

黃慧鳳（2026）。探究式提問對大一新生敘事力的養成及實踐之研究。在彭心儀、吳明錡、焦傳金（主編），第一屆台灣大一年年會論文集（頁199-208）。國立清華大學探索學習中心

探究式提問對大一新生敘事力的養成及實踐之研究

黃慧鳳*

摘要

一、研究背景與問題意識

近年來，全球與臺灣教育界均強調核心素養能力的養成，大學端課程亦致力於引導學生將知識整合並應用於真實生活情境。然而，傳統講述教學偏重知識傳遞，學生往往缺乏策略性知識的建構歷程，難以將核心知能遷移至真實問題。臺灣學生雖擅長解釋科學現象，但在形成議題與論證舉證方面仍有提升空間，亟須強化分析複雜文本及形成觀點的高階閱讀能力。為縮短此「重知識、輕思考」的學用落差，本研究以「素養導向評量」（competency-oriented assessment）為教學核心，探討「探究式提問」（inquiry-based questioning）的教學介入對大一新生敘事力的養成與實踐成效。

* 靜宜大學閱讀書寫暨素養課程研發中心助理教授。

本文為教育部114學年度教學實踐研究計畫「探究式素養導向評量對閱讀理解力提升之研究」（計畫編號：MOE-114-TPRGE-1008-010Y1）之部分研究成果。

二、理論脈絡、核心論述與課程設計

本研究針對大一必修「閱讀與書寫」課程進行典範轉移，整合探究式學習、鷹架理論、「評量即學習」與後設認知等觀點，將探究式提問視為連結閱讀理解、證據運用、觀點形成與敘事意義建構的認知鷹架。課程目標由基礎的「文學賞析」轉向「透過閱讀來學習」(read to learn)，採取「問題探究」與「敘事培育」雙軌並進的設計，結合生命教育、永續發展目標及社會議題文本，引導學生由自我探索走向理解他者與關懷世界。為協助學生跨越由被動接收轉向主動探究的學習門檻，本研究建構「探究式素養導向評量提問模式」，將抽象思考轉化為六個操作步驟：（一）議題統整；（二）探究提問；（三）建立假說；（四）證據驗證；（五）建立省思觀點；（六）提出解方並參與實踐。其中，探究提問階段運用ORID焦點提問法，引導學生由客觀事實、情緒反應及意義詮釋逐步形成具探究價值的問題。教學實施則依循鷹架理論分為三個階段：第一階段是為理解而教的「核心知能養成期」；第二階段是為能力而教的「策略性知識發展期」；第三階段是為應用而教的「遷移期」。

三、表現任務與研究方法

本研究採混合研究法，表現任務包含「自我探究」與「議題探究」。自我探究任務運用周哈里窗（Johari Window）、生命影響輪等工具整理生命經驗，並以生成式AI輔助敘事重構，創作「第三人稱生命史數位繪本」，藉由視角轉換促進自我反思與生命意義的重新詮釋。量化研究採單

組前、後測設計，以85名修課學生為對象。「探究式素養評量問卷」經專家審查、預試及探索性因素分析修訂，包含閱讀理解能力、探究能力、溝通協力力、後設認知力與閱讀應用力五個構面。其中，閱讀應用力僅於後測施測，因此前、後測比較以其餘四個構面為主。量化資料採成對樣本 t 檢定與簡單線性迴歸分析；質性資料則包括學習單、敘事作品及期末回饋，透過跨資料來源比較，檢視學生在意義建構與學習遷移上的變化。

