

簽 於 師範學院教育學系(所)

日期：111/04/27

主旨：檢陳教育學系110學年度第2學期第1次課程規劃會議記錄  
乙份(如附件)，敬請鑒核。

說明：本次會議以電子郵件方式召開。

擬辦：如奉核，依規定辦理相關後續作業。

會辦單位：

決行層級：第二層決行

——批核軌跡及意見——

1.師範學院 教育學系 契僱組員 黃貞瑜 111/04/27 12:46:49(承辦)：

2.師範學院 教育學系 系主任 張淑媚 111/04/30 11:08:41(核示)：

3.師範學院 院長 陳明聰 111/05/02 09:09:57(決行)：

閱(代為決行)

裝

訂

線

# 國立嘉義大學教育學系

## 110 學年度第 2 學期第 1 次課程規劃委員會會議記錄

時間：111 年 4 月 27 日(星期三)中午 12 時 10 分

地點：以電子郵件方式召開

主持人：張淑媚主任

紀錄：黃貞瑜

### 壹、主席報告

因近期疫情升溫，避免群聚，且本次討論提案較為簡單、有時間上的限制，故採用通訊開會。本次會議有五個提案，主要討論 111 學年度第 1 學期申請全英語授課、EMI 課程、微學分課程，以及 111 學年度大學部相同課名稱是否同意抵修案等，請委員協助審查。

### 貳、上次提案與執行情形【111 年 1 月 19 日中午 12 時 10 分，通訊開會】

- 1、通過洪如玉老師於 110 學年度第 2 學期開設一門全英語授課(EMI)課程「人權教育」(一下，2 學分，2 小時)案。

### 參、提案討論

#### \*提案一

案由：本學系教育研究碩士班與博士班 111 學年度第 1 學期課程「教育哲學專題研究」、「教育美學專題研究」、「潛能發展理論與創新教育專題研究」擬申請以全英文授課案，提請討論。

#### 說明：

- 1、姜得勝老師提碩博合開「教育哲學專題研究」(選修、3 學分、3 小時)以全英語授課，英語授課每門課為 4.5 鐘點，檢附申請表如附件 P.1~10。
- 2、洪如玉老師提碩博合開「教育美學專題研究」(選修、3 學分、3 小時)以全英語授課，英語授課每門課為 4.5 鐘點，申請表如附件 P.11~15。
- 3、陳美瑩老師提碩博合開「潛能發展理論與創新教育專題研究」(選修、3 學分、3 小時)以全英語授課，英語授課每門課為 4.5 鐘點，申請表如附件 P.16~20。
- 4、依據「國立嘉義大學教師授課鐘點核計作業要點」第六點第二項規定辦理，如附件 P.21~24。

決議：依據本學系課程規畫委員會設置要點第五點規定：會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件一)，超過二分之一，照案通過。

### \*提案二

案由：本學系教政碩士班 111 學年度第 1 學期課程「國際化與教育政策研究」、「高等教育行政與政策研究」擬申請以全英文授課案，提請討論。

說明：

- 1、何宣甫老師提 111 學年度第 1 學期全英語授課之課程為碩一「國際化與教育政策研究」(選修、3 學分、3 小時)，英語授課每門課為 4.5 鐘點，檢附申請表如附件 P.25~27。
- 2、楊正誠老師提 111 學年度第 1 學期全英語授課之課程碩一「高等教育行政與政策研究」(選修、3 學分、3 小時)，英語授課每門課為 4.5 鐘點，申請表如附件 P.28~31。

決議：依據本學系課程規畫委員會議設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件一)，超過二分之一，照案通過。

### \*提案三

案由：本學系洪如玉老師與陳美瑩老師擬於 111 學年度第 1 學期開設全英語授課(EMI)課程，提請討論。

說明：

- 1、依據本校「獎勵教師全英語授課(EMI)實施要點」辦理(如附件 P.32~33)。
- 2、教師鐘點時數則依 EMI 實施要點第五點規定，開設全英語授課課程，每門課程至少 1 學分，依本校教師授課鐘點核計作業要點第六項第二款規定每 1 學分以 1.5 倍鐘點核計。為協助學生統整吸收上課內容，以提升 EMI 課程之教學品質及學生學習成效，外加「專業英文補救教學」時數，每 1 學分以 0.5 倍鐘點核計，老師亦可採線上講解方式進行。
- 3、洪如玉老師擬於 111 學年度第 1 學期開設全英語授課(EMI)課程「教育倫理學」(二上，2 學分，2 小時)，檢附全英語授課申請表及 EMI 申請表並附英語授課大綱、前次課程教學評量、英語授課教材及其他相關輔助教學資料如附件 P.34~51，請討論。
- 4、陳美瑩老師擬於 111 學年度第 1 學期開設全英語授課(EMI)課程「多元智能與教學」(三上，2 學分，2 小時)，檢附全英語授課申請表及 EMI 申請表並附英語授課大綱、前次課程教學評量、英語授課教材及其他相關輔助教學資料如附件 P.52~73，請討論。

決議：依據本學系課程規畫委員會議設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件一)，超過二分之一，照案通過。

#### \*提案四

案由：本學系張淑媚老師擬申請於 111 學年度第 1 學期開設兩門微學分課程(聘請趙健棚老師協助授課)，提請討論。

說明：

- 1、依據本校「彈性學分課程實施要點」第二、四點規定辦理(如附件 P.74)。
- 2、張淑媚老師擬於 111 學年度第 1 學期開設兩門微學分課程：「桌遊融入國小數學教學」及「遊戲融入輔導活動微學分課程」。此兩門課程皆聘請趙健棚老師(桌遊店老闆、資深桌遊與自我探索講師)協助授課，各開課時數為 9 小時，各採計為系上自由選修學分 0.5 學分。
- 3、趙健棚老師擁有多多年桌遊教學經驗，也擅長將其融入不同領域的教學，激發孩子學習動機與提升學習成效。利用體驗桌遊融入教學的不同可能，同時激發大家設計數學桌遊的創意。
- 4、檢附兩門微學分課程之計畫申請書(如附件 P.75~78、附件 P.79~82)。

決議：依據本學系課程規畫委員會議設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件一)，超過二分之一，照案通過。

#### \*提案五

案由：有關 111 學年度本學系大學部相同課名稱是否同意抵修案，提請討論。

說明：

- 1、依據 111 年 3 月 28 日教務處通知辦理(如附件 P.83)。
- 2、本校學生畢業資格審查將全面電腦化作業，為減少紙本抵免申請流程，降低人工作業之疏漏，參照學系大學部必選修科目冊對應師範學院系所及外語系，提列出 111 學年度相同/相似課名稱而不同課號之名單共 26 門課程(如附件 P.84~88)，是否同意抵修，請討論。

決議：依據本學系課程規畫委員會議設置要點第五點規定:會議之決議以出席委員二分之一以上同意為成立。

本案 15 位委員中有 11 位回覆同意(委員回覆信件如附件一)，超過二分之一，照案通過。

肆、散會

## 教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育學系	職級	教授	薪資代碼	A0213
姓名	姜得勝		連絡電話	05-2263411 轉 2401	
電子郵件	winnerchiang@mail.ncyu.edu.tw				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註	
一年級	教育哲學專題研究 (Seminar in Philosophy of Education)	3 學分	選修	不分年級碩士、 博士生皆可修	

申請教師簽章： 姜得勝 2022. 03. 16.

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

- 申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用〔英預覽〕下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

**National Chiayi University Course Syllabus, Fall Semester,  
Academic Year 2022**

Course code	11011610003	Course level	Ph.D.
Course title	Seminar in Philosophy of Education	Instructor	Chiang, Ter-sheng
Credits(Course hours)	3.0 (3.0)	Class	Grade 1, Department of Education
Prerequisite courses	No	Required/ Elective	Elective
Class location	Room B03-208, Education Building	Class language	English
Availability of certificate	1.National Civil Service Examinations 2.National Examinations of Primary and High School Teacher's Qualification	Office hour	Class 5 ~ 8 on Tue, Office: Room B407, Elementary Education Building
Syllabus website	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610003">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11011610003</a>		
Remark			
Is the topic,content or activity of this course is relevant to issues of sex equality? Yes	Are materials or books used in this course original? Yes		
<b>&gt;&gt; Goals at the Department or Institute level</b>			
1.具備廣博與專精之教育學術知識。 2.深化獨立與純熟之教育研究素養。 3.發展省思與批判之教育研究精神。 4.統整理論與實務之教育實踐能力。			
<b>&gt;&gt; Core abilities</b>			<b>Relationship</b>
1.Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".			5 Highly related
2.Outstanding educational professional research knowledge and cultivation.			5 Highly related

