

# 「明日阅读」MSSR 实践分享

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# 「明日阅读」 愿景

- 希望是一个**有系统、有中心思想**的方法进行**大量阅读**
- 培养学生阅读**兴趣**，并养成阅读**习惯**
- 成为终身阅读者，进而成为**终身学习者**





阅读有这么复杂吗？

阅读有这么困难吗？



我小学时学业表现很差

但我会去图书馆借书看



小孩本来就爱阅读，

自然地阅读，大量地阅读

但我们没有提供小孩足够机会做这种事情！



# 为什么要阅读？

阅读是所有学习的基础

如果学生看很多书，学习就有稳固的基础





# 「明日阅读」理念

兴趣，我们的教育辞典里有  
这个名词吗？

兴趣导向





# 「明日阅读」理念

终身学习的基础  
就是  
终身阅读习惯

如何培养终身阅读习惯？





# 「明日阅读」理念

有什么最好的方法？

身教？

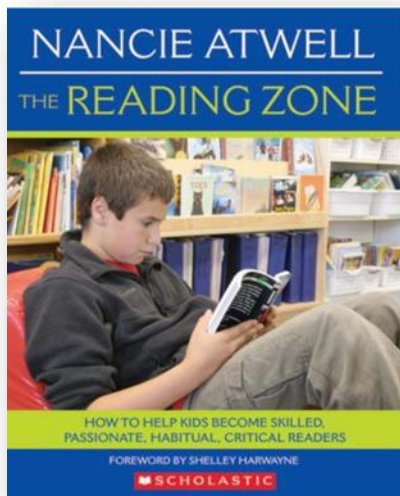


# MSSR 的由来

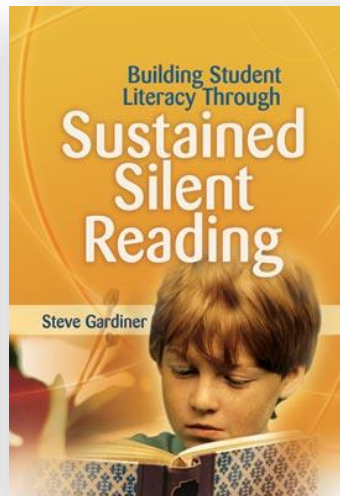




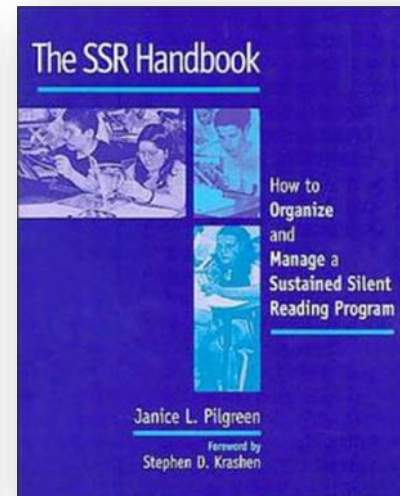
明日阅读——兴趣、身教、习惯  
主编/作者：陈德怀  
出版社：华东师范大学出版社  
ISBN：978-7-5675-7563-9/G.11011  
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Nancie Atwell, *The Reading Zone* (2007)



Steve Gardiner, *Building Student Literacy Through Sustained Silent Reading* (2005)



Janice Pilgreen, *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program* (2000)



# 趣創教育

源於對孩子的愛

陳德懷教授認為：「教育工作者的職責就是要培養孩子自己主動學習的態度和習慣」



# 身教式持续安静阅读

## Modelled Sustained Silent Reading (MSSR)

- 身教的 (M)：老师在学生面前阅读
- 持续的 (S)：每天固定时间阅读
- 安静的 (S)：安静环境阅读
- 阅读 (R)：自由选书阅读





# 大部份学生从来没有看过 老师拿起一本书来阅读

老师身教阅读



校长不能「叫」老师阅读，  
陪学生阅读，自己不阅读！

# 校长塑造学校阅读文化





# 校长身教阅读

# 您看到校长坐在哪里吗？





对于阅读 ...



