

由反疫苗、反口罩說到 鄧寧-克魯格效應

余創豪

Clashes Break Out at Boston Common Anti-Mask, Vaccine Rally and Counterprotest

Police had closed streets around Boston Common in preparation for the rally, and hundreds of officers were on hand

By **Monica Madeja and Asher Klein** • Published November 7, 2021 • Updated on November 8, 2021 at 12:08 am



Two people were arrested during a vaccine mandate protest Sunday in Boston.

Trending Stories



BOSTON COMMON
Clashes Break Out at Boston Common Anti-Mask, Vaccine Rally and Counterprotest



SHARON
Driver Facing Charges Following Fatal Crash in Sharon



ABINGTON
Bomb Threat Prompts Evacuation at Abington High School



BOSTON
Here's What Happened When Super Happy Fun America Tried to Protest COVID Mandates in Boston



SPONSORED
Teens Mock Boy At Burger King, Don't Notice Man On...
Sizzlyfy

BREAKING:

Dr. Peter McCullough Issues Emergency Warning: Vaccine-Created Spike Protein Is Deadly In The Human Body

Posted 4 hours ago


- ▶ Watch & share this EXCLUSIVE interview that breaks down the science behind the deadly effects of the globalist-approved jab!
- ▶ "We've never seen this ever in human history."



Special Reports

Robert Barnes: Medical Tyranny Seizing Control Over Your Children's Bodies is an Attempt to Restore Slavery in US

Infowars.com

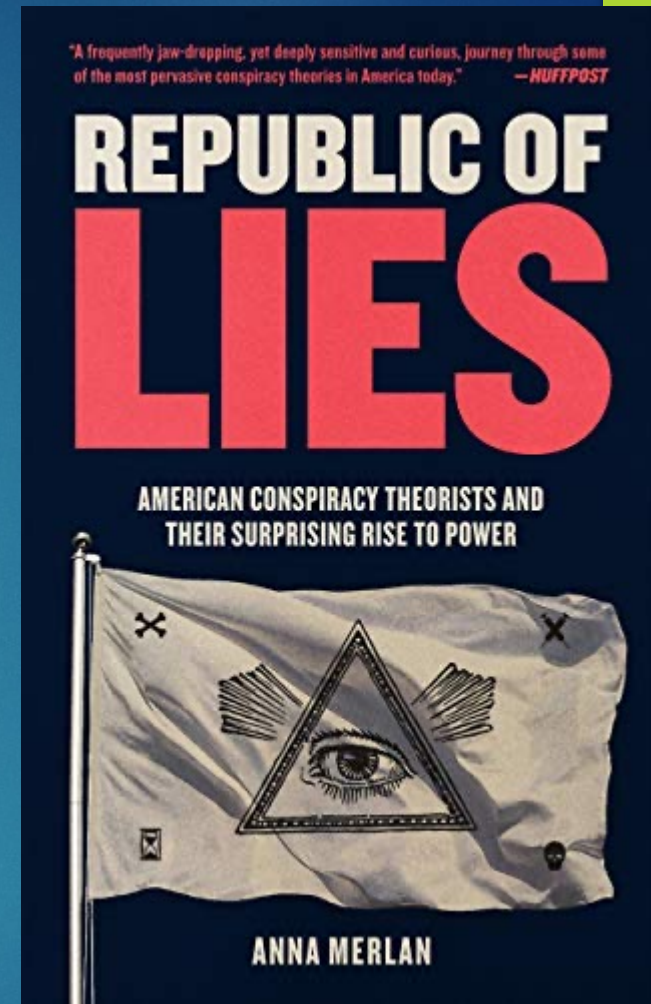
November 5th 2021, 1:23 pm 

► Globalist policies put America's most vulnerable in the crosshairs.



亞歷克斯·瓊斯 (Alex Jones)

- ▶ 「我百分百醒了 (I am 100% woke) 。」



- ▶ 「散佈謊言和半真半假新聞的人已經獲得了前所未有的聲望、名聲、權力。」

對稱感知

- ▶ 米克·韋斯特 (Mick West) 是一位科普作家，他研究偽科學和陰謀論。
- ▶ 「彼此的感知是對稱的，您認為他們被 YouTube 視頻誤導了，而他們認為主流媒體或政府對您洗腦，你對他們的不理性感到沮喪，他們很生氣你拒絕聽亞歷克斯·瓊斯的話。」



亞歷山大·波普 (Alexander Pope)

- ▶ 亞歷山大·波普 (1688 – 1744) 是英國詩人和諷刺作家。
- ▶ 「知道一點點是一件危險的事情。」



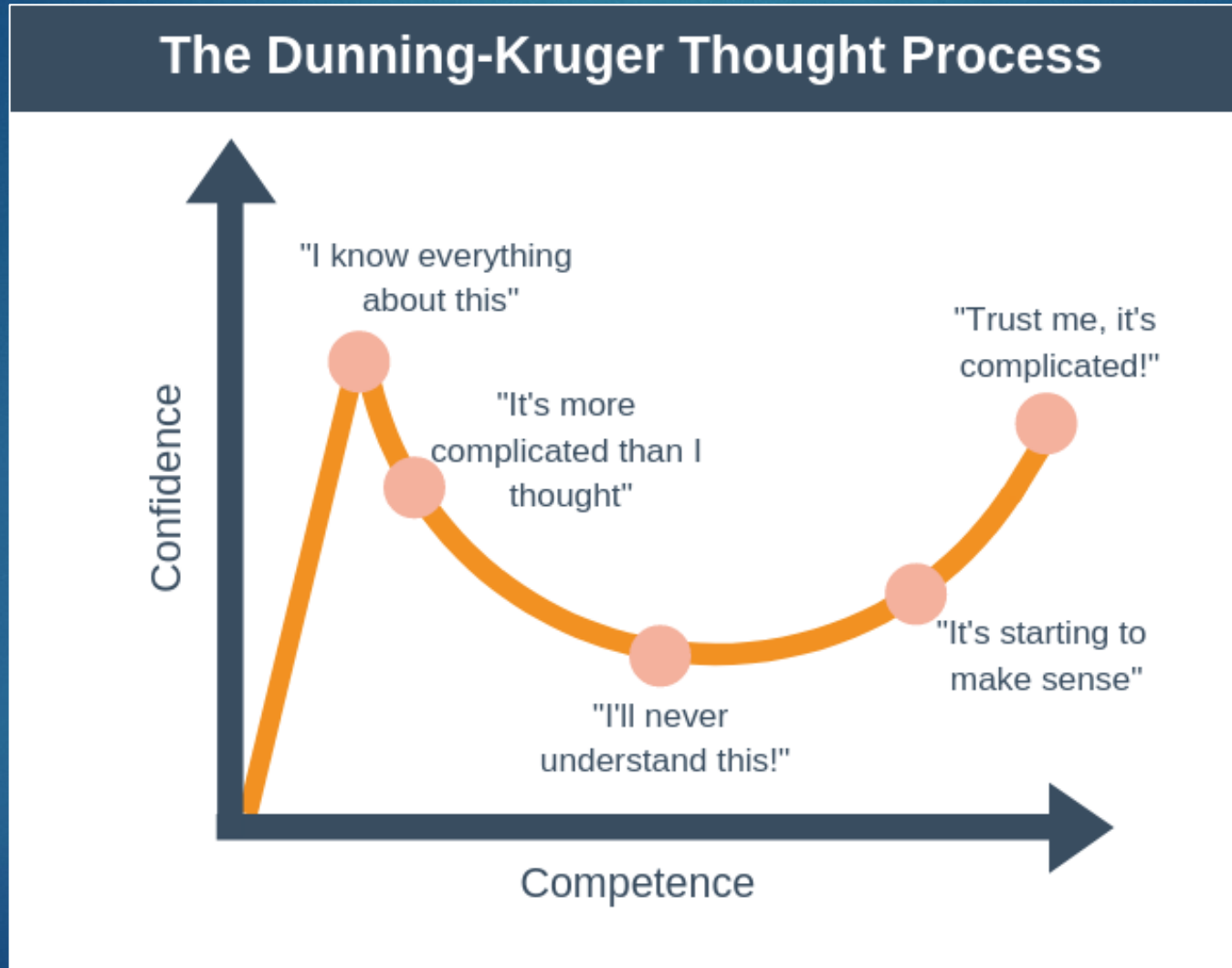
鄧寧-克魯格效應 (Dunning-Kruger)

- ▶ 在 1999 年發表論文中，他們肯定了達爾文在 1871 年所說的話：「與知識相比，無知更容易令人產生自信心。」
- ▶ 他們就幾個課題對人進行了測驗，例如語法、邏輯推理。每次測試後，他們都會詢問參與者認為自己的表現如何。具體來說，參與者被問及他們擊敗了多少其他測驗者。

鄧寧-克魯格效應 (Dunning-Kruger)

- ▶ 一次又一次，不管是什麼科目，考試成績差的人都會把自己的能力排在更高的位置。
- ▶ 平均而言，得分低至第 10 個百分點的考生將自己排在第 70 個百分點附近，那些知識不足的人認為他們是專家。
- ▶ 鄧寧和克魯格的實驗至少在十幾個不同的領域複製過：數學、品酒、國際象棋、醫學、槍支安全……。所有研究都指向相同的結論。

鄧寧-克魯格效應 (Dunning-Kruger)



國際學生評估計劃

Table 5.1. Average 2015 PISA scores (PV) of USA and Asian countries/regions.

