

參考文獻

- 余民寧、陳柏霖、許嘉家（2010）。教師憂鬱傾向的影響因素之研究。**輔導與諮商學報**，32(2)，73-97。
- [Yu, M. N., Chen P. L., & Syu, J. J. (2010). The study of impact factors on teachers' depression tendencies. *The Journal of Guidance & Counseling*, 32(2), 73-97.]
- 吳璧如（2005）。教師效能感的縱貫性研究：以幼教職前教師為例。**教育與心理研究**，28(3)，383-408。
- [Wu, P. J. (2005). A longitudinal study of early childhood education teachers' sense of efficacy. *Journal of Education & Psychology*, 28(3), 383-408.]
- 李淑靜、王明泉、吳永怡（2009）。花蓮縣國中小資源班教師人格特質與工作壓力之研究。**東臺灣特殊教育學報**，11，101-128。
- [Lee, S. C., Wang, M. C., & Wu, Y. Y. (2009). A study of teachers' personality traits and job stresses on elementary school & junior high school resource room teachers in Hualien county. *Bulletin of Eastern-Taiwan Special Education*, 11, 101-128.]
- 林家五（2006）。認定與認同在組織中的運作歷程：利益關係者理論的觀點。**人力資源管理學報**，6(3)，119-142。
- [Lin, C. W. (2006). The identity and identification process in the organization: Stakeholder theory perspective. *Journal of Human Resource Management*, 6(3), 119-142.]
- 林偉文（2006）。學校創意守門人對創意教學與創造力培育態度與教師創意教學之關係。**教育學刊**，27，69-92。
- [Lin, W. W. (2006). The relationship between the school gatekeepers' attitude to creativity and teachers' creative teaching. *Educational Review*, 27, 69-92.]
- 林碧芳、邱皓政（2008）。創意教學自我效能感量表之編制與相關研究。**教育研究與發展期刊**，4(1)，141-169。
- [Lin, P. F., & Chiou, H. J. (2008). Construction and related study of the inventory of self- efficacy for creative teaching. *Journal of Educational Research and Development*, 4(1), 141-169.]
- 姚如芬（2006）。成長團體之“成長”——小學教師數學教學專業之探究。**科學教育學刊**，14(3)，309-331。
- [Yao, R. F. (2006). Investigation of elementary teachers' professional development in mathematics instruction through — A community “MTGG”. *Chinese Journal of Science Education*, 14(3), 309-331.]
- 徐瑋伶、鄭伯壘（2003）。組織認同認定與企業倫理效益。**應用心理研究**，20，115-138。
- [Hsu, W. L., & Cheng, B. S. (2003). Organizational identity and its application to business ethics: A critical review. *Research in Applied Psychology*, 20, 115-138.]

- 許孟琪、蔡明昌（2009）。國小教師教育信念及其生命態度關係之探討。**教育心理學報**，**41**(1)，91-110。
- [Hsu, M. C., & Tsai, M. C. (2009). A study of the relationship between the educational beliefs and attitude toward life of elementary school teachers. *Bulletin of Educational Psychology*, *41*(1), 91-110.]
- 陳玉樹、胡夢鯨（2008）。任務動機與組織創新氣候對成人教師創意教學表現之影響：階層線性模式分析。**教育心理學報**，**40**(2)，179-198。
- [Chen, Y. S., & Hu, M. C. (2008). The impact of task motivation and organizational innovative climate on adult education teachers' creative teaching performance: an analysis of hierarchical linear modeling. *Bulletin of Educational Psychology*, *40*(2), 179-198.]
- 陳玉樹、莊閔喬（2010）。創意個人認定與組織認同對創意教學表現之影響：多元組織認定的調節效果。**教育政策論壇**，**13**(3)，155-184。
- [Chen, Y. S., & Juang, M. C. (2010). The impact of creative personal identity and organizational identification on creative teaching performance: Moderating effects of multiple organizational identities. *Educational Policy Forum*, *13*(3), 155-184.]
- 陳霞鄒、王振德（2004）。國小資優班教師創造力教學行為之研究。**資優教育研究**，**4**(1)，29-50。
- [Chen, X. Y., & Wang, J. D. (2004). The research on creativity fostering behavior of gifted resource room and regular class teachers in primary schools. *Journal of Gifted Education*, *4*(1), 29-50.]
- 曾崇賢、段曉林、靳知勤（2011）。探究教學的專業成長歷程—以十位國中科學教師的觀點為例。**科學教育學刊**，**19**(2)，143-168。
- [Tseng, C. H., Tuan, H. L., & Chin, C. C. (2011). The process of teachers' inquiry teaching professional development—The perceptions of 10 experienced junior-high science teachers. *Chinese Journal of Science Education*, *19*(2), 143-168.]
- 黃惠君、葉玉珠（2008）。國中教師教學玩興、教學動機、教學快樂感受與創意教學之關係。**教育與心理研究**，**31**(2)，85-118。
- [Huang, H. J., & Yeh, Y. C. (2008). The relationships between playfulness in teaching, motivation of teaching, perceived happiness in teaching and creative teaching among junior high school teachers. *Journal of Education & Psychology*, *31*(2), 85-118.]
- 溫福星（2006）。**階層線性模式：原理、方法與應用**。臺北市：雙葉書廊。
- [Wen, F. H. (2006). *Hierarchical linear modeling: Principles, methods and applications*. Taipei, Taiwan: Shuang Ye Shu Lang.]
- 葉玉珠（2000）。「創造力發展的生態系統模式」及其應用於科技與資訊領域之內涵分析。**教育心理學報**，**32**(1)，95-122。
- [Yeh, Y. C. (2000). "The ecological systems model of creativity development" and its content interpretation in the fields of technology and information. *Bulletin of Educational Psychology*, *32*(1), 95-122.]

