

摘要

社會情緒學習為當代公民必備之素養，設計良好的課程能提昇素養之學習。本研究以質量混合的研究方法，於北部地區國中八年級生為教學對象，連續九週實施於視覺藝術課程，以情緒主題繪本引導學生創作象徵性情緒故事，探討社會情緒學習之成效。課程實施前與後以「社會情緒學習量表」施測，並以相依樣本 t 檢定進行分析，結果顯示學生在學習之後更理解社會情緒學習概念。質性探究由多元資料分析學習成效，篩選 11 位前、後測分數差異最大的學生進行訪談，結果發現學生能認識情緒種類但自我情緒覺察有限，合作學習幫助學生更理解同理共感與人際溝通力，學生過去的繪本閱讀經驗影響學習成效，多數學生因喜愛繪本創作而投入學習，但情緒學習效果具個別差異。研究結果顯示本課程具有成效，能提供對社會情緒學習為主題的跨領域教學有興趣之藝術教育與相關研究者參考。

關鍵詞：社會情緒學習、國中生、繪本創作

Abstract

Identifying and managing emotions are essential life competencies in modern society, highlighting the importance of Social-Emotional Learning (SEL). Well-designed curricula can help strengthen these skills. This study aimed to explore the effectiveness of SEL by guiding students to create symbolic emotional stories through emotion-themed picture books. Adopting a mixed-methods approach, the study targeted eighth-grade students at a junior high school in northern Taiwan. Over the course of nine weeks, the SEL-based picture book creation program was integrated into the art curriculum. Pre- and post-course assessments were conducted using the "Social-Emotional Learning Scale," and paired-sample t -tests to analyze the results. The findings revealed great improvement in students' understanding of SEL concepts after completing the course. Qualitative analysis was conducted through multiple data sources to evaluate learning outcomes. Eleven students with the significant differences between pre- and post-test scores were selected for interviews. The qualitative findings indicated that students were able to recognize different types of emotions but had limited self-awareness. Collaborative learning enhances empathy and interpersonal communication skill. Students showed strong engagement due to their interest in creating emotion-themed picture books; however, the effectiveness of emotional learning varied among individuals. Additionally, past experiences with reading picture books influenced learning outcomes. The results of this study offer valuable insights for art educators interested in interdisciplinary teaching with a focus on social-emotional learning.

Keywords: Social-Emotional Learning, junior high school students, picture book creation