Country/Region	Math scores		Science scores		Self-efficacy		Self-belief		Ambition	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
China	541.74	100.84	528.34	98.56	0.06	1.17	0.19	0.87	2.98	0.73
Hong Kong	550.55	88.48	525.60	79.58	-0.07	1.22	0.21	0.95	2.80	0.80
Japan	533.30	88.18	539.03	93.28	-0.46	1.22	-0.51	1.02	2.64	0.82
Macau	543.98	79.03	528.59	81.84	-0.03	1.12	-0.50	0.81	2.63	0.81
S Korea	523.91	99.97	514.75	95.00	-0.02	1.23	0.34	0.98	2.84	0.75
Singapore	557.08	95.75	545.95	104.60	0.07	1.14	0.42	0.94	3.00	0.79
Taiwan	539.20	103.79	530.85	99.85	0.19	1.19	-0.01	0.89	2.92	0.76
USA	474.35	87.92	502.60	98.04	0.29	1.29	0.65	0.95	3.25	0.72

Chong Ho Yu
Hyun Seo Lee

Creating Change to Improve Science and Mathematics Education

Lessons from Hong Kong

 Springer

成人能力國際評估計劃

Table 5.2. Average 2015 PIAAC scores of USA and Asian countries ($n = 22,423$).

Country	Numeracy		Problem-solving		Readiness to learn	
	Mean	SD	Mean	SD	Mean	SD
Japan	289.47	43.82	295.31	43.77	2.96	0.81
Singapore	255.81	69.23	287.66	45.01	3.48	0.83
South Korea	262.28	46.14	283.19	37.24	2.86	0.94
United States	254.51	55.56	278.01	43.28	4.05	0.72

Chong Ho Yu
Hyun Seo Lee

Creating Change to Improve Science and Mathematics Education

Lessons from Hong Kong

 Springer

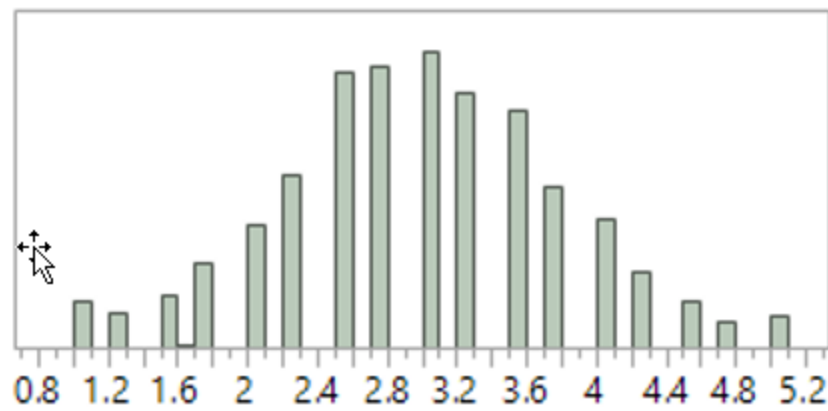


Figure 5.4(a). Distribution of RTL of Japan

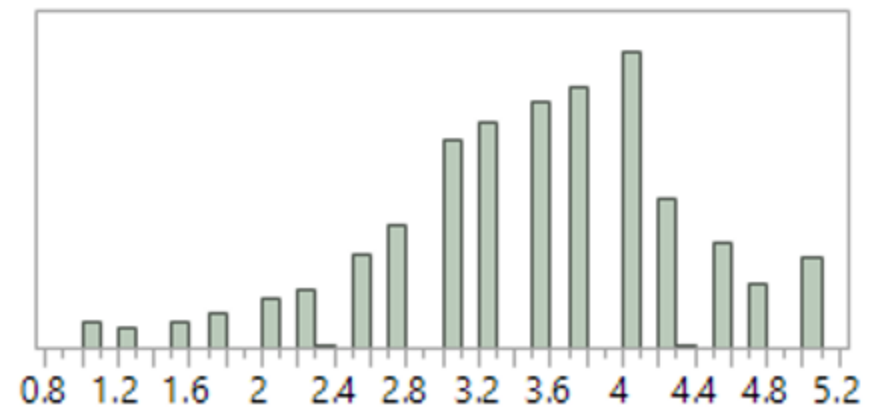


Figure 5.4(b). Distribution of RTL of Singapore

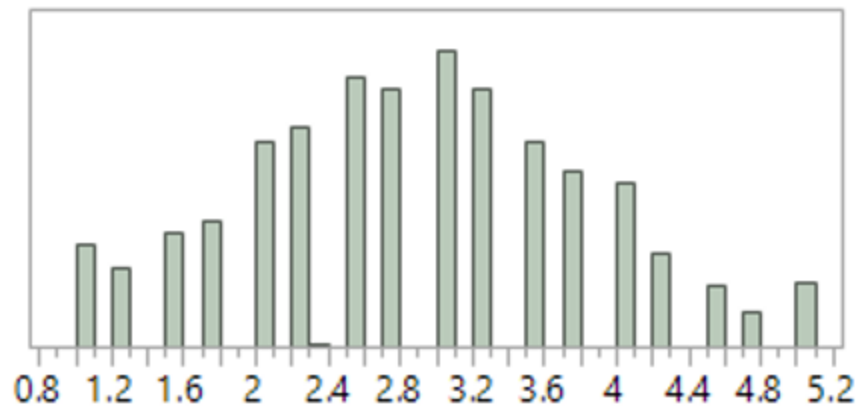


Figure 5.4(c). Distribution of RTL of South Korea.

