

# 104 年度「教學評量專題研究」教學綱要

余民寧 教授

## 一、基礎理論與教科書

### 1. 古典測驗理論 (classical test theory, CTT)

-- 余民寧 (2011)。教育測驗與評量：成就測驗與教學評量 (第三版)。台北：心理。

### 2. 試題反應理論 (Item response theory, IRT)

-- 余民寧 (2009)。試題反應理論 (IRT) 及其應用。台北：心理。

## 二、討論主題

### 0. 紙筆測驗(評量)

#### 1. 實作評量

#### 2. (數位化) 檔案評量

#### 3. 問題導向學習評量

#### 4. 圖形 (概念圖、心智圖) 評量

#### 5. 知識結構評量(認知診斷評量)

#### 6. 證照認證評量、標準設定

#### 7. (電腦化) 適性 (測驗) 評量

#### 8. 學生評鑑教學

#### 9. 評量方法學

#### 10. 其他各專題

### 三、課程進度表

週次	日期	研討內容及進度	負責報告人
1	9/17	導論	余老師上課:討論進度及分配專題
2	9/24	紙筆測驗(評量)	余老師上課
3	10/1	實作評量—口試評量	報告人1
4	10/8	實作評量—寫作評量	報告人2
5	10/15	實作評量—素養評量	報告人3
6	10/22	檔案評量	報告人4
7	10/29	數位化檔案評量	報告人5
8	11/5	問題導向學習評量	報告人6
9	11/12	圖形評量—概念構圖	報告人7
10	11/19	圖形評量—心智圖	報告人8
11	11/26	知識結構評量	余老師上課
12	12/3	認知診斷評量	報告人9
13	12/10	證照認證評量	報告人10
14	12/17	標準設定	報告人11
15	12/24	電腦化適性測驗(評量)	報告人12
16	12/31	學生評鑑教學	報告人13
17	1/7	評量方法學	全體
18	1/14	期末心得分享	全體

註：上課時間：每週四 9:10~12:00AM；上課地點：井塘 020110 教室。

## 各種教學評量主題

### 1.實作評量—口試評量(oral assessment)

Demmans Epp, C., Park, G., & Plumb, C. (2015). Developing an adaptive tool to select, plan, and scaffold oral assessment tasks for undergraduate courses. *Educational Technology Research and Development*, 63(3), 475-498.

Bolaños, D., Cole, R. A., Ward, W. H., Tindal, G. A., Hasbrouck, J., & et al. (2013). Human and automated assessment of oral reading fluency. *Journal of Educational Psychology*, 105(4), 1142-1151.

Dwyer, K. K., & Davidson, M. M. (2013). General education oral communication assessment and student preferences for learning: E-textbook versus paper textbook. *Communication Teacher*, 27(2), 111-125.

Sayre, E. C. (2014). Oral exams as a tool for teaching and assessment. *Teaching Science*, 60(2), 29-33.

Bradfield, T. A., Besner, A. C., Wackerle-Hollman, A. K., Albano, A. D., Rodriguez, M. C., & et al. (2014). Redefining individual growth and development indicators: Oral language. *Assessment for Effective Intervention*, 39(4), 233-244.

Seok, S., & DaCosta, B. (2014). Oral reading fluency as a predictor of silent reading fluency at secondary and postsecondary levels. *Journal of Adolescent & Adult Literacy*, 58(2), 157-166.

Papadima-Sophocleous, S., & Charalambous, M. (2014). Impact of iPod touch-supported repeated reading on the English oral reading fluency of L2 students with specific learning difficulties. *The EUROCALL Review*, 22(1), 47-58.

Hunley, S. A., Davies, S. C., & Miller, C. R. (2013). The relationship between curriculum-based measures in oral reading fluency and high-stakes tests for seventh grade students. *RMLE Online: Research in Middle Level Education*, 36(5), 8.