3.Excellent "educational theory" and its professional competence and cultivation.	5 Highly related
4.Professional competence and cultivation of excellent "Curriculum and Teaching" theory and practice.	5 Highly related
5.Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	5 Highly related
6.The ability and cultivation of teamwork skills,introspection, dedication, communication, leadership.	5 Highly related
7.The ability and cultivation of rational thinking, respect for multiculturalism and humane care.	5 Highly related
<b>&gt;&gt; Course description</b>	
The summary of this subject: To understand, compare, analyze the differences and similarities between Oriental Philosophy and Occidental Philosophy (esp. Continental Philosophy); To integrate the Oriental Philosophy and Occidental Philosophy (esp. Continental Philosophy); To realize the relationships between education and philosophy; To understand, compare, analyze the differences and similarities between Oriental educational philosophy (esp. Taiwan) and Occidental educational philosophy.	
<b>&gt;&gt; Subject's master syllabus</b>	
The teaching outline of this subject: To adjust and integrate this schedule according to students' reality; Symbol and Social Phenomena; Semiology, Symbols and School Education; Oriental Philosophy (The Contemporary Significance of Confucianism); Oriental Philosophy (The Origin and Characteristics of Daoism); Relationships between Traditional and Imported Thought and Culture in China: The Importation of Buddhism; Philosophy of Education before the Twentieth Century: The Western View; The Philosophical and Educational Thought of John Dewey; Analytic Philosophy; Continental Philosophy(Existentialism, Phenomenology, Critical theory,,Hermeneutics, Postmodernism); Epistemology and Education; Ethics and Moral Education; Social and Political Philosophy; Problems of School Reform; Multiculturalism and Cosmopolitanism.	
<b>&gt;&gt; Course objectives</b>	
This doctoral subject provides an in-depth training in the field of education which aims to help students:	
1.become familiar with the philosophy of education about Chinese and Western views;	
2.develop the critical knowledge and abilities of reflecting the differences and similarities among different philosophical and educational thoughts;	

3.gain an insight into the advantages and disadvantages in current educational theory and practice.

>> Course schedule

Week	Theme or Topic	Content	Teaching method
01	1.The summary of this subject 2.To adjust and integrate this schedule.	1.To understand the outline of this subject 2.The others concerned	Lecture, Discussion.
02	1.Symbol and Social Phenomena 2.Semiology, Symbols and School Education (e.g. the primary school)	1.To learn the relationships between symbols and society: Chapter 2 (Chiang, 2012) 2.To investigate the relationships between symbols and school education: e.g. the primary schools in Chiayi City, Taiwan (see Chapter3~ Chapter5) (Chiang, 2012)	Oral presentation, Lecture, Discussion.
03	1.Semiology, Symbols and School Education (e.g. the high school)  2. Oriental Philosophy : The Contemporary Significance of Confucianism(I)  P.S. To choose 1st or 2nd topic according to the students' interests	1.To explore the relationships between symbols and school education: e.g. the high school in Chiayi City(see teacher's files)  2. The Contemporary Significance of Confucianism(I) (1). Why Addressing the Topic “The Contemporary Significance of Confucianism” ? (2). Various Points of View About the “Learning of the Chinese Classics,” Especially Confucianism, in Academic and Cultural Circles (3). What Are the Main Issues in Contemporary Human Society? (Tang, 2015)	Oral presentation, Lecture, Discussion.



04	<p>1.Symbols and School Education (e.g. the university )</p> <p>2. Oriental Philosophy : The Contemporary Significance of Confucianism(II)</p> <p>P.S. To choose 1st or 2nd topic according to the students' interests</p>	<p>1.To explore the relationships between symbols and school education: e.g. the Universities in Chiayi City; the University of Cambridge in U.K.; Peking University in Mainland China (see teacher's files)</p> <p>2.The Contemporary Significance of Confucianism(II)</p> <p>(4). The Relationship Between Man and Nature</p> <p>(5). The Relationship Between Man and Man</p> <p>(6). The Relationship Between Body and Mind</p> <p>(Tang, 2015)</p>	Oral presentatioin, Lecture, Discussion.
05	Oriental Philosophy : The Origin and Characteristics of Daoism	<p>1. General Background of Daoism</p> <p>2. The Development of Daoism</p> <p>3. Characteristics of Daoism</p> <p>(Tang, 2015)</p>	Oral presentatioin, Lecture, Discussion.
06	<p>1. Relationships between Traditional and Imported Thought and Culture in China: The Importation of Buddhism</p> <p>2. Constructing "Chinese Philosophy" in Sino-European Cultural Exchange</p>	<p>1. Relationships Between Traditional and Imported Thought and Culture in China: The Importation of Buddhism (Tang, 2015)</p> <p>2.</p> <p>(1). Western Philosophy and Chinese Philosophy as an Independent Discipline</p> <p>(2). Paradigms and Frameworks of Western Philosophy and Potential Problems in Chinese Philosophy</p>	Oral presentatioin, Lecture, Discussion.

	P.S. To choose 1st or 2nd topic according to the students' interests	(3). Future Developments in Chinese Philosophy (Tang, 2015)	
07	Philosophy of Education before the Twentieth Century: The Western View	Philosophy of education: 1.Socrates and Plato 2.Aristotle 3.Rousseau 4.Pestalozzi, Herbart, Froebel (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
08	The Philosophical and Educational Thought of John Dewey	1.Dewey' s Philosophical Orientation 2.The Meaning and Aims of Education 3.The others concerned (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
09	Midterm Exam.	To write a midterm essay	Assignment/Exercise, PBL, To write a midterm essay.
10	Analytic Philosophy	1.Philosophical Analysis in Education 2.The Analysis of Teaching 3.The others concerned (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
11	Continental Philosophy(歐洲大陸的哲學)  (Occidental Philosophy: 西方的、歐美的、西方人的、西方文化的哲學)	1.Existentialism 2.Phenomenology (see Noddings, 2012 )	Oral presentation, Lecture, Discussion.
12	Continental Philosophy(歐洲大	1.Critical theory 2.Hermeneutics	Oral presentation, Lecture, Discussion.

	陸的哲學)  (Occidental Philosophy: 西方的、歐美 的、西方人的、 西方文化的哲學)	3.Postmodernism (see Noddings, 2012 )	
13	Epistemology and Education	1.Justified True Belief 2.Foundationalism 3.Truth 4.Nonfoundational Theories of Knowledge 5.Epistemology and Education 6.Constructivism (see Noddings, 2012 )	Oral presentatioin, Lecture, Discussion.
14	Ethics and Moral Education	1.Pre-enlightenment ethics 2.Enlightenment ethics 3.Utilitarianism 4.The others concerned (see Noddings, 2012 )	Oral presentatioin, Lecture, Discussion.
15	Social and Political Philosophy	1. The Current Debate 2. Justice and Equality in Education (see Noddings, 2012 )	Oral presentatioin, Lecture, Discussion.
16	Problems of School Reform	1.Equality 2.Accountability 3.Standards 4.The others concerned (see Noddings, 2012;楊國賜, 2017)	Oral presentatioin, Lecture, Discussion.
17	Multiculturalism and Cosmopolitanism	1.Multiculturalism 2.Cosmopolitanism 3.The Educator's Dilemma (see Noddings, 2012;楊國賜, 2017)	Oral presentatioin, Lecture, Discussion.

18	Final Exam.	To write a final essay	Assignment/Exercise, To write a final essay.
<p>&gt;&gt; <b>Course requirements</b>  Course requirements  1.Do not eat.  2.Do not be late.  3.Do not use cell phone.  4.To focus on the topics to discuss.  5.To submit final essay on time.</p>			
<p>&gt;&gt; <b>Grading policy</b>  Participation in discussion 30% : * Participation in discussion 30% : Including the fulfillment of assigned duties  Midterm exam 30% : *Midterm exam 30% : midterm essay: i.e. the oral report; The reporter must give the main part about 10 pages to the other students simultaneously.  Final exam 40% : * Final exam 40% : final essay: i.e. a written essay (more than 3,000 words)</p>			
<p>&gt;&gt; <b>Text books and learning resources</b>  &gt;&gt; Textbooks and learning resources</p> <p>楊國賜(2017)。高等教育的藍海策略。台北：師大書苑有限公司。</p> <p>Bramel, T. (1971). Patterns of educational philosophy. New York: Holt, Rinehart &amp; Winston.</p> <p>Bridges, D. (2003). Fiction written under oath?: Essays in philosophy and Educational Research. London: Kluwer Academic Publishers.</p> <p>Burr, J. R. &amp; Goldinger, M. (Eds.). (1996). Philosophy and contemporary issues (7th ed.). Upper Saddle River, New Jersey: Prentice-Hall, Inc.</p> <p>Chiang, T. S. (2005). The study of the relationships between ‘symbols’ and ‘school education’. New Taipei: Chyun Ing Publisher.</p> <p>Chiang, T. S. (2012). The study of the relationships between symbols and education (2nd ed.). Kaohsiung: Liwen Publishing Group.</p>			

Chiang, T. S. (2015). *New perspectives on educational research---A semiological point of view*. Kaohsiung: Liwen Publishing Group.