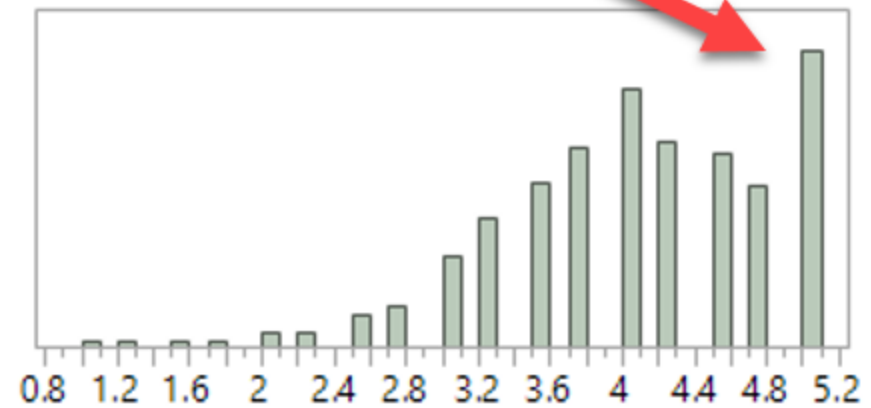
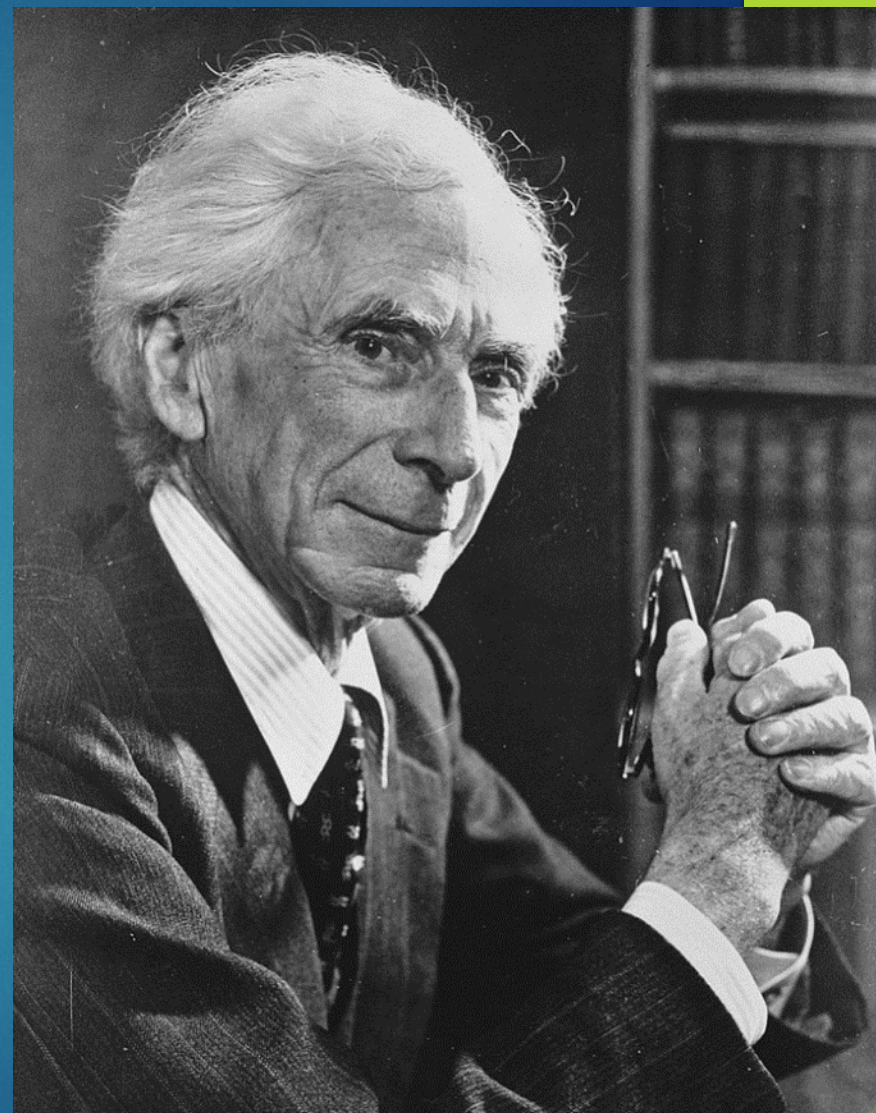


Figure 5.4(d). Distribution of RTL of USA.

後遺症

- ▶ 英國哲學家羅素（1951）：「我們這個時代最痛苦的事情之一是，對事情十分肯定的是蠢人，而有創造力和理解力的人則充滿了懷疑和優柔寡斷。」
- ▶ 空蕩蕩的罐頭才可以敲得響。
- ▶ 半桶水，唧唧聲。
- ▶ 位高權重者往往冇料到。



學海無涯、學無止境

- ▶ 王爾德（Oscar Wilde 1854 - 1900）是愛爾蘭詩人和劇作家：「我不年輕了，我不可能什麼都知道。」
- ▶ 蘇格拉底：「智慧就是知道有很多我不知道的。」
- ▶ 愛因斯坦：「我學得越多，我就越意識到我不知道的東西太多了……我不是天才，我只是好奇。」
- ▶ 《莊子·內篇·養生主第三》：「吾生也有涯，而知也無涯。以有涯隨無涯，殆已！已而為知者，殆而已矣！」



謙虛是中國文化和聖經傳統

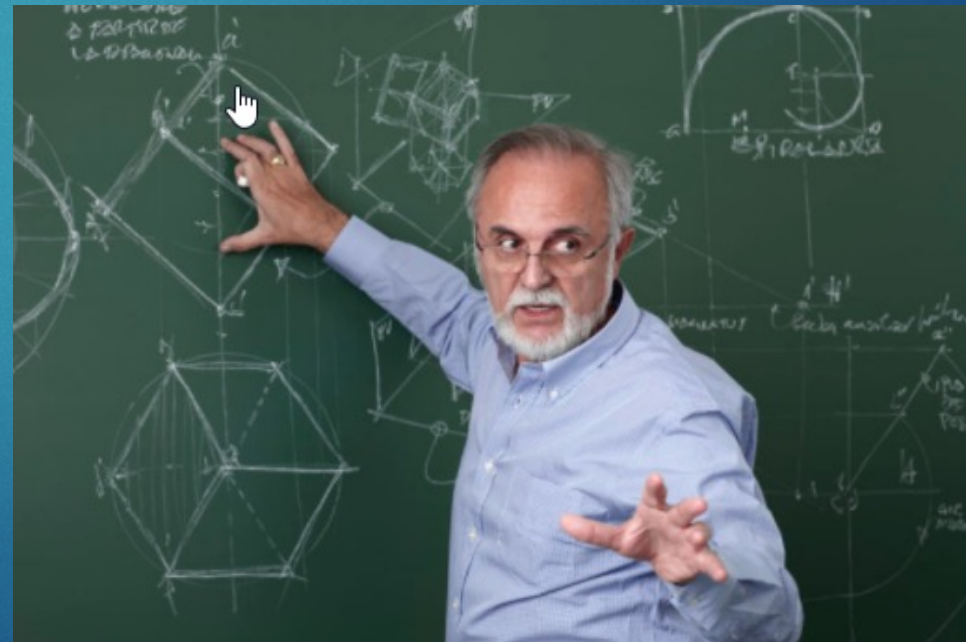
- ▶ 宋代·陸游《書憤五首·其一》：「出師一表真名世，千載誰堪伯仲間！」
- ▶ 「臣本布衣，躬耕於南陽，苟全性命於亂世，不求聞達於諸侯。先帝不以臣卑鄙，猥自枉屈，三顧臣於草廬之中，……臨表涕零，不知所言。」
- ▶ 「才疏學淺，拋磚引玉」
- ▶ 「摩西為人極其謙和，勝過世上的眾人。」（民一二：3）



高於平均水平的謬誤 (Above average fallacy)



- ▶ 42% 的工程師認為他們是公司前 5% 的工程師。
- ▶ 94% 的調查教授認為他們的工作表現高於平均水平。
- ▶ 如果每個人都是特別的，那麼沒有人是特別的。



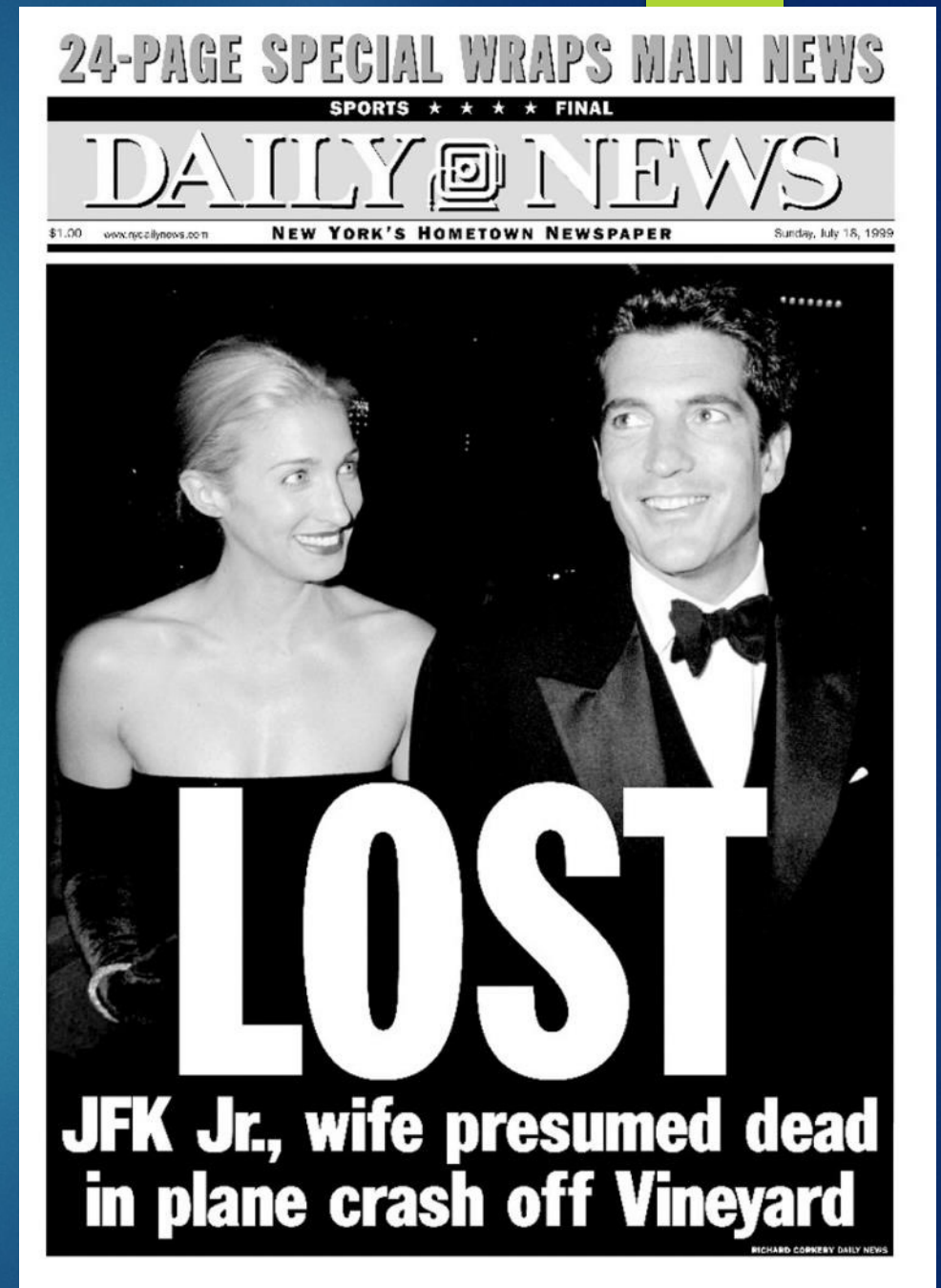
高於平均水平的謬誤 (Above average fallacy)

