參考文獻

李孟峰、連廷嘉（2010）。「攜手計畫－課後輔助方案」實施歷程與成效之研究。**教育實踐與研究，23**(1)，115-144。

[Li, M. F., & Lien, T. C. (2010). A study of implementation process and results of the "Hand-in-Hand" project: Education support for disadvantaged child. *Journal of Educational Practice and Research*, *23*(1), 115-144.]

林寶山（1998）。**教學論：理論與方法**。臺北市：五南。

[Lin, B. S. (1998). *Teaching theory: Theory and method.* Taipei, Taiwan: Wunan.]

徐偉民（2011a）。數學課程實施：一位國小資深教師的個案研究。**科學教育學刊，19**(2)，101-122。

[Hsu, W. M. (2011a). A case study: How did an experienced teacher implement mathematics curriculum in her classroom? *Chinese Journal of Science Education*, *19*(2), 101-122.]

徐偉民（2011b）。三位六年級教師數學課程實施之比較。**教育研究集刊，57**(2)，85-120。

[Hsu, W. M. (2011b). The implementation of mathematics curriculum: A case study of three sixth-grade teachers. *Bulletin of Educational Research*, *57*(2), 85-120.]

徐偉民（2011c）。**把數學學習弱勢的孩子帶上來：學校本位國小數學補救教學模組的開發與應用－國小中年級數學補救教學模組的開發與應用。**行政院國科會科學委員會專題研究（計畫編號：NSC 99-2511-S-153-013），桃園市，中原大學。

[Hsu, W. M. (2011c). *Development and application of remedial instruction module of mathematics on third and fourth grades of elementary school*. Taoyuan, Taiwan: Chung Yuan Christian University] (NSC 99-2511-S-153-013).

徐偉民（2013）。國小教師數學教科書使用之初探。**科學教育學刊，21**(1)，25-48。

[Hsu, W. M. (2013). An exploratory study of mathematics textbook use by elementary school teachers. *Chinese Journal of Science Education*, *21*(1), 25-48. doi：10.6173/CJSE.2013.2101.02]

教育部（2003）。**國民中小學九年一貫課程綱要：數學學習領域**。臺北市：教育部。

[Ministry of Education. (2003). *The learning domain of mathematics of grade 1-9 curriculum guidelines.* Taipei, Taiwan: Ministry of Education.]

教育部（2007）。**教育部辦理攜手計畫課後扶助補助要點**。取自 http://www.edu.tw/EDU_WEB/WEB/EJE/index.php。

[Ministry of Education. (2007). *Principals of financial support for school implementing After-School Alternative Program.* Retrieved from http://www.edu.tw/EDU_WEB/WEB/EJE/index.php]

教育部（2008）。**「97 年攜手計畫擴大辦理受惠人數突破 20 萬人次近 3 千校開辦比率達 86% 對象擴及單親及隔代教養子女」**。取自 http://www.edu.tw/eje/news.aspx?news_sn=1692&pages=7&site_content_sn=4414

[Ministry of Education. (2008). *There are about 3000 schools and 200000 students participated in 2008 After-School Alternative Program.* http://www.edu.tw/eje/news.aspx?news_sn=1692&pages=7&site_content_ sn=4414]

翁福元、黃彥超、陳正專（2009）。「攜手計畫－課後扶助」政策評析：正義與均等之觀點。載於國立臺南大學舉辦之**「2009 年教育部攜手計畫課後扶助『提升弱勢兒童學習之課程與教學』研討會」論文集**（頁 19-36），臺南市。

[Weng, F. Y., Huang, Y. C., & Chen, C. C. (2009). Evaluation on policy of "After-School Alternative Program": Perspectives on justice and equity. *2009 Conference proceedings of After-School Alternative Program for improving disadvantage children learning*, 19-36. Tainan, Taiwan: National Tainan University.]

陳淑麗（2008）。國小弱勢學生課業輔導現況調查之研究。**臺東大學教育學報，19**(1)，1-32。

[Chen, S. L. (2008). The status quo of after-school academic assistance in Taiwan's elementary schools. *NTTU Educational Research Journal*, *19*(1), 1-32.]

陳淑麗、熊同鑫（2007）。臺東地區弱勢國中學生課輔現況與困境之探究。**教育資料與研究，76**，128-130。

[Chen, S. L., & Hsiung, T. H. (2007). A survey of ways and needs of remedial program for disadvantage junior high schools' students on Taitung. *Journal of Educational Resources and Research*, *76*, 128-130.]

張新仁（2001）。實施補救教學之課程與教學設計。**教育學刊，17**，85-106。

[Chang, S. J. (2008). Effective remedial programs and instruction. *Educational Review*, *17*, 85-106.]