Huang, Y., & Gui, M. (2015). Articulating teachers' expectations afore: Impact of rubrics on Chinese EFL learners' self-assessment and speaking ability. *Journal of Education and Training Studies*, 3(3), 126-132.

Vanderwood, M. L., Tung, C. Y., & Checca, J. C. (2014). Predictive validity and accuracy of oral reading fluency for English learners. *Journal of Psychoeducational Assessment*, 32(3), 249-258.

### 2.實作評量—寫作評量(writing assessment)

Heldsinger, S. A., & Humphry, S. M. (2013). Using calibrated exemplars in the teacher-assessment of writing: An empirical study.

*Educational Research*, 55(3), 219-235.

Beck, S. W., Llosa, L., Black, K., & Trzeszkowski-Giese, A.(2015). Beyond the rubric: Think-alouds as a diagnostic assessment tool for high school writing teachers. *Journal of Adolescent & Adult Literacy*, 58(8), 670-681.

Hawe, Eleanor; Parr, Judy. (2014). Assessment for learning in the writing classroom: An incomplete realisation. *Curriculum Journal*, 25(2), 210-237.

Nielsen, K. (2014). Self-assessment methods in writing instruction: A conceptual framework, successful practices and essential strategies. *Journal of Research in Reading*, 37(1), 1-16.

Graham, S. (2014). The use of multiple forms of assessment in the service of writing. *Literacy Research and Instruction*, 53(2), 96-100.

Landry, A., Jacobs, S., & Newton, G. (2015). Effective use of peer assessment in a graduate level writing assignment: A case study. *International Journal of Higher Education*, 4(1), 38-51.

Glaser, R. E. (2014). Design and assessment of an assignment-based curriculum to teach scientific writing and scientific peer review. *Journal of Learning Design*, 7(2), 85-104.

Mandell, D., Shalan, H., Stalker, C., & Caragata, L. (2015). Writing for publication: Assessment of a course for social work doctoral students. *Journal of Teaching in Social Work*, 35(1), 16.

Javed, M., Juan, W. X., & Nazli, S. (2013). A study of students' assessment in writing skills of the English language. *International Journal of Instruction*, 6(2), 129-144.

Faulkner, M. (2013). Remediating remediation: From basic writing to writing across the curriculum. *CEA Forum*, 42(2), 45-60.

### **3.實作評量—素養評量(literacy assessment)**

Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., et al. (2015). An information literacy snapshot: Authentic assessment across the curriculum. *College & Research Libraries*, 76(2), 170-187.

Scarino, A. (2013). Language assessment literacy as self-awareness: "Understanding" the role of interpretation in assessment and in teacher learning. *Language Testing*, 30(3), 309-327.

Smith, C. D., Worsfold, K., Davies, L., Fisher, R., & McPhail, R. (2013). Assessment literacy and student learning: The case for explicitly developing students "Assessment Literacy". *Assessment & Evaluation in Higher Education*, 38(1), 44-60.

Calfee, R., Wilson, K. M., Flannery, B., & Kapinus, B. A. (2014). Formative assessment for the common core literacy standards. *Teachers College Record, 116*(11), .

DeLuca, C., Chavez, T., Bellara, A., & Cao, C. (2013). Pedagogies for preservice assessment education: Supporting teacher candidates' assessment literacy development. *Teacher Educator, 48*(2), 128-142.

Kerkham, L., & Nixon, H. (2014). Literacy assessment that counts: Mediating, interpreting and contesting translocal policy in a primary school. *Ethnography and Education, 9*(3), 343-358.

Christian, B. J. (2014). Using assessment tasks to develop a greater sense of values literacy in pre-service teachers. *Australian Journal of Teacher Education, 39*(2), 13.

Ogan-Bekiroglu, F., & Suzuk, E. (2014). Pre-service teachers' assessment literacy and its implementation into practice. *Curriculum Journal, 25*(3), 344-371.

Pill, J., & Harding, L. (2013). Defining the language assessment literacy gap: Evidence from a parliamentary inquiry. *Language Testing, 30*(3), 381-402.