校长与学生平起平坐，  
他们都有相同的价值！

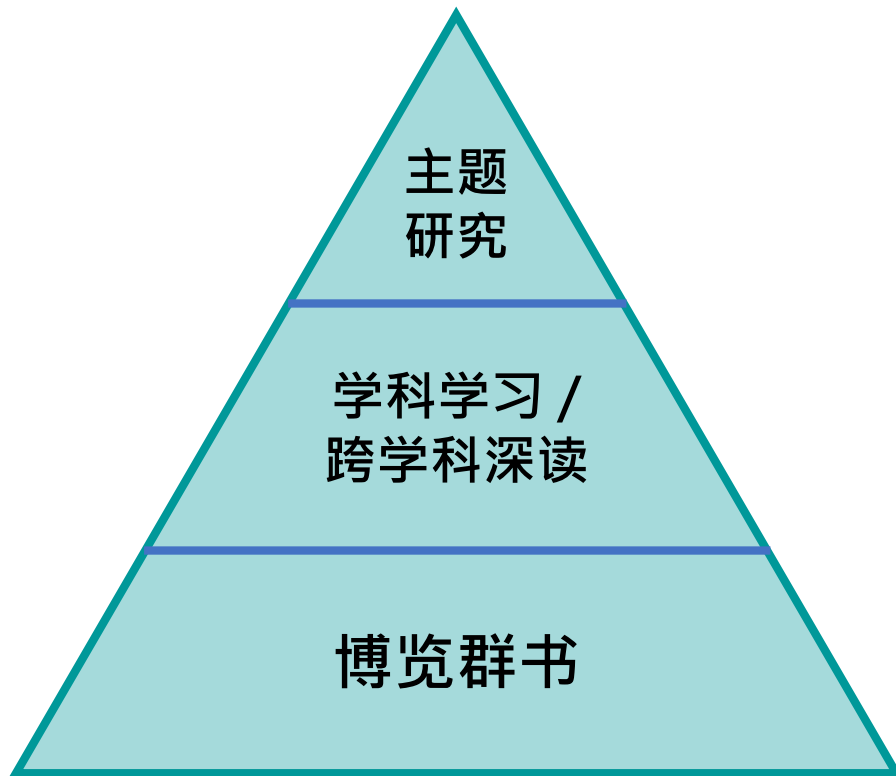


# MSSR的特色

- 强调每天固定时间阅读
- 兴趣导向
- 强调身教
- 有兴趣读、每天都读，就成为阅读习惯
- 提供境教
- 学生可以自由选书 – 无指定阅读或共读本
- 学生不需交阅读报告



