78 《當代教育研究》季刊 第十九巻第四期 Contemporary Educational Rejearch Quarterly

參考文獻

- 成虹飛(2001)。行動研究中閱讀/看的問題:一篇重寫的稿子。載於中華民國課程 與教學學會(主編),行動研究與課程教學革新(頁173-198)。臺北:揚智文 化。
- [Cherng, H. F. (2001). The problems implicit in the reading/reviewing of action research: A rewritten manuscript. In Association for Curriculum and Instruction, Taiwan, R.O.C. (Ed.), Action research and the innovation of curriculum and instruction (pp. 173-198). Taipei, Taiwan: Yang Chih Book.]
- 林生傳(2003)。教育研究法:全方位的統整與分析。臺北:心理。
- [Lin, S. C. (2003). *Methods of educational research: All dimensional integration and analysis.* Taipei, Taiwan: Psychology.]
- 林佩璇(2009)。課程行動研究的實踐論述:從自我到社會文化。教育實踐與研究, 22(2),95-122。
- [Lin, P. H. (2009). The practical discourses of curriculum action research: From one-self towards social culture. *Journal of Educational Practice and Research*, 22(2), 95-122.]
- 柳雅梅、黃秀霜(2006)。平衡閱讀教學之行動研究。**國民教育研究集刊,15**,161-178。
- [Leou, Y. M., & Huang, H. S. (2006). An action research of a balanced reading instruction. *Bulletin of Research on Elementary Education*, 15, 161-178.
- 夏林清(2000)。教育實踐中的多重對話關係:回應潘世尊老師的行動研究。應用心 理研究,8,239-244。
- [Hsia, L. C. (2000). Conversational relationships in educational praxis. *Research in Applied Psychology*, 8, 239-244.]
- 夏林清、鄭村棋 (譯) (2006)。C. Argyris & D. A. Schön著。組織學習:理論、方法與 實踐。臺北:遠流。
- [Argyris, C., & Schön, D. A. (2006). Organizational learning II: Theory, method, and practice (2nd ed.) (L. C. Hsia & T. C. Cheng, Trans.). Taipei, Taiwan: Yuan-Liou. (Original work published 1996)]
- 張世平(1991)。行動研究法。載於黃光雄、簡茂發(主編),教育研究法(頁341-372)。臺北:師大書苑。

[Zhang, S. P. (1991). Action research. In K. H. Huang & M. F. Chien (Eds.), *Educational research methods* (pp. 341-372). Taipei, Taiwan: Shih Ta Book.]

陳向明(2002)。社會科學質的研究。臺北:五南圖書。

- [Chen, X. M. (2002). Qualitative research of social science. Taipei, Taiwan: Wu-Nan Book.]
- 陳宜妏(2008)。一位國小教師探究閱讀策略教學之行動研究。明道大學教學藝術研 究所碩士論文,未出版,彰化。
- [Chen, Y. W. (2008). An elementary teacher's action research on reading strategy instruction. Unpublished master's thesis, Institute of Teaching Art, MingDao University, Changhua County, Taiwan.]
- 陳惠邦(1998)。教育行動研究。臺北:師大書苑。
- [Chen, H. P. (1998). Educational action research. Taipei, Taiwan: Shih Ta Book.]
- 陳惠邦(2004)。行動研究在臺灣教育場域中的發展與反思。載於潘慧玲(主編),教 育研究方法論:觀點與方法(頁433-451)。臺北:心理。
- [Chen, H. P. (2004). The reflection on the development of action research in the area of education in Taiwan. In H. L. Pan (Ed.), *Methodology of educational research: Perspectives and methods* (pp. 433-451). Taipei, Taiwan: Psychology.]
- 黃志順(2004)。行動研究與課程教學革新之間?一個行動研究者的反省。應用心理 研究,21,91-111。
- [Huang, C. S. (2004). What are between "action research" and "curriculum and teaching reform"? Some action researcher's reflections. *Research in Applied Psychology*, 21, 91-111.]
- 黃志雄、陳明聰(2008)。阿明的電腦夢:重度障礙學生輔助溝通介入之行動研究。 特殊教育學報,27,129-156。
- [Huang, C. H., & Chen, M. C. (2008). The action process and effects of augmentative and alternative communication intervention on a student with severe disabilities. *Journal of Special Education*, 27, 129-156.]
- 楊深坑(1999)。教育學門成就評估報告。人文與社會科學簡訊,2(3),20-33。
- [Yang, S. K. (1999). An evaluation report of the achievements in the field of education. *Humanities and Social Sciences Newsletter Quarterly*, 2(3), 20-33.]
- 甄曉蘭(2001)。行動研究成果的評估與呈現。載於中華民國課程與教學學會(主編),行動研究與課程教學革新(頁199-221)。臺北:揚智文化。