Vogt, K., & Tzagari, D. (2014). Assessment literacy of foreign language teachers: Findings of a European study. *Language Assessment Quarterly, 11*(4), 374-402.

#### **4.檔案評量(portfolios assessment)**

Silveira, J. M. (2013). Idea bank: Portfolios and assessment in music classes. *Music Educators Journal, 99*(3), 15-24.

Jones, E. (2013). Practice-based evidence of evidence-based practice: Professional practice portfolios for the assessment of work-based learning. *Quality in Higher Education, 19*(1), 56-71.

Appl, D. J., Leavitt, J. E., & Ryan, M. A. (2014). Parent-Child Portfolios: "Look--This book is all about us!". *Early Childhood Education Journal, 42*(3), 191-202.

Mossa, J. (2014). Capstone portfolios and geography student learning outcomes. *Journal of Geography in Higher Education, 38*(4), 571-581.

Cruz, H. L., & Zambo, D. (2013). Student data portfolios give students the power to see their own learning. *Middle School Journal, 44*(5), 40-47.

Price, K. R. (2013). Using the teaching portfolio to anticipate programmatic assessment. *Business Communication Quarterly, 76*(2), 207-215.

Chang, C.-C., Liang, C., & Chen, Y.-H. (2013). Is learner self-assessment reliable and valid in a web-based portfolio environment for high school students? *Computers & Education*, 60(1), 325-334.

Gunay, A., & Ogan-Bekiroglu, F. (2014). Impact of portfolio assessment on physics students' outcomes: Examination of learning and attitude. *EURASIA Journal of Mathematics, Science & Technology Education*, 10(6), 667-680.

### 5.數位化檔案評量(e-portfolios assessment)

Tanaka, H., Yonesaka, S. M., & Ueno, Y. (2015). An e-portfolio to enhance sustainable vocabulary learning in English. *The EUROCALL Review*, 23(1), 41-52.

Papp, R. (2014). Assessment and assurance of learning using e-portfolios. *Journal of Case Studies in Accreditation and Assessment*, 3, 6.

Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: Lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

Jenson, J. D., & Treuer, P. (2014). Defining the e-portfolio: What it is and why it matters. *Change: The Magazine of Higher Learning*, 46(2), 50-57.

Lou, S.-J., Kao, M.-C., Yen, H.-L., & Shih, R.-C. (2013). Effects of applying blogs to assist life education instruction for elementary school students. *Turkish Online Journal of Educational Technology – TOJET*, 12(4), 41-55.

Shin, S.-Y. (2013). Developing a framework for using e-portfolios as a research and assessment tool. *ReCALL*, 25(3), 359-372.

Alawdat, M. (2013). Using e-portfolios and ESL learners. *US-China Education Review, A* 3(5), 339-351.

Baris, F. M., & Tosun, N. (2013). Can social networks and e-portfolio be used together for enhancing learning effects and attitudes? *Turkish Online Journal of Educational Technology – TOJET*, 12(2), 51-62.

Keller, C. (2013). E-portfolios for reflective practice, advocacy, and professional growth. *School Library Monthly*, 29(6), 8-10.

Shroff, R. H., Trent, J., & Ng, E. M. (2013). Using e-portfolios in a field experience placement: Examining student-teachers' attitudes towards learning in relationship to personal value, control and responsibility. *Australasian Journal of Educational Technology*, 29(2), 143-160.

## 6. 問題導向學習評量(project-based assessment)

VanTassel-Baska, J. (2014). Performance-based assessment: The road to authentic learning for the gifted. *Gifted Child Today*, 37(1), 41-47.

Ellis-Bosold, C., & Thornton-Orr, D. (2013). A needs assessment: A study of perceived need for student health services by Chinese international students. *College Student Journal*, 47(1), 155-168.

Rodríguez Montequín, V., Mesa Fernández, M. J., Balsera, V. J., & García Nieto, A. (2013). Using MBTI for the success assessment of engineering teams in project-based learning. *International Journal of Technology and Design Education*, 23(4), 1127-1146.

