

師資生整合社會情緒學習 (SEL) 於綜合活動領域的課程設計歷程之行動研究

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摘要

隨著國際教育趨勢與臺灣十二年國教對社會情緒學習 (SEL) 的重視，如何將其抽象理念轉化為可操作的課程設計，已成為師資培育的重要課題。本研究旨在探討師資生於綜合活動領域中，如何運用 SEL 五大核心要素 (自我覺察、自我管理、社會覺察、人際關係技巧、負責任的決定) 發展素養導向教案，並分析其專業知能之發展。本研究採行動研究法，以南部地區某國立大學5位師資生為研究參與者，並邀請實務現場教師及學者專家擔任課程教案設計成果的審查者與諮詢顧問；並透過多循環之設計、實踐與行動反思歷程，探究以下問題：(1) SEL 要素如何轉化為具體之教學策略？

(2) 師資生在整合歷程中面臨之挑戰為何？(3) 透過反思與指導，教案設計之修正與專業知能如何演進？初步研究結論如下：(1) 轉化策略之具體化：師資生主要透過「人際衝突情境」作為教學脈絡，將抽象的 SEL 要素轉化為「角色扮演」、「觀點取替」與「情緒辨識」等可操作之教學策略，其中以「自我覺察」與「人際關係技巧」的活動設計最為具體且成熟。(2) 設計歷程之關鍵挑戰：師資生在整合歷程中面臨之瓶頸主要在於「概念具象化」的困難，特別是在設計「自我管理」與「負責任的決定」時，易偏向規範性的指令傳達，較難轉化為引發學生內省與主動決策的教學活動。(3) 教案修正與知能演進：透過行動研究的循環反思，教案設計呈現從「單一活動的拼湊」轉向「脈絡化情境教學」的演進趨勢。師資生在指導教師回饋下，能逐步修正教學目標與 SEL 要素的對應關係，展現出從理論理解到實踐轉化的專業知能成長。本研究之創新與貢獻在於：具體呈現師資生轉化 SEL 理念之調適策略，並歸納出有效的教案設計路徑，提供師資培育與綜合活動領域實務之參考依據。

關鍵字：社會情緒學習、綜合領域、課程設計、師資生

An Action Research on the Curriculum Design Process of Pre-service Teachers Integrating Social and Emotional Learning (SEL) into the Integrated Activities Field

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Abstract

With the increasing emphasis on Social and Emotional Learning (SEL) within international educational trends and Taiwan's 12-Year Basic Education, translating abstract SEL concepts into operable curriculum designs has become a critical issue in teacher education. This study aims to explore how pre-service teachers utilize the five core competencies of SEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) to develop competency-oriented lesson plans in the "Integrated Activities" field, while analyzing the development of their professional knowledge.

Adopting an action research methodology, this study involved five pre-service teachers from a national university in southern Taiwan as participants. In-service teachers and academic experts were invited to serve as reviewers and consultants for the curriculum design outcomes. Through multiple cycles of design, implementation, and reflection, the study investigated: (1) how SEL elements are translated into concrete instructional strategies; (2) the challenges faced by pre-service teachers during the integration process; and (3) the evolution of lesson plan modifications and professional knowledge through reflection and guidance.

The preliminary findings are as follows: **(1) Concretization of translation strategies:** Pre-service teachers primarily used "interpersonal conflict" as the instructional context to transform abstract SEL elements into operable strategies such as role-playing, perspective-taking, and emotion recognition. Designs for "self-awareness" and "relationship skills" were found to be the most concrete and mature. **(2) Key challenges in the design process:** The primary bottleneck lay in the difficulty of "concept concretization." Particularly when designing for "self-management" and "responsible decision-making," pre-service teachers tended to rely on normative instructions rather than instructional activities that trigger student introspection and autonomous decision-making. **(3) Evolution of lesson plans and professional knowledge:** Through cyclical reflection, curriculum design shifted from "piecing together isolated activities" toward "contextualized situational teaching." Under the guidance of faculty feedback, pre-service teachers gradually refined the alignment between instructional objectives and SEL elements, demonstrating professional growth in bridging theory and practice.

The innovation and contribution of this study lie in presenting the adaptation strategies used by pre-service teachers to transform SEL concepts and identifying effective curriculum design pathways, providing a practical reference for teacher education and the Integrated Activities field.

Keywords: Social and Emotional Learning (SEL), Integrated Activities Field, Curriculum Design, Pre-service Teachers