-此問

- [Chen, S. L. (2001). The evaluation and presentation for the efforts of action research. In Association for Curriculum and Instruction, Taiwan, R.O.C. (Ed.), Action research and the innovation of curriculum and instruction (pp. 199-221). Taipei, Taiwan: Yang Chih Book.]
- 劉仲冬(1996)。量與質社會研究的爭議及社會研究未來的出路。載於胡幼慧(主編),質性研究:理論、方法及本土女性研究實例(頁121-140)。臺北:巨流。
- [Liu, C. T. (1996). The controversies between quantitative and qualitative social research and the prospects of social research. In Y. H. Hu (Ed.), *Qualitative research: Theory, method and local examples of feminine research* (pp. 121-140). Taipei, Taiwan: Chuliu.]
- 潘世尊(2003)。一個行動研究者的雙重追尋:改善教學與對行動研究的認識。國立 高雄師範大學教育學系博士論文,未出版,高雄。
- [Pan, T. T. (2003). The dual pursuit of an action researcher: The improvement of instruction and the recognition to action research. Unpublished doctoral dissertation, Department of Education, National Kaohsiung Normal University, Kaohsiung, Taiwan.]
- 潘世尊(2005)。教育行動研究——理論、實踐與反省。臺北:心理。
- [Pan, T. T. (2005). *Educational action research: Theory, practice, and reflection*. Taipei, Taiwan: Psychology.]
- 潘世尊(2007)。教育、理論與行動研究。臺北:華騰文化。
- [Pan, T. T. (2007). Education, theory and action research. Taipei, Taiwan: Farterng.]
- 蔡清田(2000)。教育行動研究。臺北:五南圖書。
- [Tsai, C. T. (2000). Educational action research. Taipei, Taiwan: Wu-Nan Book.]
- 蔡清田(2004)。透過行動研究,推動課程發展。載於蔡清田(主編),課程發展行動 研究(頁1-29)。臺北:五南圖書。
- [Tsai, C. T. (2004). Promote the development of curriculum through action research. In C. T. Tsai (Ed.), Action research of curriculum development (pp. 1-29). Taipei, Taiwan: Wu-Nan Book.]
- 簡良平(1992)。赫思特教育理論之建立。現代教育,7(1=25),7-86。
- [Juan, L. P. (1992). The construction of Hirst's educational theory. *Contemporary Education Quarterly*, 7(1=25), 7-86.]
- 薛梨真(2008)。私立科技大學教師有效教學之行動研究。課程與教學季刊,11 (1),265-286。

[Hsueh, L. C. (2008). Action research for effective teaching in a private university of technology. *Curriculum & Instruction Quarterly*, 11(1), 265-286.]

- 蕭昭君(2004)。國內教育行動研究解放了什麼?一個師資培育者的閱讀與困惑。載 於潘慧玲(主編),教育研究方法論:觀點與方法(頁457-494)。臺北:心理。
- [Hsiao, J. J. (2004). What has been liberated by action research in Taiwan? The reading and confusion of a teacher educator. In H. L. Pan (Ed.), *Methodology of educational research: Perspectives and methods* (pp. 457-494). Taipei, Taiwan: Psychology.]
- Argyris, C., Putnam, R., & Smith, D. M. (1985). Action science: Concepts, methods, and skills for research and intervention. San Francisco, CA: Jossey-Bass.
- Argyris, C., & Schön, D. A. (1974). Theory in practice: Increasing professional effectiveness. San Francisco, CA: Jossey-Bass.
- Aristotle (2000). *Nicomachean ethics*. (R. Crisp, Trans.). New York: Cambridge University Press. (Original work published 350 B.C.)
- Carabine, J. (2001). Unmarried motherhood 1830-1990: A genealogical analysis. In M. Wetherell, S. Taylor, & S. J. Yates (Eds.), *Discourse as data: A guide for analysis* (pp. 267-310). London, UK: Sage.
- Carr, W. (1995). *For education: Towards critical educational inquiry*. Buckingham, UK: Open University Press.
- Carr, W. (2006). Philosophy, methodology and action research. *Journal of Philosophy of Education*, 40(4), 421-435.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge, and action research.* London, UK: Falmer.
- Carr, W., & Kemmis, S. (2005). Staying critical. *Educational Action Research*, 13(3), 347-357.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Detardo-Bora, K. A. (2004). Action research in a world of positivist-oriented review boards. *Action Research*, 2(3), 237-253.
- Elliott, J. (1987). Educational theory, practical philosophy and action research. *British Journal of Educational Studies*, XXXV(2), 149-169.
- Elliott, J. (1991). Action research for educational change. Buckingham, UK: Open University

