

符碧真 教授

學歷

1. 國立政治大學教育系學士
2. 國立政治大學教育研究所碩士
3. 美國加州大學洛杉磯分校 (UCLA) Ph.D in Education (教育政策分析)

經歷

1. 公務人員高等考試教育行政類科證書
2. 行政院社會科學人員留職留薪公費出國進修博士學位
3. 國立台灣科學教育館幹事
4. 教育部中等教育司專員
5. 本校師資培育中心副教授
6. 本校師資培育中心教授兼主任
7. 本校師資培育中心教授兼教學發展中心規劃研究組組長

開授課程 (含各科教學目標)

1. 教學原理：認識教學的基本理論與原理，瞭解學生學習的迷失概念，並學習如何規劃教學活動，使學生的學習成為有意義的學習。
2. 教育社會學：瞭解教育社會學的基本理論，並用以分析教育與社會的關係 (鉅觀)，及教室內師生互動情形 (微觀)。
3. 閱讀理解策略：針對我國學生多次在PIRLS及PISA國際閱讀競賽表現欠佳，探討原因何在以及如何提升學生閱讀能力的策略。
4. 教育議題專題：針對當前重要教育議題，探討Why?(為什麼會成為爭議性議題?) What?(問題癥結何在?) How?(第一線教師該如何因應?)

研究興趣

1. 儒家文化社會教育觀：學生學習觀、教師教學觀、家長教養觀
2. 師資培育研究

榮譽

1. 88 學年度國科會甲種研究獎勵
2. 95 年教育部師資培育典範獎
3. 88 學年度本校教學優良教師
4. 96 學年度本校教學優良教師
5. 97, 98, 99 學年度本校特聘教授

歷年研究著作

A. 經評審委員審查之學術期刊論文 (Refereed papers)

1. 英文論文

- (1) **Fwu, B. J.**, Wang, H. H., Chen, S. W., & Wei, C. F. (2015). Effort counts and goals matter: The effects of effort and achievement goals on moral image, approval, and disapproval in a Chinese cultural context. In R. B. King & A. B. I. Bernardo (Eds.), *Psychology of Asian Learners: A Festschrift in Honor of David Watkins*. Singapore: Springer Asia. [科技部：MOST 103-2410-H-002-086 -MY2]
- (2) **Fwu, B. J.**, Wei, C. F., Chen, S. W., & Wang, H. H.* (2014). Effort counts: The moral significance of effort in the patterns of credit assignment on math learning in the Confucian cultural context. *International Journal of Educational Development*, 39, 167-172. 【SSCI 期刊】 [科技部：MOST 101-2410-H-002-043-MY2]
- (3) Wang, H. H. & **Fwu, B. J.** (2014). Once hired, seldom gone: The deliberation process of beginning teachers in Taiwan in deciding to stay in teaching. *Teaching and Teacher Education*, 37, 108-118. 【SSCI 期刊】
- (4) **Fwu, B. J.** & Wang, H. H. (2012). Bridging the gap between and beyond school science through collaboration: Promoting science teachers' professional development through diversity and equal partnership. *The Asia-Pacific Education Researcher*, 21(3), 464-473. (SSCI 期刊)
- (5) Chen, S. W., Wang, H. H., Wei, C. F., **Fwu, B. J.**, & Hwang, K. K. (2009). Taiwanese students' self-attributions for two types of achievement goals. *The Journal of Social Psychology*, 149(2), 179-193. 【SSCI 期刊】
- (6) **Fwu, B. J.** & Wang, H. H. (2008). Leadership preparation in the US and Taiwan: Professional versus experience models. 教育研究集刊, 54(2), 65-91. 【TSSCI 期刊】 [國科會：NSC-91-2413-H-002-005].
- (7) Wang, H. H. & **Fwu, B. J.** (2007). In pursuit of teacher quality in diversity: A study of the selection mechanisms of new secondary teacher education programs in Taiwan. *International Journal of Educational Development*, 27, 161-181. 【SSCI 期刊】 [國科會：NSC-92-2511-S-002-007]
- (8) **Fwu, B. J.** & Wang, H. H. (2006). Practice makes perfect on the blackboard: A cultural analysis of mathematics instructional patterns in Taiwan. *International Review of Mathematical Education (Zentralblatt für Didaktik der Mathematik (ZDM))*. 38(5), 368-375. [國科會：NSC 90-2511-S-002-023]