Griffin, D. R. (1993a) . *Introduction: Constructive Postmodern Philosophy*. In D. R. Griffin, J. B. Cobb, Jr., M. P. Ford, P. A. Y. Gunter & P. Ochs, *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne* (pp. 1-42). New York: State University of New York Press.

Griffin, D. R. (1993b) . *Constructive Postmodern Thought*. In D. R. Griffin, J. B. Cobb, Jr., M. P. Ford, P. A. Y. Gunter & P. Ochs, *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne* (pp. vii- x). New York: State University of New York Press.

Griffin, D. R., Cobb, J. B., Jr., Ford, M. P., Gunter, P. Y., & Ochs, P. (1993). *Founders of constructive postmodern philosophy: Peirce, James, Bergson, Whitehead, and Hartshorne*. New York: State University of New York Press.

Guttek, G. L. (1988). *Philosophical and ideological perspectives on education*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Hirst, P. H. & White, P. (Eds.). (1998). *Philosophy of education: Major themes in the analytic tradition* (1st ed., Vols. 1-4). London: Routledge.

Kearney, R. (1987). *Modern movements in European philosophy*. Taipei: Simda Book Company.

Lloyd, D. I. (Ed.). (1976). *Philosophy and the teacher*. London and New York: Routledge & Kegan Paul Ltd.

Moore, T. W. (1982). *Philosophy of education: An introduction*. New York: Routledge & Kegan Paul Inc.

Noddings, N. (2012). *Philosophy of Education* (3rd ed.). Boulder, Colorado: Westview Press.

Ozmon, H. & Craver, S. (1995). *Philosophical foundation of education*. New Jersey: Prentice-Hall, Inc.

Smith, P. G. (1964). Philosophy of education. New York & London: Harper & Row.

Tang, Y. (2015). Confucianism, Buddhism, Daoism, Christianity and Chinese culture. Berlin, Heidelberg : Springer Berlin Heidelberg.

>> Teaching materials

A Reflection ~.doc

姜得勝與李梅蘭 2019 「亞洲教育改革的反思與展望」國際學術研討會-ppt 檔  
20190317.pptx

壹之一、哲學的意義、範圍、功能與特色前半部.ppt

壹之二、哲學的意義、範圍、功能與特色後半部.ppt

貳、哲學與教育之關係.ppt

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1. Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.
2. Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.

# 國立嘉義大學 111 學年度第 1 學期

## 教師全英語授課申請表

一、開課教師基本資料				
系所名稱	教育學系	職級	教授	薪資代碼 A0473
姓名	洪如玉	連絡電話	1801	
電子郵件	hungruyu@mail.ncyu.edu.tw			
二、開課課程相關資料				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
博碩	教育美學專題研究 Seminar in Aesthetics and Education	3	選	

申請教師簽章： 

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用[英預覽]下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

# National Chiayi University Course Syllabus, Fall Semester, Academic Year

111

Course code	11111610007	Course level	Ph.D.
Course title	Seminar in Aesthetics and Education	Instructor	Hung, Ruyu
Credits(Course Hours)	3.0 (3.0)	Class	Department of Education Grade 1 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location		Class Language	English
Availability of certificate	公費留學考試 國家考試	Office hour	Class 5 ~ 8 on Tue, Office:B423
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11111610007">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11111610007</a>		
Remark			
For freshmen who come from other countries can not study on the academic calendar due to the pandemic, the course study will be provided for synchronous or asynchronous distance learning assistance.			
Is the topic,content or activity of this course is relevant to issues of sex equality? No	Are materials or books used in this course original? Yes		

## >> Goals at the Department or Institute level

1. 具備廣博與專精之教育學術知識。
2. 深化獨立與純熟之教育研究素養。
3. 發展省思與批判之教育研究精神。
4. 統整理論與實務之教育實踐能力。

## >> Core abilities

	Relationship
1. Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".	4 Strongly related
2. Outstanding educational professional research knowledge and cultivation.	5 Highly related
3. Excellent "educational theory" and its professional competence and cultivation.	5 Highly related
4. Professional competence and cultivation of excellent "Curriculum and Teaching" theory and practice.	4 Strongly related
5. Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	3 Moderately related
6. The ability and cultivation of teamwork skills, introspection, dedication, communication, leadership.	4 Strongly related
7. The ability and cultivation of rational thinking, respect for multiculturalism and humane care.	5 Highly related



**>> Course description**

Selected readings from the Critique of Judgment Pragmatist Aesthetics: living beauty, rethinking art Pragmatist Aesthetics: living beauty, rethinking art

**>> Subject's master syllabus**

1.了解教育美學之基本概念、主題與內涵 2.了解教育美學與教育和哲學之關係 3.了解教育美學與教育的關聯 4.了解當代教育美學新議題 5.以教育美學思考幫助學生思考教育問題 6.建構個人的教師美學 7.兼顧教育美學理論探討與實務問題分析

**>> Course objectives****A. Intellectual Objectives:**

- To understand the substance and content of the discipline of aesthetics, its primary concerns and questions, issues of methodology, major aestheticians and their viewpoints in the history of aesthetics, and to comprehend and critique the aesthetic tradition.
- To analyze the cogency of arguments deployed in defense of aesthetic positions and viewpoints, and to clarify the use and meaning of terms and concepts associated with these arguments as evidenced by class discussion, written work, and course examinations.
- To grasp of the philosophical foundation and framework for artistic endeavor and the aesthetic experience of humanity, and to develop a profound awareness of the central role and purpose of the arts and the aesthetic dimension in the corporate life.

**B. Emotional Objectives:**

- To gain an appreciation for the task of aesthetic reflection on the artistic realm in the philosophic traditions, and develop an awareness of the omni-presence of beauty, and the significance of aesthetic experience in general as a fundamental characteristic and mode of human life and experience.
- To develop a deep appreciation for the affirmation of the arts, and learn to rejoice in the artistic, the aesthetic and ecological domains.
- To establish theoretical connections between aesthetics and other academic disciplines, and to be able to recognize the aesthetic component that is present in every human enterprise and experience (beauty of nature or of environment, etc.)

**B. Volitional Objective:**

- To challenge and encourage you to pursue the task of developing the aesthetic attitude in your personal life intellectually and practically (learning and doing) as artmaker and as audience with a view to the enrichment of your overall human experience.

**>> Course schedule**

Week	Theme or topic	Content	Teaching method
01	Introduction	Course plan The concept of aesthetics. Concept of aesthetics <a href="http://plato.stanford.edu/entries/aesthetic-concept/">http://plato.stanford.edu/entries/aesthetic-concept/</a>	Lecture.
02	Basic ideas of educational aesthetics	R. Smith (2008) Educational aesthetics and policy.	Oral presentation, Lecture, Discussion.
03	Basic ideas of educational aesthetics	R. Smith (2004). Aesthetic Education: Questions and Issues, Handbook of research and policy in art education.	Oral presentation, Lecture, Discussion.

04	basic ideas of educational ideas	Eisner, E. W. (2002). What Can Education Learn from the Arts About the Practice of Education?. Journal of curriculum and supervision, 18(1), 4-16.	Oral presentation, Lecture, Discussion.
05	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. Introduction	Oral presentation, Lecture, Discussion.
06	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 1	Oral presentation, Lecture, Discussion.
07	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 2	Oral presentation, Lecture, Discussion.
08	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 3	Oral presentation, Lecture, Discussion.
09	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 4	Oral presentation, Lecture, Discussion.
10	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 5	Oral presentation, Lecture, Discussion.
11	Somaesthetics	Body Consciousness: A Philosophy of Mindfulness and Somaesthetics. chapter 6	Oral presentation, Lecture, Discussion.
12	Pragmatist Aesthetics	Pragmatist Aesthetics: living beauty, rethinking art. Chapter 6	Oral presentation, Lecture, Discussion.
13	Pragmatist Aesthetics	Pragmatist Aesthetics: living beauty, rethinking art. Chapter 7	Oral presentation, Lecture, Discussion.
14	Pragmatist Aesthetics	Pragmatist Aesthetics: living beauty, rethinking art. Chapter 8	Oral presentation, Lecture, Discussion.
15	Pragmatist Aesthetics	Pragmatist Aesthetics: living beauty, rethinking art. Chapter 9	Oral presentation, Lecture, Discussion.
16	Pragmatist Aesthetics	Pragmatist Aesthetics: living beauty, rethinking art. Chapter 10	Oral presentation, Lecture, Discussion.
17	term essay draft	term essay draft discussion	Oral presentation, Discussion.
18	term essay	term essay submission	Oral presentation, Discussion.

