

香港教育學院 體藝學系體育部 /
教育局 體育組

體育教師暑期學校2008

校本經驗分享研討會(小學組)

救世軍田家炳學校經驗分享—
透過韻律活動發展學生創意思維

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地點：香港教育學院

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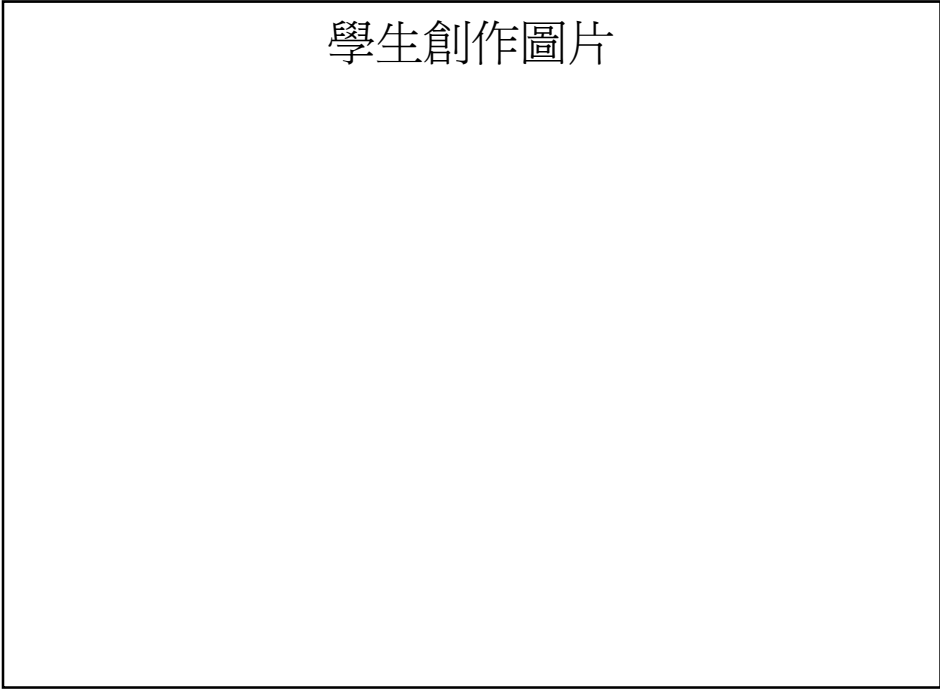
此簡報只供學術及教學參考之用，不能作任何商業用途。

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低小學生創作成果

學生創作圖片

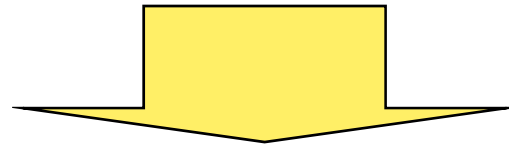


創意思維教學的重要性(1)

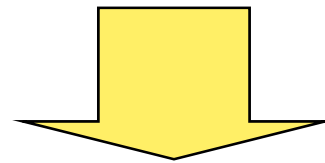
- 創意是社會改革的根基
Bjorkman(2004)andMajaro(1992)：創意是新思維發展，改革的必要成分。
- 創意能改變戰術運用
e.g.排球新規則→攻擊
- 創意是提昇體育技術水平
e.g.背飛→曾增加網上進攻點
- 創意能解決困難
e.g. 水阻力大→要減低阻力→發明新式泳衣
-

創意思維教學的重要性(2)

- 課程發展委員會/議會自七十年代開始的體育課程指引(CDC 1975, 1980, 1985, 1988, 1995, 2002, 2007)均以「透過身體的教育」為一貫路向