- (9) **Fwu, B. J.** & Wang, H. H. (2002, May). The social status of teachers in Taiwan. *Comparative Education*, 38 (2). 211-224. 【SSCI 期刊】
- (10) **Fwu, B. J.** & Wang, H. H. (2002, March). From uniformity to diversification: Transformation of teacher education in pursuit of teacher quality in Taiwan from 1949 to 2000. *International Journal of Educational Development*, 22(2), pp.155-167. 【SSCI 期刊】
- (11) Wang, H. H. & **Fwu, B. J.** (2002). 'A back-up choice' or not? Pre-service graduate students' views of choosing teaching as a career in Taiwan. *International Education Journal*, 3(1). pp. 33-46.
- (12) **Fwu, B. J.** & Wang, H. H. (2001). Jade's transformation: A case study of teacher professional development in Taiwan. *International Education Journal*, 2(5). (NSC 87-2511-S-002-022)
- (13) Wang, H. H. & **Fwu, B. J.** (2001). Why Teach? The motivation and commitment of graduate students of a teacher education program in a research-oriented university. *Proceedings of the National Science Council, Part C: Humanities and Social Science*, 11(4), pp.390-400. 【TSSCI 期刊】

2. 中文論文

- (1) **符碧真**(2013). 另類學術：教與學的學術. *教育政策論壇*, 16 (1), 69-101. 【TSSCI 期刊】
- (2) 黃源河、**符碧真*** (2011). 揭開日本學生傑出表現背後的秘密：教學研究. *教育科學研究期刊*, 56 (4), 69-97. 【TSSCI 期刊】
- (3) 黃源河、**符碧真*** (2010). 芬蘭師資培育：研究為基礎的派典與課程實踐. *教育研究集刊*, 56 (3), 105-137. 【TSSCI 期刊】
- (4) **符碧真**、黃源河(2010). 打造「知識歐洲」的師資培育：對我國的啟示. *教育研究與發展期刊*, 6(1), 1-20.
- (5) 黃源河、**符碧真*** (2009). 一樣軌跡兩樣情：美國與我國師資培育機構轉型與教師質量之比較. *教育科學研究期刊*, 54 (4), 171-200.【TSSCI 期刊】
- (6) **符碧真**、王秀槐(2006). 美、英、德高等教育之比較研究及對我國高等教育之啟示. *通識教育季刊*, 2(12), 1-26.
- (7)**符碧真**(2006).美國與台灣研究型大學普通教育之比較研究.復旦教育論壇

(Fudan Education Forum). 上海：復旦大學 19, 14-19.

- (8) 符碧真(2001). 教師與醫師專業化之比較研究—職前教育. *研究彙刊：人文及社會科學類(國科會)* 11(3), 292-300. 【TSSCI 期刊】
- (9) 符碧真(2000). 從美國醫學教育之歷史發展論師資培育之專業化. *研究彙刊：人文及社會科學類(國科會)* 10(3), 378-402. 【TSSCI 期刊】
- (10) 符碧真(2000). 教育擴張對入學機會均等影響之研究. *教育研究集刊(國立台灣師範大學教育研究所)* 44, 201-224. 【TSSCI 期刊】
- (11) 符碧真(2000). 我國新制教育實習制度實施現況與成效評估初探. 八十八學年度師範校院教育學術論文集.
- (12) 符碧真(1999). 誰來當老師？—我國教師組成結構長期變化之研究. *研究彙刊：人文及社會科學類(國科會)* 9(3), 377-397. 【TSSCI 期刊】
- (13) 符碧真(1999). 從美國教育券之實施論我國教育券政策. *教育研究集刊(國立台灣師範大學教育研究所)* 42, 203-231. 【TSSCI 期刊】
- (14) 符碧真(1995). 師資培育法公佈施行後的幾點迷失. *教育研究資訊(國立台灣師範大學教育研究所)* 3(2), 129-138.

