



北美華人教育研究及策劃協會

Chinese American Educational Research
and Development Association

第二屆國際教育會議
(地點: 臺中教育大學求真樓)

會前工作坊

104年6月23日 (星期二)					
	時間及地點	工作坊主持人	工作坊主題	針對出席者	語言
第1場	9:00am – 12:00pm ~午餐休息~ 1:00pm – 4:00pm 地點: 臺中教育大學 求真樓 K706	Gary L. Canivez, Ph.D. , Professor, Eastern Illinois University, USA	<i>Ethics and Test Interpretation: Measurement Matters</i>	學校及教育心理學 家、心理顧問、相 關領域教師/教授	英文
工作坊摘要: This workshop is designed to improve test interpretation practices by increasing the knowledge and application of critical measurement principles (reliability, validity, utility, norms) to tests/assessment methods frequently used in psychological and educational assessments. Ethical standards and scientific principles provide the foundation and specific research methods for empirically supported test interpretation practices are discussed for tests of intelligence, psychopathology, achievement, and other measures. Participants will be better able to critically evaluate psychometric information provided in test manuals, interpretation guides, Mental Measurements Yearbook, and the extant literature. 工作坊主持人簡介:  Dr. Gary L. Canivez is Professor of Psychology at Eastern Illinois University (EIU) and principally involved in the Specialist in School Psychology program. Before coming to EIU, Dr. Canivez was a school psychologist for 8 years in the Phoenix, AZ metropolitan area (Deer Valley Unified School District and Tempe Elementary School District), was on the adjunct faculty of Arizona State University and Northern Arizona University, and was president of the Arizona Association of School Psychologists. He presently teaches an undergraduate course in psychological measurement and graduate courses in advanced psychological measurement; individual intellectual assessment; child psychopathology; and social, emotional, and behavioral assessment. Dr. Canivez currently serves as Associate Editor of <i>Psychological Assessment</i>, is a consulting editor for <i>School Psychology Quarterly</i> and the <i>Journal of Psychoeducational Assessment</i>, and has been an editorial board member or reviewer for numerous other professional journals such as <i>School Psychology Review</i>, <i>Psychology in the Schools</i>, <i>Applied Neuropsychology</i>, <i>Developmental Psychology</i>, and <i>Behavior Research Methods</i>. He has also served as a grant reviewer for the <i>Israel Science Foundation</i>, the <i>Swiss National Science Foundation</i>, and the <i>Kuwait Foundation for the Advancement of Sciences</i>. The author of over 50 research and professional publications and over 200 professional presentations and continuing professional					

	development workshops, Dr. Canivez specializes in psychological assessment and measurement pertaining to intelligence, achievement, personality, and psychopathology; and his research has been supported by the National Institutes of Health/National Institute of Mental Health. He is a Charter Fellow of the Midwestern Psychological Association and a Fellow of the American Psychological Association. Complete information including downloadable article and book chapter reprints may be obtained at the web site of Dr. Canivez (www.ux1.eiu.edu/~glcanivez).
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注冊費 (是以美元計算): \$10

104年6月23日(星期二)

	時間及地點	工作坊主持人	工作坊主題	針對出席者	語言
第2場	9:00am – 12:00pm ~午餐休息~ 1:00pm – 4:00pm 地點: 臺中教育大學 求真樓 K705	Yafen Lo, Ph.D. , Associate Professor, California State University, Los Angeles, USA	<i>Classroom Assessment Scoring System (CLASS) and Its Implication in Taiwanese Classrooms</i> 教學品質評量系統(CLASS)及為台灣教室帶來的啟示	教育領域學者、幼教與小學教育工作者	中文

工作坊摘要：
教學品質評量系統（*Classroom Assessment Scoring System* [CLASS]）是根據多年的教學相關研究所發展而成，且近年來在美國已被幼兒教育及以上學校廣泛用於教學品質的評估，CLASS的三大領域包含「情緒面支援」、「教室管理」，以及「教學面支援」。本次座談將針對此三大領域，以實例和與會教育工作者探討CLASS為台灣教室可能帶來的啟發。