四、主要研究成果與發現

量化結果顯示，探究式教學介入後，學生在探究能力、閱讀理解力與後設認知力三個核心素養構面的前、後測差異均達高度顯著水準（均為 $p < .001$ ）；溝通協力力的前、後測差異亦達顯著水準（ $p = .002$ ）。進一步以後測資料進行迴歸分析，探究能力分別解釋閱讀理解能力與後設認知力71.2%及64.9%的變異量（ $R^2 = .712$ 、 $.649$ ，均為 $p < .001$ ），顯示探究能力與學生的文本理解、意義建構及學習監控具有高度關聯。質性結果與量化趨勢相互呼應。在生命敘事方面，部分學生的生命敘事由事件羅列轉向意義建構，並能重新詮釋生命挫折；在社會議題探究上，亦逐步修正標籤化認知，轉向較具證據基礎的批判性理解。此外，學生回饋亦呈現跨情境的「學習遷移」（learning transfer）現象，包括將課堂習得的「提問」與「找證據」策略，運用於日常家庭溝通與人際衝突處理，並延伸至跨科系專業課程的報告與數據解讀，顯示結構化的探究思維逐漸內化，成為學生面對複雜任務時可運用的後設認知工具。

五、結論與未來展望

本研究結果顯示，透過結構化的探究引導，大一新生的探究能力、閱讀理解、後設認知與敘事表達均呈現正向發展。質性資料亦顯示，學生逐步由事件羅列走向敘事意義建構，並在反思、觀點形成與跨情境應用上呈現正向發展。

「議題文本＋探究鷹架＋敘事產出」的教學模組，具有促進學生探究習慣、敘事深度與跨情境應用能力的潛力，可作為大一轉銜教育具本土實踐價值的課程設計參考。

然而，本研究以單一學校學生為對象，採單組前、後測設計，其跨校與跨學科適用性仍有待驗證。未來可依學生的學科背景與先備能力提供分層鷹架（**tiered scaffolding**），並透過縱貫追蹤檢驗素養能力的長期維持與跨情境遷移。

關鍵詞：大一轉銜教育、素養導向評量、探究式提問、敘事力、閱讀理解

Developing First-Year University Students' Narrative Competence Through Inquiry-Based Questioning

Hui-Feng Huang*

Abstract

1. Research Background and Problem Statement

In recent years, educational systems worldwide, including that of Taiwan, have increasingly emphasized the development of core competencies. University curricula have likewise sought to help students integrate knowledge and apply what they have learned to authentic contexts. However, conventional lecture-based instruction often places greater emphasis on knowledge transmission than on the cultivation of thinking skills. Consequently, students may lack opportunities to construct strategic knowledge and may encounter difficulties in transferring their core competencies to real-world problems. Although Taiwanese students generally perform well in explaining

* Assistant Professor, Literacy Center for Creative Writing and Course Development, Providence University, Taiwan, E-mail: lydiahhf@gmail.com.

scientific phenomena, they still have considerable room for improvement in identifying and framing issues and constructing evidence-based arguments. It is therefore necessary to strengthen their higher-order reading abilities so that they can analyze complex texts and develop their own perspectives.

To narrow this gap between knowledge acquisition and practical application, the present study adopted competency-oriented assessment as its instructional foundation. It investigated the development and application of first-year university students' narrative competence through an inquiry-based questioning intervention.

2. Theoretical Framework, Core Argument, and Course Design

This study introduced a pedagogical shift in the required first-year course Reading and Writing. It integrated perspectives from inquiry-based learning, scaffolding theory, assessment as learning, and metacognition. Inquiry-based questioning was conceptualized as a cognitive scaffold connecting reading comprehension, evidence use, perspective formation, and narrative meaning-making.

The course objective shifted from basic literary appreciation toward "reading to learn." A dual-track curriculum combining issue inquiry and narrative development was adopted. Life education, the United Nations Sustainable Development Goals, and socially engaged texts were incorporated into the course to guide students from self-exploration toward an understanding of others and concern for the wider world.

To support students' transition from passive reception to active inquiry, the study developed an Inquiry-Based Questioning Model for Competency-Oriented Assessment.