### >> Course requirements

**Class Presence and Participation.** Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures.

**Presence:** Although it is not required, most students send their professor a brief e-mail to explain their absence in advance. Students who repeatedly arrive late to the lecture or recitation will have their Class Participation grade lowered. Please sign the attendance sheet when you come to the class. Any false signatures will result in zero participation grades for all parties involved.

Participation: We will devote one entire session to the case discussion. The instructor's role during a case discussion is that of a moderator. When the cases are discussed, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. If you find it uncomfortable to speak up in class, we encourage you to visit your professor in office hours and work on this skill.

#### Zero Tolerance of Cheating & Plagiarism

Plagiarism means using words, ideas, or arguments from another person or source without citation. Cite all sources consulted to any extent (including material from the internet), whether or not assigned and whether or not quoted directly. For quotations, four or more words used in sequence must be set off in quotation marks, with the source identified.

#### >> Grading policy

Participation in discussion 20% : 出席、課堂討論

Quiz 20% : weekly handout

Essay 30% : term essay draft report

Oral presentation 20% : term essay submission

Operation/Practical 10% : submission for conferences or journals

#### >> Text books and learning resources

1. Smith, R. A. (2004). Aesthetic Education: Questions and Issues. Handbook of research and policy in art education. (NTU)

2. Eisner, E. W. (2002). What Can Education Learn from the Arts About the Practice of Education?. Journal of curriculum and supervision, 18(1), 4-16.

3. Richard Shusterman: Body Consciousness A Philosophy of Mindfulness and Somaesthetics

4. 身體意識與身體美學 Body Consciousness A Philosophy of Mindfulness and Somaesthetics 作者：[美]理查德·舒斯特曼 (Richard Shusterman) 原文作者：Richard Shusterman 譯者：程相占出版社：商務印書館

5. Richard Shusterman: Pragmatic aesthetics

6. 實用主義美學：生活之美，藝術之思(新世紀美學譯叢) 【美】理查德·舒斯特曼商務印書館

>> Teaching materials 1. Smith, R. A. (2004). Aesthetic Education: Questions and Issues. Handbook of research and policy in art education. (NTU) 2. Eisner, E. W. (2002). What Can Education Learn from the Arts About the Practice of Education?. Journal of curriculum and supervision, 18(1), 4-16. 3. Richard Shusterman: Body Consciousness A Philosophy of Mindfulness and Somaesthetics 4. 身體意識與身體美學 Body Consciousness A Philosophy of Mindfulness and Somaesthetics 作者：[美]理查德·舒斯特曼 (Richard Shusterman) 原文作者：Richard Shusterman 譯者：程相占出版社：商務印書館 5. Richard Shusterman: Pragmatic aesthetics 6. 實用主義美學：生活之美，藝術之思(新世紀美學譯叢) 【美】理查德·舒斯特曼商務印書館學術倫理專區 [https://www.ncyu.edu.tw/rdo/gradation.aspx?site\\_content\\_sn=40713](https://www.ncyu.edu.tw/rdo/gradation.aspx?site_content_sn=40713)\*Do not infringe the copyright of this course material. You may not copy, distribute or transmit the material without the owner's permission.

1. Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.
2. Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.

國立嘉義大學 111 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育系	職級	副教授	薪資代碼	A0571
姓名	陳美瑩		連絡電話	05-2263411#1801	
電子郵件	meiying2005_tw@yahoo.com.tw				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註	
博士/二年級	Project Study on Theories of Potentiality Development and Innovative Education 潛能發展理論與創新教育專題研究	3	選修		

申請教師簽章： 陳美瑩 

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後,使用[英預覽]下載),於次學期開課前,向系(所)提出申請,經系(所)課程委員會審查通過,系所主管及院長核章後,連同系所課程委員會議紀錄,擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後,由開課系所逕行開課,並於開課作業系統中點選「授課語言」及「非母語授課」,以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定,本校教師以英語全程開授之課程,經系所課程委員會審查通過後,每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## National Chiayi University Course Syllabus, Fall Semester, Academic Year 111

Course code	11111610008	Course level	Ph.D.
Course title	Project Study on Theories of Potentiality Development and Innovative Education	Instructor	Chen, Mei-Ying
Credits(Course Hours)	3.0 (3.0)	Class	Department of Education Grade 1 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location		Class Language	English
Availability of certificate	No	Office hour	
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11111610008">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11111610008</a>		
Remark	For freshmen who come from other countries can not study on the academic calendar due to the pandemic, the course study will be provided for synchronous or asynchronous distance learning assistance.		
Is the topic,content or activity of this course is relevant to issues of sex equality? No		Are materials or books used in this course original? Yes	

### >> Goals at the Department or Institute level

- 1.具備廣博與專精之教育學術知識。
- 2.深化獨立與純熟之教育研究素養。
- 3.發展省思與批判之教育研究精神。
- 4.統整理論與實務之教育實踐能力。

>> Core abilities	Relationship
1.Intellectual capacity and cultivation in the perspective of "localization" thinking and "globalization".	3 Moderately related
2.Outstanding educational professional research knowledge and cultivation.	4 Strongly related
3.Excellent "educational theory" and its professional competence and cultivation.	5 Highly related
4.Professional competence and cultivation of excellent "Curriculum and Teaching" theory and practice.	4 Strongly related
5.Professional competence and cultivation in advanced level "educational administration and cultural and educational undertakings"	2 Weakly related

6.The ability and cultivation of teamwork skills,introspection, dedication, communication, leadership.		1 Least related	
7.The ability and cultivation of rational thinking, respect for multiculturalism and humane care.		3 Moderately related	
>> Course description (preparatory courses)			
>> Subject's master syllabus (preparatory courses)			
>> Course objectives 1、但他潛能發展理論以創新教育之相關性。 2、藉由文獻的探討理解潛能開發理論，並進一步探討的可能性與方法。 3、藉由研讀創新教育理論，理解教育議題，並探索可能的解決方案。			
>> Course schedule			
Week	Theme or topic	Content	Teaching method
01	WK 1 Introduction to the course, readers and assignment	(Reading-writing connections: Toward an integrative literacy science)	Lecture.
02	WK 2 Part I-	Chapter 1 Introduction to Reading-Writing Connections: The Integration Roads Ahead	Lecture.
03	WK 3 Part I-	Chapter 2-1- Chapter 2 Interactive Dynamic Literacy Model: An Integrative Theoretical Framework for Reading-Writing Relations	PBL, Lecture, Discussion.
04	WK 4 Part I-	Chapter 2-2- Chapter 2 Interactive Dynamic Literacy Model: An Integrative Theoretical Framework for Reading-Writing Relations	PBL, Lecture, Discussion.
05	WK 5 Part I	-chapter 3-1-Chapter 3- An Analysis and Comparison of Three Theoretical Models of the Reading-Writing Relationships in Spanish-Speaking Children	PBL, Lecture, Discussion.
06	WK 6 Part I	-chapter 3-2-Chapter 3- An Analysis and Comparison of Three Theoretical Models of the Reading-Writing Relationships in Spanish-Speaking Children	PBL, Lecture, Discussion.
07	WK 7 Part II	-Chapter 6-1-- Chapter 6-Orality, Reading and Writing in Early Literacy	PBL, Lecture, Discussion.

08	WK 8 Part II	-Chapter 6-2-- Chapter 6-Orality, Reading and Writing in Early Literacy	PBL, Lecture, Discussion.
09	WK 9 Part II-	Chapter 7-1-Chapter 7-Writing Like a Reader: Developing Metalinguistic Understanding to Support Reading-Writing Connections	PBL, Lecture, Discussion.
10	WK 10 Part II	-Chapter 7-2-Chapter 7-Writing Like a Reader: Developing Metalinguistic Understanding to Support Reading-Writing Connections	Oral presentation, Lecture, Discussion.
11	WK 11 Part II	-Chapter 8-1- Chapter 8-The Contribution of Reading Abilities to the Writing Quality of Expository Text Structure in Hebrew Speaking Elementary School Children	Lecture, Discussion.
12	WK 12 Part II	-Chapter 8-2- Chapter 8 The Contribution of Reading Abilities to the Writing Quality of Expository Text Structure in Hebrew Speaking Elementary School Children	PBL, Lecture, Discussion.
13	WK 13 Part II	-Chapter 9 (Re)Constructing Voices: Immigrant Women Read and Write for Social Justice and Themselves	PBL, Lecture, Discussion.
14	WK 14 Part III-	Chapter 15-A Mature Science of Reading and Spelling	PBL, Lecture, Discussion.
15	WK 15 Part IV	-chapter 16-1-Chapter 16-The Reading - Writing Connection in Assessment of Reading Comprehension. Exploring the Role of a Communicative Aspect of Writing	PBL, Lecture, Discussion.
16	WK 16 Part IV	-chapter 16-1-Chapter 16-The Reading - Writing Connection in Assessment of Reading Comprehension. Exploring the Role of a Communicative Aspect of Writing	PBL, Lecture, Discussion.
17	final project presentation	final project presentation	Oral presentation.
18	final project presentation	final project presentation	Oral presentation.