工作坊主持人簡介：



羅老師於俄亥俄州立大學教學與學習學院取得博士學位，目前為加州州立大學洛杉磯分校兒童與家庭學系副教授，其研究興趣包含移民家庭的社會化過程、幼教工作者與家庭托育人員的在職訓練。

 羅老師於俄亥俄州立大學教學與學習學院取得博士學位，目前為加州州立大學洛杉磯分校兒童與家庭學系副教授，其研究興趣包含移民家庭的社會化過程、幼教工作者與家庭托育人員的在職訓練。



	注冊費 (以美元計算):\$10
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104年6月23日 (星期二)					
	時間及地點	工作坊主持人	工作坊主題	針對出席者	語言
第3場	6:00pm – 9:00pm 地點: 臺中教育大學 求真樓 K706	Chuang Wang, Ph.D. , Associate Professor, University of North Carolina at Charlotte, USA	<i>Introduction to Hierarchical Linear Models</i> 多層線性回歸模式(Hierarchy Linear Model)基礎介紹	教育學者、碩博士生。出席者需具備基礎的線性回歸知識。 出席者需自備筆記型電腦。	中英文
工作坊摘要: 由於對於數據驅動研究和實證研究的需求日漸增加, 教育學者察覺到傳統統計方法學在研究應用上的限制. 教育研究受試對象通常在許多層面具有高相關聯性的特質, 比如學生和教師間的關係, 教師和學校機構間的關聯, 以及學校機構和區域性行政機關的關聯. 再者, 從教育機構收集的縱向數據通常違反獨立觀察的研究假設. 因此, 多層線性回歸模式(HLM)因應而生來陳述教育研究上的問題. 同時, 使用潛變量增長曲線模式(latent growth curve models)取代重複測量變異數分析模式(repeated measures analyses of variance)也成為趨勢. 此研討會著重於多層線性回歸模式(HLM)於教育機構研究的實務運用. 出席者將會學習到選擇合適的統計分析方法來檢驗研究問題, 使用SPSS 和 HLM 技巧分析數據資料, 詮釋數據結果, 以及運用相關統計分析技巧於其它研究主題.					
工作坊主持人簡介:  Dr. Chuang Wang is an Associate Professor of Educational Research at the University of North Carolina at Charlotte. He has received two National Science Foundation (NSF) grants and served as an independent evaluator for four other federally funded research grants from the U.S. Department of Education. Dr. Wang also received six state/regional grants in North Carolina. As a research methodologist, he supports students in research design and data analyses. He has published 6 books, 11 book chapters, and 60 peer-reviewed journal articles. Of the 77 publications, 45 were related to factors such as student, teacher, principal, superintendent, and community characteristics. He also had more than 50 paper presentations at national and international academic conferences. Dr. Wang received the 2008 American Educational Research Association (AERA) Distinguished Paper Award, 2009 Excellence in Research Award from the College of Education, 2010 Distinguished Research Award from the U.S. Academy of Educational Leadership, and the 2012 College of Education Excellence in Teaching Award. He served as the Editor-in-Chief of the <i>New Waves – Educational Research and Development Journal</i>. Currently, he is the Editor of a peer-reviewed journal – <i>Journal of Applied Educational and Policy Research</i>.					
注冊費 (以美元計算): \$7					