張嘉寧（2007）。**國民中學實施「攜手計畫課後扶助」方案成效之研究**（未出版之碩士論文）。嘉義縣，國立嘉義大學。

[Chang, J. N. (2007). *The effectiveness of After-School Alternative Program implementation on junior high schools* (Unpublished master thesis). National Chiayi University, Chiayi, Taiwan.]

曾昱螢（2009）。**國民小學實施「攜手計畫－課後扶助」之研究：以中南部某縣市為例**（未出版之碩士論文）。嘉義縣，國立嘉義大學。

[Tseng, Y. Y. (2008). *A study on program implementation of After-School Alternative Program in elementary schools: Using an example in south central region of Taiwan* (Unpublished master thesis). National Chiayi University, Chiayi, Taiwan.]

傅正敏（2009）。**桃園縣國民小學實施攜手計畫學習滿意度與學習成效關係之研究**（未出版之碩士論文）。桃園市，中原大學。

[Fu, C. M. (2009). *A study on the relationship between learning satisfaction and learning effectiveness of After-School Alternative Program in Taoyuan elementary schools* (Unpublished master thesis). Chung Yuan Christian University, Taoyuan, Taiwan.]

劉瑞珠（2009）。新竹縣攜手計畫課後扶助方案學生學習情形之研究。載於國立臺南大學舉辦之**「2009 年教育部攜手計畫課後扶助『提升弱勢兒童學習之課程與教學』研討會」論文集**（頁 53-81），臺南市。

[Liu, J. C. (2009). Students' learning performance on After-School Alternative program of Hsinchu. *2009 Conference proceedings of After-School Alternative Program for improving disadvantage children learning*, 53-81. Tainan, Taiwan: National Tainan University.]

鄭鈴華、吳昭容（2013）。與八年級課程同步實施的數學補救教學：成效與反思。**臺東大學教育學報，24**(2)，1-31。

[Cheng, L. H., & Wu, C. J. (2013). Remedial mathematics teaching incorporated in eighth-grade courses: Effectiveness and reflection. *NTTU Educational Research Journal*, *24*(2), 1-31.]

盧威志（2008）。「攜手計畫課後扶助」之政策過程與執行評析。**學校行政雙月刊，56**，140-154。

[Lu, U. C. (2008). The analysis of policy process on "Collaboration Plan: Supplemental Educational Services". *School Administrators Research Association*, *56*, 140-154.]

羅玉霞（2009）。「攜手計畫課後扶助」方案實施現況與成效分析。載於國立臺南大學舉辦之**「2009 年教育部攜手計畫課後扶助『提升弱勢兒童學習之課程與教學』研討會」論文集**（頁 123-154），臺南市。

[Lo, Y. H. (2009). Analysis of implementation and effectiveness of "After-School Alternative Program". *2009 Conference proceedings of After-School Alternative Program for improving disadvantage children learning*, 123-154. Tainan, Taiwan: National Tainan University.]

Anderson, C. W. (2003). How can schools support teaching for understanding in mathematics and science? In A. Gamoran et al. (Eds.), *Transforming teaching in math and science: How schools and districts can support change* (pp. 3-21). New York, NY: Teachers College.

Artzt, A., & Armour-Thomas, E. (2002). *Becoming a reflective mathematics teacher: A guide for observations and self-assessment.* Mahwah, NJ: Lawrence Erlbaum.

Doabler, C. T., Fien, H., Nelson-Walker, N. J., & Baker, S. K. (2012). Evaluating three elementary mathematics programs for presence of eight research-based instructional design principles. *Learning Disabilities Quarterly*, *35*(4), 200-211. doi: 10.1177/0731948712438557

Ernest, P. (1998). A postmodern perspective on research in mathematics education. In Sierpinska, A & Kilpatrick, J. (Eds.), *Mathematics education as a research domain: A search for identify* (pp. 71-85), Dordrecht, Netherlands: Kluwer Academic Publishers. doi: 10.1007/978-94-011-5190-0_4

Feldman, A. (2003). Mathematics instruction: Cognitive, affective, and existential perspectives. In J. M. Royer (Ed.), *Mathematical cognition* (pp. 147-174). Greenwich, CT: Information Age.

Fuchs, L. S., Powell, S. R., Seethaler, P. M., Fuchs, D., Hamlett, C. L., Cirino, P. T., & Flecher, J. M. (2010). A framework for remediating number combination deficits. *Exceptional Children*, *76*, 135-156.

Fuson, K. C. et al. (2000). Blending the best of the twentieth century to achieve a mathematics equity pedagogy in the twenty-first century. In M. J. Burke & F. R. Curcio (Eds.), *Learning mathematics for a new century* (pp. 197-212). Reston, VA: NCTM.