全人教育→發展智育是體育目標之一



創造力是重要的智育元素，故此應是體育目標之一

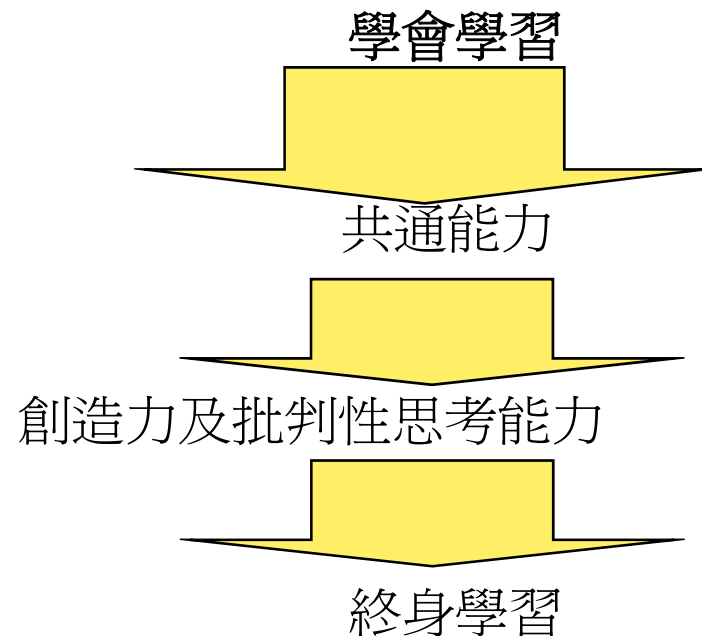
創意思維教學的重要性(3)

- 抗衡「身、心」二元的錯誤觀念→於體育推展
創造力應被視為重要範疇
- 思考，感受及體力活動是體育的伙伴
運動及遊戲能為學生提供豐富思維發展及因果
推理技巧的機會(Marlett and Gordon, 2004)
- 學生在多方面是獨特的個體。例如具備不同的
學習取向，性別，智力，文化，知識，應激，
智商及成熟程度皆因人而異。→協助他們獲取
思維技巧是有效照顧他們個別差異的方法
(Elder, 2004)

創意思維教學的重要性(4)

- 本港之教育改革

目標→全人發展及



(Education Commission, 1999; 2002).

創意思維教學的重要性(5)

- 裝備學生批判性思考能力及創造力，使他們成爲具備洞察力的評鑑者→使他們能主宰自己的學習
- 推展批判性思考能力及創造力是裝備學生應付眾多世界上複雜問題的方法
- 學生應被裝備成良好的思考者→使他們成爲智力賦權者

創造力是一個重要但令人困惑的概念。有關創造力的定義相當分歧。有研究者把創造力界定是一種產生出原創、新穎、獨特意念或產品的能力，或是解決問題的能力；也有研究者將之界定為一種歷程，或創造者所具有的人格特質。事實上，創造力是一個複雜而具多元性的建構。個體的創造行為，不但源自其認知能力和技巧，也涉及其性格、動機、策略和超認知技能等因素，並且與個體本身的發展進程不一定有關連。

培養創造力需要心思和時間，而且沒有特定途徑可供依循。不過，有些原則值得大家參考。在發展學習者的創造力方面，一般的原則是要求學習者超越已有的訊息，給予學習者思考的時間，加強他/她們的創造能力，肯定他/她們在創造方面所作的努力，培養具創意的態度，看重創意的特質，教導學習者創意思考策略和創造性問題解決模式，並提供有利創造力發展的環境⁶。這些原則均適用於所有學習領域。

創意的定義

- 現時無一統一定義
- 被廣泛接受的有四個定義：

Product

Person

Process

The role of the environment for creative development

(Amabile,1996b; Cheung, Tse & Tsang,2003; Clapham,1997)

- 多數學者以較接受 “Product”的定義為
(Amabile,1996b; Cropley,2004; Eysenck,1994; Hennessey & Amabile,1987)

校本經驗分享(1)

- 提出主題後，學生試做。
- 簡介評分準則。
- 學生互評
- 學生表演
- 學生選出模仿對象擔當小老師
- 總結

校本經驗分享(2)

- 創意教學的理論架構

提出動作主題→試做→互相欣賞→激發更多、更新的動作概念→總結

Componential Model of Creativity (Ambile,1996)

- 教學流程及模式

提出主題→教授基本知識→提問學生激發創意
→重視學生成果→讚賞→課堂延伸

■課程發展議會(2002)之推展創造力實例建議 (頁21-23)