B. 學術會議論文 (Conference full papers)

- (1) Fwu, B. J., Wei, C. F., & Chen, S. W. (2015, August 19-22). *The double-edged sword of effort in academic achievement in the Confucian context*. Paper to be presented at the 11th Asian Association of Social Psychology, Cebu, Philippine.
- (2) 符碧真 (2014, 12, 20). 十二年國教下的師資職前教育專業課程：以教學研究破除迷思概念。發表於多元卓越師資培育研討會。中華民國師資培育發展促進會，台中東海大學。
- (3) Fwu, B. J., Wei, C. F., & Chen, S. W. (2014, Sep 26-28). *Academic achievement and adolescent's social acceptance in a Confucian society*. Paper presented at the 6th International Asian Association of Indigenous and Cultural Psychology Conference, Taipei, Taiwan.
- (4) Fwu, B. J., Wei, C. F., & Chen, S. W. (2014, July 8-13). *The differences between parental and children's perceptions about friend-making in school in a Confucian society*. Paper presented at the 28th International Congress of Applied Psychology, Paris, France.

- (5) **Fwu, B. J.** & Wei, C. F. (2013, August 21-24). *The trapping effect of effort for low-achieving students: The dilemma of “feeling sad” and “being bad” in academic pursuits in a Confucian society.* Paper presented at the 10th Asian Association of Social Psychology, Yogyakarta, Indonesia.
- (6) **Fwu, B. J.** & Wei, C. F. (2011, July 28-31). *Achievement goal counts and outcome matters: Peer popularity and parental acceptance in a Chinese society.* Paper presented at the 9th Asian Association of Social Psychology, Kumin, China.
- (7) **Fwu, B. J.** (2010, July 11-16). *Effort counts and achievement goal matters: Patterns of credit and blame in pursuit of achievement in a Chinese society.* Paper presented at 27th International Congress of Applied Psychology, Melbourne, Australia.
- (8) **Fwu, B. J.** (2009, July 7-10). *How to motivate Chinese students to participate in class?--A cultural analysis of answering questions in class.* Paper presented at the 11th European Congress of Psychology, Oslo, Norway.
- (9) **Fwu, B. J.** (2008, July 20-25). *Why Taiwanese students are always quiet in class?* Paper presented at the XXIX International Congress of Psychology, Berlin, Germany.
- (10) **Fwu, B. J.**, Wang, H. H. & Chiang, B. H. (2007, Dec 5-7). *The world comes in and the university goes out: The strategies for internationalization of National Taiwan University.* Proceedings of Association of Southeast Asian Institutions of Higher Learning (ASAIHL). Perth, Australia: Curtin University of Technology, pp.91-101.
- (11) **Fwu, B. J.** (2007, July 25-28). *Effort counts and domain matters: Patterns of credits assigned to success in different domains of learning in a Chinese cultural context.* Paper presented at the 7th Asian Association of Social Psychology, Sabah, and Malaysia.
- (12) **Fwu, B. J.**, Wang, H. H. & Hwang, Y. H. (2006, April 7-11). *Patterns of credit and blame for academic achievement in the Chinese cultural context.* Paper presented at the 2006 Annual Meeting of American Educational Research Association, San Francisco, U.S.A.
- (13) Wang, H. H. & **Fwu, B. J.** (2005, April 13-17). *“Testing the waters” in science teaching: Graduate-level science intern teachers’ intentions to pursue teaching*

as a career. Paper presented at the 2005 Annual Meeting of American Educational Research Association, Montreal, Canada.

