

# 整合式多維度學習課程之於大學階段學習者的學習動機、學習策略及自律學習變化：以一門課程設計模式為例之探索研究

## Multi-Dimensional Course Design for Students at Tertiary Education: An Exploratory Study of Its Impacts on Learners' Motivation, Strategies and Self-Regulated Learning

洪淑秋 Shu-Chiu Hung

銘傳大學應用英語學系助理教授

Assistant Professor,

Department of Applied English, Ming Chuan University

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**摘要：**近年來，高等教育課程設計逐漸地跨越自「教」到「學」間單一線形單向學習模式，朝向整合式多維度學習模式發展，強調學習是多元面向的趨勢。整合式多維度課程設計主張應用與融合多元化面向的學習理論與多維度面向學習的理想高等教育課程模式。此課程設計模式，經一個學期十八週的課程教學實驗後，研究資料顯示，大學階段學習者於學習動機、學習策略與自律學習方面，發現參與學生多維持及朝向正向的學習動機、學習策略與自律學習。是以，本研究成果，對整合式多維度課程設計模式，提供了初步的研究成果，亦對高等教育的整合式多維度課程設計與發展，提供一可推行之參考模式。

**關鍵詞：**整合式多維度面向學習、動機、自律學習、單向學習。

**Abstract:** In recent years, the trend of curriculum design in higher education has gradually shifted from

the traditional teaching-learning linear model to a more integrated multi-dimensional model. The shift is to stress that learning is multi-dimensional, and that teaching should be connected with multiple learning theories. The study aimed to construct one course design underpinned by a multi-dimensional learning model and to explore its impacts on learners' motivation and self-regulated learning. One experimental teaching (ET) based on the course design was undertaken for 18 weeks. Motivation and Learning Questionnaire (MLQ) was administered to collect data before and after the experimental teaching. Results of the present study have shown that the integrated multi-dimensional course design is likely to positively sustain or enhance learners' motivation, strategies and self-regulated learning. To conclude, the study might be illuminative, and have shed light on further development of integrative multi-dimensional course design, and more significantly, the exploratory research may have contributed to providing one potential model of designing integrative multi-dimensional courses at tertiary education.

**Key words:** integrated multi-dimensional learning; motivation; self-regulated learning; linear learning