

本計畫主持人雖然竭盡所能依據理論與文獻提供相關之建議，但是部分諮詢之專家對於少數建議持保留意見，在此簡述之，以避免觀點過於偏頗。整體而言，四位諮詢專家均對於本文多所肯定，但是部分觀點可能有待進一步研究證實，或者必須更周詳之思慮，為求篇幅之精簡，本文只呈現諮詢專家有異議之處，其餘多數贊同部分則省略之。第一位諮詢專家提醒演化教育心理學之諸多概念仍有待釐清與驗證，例如原發性認知與續發性認知之區分，並且提醒雖然原發性認知無須直接教導，但是仍可以於課程設計當中，考量如何充實學生之生活經驗，使得學生具備該有之原發性認知。第二位諮詢專家非常贊同本文所言，亦即認知與發展之理論與文獻應為課程設計之重要基礎，並且進一步提示注意課程之間之連貫性與適度的深入性，於促進理解之際也有助於學習遷移。第三位諮詢專家在贊同之餘，提醒對於第一線教師之在教育為未來落實課程之重心，其中包括認識演化教育心理學之觀念。第四位諮詢專家認為演化教育心理學具有獨特性與啟示性，但也提示課程設計應該跳脫成人觀點，重學習者的角度審視之，尤其應該考量各種教材對於學習者之認知負荷，他尤其推薦 John Sweller 提倡之認知負荷論 (cognitive load theory)，此理論之課程設計意涵將納入未來研究之主題之一。最後，本研究限於研究時程相當短促，無法針對有關文獻進行大量或完整的回顧，因此恐有遺珠之憾，特別有關於認知發展之部分，相對的文獻較為有限，有待未來進一步充實。

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