

## 國小二年級教師品格教育課程實踐之個案研究

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### 摘 要

本研究旨在探討一位國小二年級教師實施品格教育課程的動機與理念、課程內容，以及她所遭遇的困境與因應之道。本研究採個案研究法，研究對象為國小二年級導師柳老師(化名)與其班上學生，及行政人員。資料蒐集包括觀察、訪談和文件分析。本研究結果如下：(一)柳老師實施品格教育的動機是她認為品格為一切學習的基礎，並順應學校要求實施品格教育。柳老師的品格教育理念是她認為好品格有助於學生融入與適應生活。(二)柳老師透過正式課程實施品格教育—謙恭有禮、負責、誠實正直、感恩孝順，也透過非正式課程及潛在課程的境教與身教，培養學生良好品格態度。(三)柳老師在品格教育中所遭遇的困境是，她無法改變學生家庭背景與父母教養觀念，雖費心力教導學生但成效有限。為因應此問題，她要求學生遵守家規和班規，與家長保持良性溝通，並將一貫的糾正缺點，改為讚美優點，促進社會學習。研究者依據上述研究結果提出建議，盼能為教師在品格教育實施上提供參考之用。

**關鍵詞：**國小二年級教師、品格教育課程、個案研究

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# **A Case Study on a Second Grade Teacher's Curriculum Implementation of Character Education in an Elementary School**

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## **Abstract**

Using case study method, this study aims to explore a second-grade teacher's motivations and ideas, contents, teaching methods, and assessment in the character education curriculum, as well as her difficulties and solutions she had faced. The participants were Teacher Liu (pseudonym), her students in the second-grade class, and one administrator. Data collection included observations, interviews, and document analyses. The results are as follows: (1) Teacher Liu's motivations to carry out character education were her own belief that learning was based on character and her conformation to the requirements from the school. Teacher Liu's ideas for character education were that good character was helpful to the students in integrating and adapting themselves to their lives. (2) Teacher Liu's character education was carried out through formal curriculum in which the character themes include being courteous, responsible, honest and upright, gratitude to others' help, and show filial piety. She also cultivated students' good characters through the informal curriculum and hidden curriculum of the environment and the example of a teacher herself. (3) The difficulties Teacher Liu encountered were that she could not change the students' family background and their parents' ideas on how to educate children, and her painstaking teaching was returned by limited achievements. In order to solve the problem, she asked her students to observe rules at home and in class and to keep benign communications with parents. She also changed her teaching methods from correcting students' shortcomings to praise their advantages and excellent performance to emphasize on social learning. Based on the research results, the researchers make recommendations for educators to implement character education in the future.

**Keywords: second-grade elementary school teacher, character education curriculum, case study**

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