Aslan, S., Reigeluth, C. M., Thomas, D. (2014). Transforming education with self-directed project-based learning: The Minnesota New Country School. *Educational Technology*, 54(3), 39-42.

Tubaishat, A., & Lansari, A. (2013). Using student e-portfolios to facilitate learning objective achievements in an outcome-based university. *Journal of Information Technology Education: Innovations in Practice*, 12, 113-127.

Taylor, W. (2014). Assessing what we value. *Independent School*, 73(2), .

Twombly, S. (2014). When teaching interferes with learning: Balancing accountability with the unique needs of every child. *New Educator*, 10(1), 44-52.

Dahm, K. (2014). Combining the tasks of grading individual assignments and assessing student outcomes in project-based courses. *Journal of STEM Education: Innovations and Research*, 15(1), 20-29.

Sáiz-Manzanares, M. C., Bol-Arreba, A., Payo-Hernanz, R. J. (2014). Validation of an Evaluation Tutoring Task Scale at the university. *Electronic Journal of Research in Educational Psychology*, 12(3), 835-852.

Fernandes Malaquias, Rodrigo; de Oliveira Malaquias, Fernanda Francielle. (2014). Project evaluation: Validation of a scale and analysis of its predictive capacity. *Turkish Online Journal of Distance Education*, 15(4), 90-111.

## 7. 圖形評量—概念構圖(concept mapping)

Rye, J., Landenberger, R., & Warner, T. A. (2013). Incorporating concept mapping in project-based learning: Lessons from Watershed investigations. *Journal of Science Education and Technology*, 22(3), 379-392. (EJ1002922)

Trifone, J. D. (2006). To what extent can concept mapping motivate students to take a more meaningful approach to learning biology? *Science Education Review*, 5(4), 122.

Wang, C. X., & Dwyer, F. (2004). Effect of varied concept mapping strategies on student achievement of different educational objectives. *International Journal of Instructional Media*, 31(4), 371.

Hay, David; Kinchin, Ian. (2008). Using concept mapping to measure learning quality. *Education & Training*, 50(2), 167-182.

Yen, J.-C., Lee, C.-Y., & Chen, I.-J. (2012). The effects of image-based concept mapping on the learning outcomes and cognitive processes of mobile learners. *British Journal of Educational Technology*, 43(2), 307-320.

Hilbert, T. S., & Renkl, A. (2008). Concept mapping as a follow-up strategy to learning from texts: What characterizes good and poor mappers? *Instructional Science: An International Journal of the Learning Sciences*, 36(1), 53-73.

Rosas, S. R., & Kane, M. (2012). Quality and rigor of the concept mapping methodology: A pooled study analysis. *Evaluation and Program Planning*, 35(2), 236-245.

Mackinnon, G. R., & Keppell, M. (2005). Concept mapping: A unique means for negotiating meaning in professional studies. *Journal of Educational Multimedia and Hypermedia*, 14(3), 291-315.

Zwaal, W., & Otting, H. (2012). The impact of concept mapping on the process of problem-based learning. *Interdisciplinary Journal of Problem-based Learning*, 6(1), 104-128.

Popova-Gonci, V., & Lamb, M. C. (2012). Assessment of integrated learning: Suggested application of concept mapping to prior learning assessment practices. *Journal of Continuing Higher Education*, 60(3), 186-191.

## 8.圖形評量—心智圖(mind mapping)

Davies, M. (2011). Concept mapping, mind mapping and argument mapping: what are the differences and do they matter? *Higher Education*, 62(3), 279-301.

Goodnough, K., & Long, R. (2002). Mind mapping: A graphic organizer for the pedagogical toolbox. *Science Scope*, 25(8), 20-24.

Goldberg, C. (2004). Brain friendly techniques: Mind mapping. *School Library Media Activities Monthly*, 21(3), 22-24.