>> Course requirements

1. preview before class
2. welcome ideas and brainstorm

>> Grading policy

Participation in discussion 45% : preparation before class, participation in class.課前準備、課堂討論並參與理論探索與嘗試探討可能的應用方法。

Midterm exam 10% : Through literature review, present the potential final project.藉由文獻的探討，擬定期末報告的方向。

Final exam 45% : Finish a small project related to the content of the course

>> Text books and learning resources

2020\_Book\_Reading-WritingConnections

>> Teaching materials 2020\_Book\_Reading-WritingConnections\*Do not infringe the copyright of this course material. You may not copy, distribute or transmit the material without the owner's permission.

1.Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.

2.Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.



## 國立嘉義大學教師授課鐘點核計作業要點

102年5月7日教務會議修訂通過  
102年6月25日校務會議修訂通過  
102年10月22日教務會議修訂通過  
102年12月17日校務會議修訂通過  
103年4月22日教務會議修訂通過  
103年6月3日校務會議修訂通過  
104年4月21日教務會議修訂通過  
104年6月16日校務會議修訂通過  
105年4月26日教務會議修正通過  
105年6月14日校務會議修訂通過  
105年10月25日教務會議修正通過  
105年12月20日校務會議修正通過  
106年5月2日教務會議修正通過  
106年6月13日校務會議修正通過  
107年5月1日教務會議修正通過  
107年6月19日校務會議修正通過  
107年11月13日行政會議修正通過  
109年8月11日行政會議修正通過

- 一、國立嘉義大學(以下簡稱本校)為規範本校教師授課時數及超支鐘點時數，特依大學法施行細則第十八條規定，訂定「國立嘉義大學教師授課鐘點核計作業要點」(以下簡稱本要點)。
- 二、本校專任教師每學年基本授課時數分別為：教授為 16 小時，副教授與助理教授為 18 小時，講師為 20 小時。專案教學人員(以下簡稱專案教師)比照專任教師各職級之基本授課時數每學年再加 6 小時。前項所稱「每學年」授課時數係指第一學期平均每週授課時數與第二學期平均每週授課時數之和。  
兼任教師授課時數每學期至多以 6 小時為限(日間學制與進修學制課程合併計算)，有繳交個別指導費之藝能科，經系所專案簽准同意後，得不在此限。
- 三、本校自 95 學年度起實施教師超支 0 鐘點，惟因支援全校性課程、通識課程、學位學程或跨領域學程課程者，每位教師每學期至多可超支 4 小時，若兩學期皆支援者，當學年至多可超支 8 小時。同時支援上述二種(含)課程以上者每學期至多可超支 6 小時，若兩學期皆支援二種以上課程者，當學年至多可超支 12 小時。且在上述範圍(除全校性課程)內之超支鐘點數，需依支援上述課程之實際時數計入。前項全校性課程、通識課程及學位學程課程由教務處認定之；因應跨領域學程特色而新開課程，須經系所、院課程規劃委員會議審查通過後，送教務處備查憑辦。  
現有師資未達編制員額之單位，由各系簽核，並經學院提供全院各系配置之員額，奉核可後，以每 1 位師資員額換算每週 10 個鐘點時

數，以此類推作為該單位核計超支授課時數原則。編制員額計入休假研究、講學、研究、進修、借調與留職停薪等員額。

四、本校專任(案)教師授課時數於每學年第二學期合併一次計算，超出基本授課時數且符合第三點規定之情形者，得支領超支鐘點費，於每學年第二學期核實發給。兼任教師授課鐘點費則採每學期核實發給。進修學士班授課鐘點比照日間學制於第二學期核給，碩士在職專班授課時數若無計入日間學制基本授課時數時，其鐘點費得由各系所每學期核給。

五、本校副校長、一級建制單位主管、副主管及組長、附小校長每學期每週授課時數依本職別應授時數核減 4 小時；各學系主任、研究所所長、學位學程主任每學期每週授課時數本職別應授時數核減 2 小時；兼任建制單位院屬單位主管每學期每週應授時數核減 4 小時。兼任上述職務以外之行政工作者，需經專案簽准後，按核減時數計算。

兼任多項行政工作者，合計每學期每週至多核減 4 小時。授課時數如超過核減後之應授時數，得支領超支鐘點費，惟其超支鐘點上限等同核減時數。

六、教師教授一般課程，每教授一節課，計授課時數 1 小時，惟下列情況得另核計授課時數。

(一)修課人數：

修課人數 61 人以上時，鐘點費以下列公式計算：

61-70 人，乘以 1.2。每增加 10 人，參數增加 0.15。

各學制課程之最低開課人數門檻，應依本校課程規劃與開排課作業要點規定辦理。各課程未達開課人數門檻時，應於加退選截止後即停開，停開前兼任教師已實際授課時數鐘點費得予支付，但最多以二週為限。

選課人數未達門檻，但有 1 人以上時亦可開課，惟該課程上課時數不計入基本授課時數，列入義務授課時數。

(二)全英語授課：

本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

(三)音樂系主(副)修、個別指導課程：

音樂學系主(副)修、個別指導課程以 修課學生數 核計鐘點 (個別指導、主修修課 1 人以 1 小時計，副修修課 1 人以 0.5 小時計)。

如遇個別指導課程學生休學時，則停發該授課教師鐘點費。本校專任教師得因指導音樂學系主(副)修課程超支鐘點，惟全學年超支總時數以 8 小時為限。

(四)實習或實驗課程：

實習課、實驗課時數依實際授課時數核計，惟專任教師擔任實習、實驗課程每學期最多以 2 學分為原則。實施學期或學年校外實習課程者，每輔導一生，每週發給 0.2 小時鐘點費，每週至多以 2 小時為原則，計入教師授課鐘點時數計算。

(五)合開或併班上課課程：

二人(含)以上合開之協同教學課程，由開課單位依各人實際授課週數比例計算授課時數。專兼任教師所開授不同課程代號併班上課者，以一門課之鐘點計算授課時數。

(六)遠距教學課程或磨課師(MOOCs)課程：

教師每教授一門遠距教學課程或磨課師課程(經電子計算機中心認證)另增加 1 小時之授課鐘點，磨課師課程於第一次開課學期再增 1 個鐘點。惟同一門磨課師課程僅限一班，不另支付大班修課人數加權鐘點費。

(七)性別平等課程：

本校性別平等通識課程經通識教育課程委員會審查通過者，每 1 學分以 1.5 倍鐘點核計。

(八)跨領域共授課程：

經系課程規劃委員會議(通識教育領域課程委員會議)及院課程規劃委員會議(通識教育課程委員會議)審議，並向教務處申請通過，屬不同領域教師共同合作，並設計出具有整合性與創新內容之跨領域課程，共同出席授課教師均得依實際出席時數列計授課時數，兼任教師亦得依實際出席時數支給鐘點費。

但每門課程授課時數總數至多以該課程學時數之 2 倍為限。

七、本校教師授課時數符合本要點第六點第一、二、六、七款，因加權計算而超出基本授課時數部份得列為超支時數，且不受本要點第三點超支 0 鐘點的限制，惟與校外日間學制學位班兼課時數併計後，每學年超過本要點第三點第一項規定之超支時數者，超授時數部分視為義務教學，自本校超支時數內扣除。

八、教師於該學年度日間部之大學或研究所基本授課時數如有不足時，應依序以師資培育中心課程、進修學制課程補足，補足之時數不另支給鐘點差額，惟有特殊情形者得另案簽准辦理。

九、為考量教師第一、二學期授課均衡，教師每學期應至少開授二門課

程，特殊情形經專案簽准者得不受此限。

十、本校專任教師除法令另有規定外，不得在校外兼課或兼職。經兼課學校先商得本校同意者，每學期每週至多得兼課 4 小時，所兼課程以與本校所授課目性質相近者為原則。

校外兼課時數與本校超授時數加總每學年超過本要點第三點第一項規定者，超授時數部分視為義務教學，自本校超支時數內扣除。

十一、本要點經行政會議通過，陳請校長核定後實施。

國立嘉義大學 111 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育學系教育行政與政策 發展碩士班	職級	教授	薪資 代碼	A0448
姓名	何宣甫		連絡電話	2263411-2421	
電子郵件	hfho@mail.ncyu.edu.tw				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註	
碩一	國際化與教育政策研究 Research on Internationalization and Educational Policy	3	選修		

