

挖掘知識冰山下的財富——內隱知識理論及其對中小學教師專業發展之啟示

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摘 要

內隱知識的研究對中小學教師專業發展具有重大的意義。由於學校教師在多年的教學現場中已經累積了無數有關教育實踐的內隱知識，使得他們面對瞬息萬變的班級情境時能夠在最短的時間內做出最明智的判斷與行動。因此，若有方法能夠將專家教師深沈的智慧做有系統地採煉與分析，並以此規劃有效的教師專業發展活動，對教師教學效能與教學品質的提升將有立即的貢獻。因此，本文除了對內隱知識理論做深入探討，以掌握其本質、內涵及相關研究成果之外，同時也提出五項相對應的教育啟示，包括：改變教師對知識的傳統看法，加強留意非系統化隱晦的內隱知識；鼓勵新進或資淺教師觀察模仿資深優良教師的教學，創造新的教學觀點；支持資深優良教師運用隱喻、類比或典範將教學經驗轉化為言語所能表達的訊息；協助新進或資淺教師積累經驗，形塑具個人風格的教學模式；以及倡導教師敘寫教學日誌或從事行動研究以內化教學經驗，以為我國規劃師資培育政策及教師專業發展之參考。

關鍵字：內隱知識、教師專業發展

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Theory of Tacit Knowledge and Its Implications for Professional Development of Elementary and Junior High School Teachers in Taiwan

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Abstract

Research on tacit knowledge is of great significance to teacher professional development. Through many years of instruction, expert teachers have already accumulated substantial tacit knowledge related to educational practice. This enables them to make the most sensible judgment and action as quick as possible when being faced with various class situations. Teaching efficacy and quality will be enhanced if we can systematically select, refine, and analyze experts' and teachers' tacit knowledge, by which we can accordingly design effective activities for teacher professional development. Therefore, in addition to making an in-depth study of tacit knowledge to realize its essence and related research achievements, this paper addresses five educational implications. All of these can be the policy references for teacher education and teacher professional development in Taiwan.

Keywords: tacit knowledge, teacher professional development

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