

A Study on a Learner-centered Teaching Program of Debris Flow Disaster Prevention for High Graders in a Primary School

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Under the current educational system in Taiwan, no formal curriculum has been devoted specifically to “disaster mitigation” or “disaster prevention.” The purpose of this study was to develop a teaching program of debris flow disaster prevention for 5th-6th graders in primary schools. Using the teaching strategy of viewing the students as the master of learning, the study adopted the pre- and post-test design to assess the effectiveness of the teaching program. Results indicated that student subjects performed significantly better after the implementation of the teaching program. In addition, student subjects had positive reaction toward the self-compiled teaching program of debris flow disaster prevention that views students as the center of the learning. They felt that the knowledge and skills they acquired from the teaching program could be applied to debris flow disaster prevention to protect their lives in disaster.

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