- ▶ 在一項研究中，當研究人員要求女性參與者估計女性在紐約中央公園獨自行走時受到攻擊的概率時，大多數受試者報告的概率相對較高。
- ▶ 但是當問題改為「你有多大可能受到攻擊」時，估計的概率變得低得多。



人傾向於高估自己

- ▶ 1999年7月16日，已故總統甘迺迪的兒子約翰甘迺迪二世駕駛的小型飛機失事，墮海身亡。
- ▶ 出發之前，他的駕駛教練提議和甘迺迪二世一起飛行，但甘迺迪二世婉拒，認為自己可以單獨飛行。
- ▶ 甘迺迪二世只懂得目視飛行，而不懂得怎樣閱讀儀器顯示飛行，當能見度極低的時候，飛機師只能夠靠儀器飛行。
- ▶ 出事當天有薄霧，甘迺迪二世發生了空間失調，但不懂得怎樣靠儀器去控制飛機。



人傾向於高估自己

- ▶ 克拉克大學進行的一項研究報告稱，年齡在 18 至 29 歲之間的人中有超過 80% 預計他們的婚姻會持續一生。
- ▶ Amato 和 Hohmann-Marriott 於 2007 年進行的一項研究發現，在結婚 6 年內離婚的人中，約有一半說在離婚前擁有高度的婚姻幸福感，並且預計離婚的可能性也很低。
- ▶ 實際上，美國的離婚率是 53%！每個人都認為自己高於平均水平！



這問題在美國特別嚴重

America: Land of the Self-Inflated Ego

Posted on [March 22, 2011](#) by [Dr. J](#)

I'm not the biggest fan of *New York Times* columnist David Brooks, but I wanted to call attention to a [recent piece of his](#) that highlights a pretty serious problem we have here in the U.S.



I ♥ MY
SELF +
THATS
ALL THAT
MATTERS

Brooks points to several markers that show Americans to have high levels of “self-esteem” even as they get worse in several areas of accomplishment, such as mathematical skills. We all think we live in Lake Woebegone, where everyone is above average. And because we are all so wonderful, we believe we deserve the very best of everything and have this message constantly reinforced through advertising.

Near the end of the column, Brooks does some interesting connecting of the dots and speculates about how many of our current

social and political problems can be traced in part to our inflated egos. Political partisanship? Increased levels of consumption and debt? Decline in civic virtue? It's all food for thought.

How Is X Taught in America

Europe

Schools

Education

The United States of America



How do US Americans get their huge egos and overconfidence? Is it taught in schools there?



Answer



Follow · 1



Request



Ad by Interview Kickstart - Interview Bootcamp



If you had to interview someone for a data science position, what questions would you ask them to establish their competence?

If we were to interview someone for a data science position, in order to understand if they're qualified for the position. We would divide the data science interview questions int...(Continue reading in feed)

4 Answers



Guy Devine, studied at Fanshawe College

Answered Jul 9, 2018



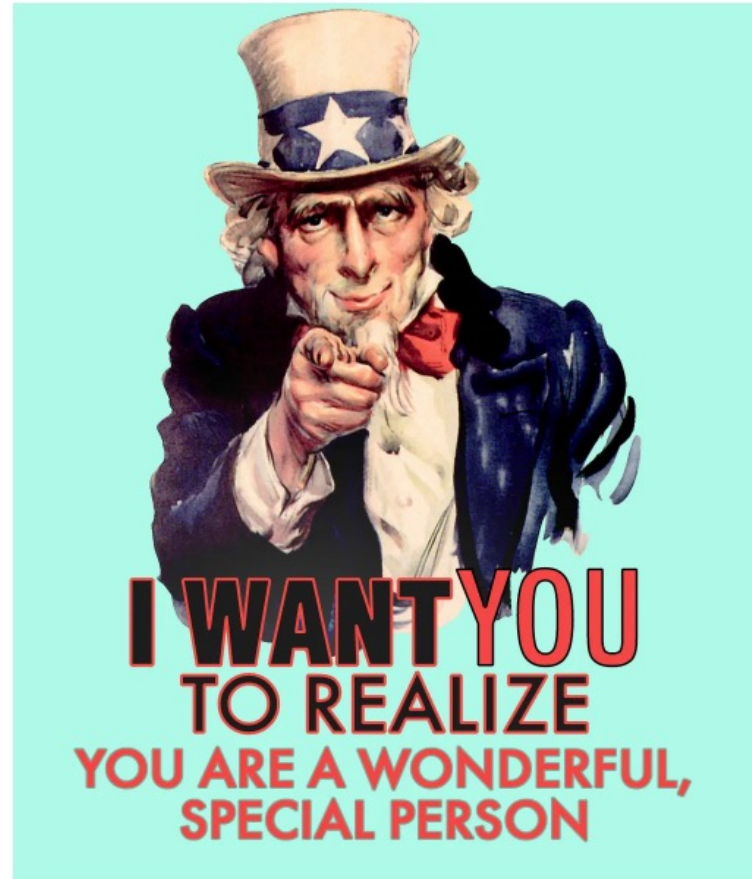
Ego and overconfidence is not such a big deal. It is when it becomes inflated and reality is difficult for them to grasp that problems begin.

At school, in media, in church, at home, in politics, in sport, etc.....

Not everyone is like this. But the part of the culture that is.....is crazy.

How the Self-Esteem Craze Took Over America And why the hype was irresistible.