| 預期從學校課程學習的成果 | 在體育中的教學舉隅 |
|---|--|
| <p>學習者將學會</p> <p>加強創造能力</p> <ul style="list-style-type: none">• 培養出流暢力⁷、變通力⁸、獨創力⁹、精進力¹⁰、對問題的敏覺力¹¹、想像力、洞察力。• 學會界定問題¹²、視像化¹³、想像力、類比思考¹⁴、分析、綜合、評鑑、轉換¹⁵、洞察力、邏輯思考等。 <p>培養創造性態度和特質</p> <ul style="list-style-type: none">• 學會想像、獨立判斷、延緩批判、堅韌和投入、對模稜兩可的容忍、對新穎和不尋常的意念或方法持開放的態度。• 培養出好奇心、適應能力、自信心、冒險的精神。 <p>運用和應用創造性問題解決模式和創造性思考策略</p> <ul style="list-style-type: none">• 腦力激盪法、6W思考策略、6頂帽子思考法、屬性列舉法¹⁶、意念檢核術、分合法¹⁷、腦圖運用等。 | <p>學習者</p> <ul style="list-style-type: none">• 通過舞蹈來表達自己。• 在教育體操活動中，自行創作串連的動作。• 把投擲的動作，舉一反三地轉移至扣球動作中。• 在腦海中預演籃球投籃動作，以提升表現。• 透過觀看體操及舞蹈的演出，提升審美及欣賞的能力。• 創作運動會啦啦隊口號及設計場刊。• 運用「腦圖」設計及組織運動比賽計畫。 <p>課程發展議會 2002, 頁20</p> |

校本經驗分享(3)

學生學習檔案Sample

高小也可進行創作活動

校本經驗分享(4)

課堂反思

好處

- 學生積極投入
- 珍惜學習成果
- 學生課堂行為轉變
- 發展學生批判性思考
- 照顧個別差異
- 學生能透過觀察→應用→模仿→創作
- 有意想不到的表現

弊處

- 創作力低的學生會失去自信或停止活動
- 難以評鑑
- 出現秩序問題

現時體育的一般推展情況(1)

- 體育→多以「身體的教育」為取向→以發展身體為首要目標
- 體育課均以身體/體力活動為主
- 「身、心」二元的錯誤觀念→體育對發展智育及思考能力沒有多大的貢獻

現時體育的一般推展情況(2)

- 體育教學以教師主導，直觀及操練為主→較難發展學生創造力
- 學生在體育情境下參與提問及分析體育相關的議題機會較少
- 較少著重推展創造力
- 推展創造力對眾多的體育老師較為陌生

現時體育老師的看法

Table 1
The Demographic Information of PPE Teachers in the Study (N=115)

| Characteristic | <i>n</i> | % |
|------------------------|----------|------|
| Gender | | |
| Male | 54 | 47.0 |
| Female | 61 | 53.0 |
| School Location | | |
| HK Island | 12 | 10.4 |
| Kowloon | 41 | 35.7 |
| New Territories | 62 | 53.9 |
| Age | | |
| 20-29 | 63 | 54.8 |
| 30-39 | 27 | 23.5 |
| 40-49 | 18 | 15.7 |
| 50-59 | 7 | 6.1 |

Table 2

Comparing Rank Order on Means of Perceived Meaning of Creativity for Males and Females (N=115)

Items

Question 1: In your opinion, creativity is about

1.9 Seeing something from a different perspective

1.10 Introducing changes.

1.6 Performing an existing task in a new way

1.7 Spreading new idea.

Question 2: As far as you are concerned, an creativity can be

2.4 A teaching process

2.3 A technology

2.1 A product

2.5 A management system

Question 3: To a primary school, the value of creativity should be judged on.

3.5 How significantly it achieving the school's mission

3.7 The extent of change it entails

3.1 How novel it is

| | Rank Order | | |
|--|------------|----------|----------|
| | Total | Males | Females |
| | <i>N</i> | <i>N</i> | <i>N</i> |
| | 115 | 54 | 61 |
| | 1 | 2 | 1 |
| | 2 | 1 | 2 |
| | 3 | 5 | 3 |
| | 4 | 3 | 4 |
| | 1 | 1 | 1 |
| | 2 | 2 | 2 |
| | 3 | 3 | 4 |
| | 4 | 6 | 3 |
| | 1 | 1 | 1 |
| | 2 | 3 | 2 |
| | 3 | 2 | 3 |

Table 3
Multiple Regression for Variables in Predicting
Perceived Work Environment Creativity and
Productivity (N=115)

| Independent Variables | <i>B</i> | β | <i>p</i> |
|------------------------------|----------|---------|----------|
| Creativity stimulants | | | |
| Organizational encouragement | .26 | .55 | .00* |
| Sufficient resources | .19 | .18 | .00* |
| Challenging work | .14 | .14 | .02* |

Teaching Creativity through primary physical education in Hong Kong

- 68.7% participants had attended to creativity workshop or courses and 56.5% had tried to teach creativity in PE lessons.
- Most of the PPE teachers perceived that dance (83.5%), gymnastics (67.8%) and ball games (42.6%) were the PE topics in which they could teach creativity easily. These results were supported by previous studies (Mason and Miko 2002; Macdonald, Stodel and Farres 2001; Rovegno 1988; Maughan 1989).

