國立中山大學教育研究所 114 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。
2. 林進材、林香河（2025）。社會情緒學習的教學理論與實踐。台北：五南。

Recommended Readings

1. 林永豐(2019)。邁向素養導向的課程教學改革。台北：五南。
2. 李臣之，郭曉明，和學新，張家軍（2017）。西方課程思潮研究。台北：五南。
3. Whiteley, Nigel (奈傑爾・懷特里) (2014) 《為社會而設計 Design For Society》，游萬來等 譯，台北：聯經。

二、專章與期刊論文

4. 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)**
5. Lin, H. S., Hong, Z. R., & Chen, Y. (2013). Exploring the development of college students' situational interest in learning science. ***International Journal of Science Education. 35(13)*****, 2152-2173. (SSCI)**
6. Lin, H., Lawrenz, F., Lin, S., & Hong, Z. R. (2013). Relationships among affective factors and preferred engagement in science related activities. ***Public Understanding of Science, 22 (8)*****, 941-954. (SSCI).**
7. 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)**
8. Wang, H-H., Chen, H-T., Lin, H.-S., Huang, Y-N., Hong, Z. R. (2017). Longitudinal Study of a Cooperation-driven, Socio-scientific Issue Intervention on Promoting Students' Critical Thinking and Self-regulation in Learning Science. ***International Journal of Science Education, 39 (15)*****, 2002-2026. (SSCI)**
9. 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)**