-此問!

Press.

- Elliott, J. (2007). Assessing the quality of action research. *Research Papers in Education*, 22(2), 229 -246.
- Feldman, A. (2007). Validity and quality in action research. *Educational Action Research*, 15(1), 21-32.
- Green, K. (1999). Defining the field of literature in action research: A personal approach. *Educational Action Research*, 7(1), 105-123.
- Habermas, J. (1984). The theory of communicative action, Vol. 1: Reason and the rationalization of society. (T. McCarthy, Trans.). Boston, MA: Beacon. (original work published 1981)
- Heikkinen, H. L. T., Huttunen, R., & Syrjälä, L. (2007). Action research as narrative: Five principles for validation. *Educational Action Research*, 15(1), 5-19.
- Hirst, P. H. (1983). Educational theory. In P. H. Hirst (Ed.), *Educational theory and its foundation disciplines* (pp. 3-29). London, UK: Routledge & Kegan Paul.
- Jennings, L. G., & Graham, A. P. (1996). Exposing discourses through action research. In O. Zuber-Skerritt (Ed.), *New directions in action research* (pp. 165-182). London, UK: Falmer.
- Kemmis, S. (1996). Emancipatory aspirations in a postmodern era. In O. Zuber-Skerritt (Ed.), *New directions in action research* (pp. 199-242). London, UK: Falmer.
- Lyotard, J. F. (1984). The postmodern condition: A report on knowledge. (G. Bennington & B. Massumi, Trans.). Minneapolis, MN: University of Minnesota Press. (Original work published 1979)
- Martí, J., & Villasante, T. R. (2009). Quality in action research: Reflections for second-order inquiry. Systemic Practice and Action Research, 22(5), 383-396.
- McMahon, T., & Jefford, E. (2009). Assessing action-research projects within formal academic programmes: Using Elliott's context-related criteria to resolve the rigour versus flexibility dilemma. *Educational Action Research*, 17(3), 359-371.
- McNiff, J., & Whitehead, J. (2009). Doing and writing action research. London, UK: Sage.
- Melrose, M. J. (2001). Maximizing the rigor of action research: Why would you want to? How could you? *Field Methods*, *13*(2), 160-180.
- Newman, S. (1999). Constructing and critiquing reflective practice. Educational Action

Research, 7(1), 145-162.

- O'Connor, D. J. (1973). The nature and scope of educational theory (1). In G. Langford & D. J. O'Connor (Eds.), *New essays in the philosophy of education* (pp. 47-65). London, UK: Routledge & Kegan Paul.
- Reason, P. (2006). Choice and quality in action research practice. *Journal of Management Inquiry*, 15(2), 187-203.
- Saugstade, T. (2002). Educational theory and practice in an Aristotelian perspective. *Scandinavian Journal of Educational Research*, *46*(4), 373-390.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Somekh, B. (2006). *Action research: A methodology for change and development*. London, UK: Open University Press.
- Winter, R. (1996). Some principles and procedures for the conduct of action research. In O. Zuber-Skerritt (Ed.), *New directions in action research* (pp. 13-27). London, UK: Falmer.
- Winter, R. (2002). Truth or fiction: Problems of validity and authenticity in narratives of action research. *Educational Action Research*, *10*(1), 143-154.
- Winter, R., & Badley, G. (2007). Action research and academic writing: A conversation. *Educational Action Research*, 15(2), 253-270.
- Zeni, J. (1998). A guide to ethical issues and action research. *Educational Action Research*, 6(1), 9-19.

☆ 宋杏上的 — 此問題