Abi-El-Mona, I., & Adb-El-Khalick, F. (2008). The influence of mind mapping on eighth graders' science achievement. *School Science and Mathematics*, 108(7), 298-312.

Balim, A. G. (2013). Use of technology-assisted techniques of mind mapping and concept mapping in science education: A constructivist study. *Irish Educational Studies*, 32(4), 437-456.



Balim, A. G. (2013). The effect of mind-mapping applications on upper primary students' success and inquiry-learning skills in science and environment education. *International Research in Geographical and Environmental Education*, 22(4), 337-352.

Katz, S., Sutherland, S., & Earl, L. (2005). Toward an evaluation habit of Mmind: Mapping the journey. *Teachers College Record*, 107(10), 2326-2350.

Williams, M. H. (2012). Physical webbing: Collaborative kinesthetic three-dimensional mind maps[R]. *Active Learning in Higher Education*, 13(1), 35-49.

Budd, J. W. (2004). Mind maps as classroom exercises. *Journal of Economic Education*, 35(1), 35.

Shavelson, R. J., Ruiz-Primo, M. A., & Wiley, E. W. (2005). Windows into the mind. *Higher Education: The International Journal of Higher Education and Educational Planning*, 49(4), 413-430.

## 9. 認知診斷評量(cognitively diagnostic assessments)

Nichols, P. D. (1994). A framework for developing cognitively diagnostic assessments. *Review of Educational Research*, 64(4), 575-603.

de la Torre, J. (2009). A cognitive diagnosis model for cognitively based multiple-choice options. *Applied Psychological Measurement*, 33(3), 163-183.

Ketterlin-Geller, L. R., Yovanoff, P., Jung, E. J., Liu, K., & Geller, J. (2013). Construct definition using cognitively based evidence: A framework for practice. *Educational Assessment*, 18(2), 122-146.

Sawaki, Y., Kim, H.-J., & Gentile, C. (2009). Q-matrix construction: Defining the link between constructs and test items in large-scale reading and listening comprehension assessments. *Language Assessment Quarterly*, 6(3), 190-209.

Gorin, J. S. (2009). Diagnostic classification models: Are they necessary? Commentary on Rupp and Templin (2008). *Measurement: Interdisciplinary Research and Perspectives*, 7(1), 30-33.

Rupp, A. A., & Templin, J. (2008). The effects of Q-matrix misspecification on parameter estimates and classification accuracy in the DINA model. *Educational and Psychological Measurement*, 68(1), 78-96.

Im, S., & Corter, J. E. (2011). Statistical consequences of attribute misspecification in the rule space method. *Educational and Psychological Measurement*, 71(4), 712-731.

Rupp, A. A. (2003). Item response modeling with BILOG-MG and MULTILOG for Windows. *International Journal of Testing*, 3(4), 365-384.

## 10. 證照認證評量(licensure and certification examinations)

McKinley, D. W., Hess, B. J., Boulet, J. R., & Lipner, R. S. (2014). Examining changes in certification/licensure requirements and the international medical graduate examinee pool. *Advances in Health Sciences Education, 19*(1), 19-28.

Shuls, J. V., & Trivitt, J. R. (2015). Teacher effectiveness: An analysis of licensure screens. *Educational Policy, 29*(4), 645-675.

Petchauer, E. (2012). Teacher licensure exams and black teacher candidates: Toward new theory and promising practice. *Journal of Negro Education, 81*(3), 252-267.

Goldhaber, D., & Hansen, M. (2010). Race, gender, and teacher testing: How informative a tool is teacher licensure testing? *American Educational Research Journal, 47*(1), 218-251.

Lovette, G. E. (2013). Reading preparation of secondary ELA teachers: A U.S. survey of state licensure requirements. *Journal of Adolescent & Adult Literacy, 57*(3), 193-203.

Goldhaber, D., & Walch, J. (2014). Gains in teacher quality. *Education Next, 14*(1), 38-45.