# 明日学习



# MSSR给人一个深刻的印象

让学生看很多书

有兴趣地看很多书

习惯地看很多书

那么，MSSR代表什么意思？



# MSSR 促成

## 1. 从小建立终身学习习惯

– 透过培养阅读兴趣与阅读习惯

## 2. 丰富词汇与背景知识

– 透过大量阅读

## 3. 带动教师与家长终身阅读

– 透过「以身作则」作为孩子阅读榜样



# 「明日阅读」

身教式持续安静阅读  
MSSR

不使用电脑

- 方法论
- 实践教育理论

明日书店

使用电脑

- 信息化建设
- 阅读行为数据
- 激发创作





# 引进「明日书店」的作用

- 协助老师了解个别学生 – 管理学生的阅读历程
- 扩展学生阅读视野–同侪互相推荐书籍
- 引导写作
- 建立亲师生网络阅读社群
- 训练口语表达能力



# 每位学生扮演一名书店的店长 经营自己的阅读



# 悦趣化的书籍推荐活动

- 进书→学生登记已阅读书本
- 书评→学生制作推荐内容
- 推销→鼓励其他同学接受推荐
- 投资→使用葵币购买材料装饰书店



# 「明日阅读」成果

## 中平国小

- 一、二年级学生一年看**200本书**
- 二年级识字量等于全国常模三年  
级识字量

## 屏东原住民小学

- 学生平均一年阅读**188本书**
- 阅读理解能力由29%提升至**56%**
- 图形分辨词汇的能力由全国常模**18%**  
提升至**45%**



全台湾有约**600所**学校响应「身教式持续安静阅读」，以晨读取代晨考。



要达成学校愿景：

1. 生命关怀
2. 人文陶冶
3. 终身学习

阅读是最简单、最容易且效果深远的方式。

大溪初中祁树华校长



# MSSR是实践

「 让学生站在教育的中央 」 的第一步



# 「明日阅读」三阶段

**第一阶段：全校MSSR – 由校长带动**

**第二阶段：经营「明日书店」**

- 了解每个学生的阅读历程
- 扩展学生阅读视野
- 同侪互相推荐书籍
- 引导写作
- 建立亲师生网络阅读社群
- 聊书（小组或全班）：训练口语表达能力

**第三阶段：学习数据整合**

- 与长清一中学习平台数据结合
- 阅读行为习惯分析与建议（一般在3-4个月阅读习惯会有显著变化）



# 源於中央大學三十年的研究與實踐



國立中央大學



中央大學團隊繼推動「亞卓市」與「電子書包」研究後，過去十餘年在桃園市多所學校進行研究與實驗，打造二十一世紀數位典範學校。接著以「興趣驅動學習」模式發展課程，並成立「中華明日閱讀協會」與「趣創者實驗學校」。



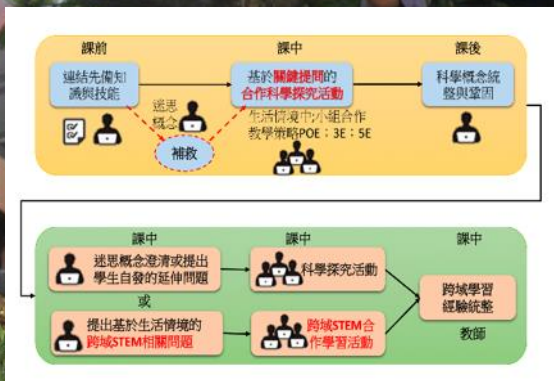
明日閱讀



明日寫作



明日數學



明日科學



明日英文





*Interest-driven creator theory: towards a theory of learning design for Asia in the twenty-first century*

**Tak-Wai Chan, Chee-Kit Looi, Wenli Chen, Lung-Hsiang Wong, Ben Chang, Calvin C. Y. Liao, Hercy Cheng, Zhi-Hong Chen, Chen-Chung Liu, et**

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First IDC paper  
2018

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Research and Practice in  
Technology Enhanced Learning

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### IDC theory: habit and the habit loop

Wenli Chen<sup>1</sup>, Tak-Wai Chan<sup>2</sup>, Lung-Hsiang Wong<sup>1</sup>, Chee-Kit Looi<sup>1</sup>, Calvin C. Y. Liao<sup>3</sup>, Hercy N. H. Cheng<sup>4</sup>, Su-Luan Wong<sup>5</sup>, Jon Mason<sup>6</sup>, Hyo-Jeong So<sup>7</sup>, Sahana Murthy<sup>8</sup>, Xiaqing Gu<sup>9</sup> and Zhongling Pi<sup>1</sup>

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**Abstract**  
Interest-driven creator (IDC) theory is a design theory that intends to inform the design of future education in Asia. It consists of three anchored concepts, namely, interest, creation, and habit. This paper presents the third anchored concept, habit, as well as the habit loop. IDC theory assumes that learners, when driven by interest, can be engaged in knowledge creation. Furthermore, by repeating such process in their daily learning routines, learners will form interest-driven creation habits. The habit loop, the process of building such a habit, consists of three component concepts—cueing environment, routine, and harmony. The cueing environment is a habit trigger that tells the students' brain to get prepared and go into an automatic mode, letting a learning behavior unfold. Routine refers to the behavioral patterns the students repeat most often, literally etched into their neural pathways. Harmony refers to the affective outcome of the routine activity as well as the integration or stabilization of habits; that is, through the routine behavior and action, students may feel that their needs get fulfilled, feel satisfied, and experience inner peace. It is our hope that such habitual behavior of creating knowledge can be sustained so long that students ultimately become lifelong interest-driven creators. This paper focuses on the description of the three components of the habit loop and discusses how these components are related to the interest loop and the creation loop in supporting learners in developing their interest-driven creation capability.

