

## 參考文獻

- 王雅瑩（2001）。維高斯基的社會文化理論於外語教育之應用。嘉南學報，27，370-381。
- [Wang, J. Y.-Y. (2001). Vygotsky's sociocultural theory in foreign language education. *Chia Nan Annual Bulletin*, 27, 370-381.]
- 任凱（譯）(2005)。D. W. Johnson & F. P. Johnson著。團體動力：理論與技巧（Joining together: Group theory and group skills）。臺北：學富。
- [Johnson, D. W., & Johnson, F. P. (2005). *Joining together: Group theory and group skills* (K. Jen, Trans.). Taipei: Pro-Ed. (Original work published 2003)]
- 余翎璋（2004）。從語言符號交互作用探討小四學生之科學概念建構。國立高雄師範大學科學教育研究所碩士論文，未出版，高雄。
- [Yu, L.-W. (2004). *Semiotics interaction and scientific conceptual construction in 4th graders*. Unpublished master's thesis, National Kaohsiung Normal University, Kaohsiung.]
- 吳芝儀、李奉儒（譯）(2008)。M. Q. Patton著。質性研究與評鑑（第三版）(Qualitative research and evaluation methods)。嘉義：濤石文化。
- [Patton, M. Q. (2008). *Qualitative research and evaluation methods* (3rd ed.) (C.-Y. Wu & F.-J. Lee, Trans.). Chiayi: Waterstone. (Original work published 2002)]
- 吳靜芬（2004）。社會文化理論在通識教育中之應用。嘉義大學通識學報，2，237-256。
- [Wu, C.-F. (2004). Applications of the sociocultural theory to the general education in Taiwanese universities. *Jia Yi Da Xue Tong Shi Xue Bao*, 2, 237-256.]
- 李維（譯）(2007)。L. S. Vygotsky著。思維與語言（Thought and language）。臺北：胡桃木文化。
- [Vygotsky, L. S. (2007). *Thought and language* (W. Lee, Trans.). Taipei: Argun. (Original work published 1961)]
- 谷瑞勉（譯）(2001)。L. Dixon-Krauss著。教室中的維高斯基：仲介的讀寫教學與評量（Vygotsky in the classroom: Mediated literacy instruction and assessment）。臺北：心理。
- [Dixon-Krauss, L. (2001). *Vygotsky in the classroom: Mediated literacy instruction and*

- assessment (J. Ku, Trans.). Taipei: Psychological Publishing. (Original work published 2001)]
- 林文川、楊淑晴（2009）。從「社會文化」研究取向探究英語教師角色隱喻與教學信念。課程與教學季刊，12（2），193-222。
- [Lin, W.-C., & Yang, S.-C. (2009). Metaphorical conceptualizations of EFL teacher roles and teaching belief: A socio-cultural approach. *Curriculum & Instruction Quarterly*, 12(2), 193-222.]
- 施頂清（2000）。維果斯基（Vygotsky）認知發展論在教學上之應用。教師之友，41（1），9-14。
- [Shih, T.-C. (2000). The application of Vygotsky's cognitive development on teaching. *Teacher's Friend*, 41(1), 9-14.]
- 洪新原、游雯茹、劉光隆、徐士傑（2009）。以活動理論探討電子化學習績效之研究——以嘉義縣教育網路為例。資管評論，15（1），71-99。
- [Hung, S.-Y., Yu, W.-J., Liou, K.-L., & Hsu, S.-C. (2009). Exploring e-learning effectiveness based on activity theory: An example of asynchronous distance learning. *MIS Review*, 15(1), 71-99.]
- 紀慧君（1999，6月）。新聞教科書中的「事實語言」。論文發表於中華傳播學會主辦之「1999年中華傳播學會年會」，新竹。
- [Chi, H.-C. (1999, June). *The analysis of journalism textbooks with language approach*. Paper presented at the Annual Meeting of Chinese Communication Society, Hsinchu.]
- 高清漢、蔡仕傑（2004）。以活動理論為核心的未來產品開發模式研究。工業設計，32（2），247-251。
- [Gao, C.-H., & Jie, T.-S. (2004). Activity theory based research: A future product development model. *Industrial Design*, 111, 247-251.]
- 曹開明（2008）。「異中求同」還是「同中存異」：語藝觀點下的「認同化」概念探索。傳播與管理研究，8（1），53-84。
- [Tsao, K.-M. (2008). Seeking unity in differences or seeking convergence while reserving differences? Probing and conceptualizing “identification” with the perspective of rhetoric. *Communication and Management Research*, 8(1), 53-84.]
- 許家驛（2008）。不同策略教學及鷹架中介設計對個體數學文字題解題學習潛能開展效益影響之動態評量研究。教育心理學報，39（4），513-532。