Pilot program to focus on performance-based teacher assessments. *Education Digest: Essential Readings Condensed for Quick Review, 76*(8), (April 2011), 63-64.

Feldman, M., Lazzara, E. H., Vanderbilt, A. A., & DiazGranados, D. (2012). Rater training to support high-stakes simulation-based assessments. *Journal of Continuing Education in the Health Professions, 32*(4), 279-286.

Volkwein, F. J. (2010). Assessing student learning in the major field of study. *New Directions for Institutional Research, 101-109*.

Fendler, L. (2012). The magic of psychology in teacher education. *Journal of Philosophy of Education, 46*(3), 332-351.

## 11. 標準設定(standard setting)

Wyse, Adam E. (2013). Construct maps as a foundation for standard setting. *Measurement: Interdisciplinary Research and Perspectives, 11*(4), 139-170.

Hsieh, M. (2013). An application of multifaceted rasch measurement in the Yes/No Angoff standard setting procedure. *Language Testing, 30*(4), 491-512.

Schulz, M. E. (2013). What is essential in standard setting and construct maps? Commentary on Adam E. Wyse's "Construct maps as a foundation for standard setting". *Measurement: Interdisciplinary Research and Perspectives, 11*(4), 192-194.

Hsieh, M. (2013). Comparing Yes/No Angoff and bookmark standard setting methods in the context of English assessment. *Language Assessment Quarterly*, 10(3), 331-350.

Kingston, Neal M.; Tiemann, Gail C.; Loughran, Jessica T. (2013). Commentary on "Construct maps as a foundation for standard setting". *Measurement: Interdisciplinary Research and Perspectives*, 11(4), 181-184.

Smith, R. W., Davis-Becker, S. L., & O'Leary, L. S. (2014). Combining the best of two standard setting methods: The ordered item booklet Angoff. *Journal of Applied Testing Technology*, 15(1), 18-26.

Kane, M. T., & Tannenbaum, R. J. (2013). The role of construct maps in standard setting. *Measurement: Interdisciplinary Research and Perspectives*, 11(4), 177-180.

Shulruf, B., Poole, P., Jones, P., & Wilkinson, T. (2015). The objective borderline method: A probabilistic method for standard setting. *Assessment & Evaluation in Higher Education*, 40(3), 420-438.

McClarty, K. L., Way, W. D., Porter, A. C., Beimers, J. N., & Miles, J. A. (2013). Evidence-based standard setting: Establishing a validity framework for cut scores. *Educational Researcher*, 42(2), 78-88.

Wyse, A. E., Bunch, M. B., Deville, C., & Viger, S. G. (2014). A body of work standard-setting method with construct maps. *Educational and Psychological Measurement*, 74(2), 236-262.

## 12. 電腦化適性測驗 (評量) (Computerized adaptive testing)

Hsu, C.-L., Wang, W.-C., & Chen, S.-Y. (2013). Variable-length computerized adaptive testing based on cognitive diagnosis models. *Applied Psychological Measurement*, 37(7), 563-582.

Wei, H., & Lin, J. (2015). Using out-of-level items in computerized adaptive testing. *International Journal of Testing*, 15(1), 50-70.

Wang, C., Chang, H.-H., & Boughton, K. A. (2013). Deriving stopping rules for multidimensional computerized adaptive testing. *Applied Psychological Measurement*, 37(2), 99-122.

Ozturk, N. B., & Dogan, N. (2015). Investigating item exposure control methods in computerized adaptive testing. *Educational Sciences: Theory and Practice*, 15(1), 85-98.

Chu, M.-W., & Lai, H. (2013). Fairness in computerized testing: Detecting item bias using CATSIB with impact present. *Alberta Journal of Educational Research*, 59(4), 630-643.

Reise, S. P. (2001). Computerized adaptive testing: A primer (Second Edition). Howard Wainer (Ed.) (with Neil Dorans, Donald Eignor, Ronald Flaugher, Bert Green, Robert Mislevy, Lynne Steinberg, and David Thissen). [book review]. *Applied Psychological*

*Measurement*, 25(3), 307-309.