**Keywords:** Interest-driven creator (IDC) theory, Learning habit, Habit loop

**Introduction**  
Researchers, educators, and parents have long acknowledged the importance of cultivating students' good habits for learning. Learning involves a persistent and stable change in what a person knows or does. Learning habits exercise significant influences over students' learning and development. The influential Chinese author and educator Yeh Sheng-Tao stated "what is education? To answer it in a simple way, we just need one statement: nurturing good habits." Habit is a routine of behavior that is repeated regularly and tends to occur unconsciously. From the viewpoint of psychologists, habit is understood as "a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of mental experience" (Andrews 1903, p.1). As Rouse et al. (1989) mentioned, "habits are the result of automatic cognitive processes, developed by extensive repetition, so well learned that they do not require conscious effort" (p. 2197).

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Research and Practice in  
Technology Enhanced Learning

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### IDC theory: creation and the creation loop

Tak-Wai Chan<sup>1</sup>, Chee-Kit Looi<sup>2</sup>, Ben Chang<sup>3</sup>, Wenli Chen<sup>1</sup>, Lung-Hsiang Wong<sup>2</sup>, Su-Luan Wong<sup>5</sup>, Fu-Yun Yu<sup>6</sup>, Jon Mason<sup>6</sup>, Chen-Chung Liu<sup>7</sup>, Ju-Ling Shih<sup>1</sup>, Ying-Tien Wu<sup>1</sup>, Su-Cheng Kang<sup>8</sup>, Longlai Wu<sup>9</sup>, Tzu-Chao Chien<sup>8</sup>, Calvin C. Y. Liao<sup>3</sup>, Hercy Cheng<sup>11</sup>, Zhi-Hong Chen<sup>12</sup> and Chih-Yueh Chou<sup>13</sup>

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**Abstract**  
The interest-driven creator (IDC) theory is being developed as a group endeavor by Asian researchers to articulate a holistic learning design theory for future education in Asia. The theory hypothesizes that students, driven by interest, can be engaged in the creation of knowledge (generating ideas and artifacts). By repeating this creation process in their daily learning routines, they will excel in learning performance, develop twenty-first-century competencies, and form creation habits. We hope that with such practices in education, our future generations will ultimately become lifelong interest-driven creators. In IDC theory, there are three anchored concepts, namely, interest, creation, and habit. Each anchored concept comprises three component concepts which form a concept loop. For example, the creation loop consists of three component concepts—imitating, combining, and staging. Imitating is concerned with taking in (or inputting) an abundant amount of existing knowledge from the outside world to form one's background knowledge. Combining refers to delivering (or outputting) new ideas or artifacts, proficily by synthesizing existing information encountered in the world and thoughts arising from the students' background knowledge. Staging relates to frequently demonstrating the generated ideas or artifacts to the relevant communities and receiving feedback from these communities to improve the novelty and value of the demonstrated outcomes while gaining social recognition and nurturing positive social emotions. This paper focuses on describing the three components of the creation loop. We provide three case studies to illustrate the creation loop at work as well as how it intertwines with both the interest and habit loops in supporting students to develop their creation capabilities. In presenting this iteration of the creation concept, an anchored concept in IDC theory, we acknowledge the roles played of imitation, combination, and staging in different learning and education contexts—indeed, these are multiple theories that inform and intersect with it.

**Keywords:** Interest-driven creator (IDC) theory, Creation, Creativity, Interest, Habit, Imitating, Combining, Staging

**Introduction**  
Learning, as defined both by the Oxford English Dictionary and the neuroscience textbook by Bear, Connors, and Paradiso (2016, p. 824), is the acquisition of knowledge, skills, and attitudes" (ISO, 2008). However, to prepare our next generation to face the unpredictable future, learning must go beyond acquisition. They must develop the agency and ability of creating their own ideas and artifacts. In the interest-driven creator (IDC) theory, we

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