- [Hsu, C.-H. (2008). The effects of strategy instruction and scaffolding mediation in dynamic assessment for facilitating first graders' learning potential on mathematical problem solving. *Bulletin of Educational Psychology*, 39(4), 513-532.]
- 游淑芬（譯）（2002）。V. G. Paley著。孩子國的新約：不可以說你不能玩（*You can't say you can't play*）。臺北：成長文教基金會。
- [Paley, V. G. (2002). *You can't say you can't play* (S.-F. You, Trans.). Taipei: Healthy Growth Foundation. (Original work published 1992)]
- 黃志賢、林福來（2008）。利用活動理論分析臺灣泰雅族國中生的數學學習並設計教學活動。*科學教育學刊*, 16 (2), 147-169。
- [Huang, C.-H., & Lin, F.-L. (2008). The analysis of the learning of Taiwanese Tayal junior high school students and the design of teaching activities utilizing activity theory *Chinese Journal of Science Education*, 16(2), 147-169.]
- 黃昌誠（1999）。師生合作的活動教學法：配合統整課程的教學法。*教育研究*, 7, 31-43。
- [Hwang, C.-C. (1999). Activity teaching method under the cooperation between teacher and students: The teaching application for curriculum integration. *Educational Research*, 7, 31-43.]
- 黃意真（2003）。國小教室言談之個案研究。屏東師範學院國民教育研究所碩士論文，未出版，屏東。
- [Huang, Y.-J. (2003). *A case study of classroom discourse in an elementary school*. Unpublished master's thesis, National Pingtung Teachers College, Pingtung.]
- 廖美渟（2004）。一個國中特教班語文教室言談互動之研究。國立臺北師範學院特殊教育學系碩士論文，未出版，臺北。
- [Liao, M.-T. (2004). *The study of classroom discourse in one special education language art class*. Unpublished master's thesis, National Taipei Teachers College, Taipei.]
- 蔡敏玲、彭海燕（譯）（1998）。C. B. Cazden著。教室言談：教與學的語言（*Classroom discourse: The language of teaching and learning*）。臺北：心理。
- [Cazden, C. B. (1998). *Classroom discourse: The language of teaching and learning* (M.-L. Tsai & H.-Y. Peng, Trans.). Taipei: Psychological. (Original work published 1988)]
- 盧珍瑩（2007）。運用鷹架理論於國小二年級科學概念學習之研究——以「聲音」教學為例。國立屏東教育大學數理教育研究所碩士論文，未出版，屏東。

- [Lu, C.-Y. (2007). *Application of Scaffolding Theory to investigate students' learning of scientific concepts- A case of "sound" instruction.* Unpublished master's thesis, National Pingtung University of Education, Pingtung.]
- 賴淑媛（2003）。維高斯基符號中介與心智社會建構理論之研究。南華大學教育社會學研究所碩士論文，未出版，嘉義。
- [Lai, S.-Y. (2003). *The study of Vygotsky's symbolic mediation and the construction of mind.* Unpublished master's thesis, Nanhua University, Chiayi.]
- 藍建文（2002）。學習型組織EIP架構之探討以高中職學校為例。南華大學資訊管理學研究所碩士論文，未出版，嘉義。
- [Lan, J.-W. (2002). *The study of EIP framework in the learning organization for senior high school.* Unpublished master's thesis, Nanhua University, Chiayi.]
- 羅亦超（譯）(2005)。L. S. Vygotsky著。心理學講座 (Lectures on psychology)。臺北：心理。
- [Vygotsky, L. S. (2005). *Lectures on psychology* (Y.-C. Luo, Trans.). Taipei: Psychological. (Original work published 1997)]
- Atkinson, P., & Hammersley, M. (1998). Ethnography and participation observation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (pp. 110-136). Thousand Oaks, CA: Sage.
- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education.* Washington, DC: National Association for the Education of Young Children.
- Berbrier, M. (2004). Assimilationism and pluralism as cultural tools. *Sociological Forum*, 19(1), 29-61.
- Bernhard, J. (2007). Thinking and learning through technology: Mediating tools and insights from philosophy of technology applied to science and engineering education. *Pantaneto Forum*, 27. Retrieved January 21, 2009, from <http://www.pantaneto.co.uk/issue27/Bernhard.htm>
- Bruner, J. S. (2005). Past and present as narrative constructions. In J. Straub (Ed.), *Narration, identity and historical consciousness* (pp. 23-43). New York: Berhahn.
- Burke, K. (1966). Triministic screens. In K. Burke (Ed.), *Language as symbolic action: Essays on life, literature, and method* (pp. 44-62). Berkeley, CA: University of

