

## 國立中山大學教育研究所 113 年度第 2 學期

### 博士班資格考【教育心理學】參考書目

#### 參考書目與文章

1. 白惠芳、林梅琴、陳慧娟、張文哲(譯)(2011)。J. E. Ormrod 著。教育心理學：學習者的發展與成長（第六版）。台北市：洪葉文化。
2. Sternberg, R. J., & Williams, W. M. 著，詹志禹與吳璧純總校閱（2011）。教育心理學：教與學的理论與實踐。台北：禾楓（華騰出版社）。

#### (一) 自我效能、學習動機與學習態度

1. Gutiérrez-Braojos, C. (2015). Future time orientation and learning conceptions: effects on metacognitive strategies, self-efficacy beliefs, study effort and academic achievement. *Educational Psychology*, 35(2), 192-212.

#### (二) 自我調節學習

1. Zimmerman, B. J., & Cleary, T. J. (2011). Motives to self-regulate learning: A social cognitive account. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school*. (pp. 247-264). New York, NY: Routledge.
2. 林清文(2002)。自我調整課業學習模式在課業學習諮商的應用。彰化師大輔導學報，23，229-275。

#### (三) 教學策略發展（含創意思考、學習策略、後設認知）

1. Cheng, Y. Y., Wang, W. C., Liu, K. S., & Chen, Y. L. (2010). Effects of association instruction on fourth graders' poetry creativity in Taiwan. *Creativity Research Journal*, 22, 228-235. doi: 10.1080/10400419.2010.481542 (2010 IF:1.059)
2. Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-control and academic achievement. *Annual review of psychology*, 70, 373-399.
3. Corcoran, R. P., Cheung, A. C., Kim, E., & Xie, C. (2018). Effective universal school-based social and emotional learning programs for improving academic achievement: A systematic review and meta-analysis of 50 years of research. *Educational Research Review*, 25, 56-72.

#### (四) 性別平等與教育

1. Psaki, S. R., McCarthy, K. J., & Mensch, B. S. (2018). Measuring gender equality in education: Lessons from trends in 43 countries. *Population and Development Review*, 44(1), 117-142.

2. Lindner, J., Makarova, E., Bernhard, D., & Brovelli, D. (2022). Toward Gender Equality in Education—Teachers' Beliefs about Gender and Math. *Education Sciences, 12*(6), 373.

#### (五) 少數群體與偏遠地區

1. 楊巧玲 (2020)。解構新移民子女教育研究中的缺陷思維論述。臺灣教育社會學研究，20(2)，39-90。  
<http://www.edubook.com.tw/OAtw/File/PDF/420889.pdf?fbclid=IwAR2kNVwNSeXehAXtx1jLFm5z4CA5CIqHyYPplBq9djFtfSgwmWVd4Bx61GE>
2. Lin, J. J., Huang, Y. C., & Ho, C. L. (2014). School accessibility and academic achievement in a rural area of Taiwan. *Children's Geographies, 12*(2), 232-248.

#### (六) 學習成就

1. Costa, A., & Faria, L. (2018). Implicit theories of intelligence and academic achievement: A meta-analytic review. *Frontiers in psychology, 9*, 829.
2. Piquart, M., & Ebeling, M. (2020). Parental educational expectations and academic achievement in children and adolescents—a meta-analysis. *Educational Psychology Review, 32*(2), 463-480.

#### (七) 正念與教育

1. Roeser, R. W., Mashburn, A. J., Skinner, E. A., Choles, J. R., Taylor, C., Rickert, N. P., ... & Sorenson, J. (2021). Mindfulness training improves middle school teachers' occupational health, well-being, and interactions with students in their most stressful classrooms. *Journal of Educational Psychology, 114*(2), 408-425.

#### (八) 班級經營

1. Herman, K. C., Reinke, W. M., Dong, N., & Bradshaw, C. P. (2020). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. *Journal of Educational Psychology, 114*(1), 144.
2. Blatchford, P., & Russell, A. (2019). Class size, grouping practices and classroom management. *International Journal of Educational Research, 96*, 154-163.

#### (九) 雙語教育政策

1. Chen, F., Kao, S. M., & Tsou, W. (2020). Toward ELF-informed bilingual education in Taiwan: Addressing incongruity between policy and practice. *English Teaching & Learning, 44*(2), 175-191.