申請教師簽章： 何宣甫

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_ 年 \_\_\_\_ 月 \_\_\_\_ 日系所課程委員會審查通  
過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用〔英預覽〕下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

## 國立嘉義大學111學年度第1學期教學大綱

課程代碼	11012690005	上課學制	研究所碩士班
課程名稱	國際化與教育政策研究 Research on Internationalization and Educational Policy	授課教師 (師資來源)	何宣甫(教育系)
學分(時數)	3.0 (3.0)	上課班級	教政碩班1年甲班
先修科目		必選修別	選修
上課地點	教育館 B03-206	授課語言	英文
證照關係	none	晤談時間	星期2第5節~第6節, 地點:B03-215 星期4第5節~第6節, 地點:B03-215
課程大綱網址	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690005">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690005</a>		
備註	none		
本課程之教學主題、內容或活動是否與性別平等議題有相關之處：否	本課是否使用原文教材或原文書進行教學：是		

### ◎系所教育目標：

進行本土化教育行政與政策發展在規劃與決策方面可行模式之研究，強化各國制度及經營管理的比較以提高國際觀，積極輔導中南部各級學校與中南部縣市教育局處建立研究合作關係，以行動研究導向協助教育局處解決重要教育問題並豐富其行政專業知識。

強化學生基礎知識的建立以及研究方法的訓練，使其具備獨立研究的能力，培養學生從巨觀的層面來建立行政與政策發展的能力，並提供學生至教育局處等各單位的實習機會，自微觀的層面加強學生在學校等各種教育機構各面向經營管理的實務能力，重視財經知識的建立以提高各種資源應用的公平性及效率性。

### ◎核心能力

#### 關聯性

1.教育行政理論及實務的知能	4 關聯性稍強
2.宏觀與國際化的教育政策視野	5 關聯性最強
3.做決定及教育經營管理之各項知能	5 關聯性最強
4.從事高深教育學術理論研究的能力	4 關聯性稍強

### ◎本學科內容概述：

本門課主要聚焦在教育國際化的各種政策分析。學生修完這門課將學到各種政策分析理論以及教育國際化的理論，學會各種政策分析的技巧，以及培養推動教育國際化的各種能力。

### ◎本學科教學內容大綱：

政策分析理論如問題界定及分析、備選方案的提出及篩選、政策落實及評估。教育國際化的理論如國際化、全球化、以及在地化的理論。教育國際化各種政策的分析包含國際化環境的建構、外國語言的應用及學習、國際化的課程設計和教學法、參加各種國際性的組織、活動、競賽；與外國學校的合作、雙聯學位、學分互認等。

### ◎本學科學習目標：

Through the study of this course, students are expected to have a better understanding of the effects of globalization as well as the implementation of educational internationalization. Students will able to develop skills in policy development, and possess better competences in learning, appreciating, and criticizing the latest educational theories and policies with an international perspective.

			討論。
15	The internationalization in UK	Putting the World into World-class Education of 2004	操作/實作、講授、討論。
16	The Internationalization of Education promoted by the UNESCO	UNESCO's 1974 Recommendation Global citizenship education and education for sustainable development	操作/實作、講授、討論。
17	Final Presentation	Final Presentation	操作/實作、口頭報告、討論。
18	Class Review	Class Review Discussion	操作/實作、口頭報告、講授、討論。

◎課程要求：

Students has to complete an academic research, and they are highly recommended to participate and presenting their research article in an overseas international conference.

◎成績考核

期中考50%

期末考50%

◎參考書目與學習資源

\*\*\* Hugonnier, B (2007). Globalization and Education. In M. M. Suarez-orocho (Ed), Learning In The Global Era: International Perspectives on Globalization and Education. pp 137-157.

1. Wang, L. and Ho, H. (2013). The market positioning and the selection of destination countries for music students from Taiwan. Music Education Research. 1-12.

2. Ho, H. and Huang, Y. (2013). Earning while learning: Part-time work during term time. Asia Pacific Journal of Educational Development, 2(1), 59-66.

3 Ho, H. and Lin, L. (2012). The all-in-one human resource policy of Taiwan's Hand-in-Hand Program. Educational Research for Policy and Practice, 11(3), 179-187.

4. Ho, H. and Wang, F. (2011). Prestige, Parallel or Predatory—Pricing Strategies among Taiwanese Universities. International Journal of Marketing Studies, 3(3), 67-77.

5. Ho, H. and Chen, P. (2011). Revamping the Funding formula for special education programs. Asia Pacific Education Review, 12(1), 143-148.

◎教材講義

請改以帳號登入校務系統選擇全校課程查詢方能查看教材講義

- 1.請尊重智慧財產權、使用正版教科書並禁止非法影印。
- 2.請重視性別平等教育之重要性，在各項學生集會場合、輔導及教學過程中，隨時向學生宣導正確的性別平等觀念，並關心班上學生感情及生活事項，隨時予以適當的輔導，建立學生正確的性別平等意識。

國立嘉義大學 111 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料				
系所名稱	教育學系教育行政與政策 發展碩士班	職級	教授	薪資 代碼
				A0748
姓名	楊正誠		連絡電話	2263411-2431
電子郵件	yccjason@mail.ncyu.edu.tw			
二、開課課程相關資料				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
碩一	高等教育行政與政策研究 Research on Higher Education Administration and Policy.	3	選修	

申請教師簽章： 楊正誠

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：

一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後，使用〔英預覽〕下載)，於次學期開課前，向系(所)提出申請，經系(所)課程委員會審查通過，系所主管及院長核章後，連同系所課程委員會議紀錄，擲送教務處註冊與課務組或民雄教務組備查。

二、申請核准後，由開課系所逕行開課，並於開課作業系統中點選「授課語言」及「非母語授課」，以利學生選課時參考。

三、依據「本校教師授課鐘點核計作業要點」規定，本校教師以英語全程開授之課程，經系所課程委員會審查通過後，每 1 學分以 1.5 倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。



## 國立嘉義大學111學年度第1學期教學大綱

課程代碼	11012690006	上課學制	研究所碩士班
課程名稱	高等教育行政與政策研究 Research on Higher Education Administration and Policy	授課教師 (師 資來源)	楊正誠(師院國際碩)
學分(時數)	3.0 (3.0)	上課班級	教政碩班1年甲班
先修科目		必選修別	選修
上課地點	教育館 B03-217	授課語言	英文
證照關係	NONE	晤談時間	星期1第5節~第8節, 地點:B03-212
課程大綱網址	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690006">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11012690006</a>		
備註			
本課程之教學主題、內容或活動是否與性別平等議題有相關之處：否		本課是否使用原文教材或原文書進行教學：是	

### ◎系所教育目標：

進行本土化教育行政與政策發展在規劃與決策方面可行模式之研究，強化各國制度及經營管理的比較以提高國際觀，積極輔導中南部各級學校與中南部縣市教育局處建立研究合作關係，以行動研究導向協助教育局處解決重要教育問題並豐富其行政專業知識。

強化學生基礎知識的建立以及研究方法的訓練，使其具備獨立研究的能力，培養學生從巨觀的層面來建立行政與政策發展的能力，並提供學生至教育局處等各單位的實習機會，自微觀的層面加強學生在學校等各種教育機構各面向經營管理的實務能力，重視財經知識的建立以提高各種資源應用的公平性及效率性。

### ◎核心能力

#### 關聯性

1.教育行政理論及實務的知能	4 關聯性稍強
2.宏觀與國際化的教育政策視野	5 關聯性最強
3.做決定及教育經營管理之各項知能	4 關聯性稍強
4.從事高深教育學術理論研究的能力	5 關聯性最強

### ◎本學科內容概述：

本課程的目的是引導研究生了解當前的高等教育管理和政策理論與實踐。重要問題包括高等教育政策、治理、訪問、評鑑、排名、合併、平等和學生發展。

### ◎本學科教學內容大綱：

1.課程介紹 2.台灣高等教育的發展與改革 3.學術自由與大學法 4.大學自治與公立大學法人 5.台灣大學入學制度 6.高等教育中的獲取和公平問題-1 7.高等教育中的獲取和公平問題-2 8.大學的組織結構 9.高等教育學雜費的新問題-1 10.高等教育學雜費的新問題-2 11.大學生事務理論與實踐 12.大學生事務的管理與實踐 13.高等教育的就業問題 14.高等教育評估 15.大學科研成果指標 16.高等教育的國際排名 17.學生最終演講-1 18.學生最後演講-2

### ◎本學科學習目標：

The goal of this course is to guide graduate students to understand current theories and practice of higher education administration and policy. Important issues include HE policy, governance, access, evaluation, ranking, merger, equity and student development.