Gersten, R., Chard, D. J., Jayanthi, M., Baker, S. K., Morphy, P., & Flojo, J. (2009). Mathematics instruction for students with learning disabilities: A meta-analysis of instructional components. *Review of Educational Research*, *79*(3), 1202-1242. doi: 10.3102/0034654309334431

Gersten, R., Jordan, N. C., & Flojo, J. R. (2005). Early identification and interventions for students with mathematics disabilities. *Journal of Learning Disabilities*, *38*, 293-304. doi: 10.1177/00222194050380040301

Grouws, D., Smith, M., & Sztajn, P. (2004). The preparation and teaching practice of U.S. Mathematics teachers: Grades 4 and 8. In P. Kloosterman & F. Lester (Eds.), *The 1990 through 2000 mathematics assessments of the national assessment of educational progress: Results and interpretations* (pp. 221-269). Reston, VA: NCTM

Gutstein, E. (2003). Teaching and learning mathematics for social justice in an urban Latino school. *Journal for Research in Mathematics Education*, *34*(1), 37-73.

Henningsen, M., & Stein, M. K. (1997). Mathematical tasks and student cognition: Classroom-based factors that support and inhabit high-level mathematical thinking and reasoning. *Journal for Research in Mathematics Education, 28*(5), 524-549.

Hiebert, J., & Grouws, D. A. (2007). The effects of classroom mathematics teaching on students' learning. In F. K. Lester, Jr. (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 371-404). Charlotte, NC: Information Age.

Huang, T. H., Liu, Y. C., & Chang, H. C. (2012). Learning achievement in solving word-based mathematical questions through a computer-assisted learning system. *Educational Technology & Society*, *15*(1), 248-259.

Kilpatrick, J., Swafford, J., & Findell, B. (2001). *Adding it up: Helping children learn mathematics.* Washington DC: Mathematics Learning Study Committee.

Kroesbergen, E., Van Luit, J., & Maas, C. (2004). Effectiveness of explicit and constructivist mathematics instruction for low-achieving students in the Netherlands. *The Elementary School Journal*, *104*, 233-252.

Leh, J. M., & Jitendra, A. K. (2012). Effects of computer-madiated versus teacher-mediated instruction on the mathematical word problem-solving performance of third-grade students with mathematical difficulities. *Learning Disabilities Quarterly*, *36*(2), 68-79. doi: 10.1177/0731948712461447

Lin, C. H., Liu, Z. F., Chen, Y. L., Liou, P. Y., Chang, M., Wu, C. H., & Yuan, S. Y. (2013). Game-based remedial instruction in mastery learning for upper-primary schools students. *Educational Technology & Society*, *16*(2), 271-281.

Lloyd, G. (2008). Curriculum use while learning to teach: One student teacher's appropriation of mathematics curriculum materials. *Journal for Research in Mathematics Education*, *39*(1), 63-94.

Mong, M. D., & Mong, K. W. (2010). Efficacy of two mathematics interventions for enhancing fluency with elementary students. *Journal of Behavioral Education*, *19*(4), 273-288. doi: 10.1007/s10864-010-9114-5

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics.* Reston, VA: NCTM.

Piper, L., Marchand-Martella, N, & Martella, R. (2010). Use of explicit instruction and double-dosing to teach ratio, propositions, and percentages to at-risk middle school students. *Journal of At-Risk Issues*, *15*(1), 9-17.

Remillard, J. & Bryans, M. (2004). Teachers' orientations toward mathematics curriculum materials: Implications for teacher learning. *Journal for Research in Mathematics Education*, *35*(5), 352-388.

Remillard, J. (2005). Examining key concepts in research on teachers' use of mathematics curricular. *Review of Educational Research*, *75*(2), 211-246. doi: 10.3102/00346543075002211

Rodriguez, A. J. (2005). Teachers' resistance to ideological and pedagogical change. In A. J. Rodriguez & R. S. Kitchen (Eds.), *Preparing Mathematics and science teachers for diverse classrooms* (pp. 1-16). Mahwah, NJ: Lawrence Erlbaum.

Shih, S. C., Kuo, B. C., & Liu, Y. L. (2012). Adaptively ubiquitous learning in campus math path. *Educational Technology & Society*, *15*(2), 298-308.

Stein, M., Remillard, J., & Smith M. (2007). How curriculum influences student learning. In Frank K. Lester, Jr. (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 319-369). Charlotte, NC: Information Age.

Tarr, J., Reys, R., Reys, B., Chavez, O., Shih, J., & Osterlind, S. (2008). The impact of middle-grades mathematics curricula and the classroom learning environment on student achievement. *Journal for Research in Mathematics Education*, *39*(3), 247-280.