By Jesse Singal



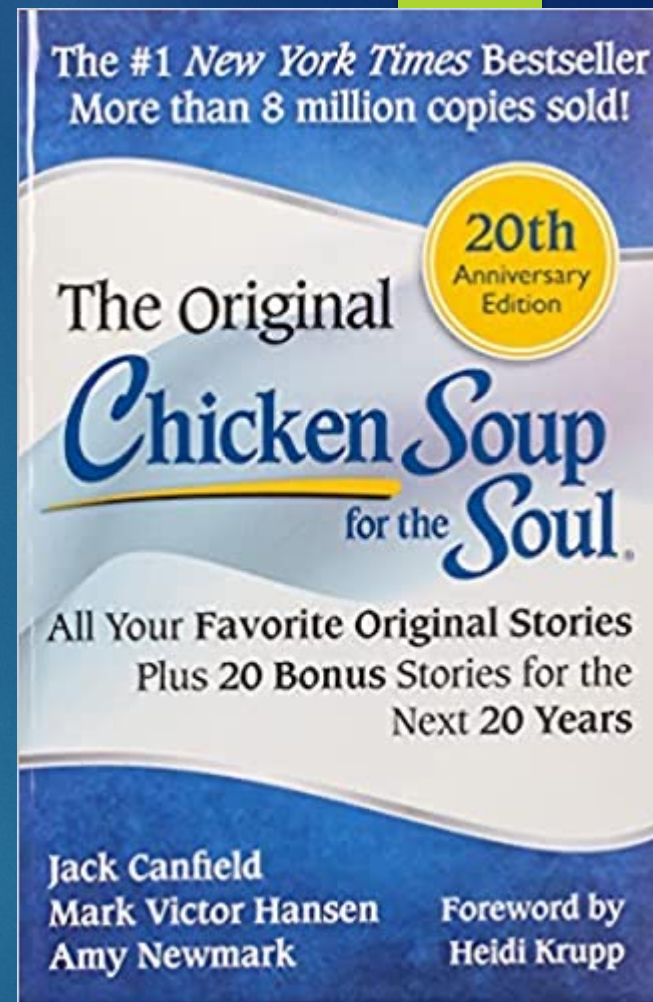
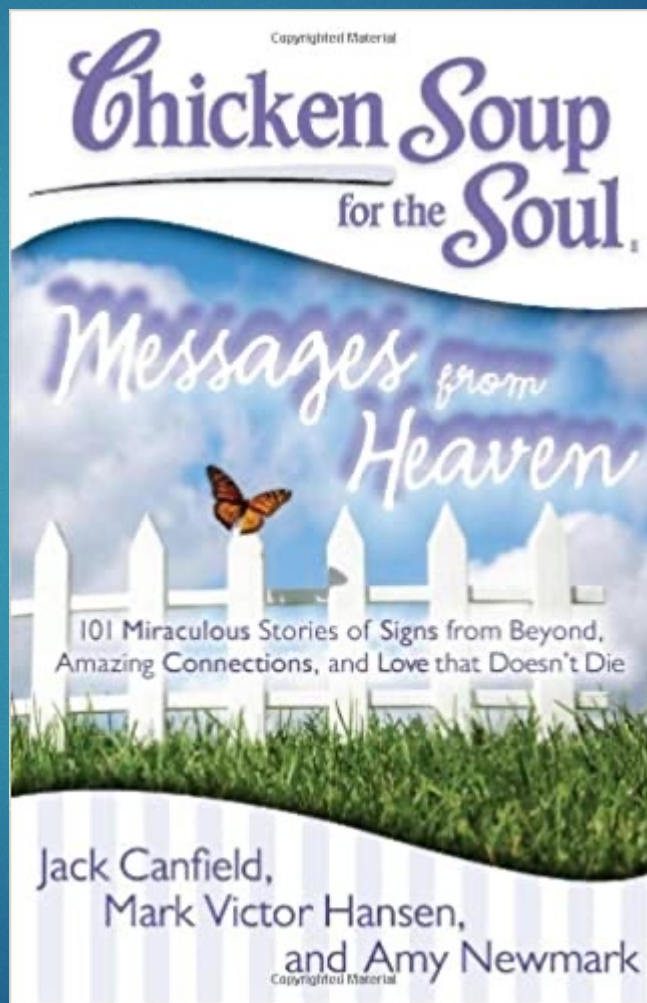
In 1991, a children's book called *The Lovables in the Kingdom of Self-Esteem* was published. Written by Diane Loomans and illustrated by Kim Howard, *The Lovables* imparts a simple, nurturing message: You, the tiny child reading this book or having this book read to you, are *very* special.

加州工作組

- ▶ 1986年，加州通過立法，成立了加州工作組，以促進自尊和個人和社會責任。
- ▶ 工作組的目標是探索如何將自尊應用於一系列社會問題，該計劃的假設是，各種不良的社會後果是由自卑直接造成的，例如罪犯的自尊心很低，我們可以通過提高人們的自尊來降低犯罪率。

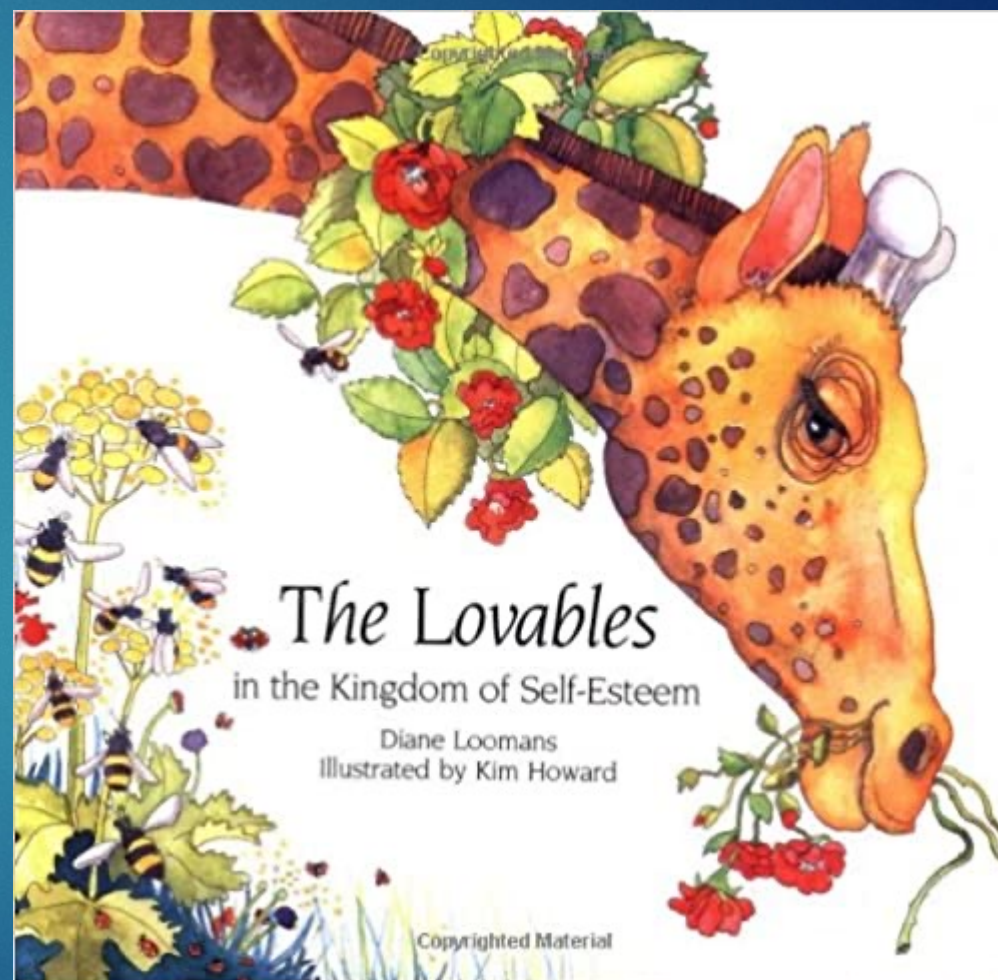
心靈雞湯

- ▶ 位於洛杉磯的傑克·坎菲爾德 (Jack Canfield) 提供自尊研討會，他採用視頻、錄音帶。
- ▶ 後來他與人合著了超級暢銷的《心靈雞湯》。



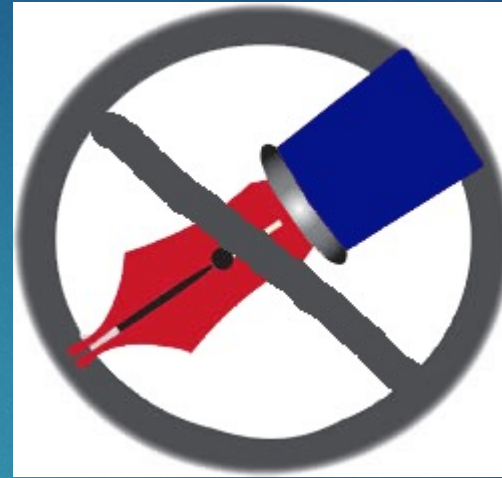
你很特別，很可愛！

- ▶ 1991年，黛安·盧曼斯 (Diane Loomans) 寫了一本兒童讀物，名為《自尊王國中的可愛者》。
- ▶ 這本書傳達了一個簡單的信息：你這個正在閱讀這本書或有人讀給你聽這本書的小孩子，是非常特別的。