- 蕭佳純 (2007)。教師內在動機以及知識分享合作對創意教學行為關聯性之階層線性分析。《當代教育研究》，15(4)，57-92。
- [Hsiao, C. C. (2007). A study for multi-level analysis of teachers' intrinsic motivation, knowledge sharing and cooperation, and creative teaching behavior. *Contemporary Educational Research Quarterly*, 15(4), 57-92.]
- 蕭佳純 (2011)。學校創新氣氛、教師內在動機與教師創意教學表現關聯之研究：多層次調節式中介效果之探討。《當代教育研究》，19(4)，85-125。
- [Hsiao, C. C. (2011). The relationship between schools' climate of creativity, teachers' intrinsic motivation, and teachers' creative teaching performance: A discussion of multilevel moderated mediation. *Contemporary Educational Research Quarterly*, 19(4), 85-125.]
- 謝俊義 (2010)。《HLM 多層次線性分析：理論、方法與實務》。臺北市：鼎茂圖書。
- [Hsieh, J. Y. (2010). *Hierarchical linear modeling: Theory, methods and application*. Taipei, Taiwan: Tingmao Publish Company.]
- Arzi, H. J., & White, R. T. (2008). Change in teachers' knowledge of subject matter: A 17-year longitudinal study. *Science Education*, 92(2), 221-251. doi:10.1002/scs.20239
- Benedek, M., Fink, A., & Neubauer, A. C. (2006). Enhancement of ideational fluency by means of computer-based training. *Creativity Research Journal*, 18(3), 317-328. doi:10.1207/s15326934crj1803_7
- Callero, P. L. (1985). Role-identity salience. *Social Psychology Quarterly*, 48(3), 203-215.
- Cheng, Y. Y., Wang, W. C., Liu, K. S., & Chen, Y. L. (2010). Effects of Association Instruction on Fourth Graders' Poetic Creativity in Taiwan. *Creativity Research Journal*, 22(2), 228-235. doi:10.1080/10400419.2010.481542
- Cramond, B., Matthews-Morgan, J., Bandalos, D., & Zuo, L. (2005). A report on the 40-Year follow-up of the Torrance test of creative thinking: Alive and well in the new millennium. *Gifted Child Quarterly*, 49(4), 283-291. doi:10.1177/001698620504900402
- Cropley, A. J. (1997). Fostering creativity in the classroom: General principles. In M. Runco (Ed.), *Creativity research handbook* (pp. 83-114). Cresskill, NJ: Hampton Press.
- Donche, V., & Van Petegem, P. (2009). The development of learning patterns of student teachers: A cross-sectional and longitudinal study. *Higher Education*, 57(4), 463-475.
- Eysenck, H. J. (1994). Creativity and personality: World association, origence, and psychoticism. *Creativity Research Journal*, 7(2), 209-216. doi:10.1080/10400419409534525
- Farmer, S. M., Tiemey, P., & Kung, K. M. (2003). Employee creativity in Taiwan: An application of role identity theory. *Academy of Management Journal*, 46(5), 618-630. doi:10.2307/30040653

