

摘要

資優生領導才能的培育一直為學校辦理資優教育的重要工作之一。而過去研究指出，探索教育有增進人際關係與團隊信任、培養自信心與自我成長的效能。研究者依其理念設計成教學方案，將其運用在學校資優生領導才能訓練。本研究目的即在探討實施「探索教育活動方案」對國中資優班學生領導才能與情緒智力之影響及了解師生的回饋反應。而研究結果可作為實施「探索教育活動方案」為國中資優生領導才能訓練培育課程的準則。

本研究採用實驗研究法，以「探索教育活動方案」為自變項，而領導才能、情緒智力為依變項，並以臺北縣二所國中八年級資優生計 60 人為研究對象。主要的分析結果如下：1.「探索教育活動方案」可以提升國中資優生的領導才能；2.「探索教育活動方案」可以提升國中資優生的情緒智力。另外從實驗結束後的師生訪談紀錄也可以發現：1.師生對探索教育活動方案的整體感受是為正面的；2.具好玩、新奇、合作性、挑戰性高的探索教育活動受學生的喜愛；3.「探索教育活動方案」也可以提升學生的包容力、自信心、思考能力及反應等；4.受試同學覺得「探索教育活動方案」所得的經驗對未來的團體生活會有幫助。

關鍵字：國中資優生、領導才能、情緒智力、探索教育活動方案

Abstract

To foster the leadership skills of the gifted and talented students is always one of the important works within the gifted and talented education program. Previous literatures indicate that the implementation of the adventure education program could enhance ability to deal with interpersonal relationships, team trust, self-confidence and self accomplishment. Based on this theory, researcher designed a program which was applied to examine the leadership skills of the gifted and talented students.

The objective of this research is not only to explore how the effectiveness of the adventure education program on the leadership skills and emotional intelligence of the gifted and talented students, but also to further understand how the teachers and the students respond to this program.

The results could be a guideline to foster the leadership skills of the gifted and talented students in junior high school. This research was examined by the experiment. The independent variable is the adventure education program and the dependent variables are leadership skills and emotional intelligence.

Participants consisted of 60 gifted and talented students from two different junior high schools in Taipei County. The following results from experiment were obtained: 1.The adventure education program enhances the leadership skills of the gifted and talented students. 2. The adventure education program enhances emotional intelligence of the gifted and talented students. Furthermore, the results from the records of interview indicate that 1.the adventure education program was perceived as positive. 2.the students and the teachers like the novel and challenging adventure education program with the characteristics of interest and cooperation. 3.the adventure education program enhance the ability to tolerate, think, self-confidence and reaction. 4.the experience of taking this program could help these students positively face the future group life

Key words: the gifted and talented students in junior high school, Leadership, emotional intelligence, adventure education program.