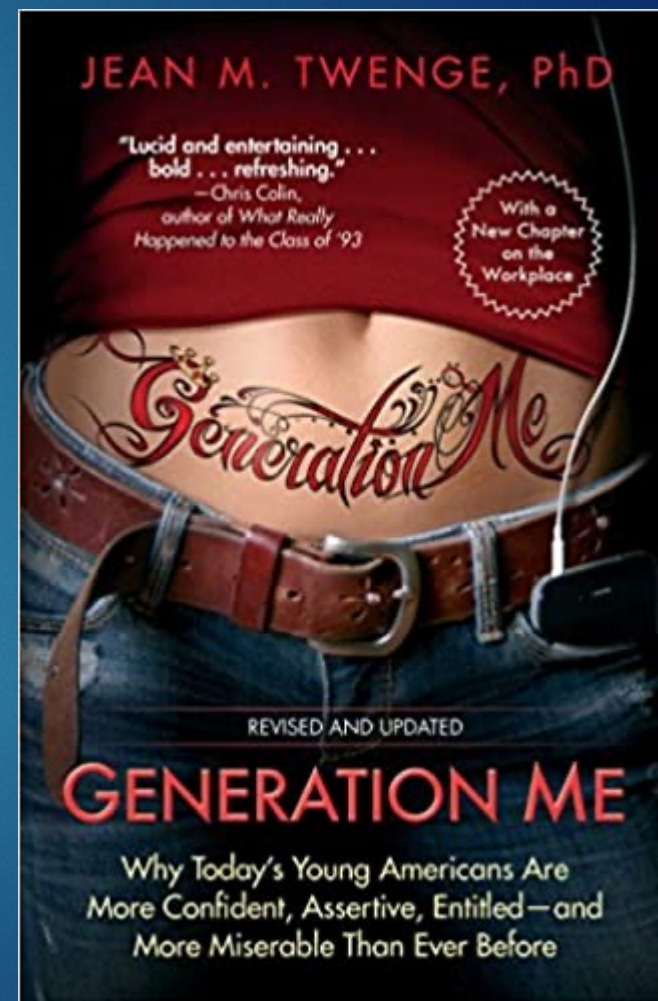
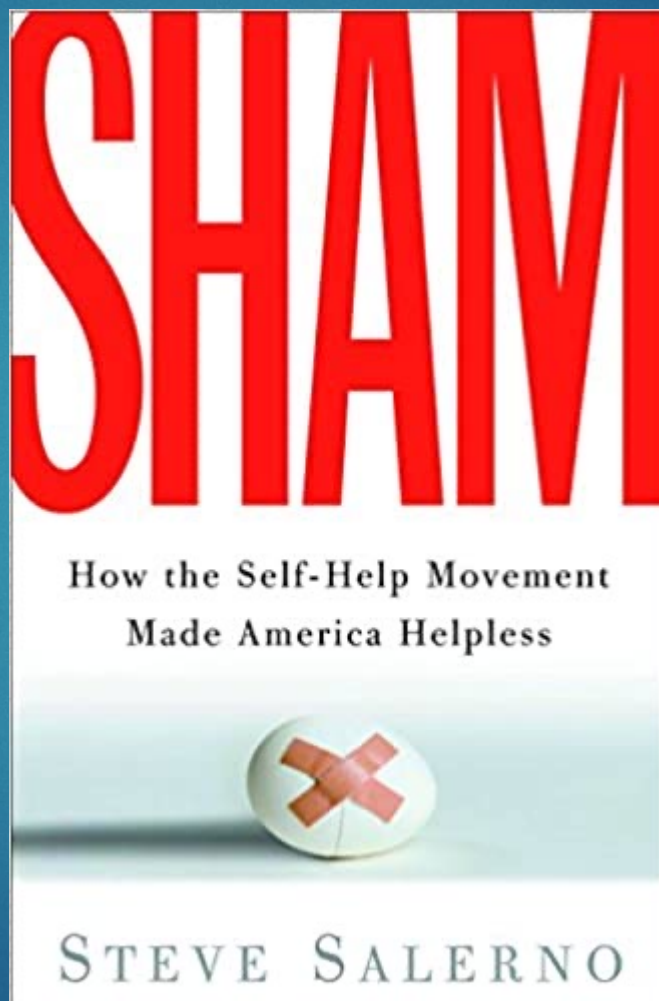
激勵自尊的教學方法

- ▶ 數百個學區在他們的課程中添加了激勵自尊的教材。
- ▶ 一些學校停止使用紅筆，其理論基礎是，在測試中看到大量紅色可能會損害孩子的自尊心。
- ▶ 一些學校安裝了帶有文字的鏡子，例如「您現在正在看著整個世界上最特別的人之一！」



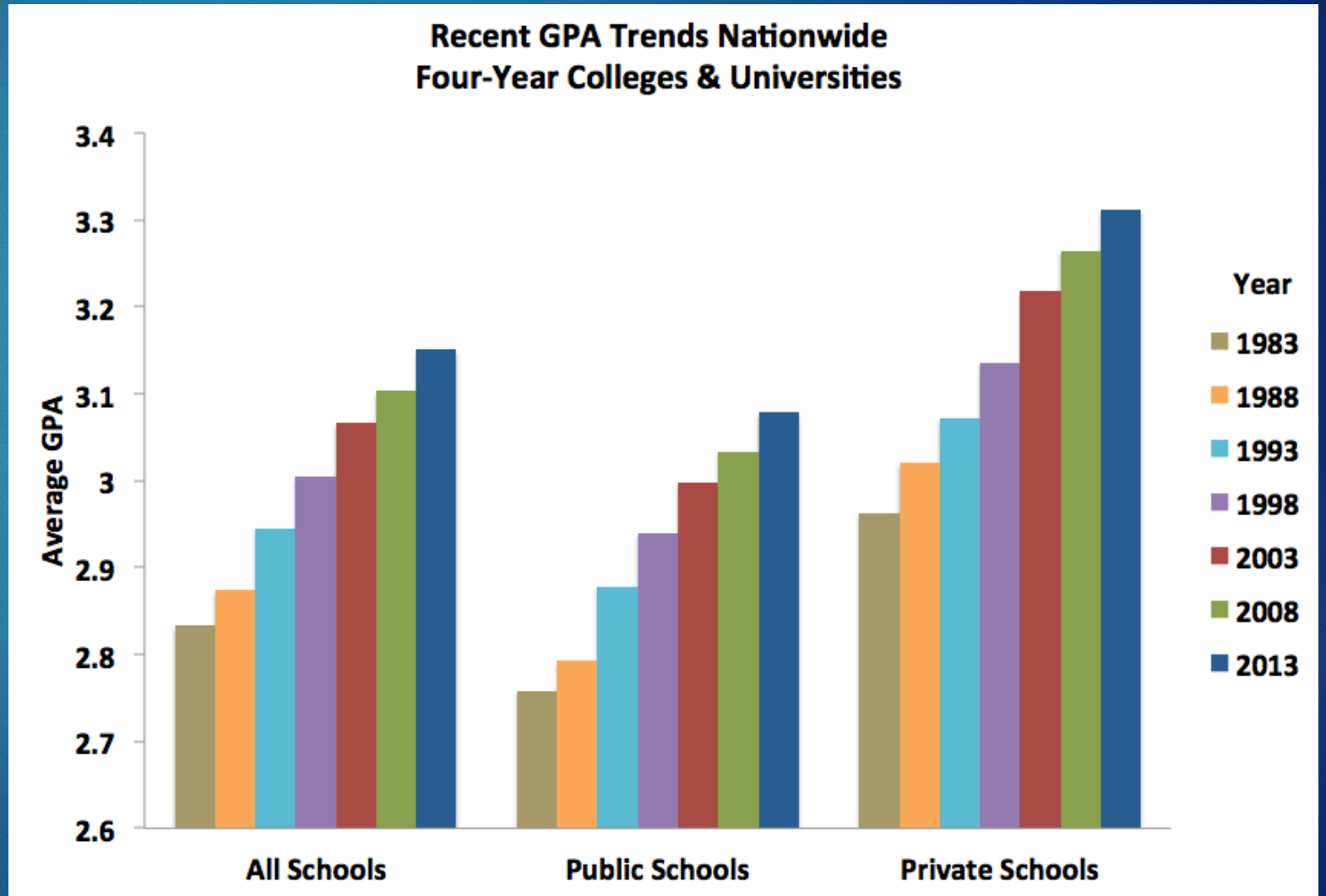
好心做壞事

- ▶ 不要讓孩子感覺不好，因為如果他們感覺不好，他們的表現就會很差。
- ▶ 但科學研究發現，更高的自尊實際上與更糟糕的行為相關，一些罪犯實際上有很高的自我評價。



等級通脹 (Grade inflation)

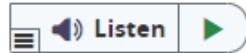
- ▶ 在 1960 年代初期，全國大學中獲得 A 級的僅佔所有成績的 15%。
- ▶ 今天，A 是大學裡最常見的成績；A 級的比例增加了兩倍，達到 45%。現在授予的所有成績中有 75% 是 A 和 B。