- (14) **Fwu, B. J.** (2005, April 2 – April 5). *Underachievers are trapped in pursuit of academic success in the Chinese culture*. Paper presented at the 6th Asian Association of Social Psychology, Victoria University of Wellington, Wellington, New Zealand.
- (15) **Fwu, B. J.** (2003, July 29 - August 1). *Effort & performance: Positive duty of student learning in the Chinese society*. Paper presented at the 5th Asian Association of Social Psychology, EDSA-Shangri-la Hotel, Manila, Philippine.
- (16) Wang, H. H. & **Fwu, B. J.** (2003, July 13-19). *Market economy, state ideology and social transformation: Trends of program setting by higher education institutions in Taiwan in since 1995*. Paper presented at seminar 411 (The cultural, civic and economic purposes of higher education), Salzburg Seminar, Salzburg, Austria.
- (17) **Fwu, B. J.** & Wang, H. H. (2002, July 24-27). *Practice makes perfect on the blackboard: A cultural analysis of Mathematics instructional patterns in Taiwan*. Paper presented at the Third International Conference on Mathematics in This Information-Oriented Society, Bukkyo University, Kyoto, Japan.
- (18) **Fwu, B. J.** & Wang, H. H. (2001, August). *Jade's transformation: A cultural analysis of teacher change in Taiwan*. Paper presented at the 11th World Congress on Comparative Education, National Korean University of Education, Chongbuk, South Korea.
- (19) **Fwu, B. J.** & Wang, H. H. (2001, August). *A comparison of the profile, preparation and role perceptions of secondary school principals in, China, U.S. and Taiwan*. Paper presented at the 11th World Congress on Comparative Education, National Korean University of Education, Chongbuk, South Korea.
- (20) Wang, H. H. & **Fwu, B. J.** (2001, August). *Decisive and enthusiastic: The patterns of commitment to teaching of graduate students of a teacher education program at a research university*. Paper presented at the 11th World Congress on Comparative Education, National Korean University of Education, Chongbuk, South Korea.
- (21) Wang, H. H. & **Fwu, B. J.** (2001, April). *Another look at the learning gap: Junior high school students' perspectives on schooling in Taiwan*. Paper presented at the 2001 Annual Meeting of American Educational Research

Association, Seattle, U.S.A.

- (22) 符碧真、王秀槐 (2002, December). 從美國高等教育大型資料庫探討不同類型大學校院在學校、學生、教師層次上的特色. 教育與社會階層化研討會. 台北：中央研究院歐美研究所.
- (23) 符碧真、王秀槐 (2002, May). 西歐小國高等教育的發展現況. 高等教育政策與研究研討會，台北：國立台灣大學.
- (24) 符碧真(2001, April). 國內教育相關研究所定位之研究. 兩岸高等教育研討會，上海：復旦大學.
- (25) Fwu, B. J. & Wang, H. H. (2000, December). *The social status of teachers in Taiwan*. Paper presented in the International Conference (in Memory of Dr. C. J. Lin) on Educational Theories and Their Implementation in the New Century. JiaYi, Taiwan: National Chung-Cheng University (國立中正大學).
- (26) 符碧真(1999, December). 高等教育擴張對教育機會均等影響之研究. 跨世紀海峽兩岸高等教育展望學術研討會，台北：國立台灣大學.

C. 專書章節 (Book chapters)

1. 英文部分

- (1) Fwu, B. J. (2000). Taiwan. In P. Morris & J. Williamson (Eds.), *Teacher Education in the Asia-Pacific Region: A Comparative Study* (pp.227-244). New York: Falmer Press.
- (2) Fwu, B. J. (1995). Teacher training in Chinese Taipei. In L. Darling-Hammond & V. L. Cobb (Eds.), *APEC Education Forum* (pp.207-220). Singapore: Asia-Pacific Economic Cooperation.