- California Press.
- Burke, K. (1969). *A grammar of motives*. Berkeley, CA: University of California Press.
- Cole, M., & Wertsch, J. V. (1996). Beyond the individual-social antinomy in discussions of Piaget and Vygotsky. *Human Development*, 39(5), 250-256.
- Cornelius, L. L., & Herrenkohl, L. R. (2004). Power in the classroom: How the classroom environment shapes students' relationships with each other and with concepts. *Cognition and Instruction*, 22(4), 467-498.
- Erickson, F. (1999). Histories, cultural tools, and interactional co-construction in the zone of proximal development. *Human Development*, 42(3), 129-133.
- Gauvain, M. (2001). Cultural tools, social interaction and the development of thinking. *Human Development*, 44(2-3), 126-143.
- Goodnow, J. J. (1990). The socialization of cognition: What's involved? In J. W. Stigler, R. A. Shweder, & G. S. Herdt (Eds.), *Cultural psychology: Essays on comparative human development* (pp. 259-286). New York: Cambridge University Press.
- Gottlieb, H., Insulander, E., & Simonsson, H. (2004). *Access in mind: Enhancing the relationship to contemporary art*. Paper presented at the ICHM, Berlin, Germany.
- Herrenkohl, L. R. (2006). Intellectual role-taking: An approach to support discussion in heterogeneous elementary science classes. *Theory into Practice*, 45(1), 47-54.
- Herrenkohl, L. R., & Guerra, M. R. (1998). Participant structures, scientific discourse, and student engagement in fourth grade. *Cognition and Instruction*, 16(4), 433-475.
- Herrenkohl, L. R., Palincsar, A. S., DeWater, L. S., & Kawasaki, K. (1999). Developing scientific communities in classrooms: A sociocognitive approach. *Journal of the Learning Sciences*, 8(3 & 4), 451-493.
- Herrenkohl, L. R., & Wertsch, J. V. (1999). The use of cultural tools: Mastery and appropriation. In I. E. Sigel (Ed.), *Development of mental representation: Theories and applications* (pp. 415-435). Mahwah, NJ: Lawrence Erlbaum.
- Leont'ev, A. N. (1997). On Vygotsky's creative development. In R. W. Rieber & J. Wollock (Eds.), *The collected works of L. S. Vygotsky: Vol. 3. Problems of the theory and history of psychology* (pp. 9-32). New York: Plenum Press.
- Lin, Y.-S. (2004). *What the heck are they doing in small group anyway?: A teacher's conception of small group learning*. Paper presented at the Annual Meeting of the

- American Educational Research Association, San Diego, CA.
- Lin, Y. S. (2005). *Small group work in a social justice classroom*. Unpublished dissertation, University of Washington, Seattle, WA.
- Maier, N. R. F. (1931). Reasoning in humans: II. The solution of a problem and its appearance in consciousness. *Journal of Comparative Psychology*, 12, 181-194.
- Myers, W. D. (1990). *Scorpions*. New York: Harper Trophy.
- Palincsar, A. S. (1984). *Reciprocal teaching: Working within the zone of proximal development*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Palincsar, A. S. (1986). The role of dialogue in providing scaffolded instruction. *Educational Psychologist*, 21(1 & 2), 73-98.
- Perusek, G. W. (2006). *Shifting terrain: Essays on politics, history and society*. New York: Peter Lang.
- Tappan, M. B. (2006a). Moral functioning as mediated action. *Journal of Moral Education*, 35(1), 1-18.
- Tappan, M. B. (2006b). Reframing internalized oppression and internalized domination: From the psychological to the sociocultural. *Teachers College Record*, 108(10), 2115-2144.
- Vygotsky, L. S. (1982). *L. S. Vygotskii. Sobranie sochinenii. Tom pervyi. Problemy teorii I istorii psichologii* [The collected works of L.S. Vygotsky: Vol. 1. Problems of theory and history]. Moscow, Moscow Russian Federation: Pedagogika.
- Vygotsky, L. S. (1987). *The collected works of L. S. Vygotsky: Vol. 1. Problems of general psychology* (N. Minick, Trans.). New York: Plenum Press.
- Vygotsky, L. S. (1997). *The collected works of L. S. Vygotsky: Vol. 3. Problems of the theory and history of psychology*. New York: Plenum Press.
- Wertsch, J. V. (1979). From social interaction to higher psychological processes: A clarification and application of Vygotsky's theory. *Human Development*, 22(1), 1-22.
- Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.
- Wertsch, J. V. (1993). *Voices of mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.

- Wertsch, J. V. (1996). The role of abstract rationality in Vygotsky's image of mind. In A. Tryphon & J. Vonèche (Eds.), *Piaget-Vygotsky: The social genesis of thought* (pp. 25-43). London, UK: Psychology Press.
- Wertsch, J. V. (1998). *Mind as action*. New York: Oxford University Press.
- Wertsch, J. V. (2001). Narratives as cultural tools in sociocultural analysis: Official history in Soviet and post-Soviet Russia. *Ethos*, 28(4), 511-533.
- Wertsch, J. V. (2007). Mediation. In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 178-192). New York: Cambridge University Press.
- Wertsch, J. V. (2008). Collective memory: Issues from a sociohistorical perspective. In M. Cole, Y. Engestrom, & O. Vasquez (Eds.), *Mind, culture, and activity: Seminal papers from the laboratory of comparative human cognition* (pp. 226-232). Cambridge, MA: Cambridge University Press.
- Wertsch, J. V., & Rupert, L. J. (1993). The authority of cultural tools in a sociocultural approach to mediated agency. *Cognition and Instruction*, 11(3 & 4), 227-239.
- Williams, C., & Lundstrom, R. P. (2007). Strategy instruction during word study and interactive writing activities. *The Reading Teacher*, 61(3), 204-212.