- PPE teachers had suggested the followings in order to encourage teaching creativity in PE:
 - a) School management and leaders should support teaching creativity;
 - b) PPE teachers should agree with the rationale of teaching creativity;
 - c) PPE teachers should have training in curriculum reconstruction, teaching methods and content selection, and reflective thinking.

如何能透過體育培育學生的及創造力?(1)

建立培育創造力的情境及先決條件

- 建立創意教學工作環境
 - 建立「學生為中心」的學習環境及教學模式
- 以學生相互教授，協作學習
- 利用高思維提問以轉移學生對自己學習負上較多的責任
- 容許學生探索及犯錯
- 建立較開放的學習環境
- 能引發及接受另類解決方案，思想開放
- 對他人的意見及情境具敏感度
- 能觀整體形勢
- 能經常處於應激及願意參與

(Lipman, 1988 ;McBride, 2004; Gossett and Fisher, 2005;(McBride, 2004; Park and Helsler 2001;McBride and Cleland 1998)

如何能透過體育培育學生的及創造力?(2)

- 教師觀念的改變→著重批判性思考能力及創造力於體育的培育
- 創造力的教師及創意的教學
- 願意及能策劃，組織及評鑑相關的學習經驗
- 角式-啓發者而不是資料控制者
- 對學生學習較少的干與
- 對學生的批判性思考能力及創造力有期望
- 給與學生思考的責任

(Mcbride, 1991; Schwager & Labate, 1993; McBride and Cleland 1998; Park and Heisler, 2001; Zachopoulou et al, 2006).

如何能透過體育培育學生的及創造力?(3)

教法的轉變

課堂重點，

- 分配較多的學生思考時間及研習機會，
- 由傳統以示範，重復練習，直接教學法轉移至間接教學法
- 採用促進探究的教學形式
- 設計促進批判性思考能力及創造力環境，
- 學習目標，經驗，方法，

策略包括為學生建立

- 透過提問批判性思考能力及創造力的情境
- 比較及分野
- 設計推論情境
- 鼓勵動作創作
- 參與報告以鞏固動作設計
- 根據準則以評鑑解決方案
- 分析動作的質素

(Cleland and Pearse,1995 ;Cleland 1994)

如何能透過體育培育學生的及創造力?(4)

有關教育局對創意學與教的建議 (CDC, 2002)

- 教師應利用激發性及思維觸動性的問題以協助學生發展共通能力如溝通，批判性思考技能及創造力(p.62)
- 提問學生
- 超越已知的資料
- 給與思考時間
- 鞏固他們創造能力
- 獎勵他們創造努力
- 珍惜他們的創造特性
- 教授他們創作思考的技巧及解難模式
- 建立有助創作的環境(CDC 2002, p.22).

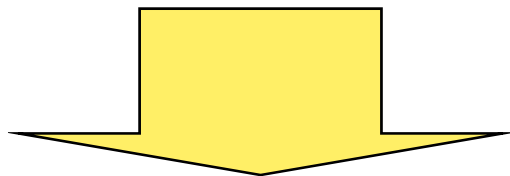
如何能透過體育培育學生的及創造力?(5)

較能培育批判性思考能力及創造力的教學模式建議

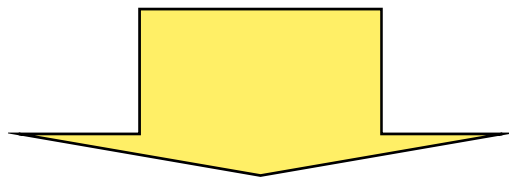
- 教學光譜之- **Style C** 互惠式 **Style D** 自測式 **Style E** 包含式 **Style F** 導引式 **Style G** 聚斂式 **Style H** 擴散式 **Style I** 設計式 **Style J** 創造式 **Style K** 自學式 (Mosstun and Ashworth, 1990)
- 領會教學法
- 競技運動教育模式
- 利用各類型的思考方法
- 利用**Bloom's** 之智能目標分類法-知識，理解，應用，分析，綜合，評鑑的應用
- 問題為本的學習
- 專題研習的學習
- 促進學習 評估及學習成果架構
- 協作學習等

學校推行創意教學時應注意事項

- 建立培養創意的工作環境



- 提昇教師的創意



- 提供創意思維教學

總結

創造空間提高創意
讓孩子們成爲新一代體育人

多謝各位！

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