The model translated abstract thinking into six operational steps: (1) synthesizing issue-related information; (2) formulating inquiry questions; (3) generating hypotheses; (4) examining evidence; (5) constructing reflective perspectives; and (6) proposing solutions and engaging in practice. During the inquiry-questioning stage, the ORID framework– Objective, Reflective, Interpretive, and Decisional– was used to guide students from objective facts and emotional responses toward interpretation and the formulation of meaningful questions. Instruction was organized into three scaffolded stages. The first was the Core Knowledge Development Stage, which focused on teaching for understanding. The second was the Strategic Knowledge Development Stage, which focused on teaching for competence. The third was the Transfer Stage, which focused on teaching for application.

3. Performance Tasks and Research Methods

This study employed a mixed-methods approach and included two types of performance tasks: self-inquiry and issue inquiry. In the self-inquiry task, students used tools such as the Johari Window and the Life Influence Wheel to organize their life experiences. Generative artificial intelligence was then used as a supplementary tool for narrative reconstruction. Students created third-person digital life-story picture books, using the change in

narrative perspective to promote self-reflection and reinterpret the meanings of their life experiences.

The quantitative component employed a one-group pretest–posttest design involving 85 students enrolled in the course. The Inquiry-Based Competency Assessment Questionnaire was revised through expert review, pilot testing, and exploratory factor analysis. It consisted of five dimensions: reading comprehension, inquiry ability, communication and collaboration, metacognitive ability, and reading application. Because reading application was assessed only at the posttest stage, pretest–posttest comparisons were conducted for the other four dimensions.

Quantitative data were analyzed using paired-samples *t* tests and simple linear regression analyses. Qualitative data included student worksheets, narrative products, and end-of-course feedback. Cross-source comparisons were conducted to examine changes in students' meaning-making and transfer of learning.

4. Major Findings

The quantitative results showed statistically significant pretest-to-posttest gains in inquiry ability, reading comprehension, and metacognitive ability, with all three dimensions reaching $p < .001$. Communication and collaboration also showed a statistically significant gain, $p = .002$.

Regression analyses using posttest data further indicated that inquiry ability explained 71.2% of the variance in reading comprehension and 64.9% of the variance in metacognitive

ability, $R^2 = .712$ and $.649$, respectively; both models were statistically significant at $p < .001$. These results indicate strong associations between inquiry ability and students' textual understanding, meaning-making, and monitoring of their own learning.

The qualitative findings were consistent with the quantitative trends. In life writing, some students moved beyond the chronological listing of events toward more reflective meaning-making and were able to reinterpret personal setbacks from alternative perspectives. In the inquiry into social issues, students gradually revised label-based assumptions and shifted from immediate impressions toward more evidence-based and critical understanding.

Student feedback also suggested cross-context learning transfer. Students reported applying the questioning and evidence-seeking strategies learned in class to everyday family communication and interpersonal conflict. Some students also extended these strategies to course reports and data interpretation across disciplines. These findings suggest that structured inquiry processes were gradually internalized as a metacognitive tool that students could use when addressing complex tasks.

5. Conclusion and Future Directions

The findings indicate positive development in first-year students' inquiry ability, reading comprehension, metacognition, and narrative expression following structured inquiry-based instruction. The instructional model integrating issue-based texts,

inquiry scaffolding, and narrative production shows potential for cultivating students' inquiry habits, deepening their narratives, and supporting the application of learning across contexts. It may therefore serve as a contextually grounded curriculum model for first-year transition education in Taiwan.

Nevertheless, the study was conducted at a single university and employed a one-group pretest-posttest design. Its applicability across institutions and academic disciplines therefore requires further investigation. Future course designs should provide tiered scaffolding based on students' disciplinary backgrounds and prior abilities. Longitudinal follow-up studies are also needed to examine the long-term maintenance of the competencies developed and their transfer across different contexts.

Keywords: first-year transition education, competency-oriented assessment, inquiry-based questioning, narrative competence, reading comprehension