2. 中文部分

- (1) 符碧真 (2008). 美國大學教師的專業成長對我國的啟示. 載於彭森明主編「高等教育質的提升：反思與前瞻」. 台北：國立台灣師範大學教育評鑑與發展研究中心.
- (2) 符碧真 (2006). 師資培育中心協助提升大學教學品質方案師. 資培育典範方案彙編. 台北：教育部.
- (3) 符碧真 (2004). 學術研究經費與學術研究表現之探討—以國科會研究經費為例.刊於二十一世紀大學教育的發展. 台北：國立台灣大學出版中心.

- (4) 符碧真 (2003). 九年一貫課程的教師專業成長——從第三次國際數理科調查報告『The Teaching Gap』談起. 刊於九年一貫與師資培育(師資培育發展促進會),頁 155-174. 台北:五南圖書出版有限公司.
- (5) 符碧真 (2002). 國內大學教育相關研究所碩士學位定位之研究. 刊於中華民國師範教育學會主編師資培育的政策與檢討,頁 249-272. 台北:學富文化事業有限公司.

D. 科技部研究計畫

1. 主持人

- (1) 2014-2016 年度:能力乎?努力乎?結果乎?——儒家文化脈絡下教師回饋評語對學生及同儕影響之研究(MOST 103-2410-H-002 -086 -MY2)
(2 年期計畫)
- (2) 2012-2014 年度:心理威脅乎?見賢思齊乎?人際和諧乎?—自我評價維持理論的延伸與修正 (101-2410-H-002-043-MY2) (2 年期計畫)
- (3) 2010 年度:儒家社會中修養與義務—子計畫:從儒家的修養觀探討大學教師的角色義務(99-2410-H-002-097)
- (4) 2008-2010 年度:高等教育的校院研究及教與學圖書購置計畫
(97-2420-H-002-211-2E2) (2 年期計畫)
- (5) 2008-2010 年度:為什麼學生在課堂上總是靜悄悄?—從文化角度探討學生提問及回答教師問題之研究(97-2410-H-002-026-MY2)
(2 年期計畫)
- (6) 2006 年度:華人社會之目標類型與努力之道德性價值
(95-2413-H-002-025-)
- (7) 2005 年度:華人社會學生學業成就歸因理論之建構—重新檢視 Weiner 歸因理論(94-2413-H-002-011-)
- (8) 2004 年度:從儒家華人社會的「師/生」角色義務與成就歸因理論探討教師懲罰之研究(93-2413-H-002-007-)
- (9) 2003 年度:華人社會學生學習觀 (92-2413-H-002-006-)
- (10) 2002 年度:跨文化校長比較研究—台灣觀點(91-2413-H-002-005)
- (11) 2000-2002 年度:參與統整式與傳統式教學計畫之國中小科學教師專業成長之研究 (3 年期計畫)
- (12) 2000 年度:由教師層次探討九年一貫課程試辦學校實施成果
- (13) 1998-2000 年度:高小自然科學傳統式與開放式教學與評量的設計及其對養成科學創造力的影響—子計畫 (四) 科學創意教師之培育 (2 年期計畫)
- (14) 1998 年度:教師與醫師專業化之比較研究:職前教育

(15) 1997 年度：誰來當老師？--我國教師組成結構長期變化之研究

2. 共同主持人

- (1) 2008-2009 年度：大學多元入學制度下不同入學管道學生家庭社經地位、科系選擇、學習成果與未來發展之研究
(97-2410-H-002-037-MY2)
- (2) 2006-2007 年度：品學兼優的意涵：華人文化脈絡下學生學業成就、努力程度與品格行為間關係之研究 (I) (II)
(95-2413-H-002-024-)
- (3) 2006 年度：學生角色義務、成就目標與家長支持之研究
(95-2413-H-002-023-)
- (4) 2005 年度：華人文化脈絡下學生的角色義務與生活目標之研究
(94-2413-H-002-010-)
- (5) 2001 年度：從分析 TIMSS 1999 資料出發探討影響我國學生數理學業成就的本土教育觀之研究