等級通脹 (Grade inflation) 後遺症

- ▶ 有些大學教授和講師未必相信推廣自尊心能夠幫助學生，但許多大學將學期完結的學生評估作為教授講師升遷去留的標準之一。
- ▶ 許多教授和講師為了保住飯碗或者免麻煩（例如投訴），會盡量通融學生（例如接受遲交的功課），並且給予好成績。
- ▶ 鄧寧-克魯格效應：水平極低，卻以為自己天下無敵。「我的 GPA 是 4.0，我從來沒有收到過這麼低的分數。」
- ▶ 玻璃心，無法接受任何批評，不會接受任何責任。「我不明白，這不是我的問題，因為你不懂怎樣教書，你不能把內容解釋清楚。」





Original Articles

Student Evaluations of Teaching Encourages Poor Teaching and Contributes to Grade Inflation: A Theoretical and Empirical Analysis

Wolfgang Stroebe

Pages 276-294 | Published online: 13 May 2020

Download citation <https://doi.org/10.1080/01973533.2020.1756817>



Full Article

Figures & data

References

Citations

Metrics

Licensing

Reprints & Permissions

PDF | EPUB

Abstract

Student Evaluations of Teaching (SETs) do not measure teaching effectiveness, and their widespread use by university administrators in decisions about faculty hiring, promotions, and merit increases encourages poor teaching and causes grade inflation. Students need to get good grades, and faculty members need to get good SETs. Therefore, SETs empower students to shape faculty behavior. This power can be used to reward lenient-grading instructors who require little work and to punish strict-grading instructors. This article reviews research that shows that students (a) reward teachers who grade leniently with positive SETs, (b) reward easy courses with positive SETs, and (c) choose courses that promise good grades. The study also shows that instructors want (and need) good SETs.

Related res

People also read

Student evaluat
inadequate asse
faculty perform

Henry A. Hornste
Cogent Education
Published online: 20






Unbiased, reliab
can still be unfa

[Previous article](#)

[View issue table of contents](#)

[Next article](#)

Students' Evaluation of Teaching and Their Academic Achievement in a Higher Education Institution of Ecuador

 Tarquino Sánchez¹,  Raquel Gilar-Corbi^{2*},  Juan-Luis Castejón²,  Jack Vidal¹ and  Jaime León³

¹National Polytechnic School, Quito, Ecuador

²Developmental and Educational Psychology Department, University of Alicante, Alicante, Spain

³Department of Education, University of Las Palmas de Gran Canaria, Las Palmas, Spain

This paper addresses the relationship between student evaluation of teaching (SET) and academic achievement in higher education. Meta-analytic studies on teaching effectiveness show a wide range of results, ranging from small to medium correlations between SET and student achievement, based on diverse methodological approaches, sample size studies, and contexts. This work aimed to relate SET, prior academic achievement, and academic achievement in a large sample of higher education students and teachers, using different methodological procedures, which consider as distinct units of analysis the group class and the individuals, the variability between students within classes, and the variability between group-class means, simultaneously. The data analysis included the calculation of group-class means and its relationship with the group-class mean academic achievement, through correlation and hierarchical regression techniques; additionally, a multilevel path analysis was applied to the relationship between prior academic achievement, SET, and their academic achievement, considering the variability among group classes. A multisection analysis was also carried out in those course disciplines in which there was more than one class group (section). The results of individual and group-class analysis revealed that SET was moderately low but related to academic achievement in a significant way once the effect of previous academic achievement was controlled. In addition, multilevel path analysis revealed the effect of SET on achievement, both within and between group-class levels. The results of the analysis carried out in the course disciplines with different sections, according to a multisection design, yielded similar results to the individual and aggregated data analyses. Taken together, the results revealed that SET was low related to academic achievement, once the effect of previous academic achievement was controlled. From these results, it follows that the use of SET as a measure of teachers' effectiveness for making administrative decisions remains controversial.

MAY-JUNE 2018

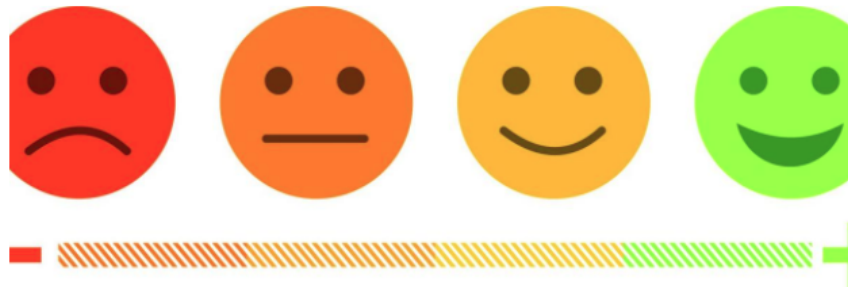
HOME » [REPORTS & PUBLICATIONS](#) » [ACADEME](#) » [MAY-JUNE 2018](#)

[Like 8.4K](#) [Tweet](#) [Share](#) [3K](#)

Student Evaluations of Teaching are Not Valid

It is time to stop using SET scores in personnel decisions.

By John W. Lawrence



In a review of the literature on student evaluations of teaching (SET), Philip B. Stark and Richard Freisstat—of the University of California, Berkeley, statistics department and the Center for Teaching and Learning, respectively—concluded, “The common practice of relying on averages of student teaching evaluation scores as the primary measure of teaching effectiveness for promotion and tenure decisions should be abandoned for substantive and statistical reasons: There is strong evidence that student responses to questions of ‘effectiveness’ do not measure teaching effectiveness.” This is a startling conclusion, given that SET scores are the primary measure that many colleges and universities use to evaluate professors’ teaching. But a

Join

- [Academe Home](#)
- [Current Issue](#)
- [Previous Issues](#)
- [Submissions](#)
- [Subscriptions](#)
- [Advertising](#)
- [Contact](#)

Get AAUP
Updates

SIGN UP HERE

[< Articles](#)**REVIEW article**Front. Psychol., 25 April 2016 | <https://doi.org/10.3389/fpsyg.2016.00570>

Do the Best Teachers Get the Best Ratings?



Nate Kornell*



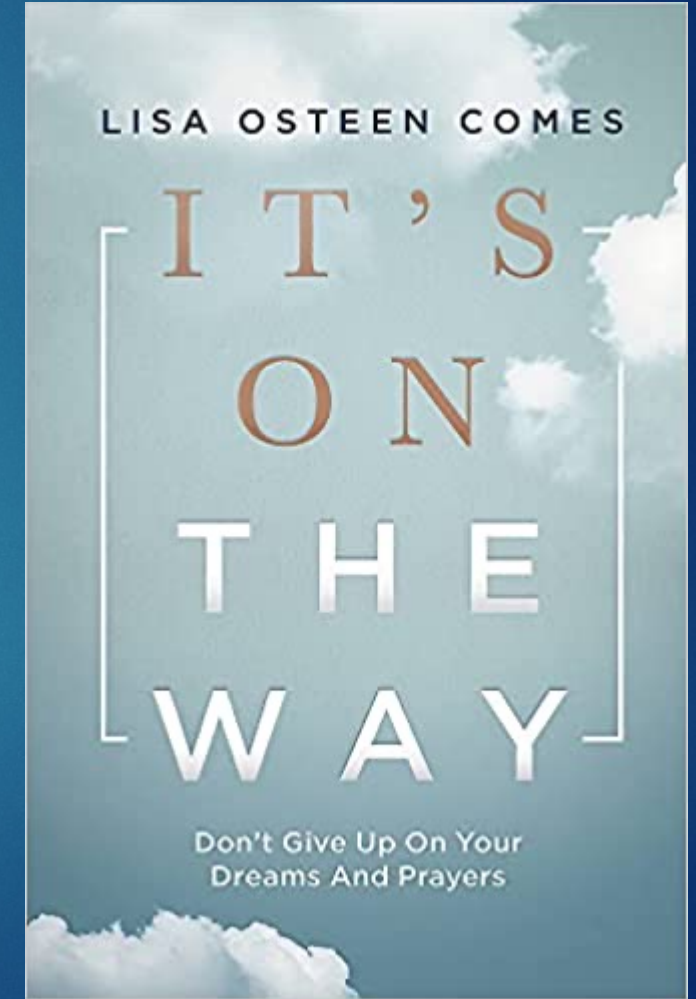
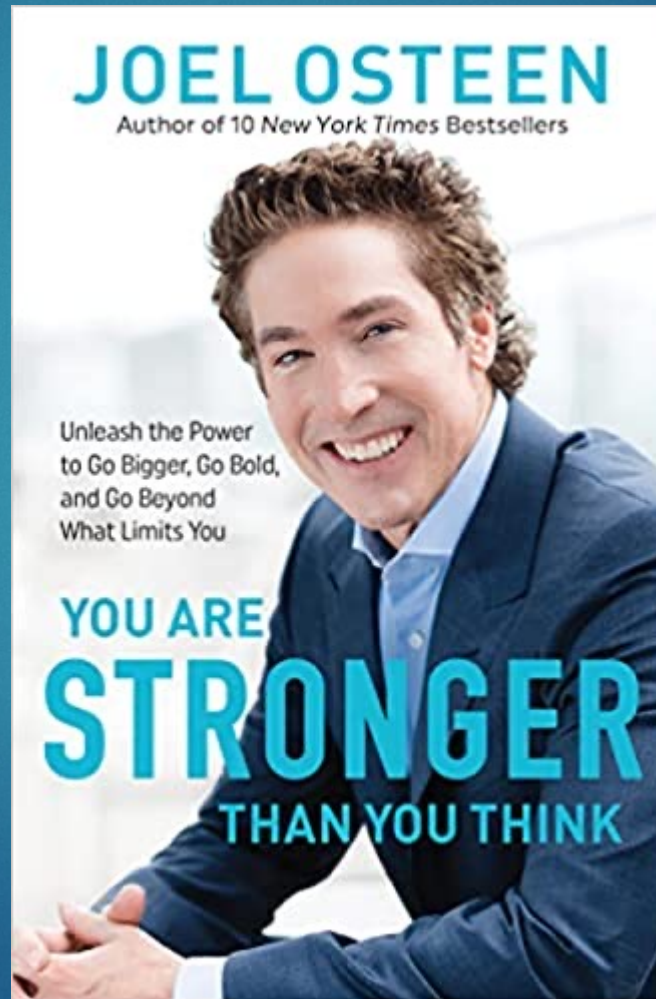
Hannah Hausman