Reise, S. P. (2001). "Computerized adaptive testing: Theory and practice." Wim J. van der Linden and Cees A. W. Glas, Eds. [book review]. *Applied Psychological Measurement*, 25(4), 409-411.

Cheng, Y. (2009). When cognitive diagnosis meets computerized adaptive testing: CD-CAT. *Psychometrika*, 74(4), 619-632.

Magis, D., & Raiche, G. (2011). "catR": An R package for computerized adaptive testing. *Applied Psychological Measurement*, 35(7), 576-577.

Weiss, D. J. (2004). Computerized adaptive testing for effective and efficient measurement in counseling and education. *Measurement and Evaluation in Counseling and Development*, 37(2), 70.

### **13. 學生評鑑教學(teaching evaluation from students)**

Bianchini, S., Lissoni, F., & Pezzoni, M. (2013). Instructor characteristics and students' evaluation of teaching effectiveness: Evidence from an Italian Engineering School. *European Journal of Engineering Education*, 38(1), 38-57.

Weng, C., Weng, A., & Tsai, K. (2014). Online Teaching Evaluation for Higher Quality Education: Strategies to Increase University Students' Participation. *Turkish Online Journal of Educational Technology – TOJET*, 13(4), 105-114.

Kuzmanovic, M., Savic, G., Popovic, M., & Martic, M. (2013). A new approach to evaluation of university teaching considering heterogeneity of students' preferences. *Higher Education: The International Journal of Higher Education and Educational Planning*, 66(2), 153-171.

Rantanen, P. (2013). The number of feedbacks needed for reliable evaluation. A multilevel analysis of the reliability, stability and generalisability of students' evaluation of teaching. *Assessment & Evaluation in Higher Education*, 38(2), 224-239.

Linenberger, K., Slade, M. C., Addis, E. A., Elliott, E. R., Mynhardt, G., et al. (2014). Training the foot soldiers of inquiry: Development and evaluation of a graduate teaching assistant learning community. *Journal of College Science Teaching*, 44(1), 97-107.

Hill, Lilian H. (2014). Graduate students' perspectives on effective teaching. *Adult Learning*, 25(2), 57-65.

Yin, H., Lu, G., & Wang, W. (2014). Unmasking the teaching quality of higher education: Students' course experience and approaches to learning in China. *Assessment & Evaluation in Higher Education*, 39(8), 949-970.

Rodgers, K. J., Horvath, A. K., Jung, H., Fry, A. S., Diefes-Dux, H. A., & et al. (2015). Students' perceptions of and responses to teaching assistant and peer feedback. *Interdisciplinary Journal of Problem-based Learning*, 9(2), 19.

Surgenor, P.W.G. (2013). Obstacles and opportunities: Addressing the growing pains of summative student evaluation of teaching. *Assessment & Evaluation in Higher Education*, 38(3), 363-376.

Lee, H. H., Kim, G. M. L., & Chan, L. L. (2015). Good teaching: What matters to university students. *Asia Pacific Journal of Education*, 35(1), 98-110.

#### 14. 評量方法學 (assessment methodology)

Hickey, D., & Rehak, A. (2013). Wikifolios and participatory assessment for engagement, understanding, and achievement in online courses. *Journal of Educational Multimedia and Hypermedia*, 22(4), 407-441.

Losinski, M., Maag, J. W., Katsiyannis, A., & Ennis, R. P. (2014). Examining the effects and quality of interventions based on the assessment of contextual variables: A meta-analysis. *Exceptional Children*, 80(4), 407-422.

Planas Lladó, A., Soley, L. F., Fraguell Sansbelló, R. M., Pujolras, G. A., Planella, J. P., et al. (2014) Student perceptions of peer assessment: An interdisciplinary study. *Assessment & Evaluation in Higher Education*, 39(5), 592-610.

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