◎教學進度：

週次	主題	教學內容	教學方法
01	Course introduction	PPT: Field of Higher Education by Burton Clark	講授、討論。
02	Higher education development and reform in Taiwan	Higher education development and reform in Taiwan	講授、討論。
03	Academic freedom and university law	Academic freedom and university law	講授、討論。
04	University autonomy and corporation of public university	University autonomy and corporation of public university	講授、討論。
05	University entrance system in Taiwan	University entrance system in Taiwan	講授、討論。
06	Access and equity issues in higher education-1	Access and equity issues in higher education-1	講授、討論。
07	Access and equity issues in higher education-2	Access and equity issues in higher education-2	講授、討論。
08	Organizational structure of university	Organizational structure of university	講授、討論。
09	Emergent issues of tuition and fees of higher education-1	Emergent issues of tuition and fees of higher education-1	講授、討論。
10	Emergent issues of tuition and fees of higher education-2	Emergent issues of tuition and fees of higher education-2	講授、討論。
11	Theory and practice of university student affairs	Theory and practice of university student affairs	講授、討論。
12	Administration and practice of university student affairs	Administration and practice of university student affairs	講授、討論。
13	Employment issues of higher education	Employment issues of higher education	講授、討論。
14	Higher education evaluation	Higher education evaluation	講授、討論。
15	Indicators of research output of university	Indicators of research output of university	講授、討論。
16	International rankings of higher education	International rankings of higher education	講授、討論。
17	Student Final Presentation-1	Student Final Presentation-1	講授、討論。
18	Student Final Presentation-2	Student Final Presentation-2	講授、討論。

◎課程要求：

1. Every student has to pick one higher education research article and introduce the content every week.
2. The content of student final presentation is that every student chooses one higher education topic and collects 10 research articles from academic journals of higher education, such as: Journal of Higher Education, Comparative Education Review, International Journal of College Student Development.

◎成績考核

課堂參與討論30%

書面報告40%

口頭報告30%

◎參考書目與學習資源

1. Clark, B. R. (1973). Development of the Sociology of Higher Education. *Sociology of Education*, 46(1), 2-14.
2. Astin, A. W. (2002). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. Westport: ORYX Press.
3. Altbach, P. G. & Balan, J. (2007). (Eds.). *World Class Worldwide: Transforming Research Universities in Asia and Latin America*. Baltimore, MD: The Johns Hopkins University Press.
4. Pascarella, E. & Terenzini, P. (2005). *How College Affects Students (Vol. II): A Third Decade of Research*. San Francisco: Jossey-Bass.
5. Paulsen, M. B. & Smart J. C. (2011).(Eds.), *The Finance of Higher Education: Theory, Research, Policy, and Practice*. New York: Agathon Press.
6. Kerr, C. (1963). *The uses of the university*. Boston, MA: Harvard University Press.
7. Gumport, P. J. (2007). *Sociology of Higher Education: Contributions and Their Contexts*. Baltimore, MD: The Johns Hopkins University Press.
8. Berger, J. B. (2000). *Organizational Behavior at Colleges and Student Outcomes: A New Perspective on College Impact*. *The Review of Higher Education*, 23(2), 177-198.

◎教材講義

請改以帳號登入校務系統選擇全校課程查詢方能查看教材講義

- 1.請尊重智慧財產權、使用正版教科書並禁止非法影印。
- 2.請重視性別平等教育之重要性，在各項學生集會場合、輔導及教學過程中，隨時向學生宣導正確的性別平等觀念，並關心班上學生感情及生活事項，隨時予以適當的輔導，建立學生正確的性別平等意識。

# 國立嘉義大學獎勵教師全英語授課(EMI)實施要點

95年11月14日95學年度第2次行政會議通過  
96年4月17日95學年度第6次行政會議修正通過  
110年11月16日110學年度第3次行政會議修正通過

一、國立嘉義大學(以下簡稱本校)為提升教師英文教學能力及學生英文實用能力，鼓勵教師以全英語教學方式授課，特訂定「國立嘉義大學獎勵教師全英語授課(EMI)實施要點」(以下簡稱本要點)。

二、實施對象：

- (一) 指本校專任(案)及兼任教師開設之「講授類」全英語授課課程。
- (二) 全英語學位學程、在職專班課程、通識語文應用與溝通實務領域課程及外國語文學系(含支援跨院通識選修課程)不適用。
- (三) 教師評鑑未通過或前一學期該門課程教學意見調查未達3.5者，不得申請全英語授課(EMI)。

三、本要點係指該課程符合教育部全英語授課(English as a Medium of Instruction, EMI)之定義，包括課程大綱、內容的傳遞、師生互動、學習及學術支持教材、學習成果展示與評量(如口頭陳述、作業或測試)，均應全程以英語為之。

補助之課程範圍如下：

- (一) 全英語通識課程(不含通識語文應用與溝通實務領域課程)。
- (二) 學士班基礎學科：院共同必修或普通物理、普通化學、有機化學、普通植物學、會計學、經濟學等專業必修課程。
- (三) 其他以英語為授課使用語言之課程(專題討論、專題研究、實習、實驗不適用)。

四、申請方式：申請全英語授課(EMI)課程教師填具申請表並附英語授課大綱、前次課程教學評量、英語授課教材及其他相關輔助教學資料，經學系、院課程委員會審議通過後連同會議紀錄送教務處備查。

**五、開設全英語授課(EMI)課程鐘點費及經費補助說明：**

- (一) 開設全英語授課課程，每門課程至少1學分，依本校教師授課鐘點核計作業要點第六項第二款規定每1學分以1.5倍鐘點核計。為協助學生統整吸收上課內容，以提升EMI課程之教學品質及學生學習成效，外加「專業英文補救教學」時數，每1學分以0.5倍鐘點核計，老師亦可採線上講解方式進行。
- (二) 授課時數以原課程學分學時計算，外加之鐘點費由相關計畫經費支

應。

(三) 課程教材補助視當年度經費預算酌予調整，每門至多補助新臺幣10,000元。

(四) 鼓勵學系協助師生參與全英語授課(EMI)課程，補助學系業務費每門5,000元。

(五) 劍橋EMI線上培訓課程(限期完成培訓者全額補助課程費)。

六、本要點補助之全英語課程，教師須開放觀課及全程錄影以供學生事後學習，並有義務參與本校所舉辦之相關教學研討會或成果發表會等活動。

七、本要點補助之全英語課程，授課教師須於獲得補助當學期起二年內取得經認可之全英語授課技巧線上課程修業證明(如英國劍橋大學研發之EMI線上自學課程認證或等同之培訓課程)。學系每學年應對英語教學課程，適時評估成效；並請授課教師提供授課經驗及建議事項。業務單位得經查未實際以英語授課者或未完成線上自學課程認證者，則視情節輕重得扣減或取消往後補助，並列入未來補助評估。

八、本要點經費來源為教育部相關計畫補助經費。若經費來源不足時，得視財務狀況做必要之調整。


九、本要點如有未盡事宜，悉依相關規定辦理。

十、本要點經行政會議通過，陳請校長核定後實施。

# 國立嘉義大學 111 學年度第 1 學期

## 教師全英語授課申請表

一、開課教師基本資料					
系所名稱	教育學系	職級	教授	薪資代碼	A0473
姓名	洪如玉		連絡電話	1801	
電子郵件	hunguryu@mail.ncyu.edu.tw				
二、開課課程相關資料					
班級/年級	課程名稱 (中文/英文)		學分	必/選修	備註
大學部	教育倫理學 Educational ethics		2	選	

申請教師簽章： 

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_


說明：

- 申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後,使用[英預覽]下載),於次學期開課前,向系(所)提出申請,經系(所)課程委員會審查通過,系所主管及院長核章後,連同系所課程委員會議紀錄,擲送教務處註冊與課務組或民雄教務組備查。
- 申請核准後,由開課系所逕行開課,並於開課作業系統中點選「授課語言」及「非母語授課」,以利學生選課時參考。
- 依據「本校教師授課鐘點核計作業要點」規定,本校教師以英語全程開授之課程,經系所課程委員會審查通過後,每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。