- Feldhuse, J. F. (1995). Creativity: A knowledge base, metacognitive skill, and personality factors. *Journal of Creative Behavior, 29*(4), 255-268. doi:10.1002/j.2162-6057.1995.tb01399.x
- Fitzmaurice, G. M., Laird, N. M., & Ware, J. H. (2004). *Applied longitudinal analysis*. Hoboken, NJ: John Wiley and Sons, Inc.
- Forbes, C. T., & Davis, E. A. (2012). Beginning elementary teachers' beliefs about the use of anchoring questions in science: A longitudinal study. *Science Education, 94*(2), 365-387. doi:10.1002/sc.20370
- Gruber, H. E., & Wallace, D. B. (2001). Creative work: The case of Charles Darwin. *American Psychologist, 61*(4), 346-349.
- Grube, J. A., & Piliavin, J. A. (2000). Role identity, organizational experiences, and volunteer performance. *Personality and Social Psychology Bulletin, 26*(9), 1108-1119. doi:10.1177/01461672002611007
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*, 625-638. doi:10.1111/1467-8624.00301
- Hofer, M., & Grandgenett, N. (2012). Track development in teacher education: A longitudinal study of preservice teachers in a secondary MA Ed. program. *Journal of Research on Technology in Education, 45*(1), 15-21. doi:10.1080/15391523.2012.10782598
- Hughes, J. N., Cavell, T. A., & Jackson, T. (1999). Classroom engagement mediates the effect of teacher-student support on elementary students' peer acceptance: A prospective analysis. *Journal of School Psychology, 43*(6), 465-480. doi:10.1016/j.jsp.2005.10.001
- Hughes, J. N., Cavell, T. A., & Willson, V. (2001). Influence of the teacher-student relationship on childhood conduct problems: A prospective study. *Journal of Clinical Child Psychology, 28*, 173-184. doi:10.1207/s15374424jccp2802_5
- Hughes, J. N., & Kwok, O. M. (2006). Further support for the developmental significance of the quality of the teacher-student relationship. *Journal of School Psychology, 39*, 289-301. doi:10.1016/S0022-4405(01)00074-7
- Hughes, J. N., Luo, W., Kwok, O. M., & Loyd, L. K. (2008). Teacher-student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of Educational Psychology, 100*(1), 1.
- Jan, N. H. (2011). Longitudinal effects of teacher and student perceptions of teacher-student relationship qualities on academic adjustment. *Elementary School Journal, 112*(1), 38-60. doi: 10.1086/660686
- Jauss, K. S., Randel, A. E., & Dionne, S. D. (2007). I am, I think I can, and I do: The role of personal identity, self-efficacy, and cross-application of experiences in creativity at work. *Creativity Research Journal, 19*(2/3), 247-258. doi:10.1080/10400410701397339

- Khourey-Bowers, C., & Simonis, D. G. (2004). Longitudinal study of middle grades chemistry professional development: Enhancement of personal science teaching self-efficacy and outcome expectancy. *Journal of Science Teacher Education, 15*(3), 175-195
- Kosnik, C., Beck, C., Cleovoulou, Y., & Fletcher, T. (2009). Improving teacher education through longitudinal research: How studying our graduates led us to give priority to program planning and vision for teaching. *Studying Teacher Education, 5*(2), 163-175. doi:10.1080/17425960903306880
- Kyriakides, L., & Creemers, B. P. M. (2008). A longitudinal study on the stability over time of school and teacher effects on student outcomes. *Oxford Review of Education, 34*(5), 521-545. doi:10.1080/03054980701782064
- Leflot, G., van Lier, P. A., Verschuere, K., Onghena, P., & Colpin, H. (2011). Transactional associations among teacher support, peer social preference, and child externalizing behavior: A for-wave longitudinal study. *Journal of Clinical Child & Adolescent Psychology, 40*(1), 87-99.
- Ma, H. (2006). A synthetic analysis of the effectiveness of single components and packages in creativity training programs. *Creativity Research Journal, 18*(4), 435-446.
- Makus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology, 38*, 299-337. doi:10.1146/annurev.ps.38.020187.001503
- Osburn, H. K., & Mumford, M. D. (2006). Creativity and Planning: Training interventions to develop creative problem-solving skills. *Creativity Research Journal, 18*(2), 173-190.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students*. San Francisco, CA: Jossey-Bass.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879-903. doi:10.1037/0021-9010.88.5.879
- Rejskind, G. (2000). TAG teacher: Only the creative need apply. *Roeper Review, 22*, 153-157. doi:10.1080/02783190009554023
- Riley, A., & Burke, P. J. (1995). Identities and self-verification in the small group. *Social Psychology Quarterly, 58*, 61-73.
- Scott, S. G., & Bruce, R. A. (1994). Determinants of innovation behavior: A path model of individual innovation in the workplace. *Academy of Management Journal, 43*, 313-332. doi:10.2307/256701
- Soh, K. C. (2000). Indexing creativity fostering teacher behavior: A preliminary validation study. *Journal of Creative Behavior, 34*(2), 118-134. doi:10.1002/j.2162-6057.2000.tb01205.x
- Sternberg, R. J. (2000). Identifying and development creative giftedness. *Roeper Review, 23*(2), 60-64. doi:10.1080/02783190009554067

- Şükran, T. (2011). Pre-service primary education teachers' changing attitudes towards teaching: A longitudinal study. *European Journal of Teacher Education*, 34(1), 81-97. doi:10.1080/02619768.2010.534130
- Swars, S. L., Smith, S. Z., Smith, M. E., & Hart, L. C. (2009). A longitudinal study of effects of a developmental teacher preparation program on elementary prospective teachers' mathematics beliefs. *Journal of Mathematics Teacher Education*, 12(1), 47-66.
- Timberlake, P. (1982). Fifteen ways to cultivate creativity in your classroom. *Children Education*, 9, 19-21.
- Walker, R. J. (2008). Twelve characteristics of an effective teacher. *Educational Horizons*, 87(1), 61-68.