論的環境議題，從議題中找出影響情境的關鍵因素。讓學生提出問題的解決策略，如 Schraw 與 Lehman (2001)指出真正的學習成效，是能在情境間進行轉移，也就是能應用知識來擬定解決問題的策略。

營隊除提供戶外的自然經驗外，另外要評估學生的先前經驗和學習狀態，以決定要提供哪些教具和策略有助於學習。教學者扮演引導的角色是協助學生進行討論，引導學生在參照別人的看法後，改變原有的想法，甚至會評價自己的行為、態度、價值，以及預測自己的作法對環境有可能產生的後果，整體的教學環境在師生互動中形塑出符合學習需求的情境。

本研究運用科工館的資源設計營隊課程，藉由大學環境教育研究團隊和實務工作者的互動，擬出對特定環境教育議題的學習方案，所設立的議題是符合在地經驗，讓整體活動聚焦，有助於學生在認知的過程中，進行學習的轉移，也能使學生更加關心生活周遭的環境，引發學生對學習科學的正向態度。建議在規劃營隊課程，必須結合戶外課程和室內課程，並要依照學科內容設立議題，並做為活動主軸，讓學生建構出符合特定情境的實務知識。如此在教學成效上，方能達到如 Higgins (2009)指出，學生若能專注於議題討論，可形成將理解、態度、情緒和知識融合為一體的價值體系。對未來研究的建議則是，因時間與人力的因素，並未探討學生結束營隊課程回到校園後，是否發展出持續關懷環境議題的個人興趣，這可成為未來持續探討的方向。

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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