會後工作坊

104年6月26日 (星期五)					
	時間及地點	工作坊主持人	工作坊主題	針對出席者	語言
第4場	1:00pm – 4:00pm 地點: 臺中教育大學 求真樓 K705	Richard Lambert, Ph.D. , Professor, University of North Carolina at Charlotte, USA	<i>Formative Assessment in Early Childhood Classrooms</i>	幼教工作者和研 究人員。	英文
工作坊摘要: The workshop will include an overview of the properties of high quality formative assessment for the early childhood classroom. Recent research findings from the Teaching Strategies GOLD Assessment System will be presented. An overview of the new kindergarten entry formative assessment adopted by the state of North Carolina will be presented. Participants will be given the opportunity to interact with reports of formative assessment data on young children and aspects of data driven instructional planning will be discussed.					
工作坊主持人簡介:  Dr. Lambert serves as Professor of Educational Leadership, Editor of <i>Dialog: The Research-to-Practice Journal for the Early Education Field</i>, and Director of the Center for Educational Measurement and Evaluation. He also works for the North Carolina Department of Health and Human Services and has provided training to childcare programs throughout the state since 2007. Dr. Lambert served as PI for a 4-year, \$1.2 million Preschool Curriculum Evaluation Research grant from the U.S. Department of Education, in which he evaluated the use of <i>Creative Curriculum</i> in Head Start centers in Georgia and North Carolina. He has received over 17 million dollars in external funding for his research. Dr. Lambert is the author of the technical manual for the Teaching Strategies GOLD Assessment System and has coauthored several educational assessments. Dr. Lambert earned both a Ph.D. in Research, Measurement, and Statistics and an Ed.S. degree in Counseling Psychology from Georgia State University. His research interests include applied statistics, teacher stress and coping, and assessment for young children.					
注冊費 (以美元計算): \$7					

104年6月27日 (星期六)					
	時間及地點	工作坊主持人	工作坊主題	針對出席者	語言
第5場	9:00am – 12:00pm ~午餐休息~ 1:00pm – 4:00pm 地點: 臺中教育大學 求真樓 K705	鳳華教授 , 彰化師大復健諮商研究所 孫文菊老師 , 應用行為分析研究諮詢及療育示範中心	自閉症者社會情緒教學實務與策略	特教教師、機構教師、各類治療師人員(語言治療、職能治療、物理治療)、家長、學生。	中文
工作坊摘要: 自閉症的主要核心症狀是社會情緒發展方面的困難，本次工作坊將系統化的介紹社會情緒發展的理論及自閉症者社會情緒發展的有效教學策略。本次教學內容將結合發展理論及學習理論，以實證本位的立場介紹有效的教學策略。課程中會清楚講述社會情緒的發展階段，並結合學習理論與遊戲教學，以系統化、積極正向的教學促進自閉症者的社會情緒發展。課程內容將涵蓋：興趣擴展訓練、角色取替能力訓練(包含觀點取替、基本信念等)，情緒管理能力(包含情緒辨識、因果關係、情緒調控及問題解決)及主動性之訓練。教學者將透過講述、現場示範教學、錄影帶示範及現場與會人員實務操作方式進行課程訓練。					
工作坊主持人簡介: 鳳華  學歷：美國俄亥俄州立大學哲學碩士、博士，國立台灣師大教育心理系教育學士 經歷：現任彰化師大復健諮商研究所教授、中區身心障礙者職業輔導評量資源中心副主任。曾任彰化師大特殊教育學系副教授、彰化師大復健諮商研究所副教授兼所長、中區職評資源中心主任及副主任、省立台東農工專任輔導教師。 專長：自閉症教育與輔導、應用行為分析、身心障礙者生涯輔導、情緒障礙者之評量與教育、社會適應及社交技巧訓練、行為問題評量與介入、復健諮商。 孫文菊  學歷：國立彰化師範大學復健諮商研究所碩士、猶他州立大學家庭關係與輔導學士 經歷：現任應用行為分析研究諮詢及療育示範中心執行秘書兼行為療育教師。曾任台中市自閉症協會輔導老師、台中縣心理衛生服務中心心裡輔導員、世界展望會兒童暨不幸少女保護中心社工兼社工督導、美國猶他州 Logan family extensive office 輔導人員 專長：自閉症兒童教育與行為介入、自閉症成人生涯諮商與輔導、情緒管理訓練與輔導、身障家庭輔導與介入					
注冊費 (以美元計算): \$7					