

規則向量空間在國小數學教學之應用

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摘要

This study integrated Student-Problem Chart and Rule Space Model to analysis the test questions. The experiment objectives are 58 sixth grade elementary school students and the subject is mathematics. Firstly, design and analysis the knowledge attribute. Secondly, record the response from the students. Thirdly, diagnosis the non-mastered knowledge attributes. At last, provide feedback to the teacher. According to the feedback, the teacher performs the remedial course

關鍵字：S-P Chart, Rule Space Model, Cognitively Diagnostic Assessment, Knowledge attribute