

國立中山大學教育研究所113學年度第2學期

博士班資格考【課程與教學】參考書目

Core Reading

1. 黃光雄、蔡清田 (2015)。課程發展與設計新論。台北：五南。
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Recommended Readings

1. Chen, H-T; Wang, H-H, Lu, Y.-Y., Lin, H-S., & Hong, Z. R. (2016). Using A Modified Argument-Driven Inquiry to Promote Elementary School Students' Engagement in Learning Science and Argumentation. *International Journal of Science Education*, 38(2), 170-191. (SSCI)
2. English, L. D. (2017). Advancing elementary and middle school STEM education. *International of Science and Math Education*, 15, 5-24.
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6. Rogers, E. M., Singhal, A., & Quinlan, M. M. (2014). Diffusion of innovations. In *An integrated approach to communication theory and research* (pp. 432-448). Routledge.
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11. Lin, H. S., Hong, Z. R., Wang, H-H, & Lee, S. T. (2011). Using reflective peer assessment to promote students' conceptual understanding through asynchronous discussions. *Educational Technology & Society*, 14 (3), 178-189. (SSCI)
12. Bybee, R. W. (2013). *The case for STEM education: Challenges and opportunities*. NSTA press.

13. Kurup, P.M, Xia Li, Greg Powell & Michael Brown(2019).Building future primary teachers' capacity in STEM: based on a platform of beliefs, understandings and intentions. *International Journal of STEM Education*. <https://doi.org/10.1186/s40594-019-0164-5>.
14. Quigley, C. F., & Herro, D. (2016). “Finding the joy in the unknown”: implementation of STEAM teaching practices in middle school science and math classrooms. *Journal of Science Education and Technology*, 25, 410-426. doi:10.1007/s10956-016-9602-z
15. Carr, G., Loucks, D. P., & Blöschl, G. (2018). Gaining insight into interdisciplinary research and education programmes: A framework for evaluation. *Research Policy*, 47(1), 35-48.
16. Wang, Z., & Song, G. (2021). Towards an assessment of students’ interdisciplinary competence in middle school science. *International Journal of Science Education*, 43(5), 693-716, DOI: 10.1080/09500693.2021.1877849
17. Lattuca, L. R., Knight, D. B., Ro, H. K., & Novoselich, B. J. (2017). Supporting the development of Engineers’ interdisciplinary competence. *Journal of Engineering Education*, 106(1), 71–97. <https://doi-org.ezproxy.lis.nsysu.edu.tw:8080/10.1002/jee.20155>
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25. 謝百淇、張美珍、李馨慈(2018)。文化回應課程與評量之統整模式：以偏鄉原住民小學的自然災害單元為例。教育學刊，51，35-79。
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30. 王雅玄(2013)。多元文化科學教育的教學越界語課程轉化。課程與教學，16 卷 3 期，111 - 137。
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38. 劉美慧(2001)。文化回應教學：理論、研究與實踐。**課程與教學**，4(4)，143-151。
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