Department of Psychology, Williams College, Williamstown, MA, USA

We review recent studies that asked: do college students learn relatively more from teachers whom they rate highly on student evaluation forms? Recent studies measured learning at two-time points. When learning was measured with a test at the end of the course, the teachers who got the highest ratings were the ones who contributed the most to learning. But when learning was measured as performance in subsequent related courses, the teachers who had received relatively low ratings appeared to have been most effective. We speculate about why these effects occurred: making a course difficult in productive ways may decrease ratings but enhance learning. Despite their limitations, we do not suggest abandoning student ratings, but do recommend that student evaluation scores should not be the sole basis for evaluating college teaching and they should be recognized for what they are.

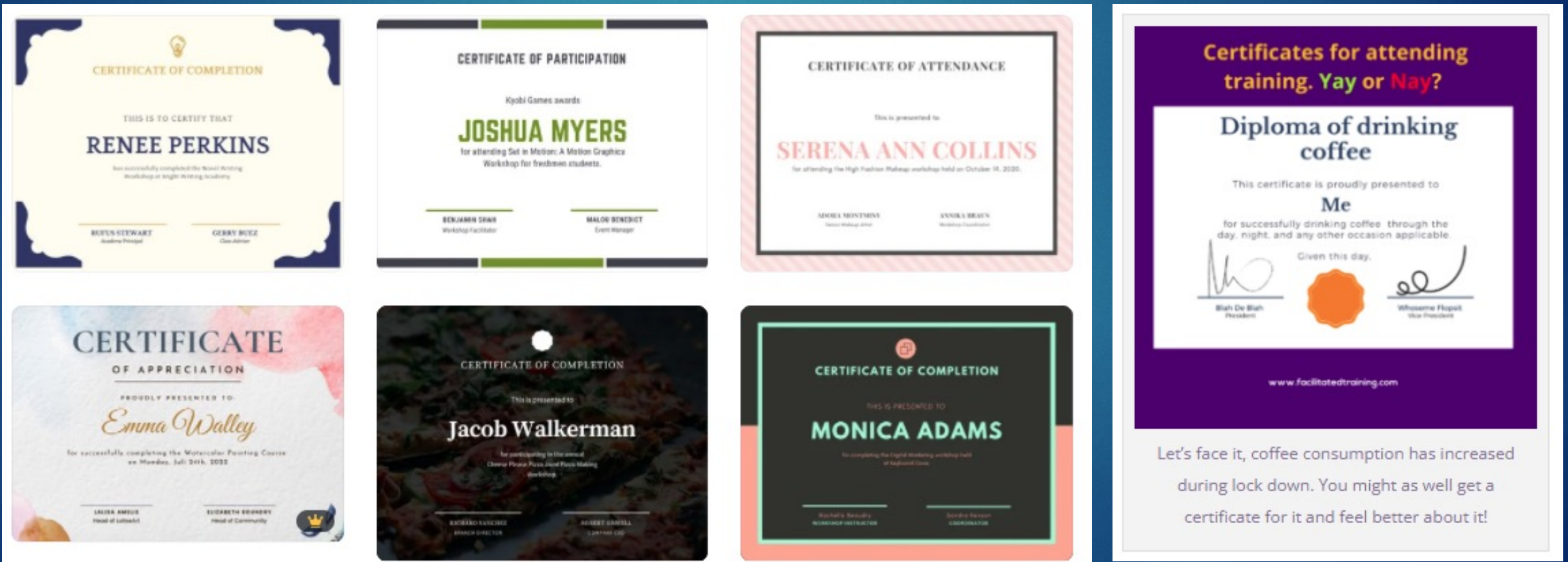
教會可能令問題雪上加霜

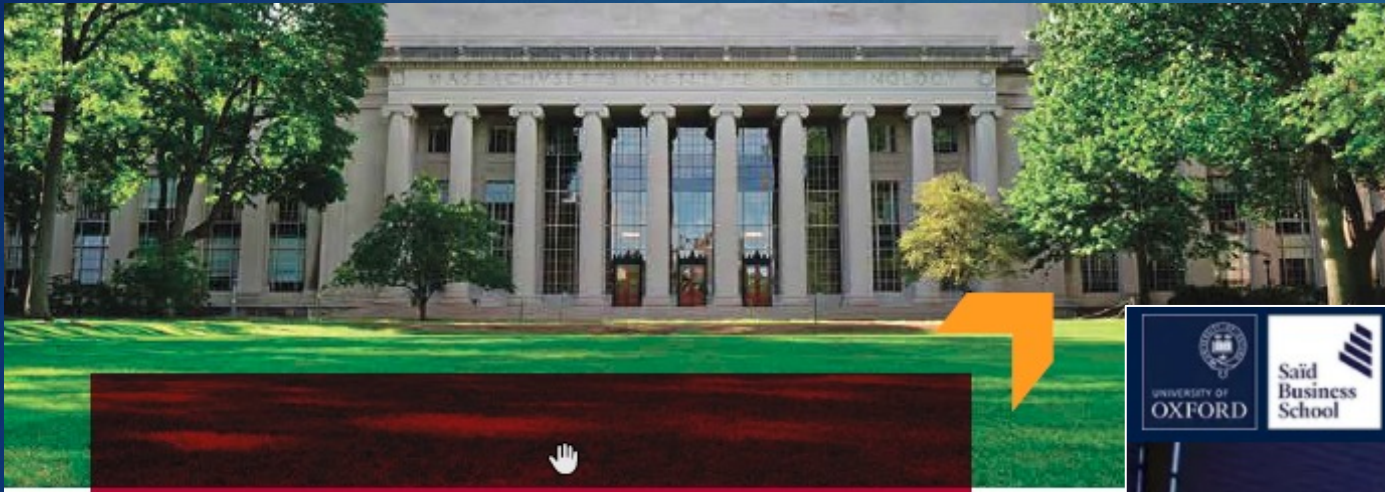
- ▶ 在信者凡事都能
- ▶ 屬靈人參透萬事
- ▶ 教會擁有絕對真理



基於證書的社會 (Credential-based society)

- ▶ 無論成就多麼微不足道，您都可以獲得證書，例如參加了工作坊、講座或研討會。





APPLIED DATA SCIENCE PROGRAM

LEARN HOW TO BECOME A DATA-DRIVEN DECISION
MAKER WITH THE 12-WEEK LIVE VIRTUAL PROGRAM
DELIVERED BY MIT FACULTY



Oxford AI in Fintech and Open Banking Programme

Earn an AI in Finance Certification in 6 Weeks

Prepare for the AI revolution in Finance and Open Banking with this 6-week, online programme starting 19 January.

DOWNLOAD PROSPECTUS

REGISTER NOW