# 國立嘉義大學全英語授課(EMI)申請表

申請日期: 111年3月30日

課程資料					
開課單位	___師範___學院___教育___系所		開課學年期	_111_學年度_1_學期	
課程名稱	中文: __教育倫理學__ 英文: __educational ethics__		開課別	<input checked="" type="checkbox"/> 學期課 <input type="checkbox"/> 學年課	
學制	<input checked="" type="checkbox"/> 大學部 <input type="checkbox"/> 碩士班	每週上課	___2___學分 ___2___學時	選修別	<input type="checkbox"/> 必修 <input checked="" type="checkbox"/> 選修
課程類別	<input type="checkbox"/> 院共同必修 <input checked="" type="checkbox"/> 專業選修課程 <input type="checkbox"/> 專業必修課程 <input type="checkbox"/> 通識課程		開課情形	<input type="checkbox"/> 新開課程 <input checked="" type="checkbox"/> 原有課程，以全英文授課方式進行，已累積___學期(次數)	
是否列入基本授課時數	<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否				
申請情形	<input checked="" type="checkbox"/> 第一次申請 <input type="checkbox"/> 曾於___學年度___學期申請				
授課教師資料					
授課教師		職稱			專兼任
洪如玉		<input checked="" type="checkbox"/> 教授 <input type="checkbox"/> 助理教授 <input type="checkbox"/> 副教授 <input type="checkbox"/> 講師			<input checked="" type="checkbox"/> 專任 <input type="checkbox"/> 兼任
請簡述全英文授課(EMI)課程內容					
This course aims to 1. Define two major categories of ethical theories: consequentialist and non-consequentialist. 2. Identify major theorists and their contributions to ethical theories. 3. Analyze and verbally discuss a controversial ethical issue from both ethical theories. 4. Analyze and present in writing a controversial ethical issue from both ethical theories. 5. Critically examine various approaches for teaching ethics to children. 6. Present to the class one case study and reflect upon its resolution. 7. Integrate their personal code of ethics with their teaching experience and practices. In addition, students will have - 8. Learned an ethical decision making process. 9. Analyzed and evaluated ethical dilemmas associated with education and schooling.					
申請須檢附相關資料如下					
檢附資料: <input checked="" type="checkbox"/> 中英文授課大綱(與學校格式相同)、 <input checked="" type="checkbox"/> 最近一次課程教學評量、 <input checked="" type="checkbox"/> 英語授課教材及相關輔助教學資料、 <input checked="" type="checkbox"/> 系、院課程委員會議審議通過之會議紀錄。					

申請人簽章	系(所)、中心主管簽章	院長簽章
 (請註明日期)	_____ (請註明日期)	_____ (請註明日期)

備註：  
教師評鑑未通過或前一學期該門課程教學意見調查未達 3.5 者，不得申請全英語授課(EMI)。

國立嘉義大學 111 學年度  
全英語(EMI)授課課程補助經費預算表

經費項目	規格或內容說明	數量	單位	單價 (元)	總價 (元)	備註
課程材料費	參考資料、閱讀材料		批	4000	4000	
印刷費	活動手冊、宣傳單等		批	4000	4000	
雜支	文具、資訊耗材等			2000	2000	各式雜支、指導學生餐費
總 合 計 (元)		10000				
授課教師			單位主管			

\*欄位可依需求自行增加。



# National Chiayi University Course Syllabus, Fall Semester, Academic Year

111

Course code	11113610016	Course level	Undergraduate
Course title	Educational Ethics	Instructor	Hung, Ruyu
Credits(Course Hours)	2.0 (2.0)	Class	Department of Education Grade 2 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location	未設定(民雄校區) 0002	Class Language	English
Availability of certificate	教師資格檢定考 教師甄試 教育類 高普考 公費留考	Office hour	Class 5 ~ 8 on Tue, Office:B423
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11113610016">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11113610016</a>		
Remark			
For freshmen who come from other countries can not study on the academic calendar due to the pandemic, the course study will be provided for synchronous or asynchronous distance learning assistance.			
Is the topic,content or activity of this course is relevant to issues of sex equality? No	Are materials or books used in this course original? Yes		

<b>&gt;&gt; Goals at the Department or Institute level</b>	
培育具有教育專業知能與涵養之優秀國小師資，及培養有志從事課程與教學、教育行政、數理教育與學術研究之專業基礎人才。	
<b>&gt;&gt; Core abilities</b>	<b>Relationship</b>
1.教育專業基礎理論之基本知能與涵養。	5 Highly related
2.國小教育專業實務之基本知能與涵養。	5 Highly related
3.國小「課程與教學」理論和實務之基本知能與涵養。	4 Strongly related
4.國小「數理教育」理論和實務之基本知能與涵養。	1 Least related
5.「教育行政」理論和實務之基本知能與涵養。	3 Moderately related
6.教育領域專業研究之基本知能與涵養。	5 Highly related
7.反省、敬業、溝通、領導與團隊合作之基本知能與涵養。	5 Highly related
8.合理性邏輯思考、尊重多元文化和人道關懷之基本知能與涵養。	5 Highly related
<b>&gt;&gt; Course description</b>	
教育倫理學的教學目的在於下述 一、 培養未來教師對倫理學基本知識的理解與應用； 二、 培養未來教師對教育議題的分析、倫理思考與批判能力； 三、 培養未來教師對教育議題的倫理判斷與抉擇實踐能力； 四、 培養未來教師對社會議題的分析、倫理思考與批判能力； 五、 培養未來教師對社會議題的倫理判斷與抉擇實踐能力。	
<b>&gt;&gt; Subject's master syllabus</b>	
導論；倫理學的內涵與教師專業倫理的關係；倫理學基本內涵與主要理論學派；社會重要倫理議	

題探討；倫理思考判斷與抉擇；教育現場之倫理議題與思考判斷與抉擇；教師之教育倫理學基礎建構

>> **Course objectives**

1. Identify and comprehend traditional and current issues in Ethics.
2. Define the main areas of ethical discourse.
3. Discuss theories of ethics: teleological and deontological.
4. Develop skills of critical ethical analysis of contemporary moral problems.

>> **Course schedule**

Week	Theme or topic	Content	Teaching method
01	Introduction	Course plan	Lecture, Discussion.
02	Introduction	Basic ideas of Ethics	Lecture, Discussion.
03	Ethical Theory	Ethical Theory: egoism	Oral presentation, Lecture, Discussion.
04	Ethical Theory	Ethical Theory: egoism	Oral presentation, Discussion.
05	Ethical Theory	Ethical Theory: Teleology/utilitarianism	Oral presentation, Lecture, Discussion.
06	Ethical Theory	Ethical Theory: Teleology/utilitarianism	Oral presentation, Lecture, Discussion.
07	Ethical Theory	Ethical Theory: Teleology/utilitarianism	Oral presentation, Lecture, Discussion.
08	Ethical Theory	Ethical Theory: Teleology/utilitarianism	Lecture, Discussion.
09	mid-term examination	mid-term examination	Lecture, mid-term examination.
10	Ethical Theory	Ethical Theory: Deontology/Kantian ethics	Oral presentation, Lecture, Discussion.
11	Ethical Theory	Ethical Theory: Deontology/Kantian ethics	Oral presentation, Lecture, Discussion.
12	Ethical Theory	Ethical Theory: Deontology/Kantian ethics	Oral presentation, Lecture, Discussion.
13	Ethical Theory	Ethical Theory: Deontology/Kantian ethics	Oral presentation, Lecture, Discussion.
14	Ethical Theory	Ethical Theory: problem of Evil	Oral presentation, Lecture, Discussion.
15	Ethical Theory	Ethical Theory: problem of Evil	Oral presentation, Lecture, Discussion.
16	Ethical Theory	Ethical Theory: Virtue ethics	Oral presentation, Lecture, Discussion.
17	Ethical Theory	Ethical Theory: virtue ethics	Oral presentation, Lecture, Discussion.

18	Final examination	final examination	examination.
<p><b>&gt;&gt; Course requirements</b>  class expectations  1. Be on time.  2. No Mobile phone use in classroom.  3. No I-pad use in classroom.  4. Everyone must make presentation in group presentation.  5. Upload your report to the Learning Management System (LMS).</p> <p>課程要求與注意事項</p> 1. 請準時上課，勿遲到早退，請假請務必事先請假。 2. 上課請勿使用手機、筆電或平板電腦等 3C 產品。 3. 分組報告請說明分工狀況並請全組每位同學都要上台報告。 4. 請準時繳交書面作業並上傳檔案至教學平台。			
<p><b>&gt;&gt; Grading policy</b>  Participation in discussion 20% : Attendance, participation, discussion  Quiz 25%  Midterm exam 30%  Oral presentation 25% : Group/individual presentation. Each student is expected to present once in class.</p>			
<p><b>&gt;&gt; Text books and learning resources</b>  1. Ethics: A Contemporary Introduction By Harry J Gensler  2. Five Types of Ethical Theory By C.D. Broad  3. The Routledge Companion to Ethics Edited By John Skorupski  4. 林火旺：基本倫理學。台北：三民。  5. 林火旺：倫理學，台北：五南。  6. 洪如玉（2021）我們與「惡」之間的距離？很近或很遠？洪如玉（主編）教學藝術：素養、創新、多元、議題（頁 1-20）。台北：五南。</p>			
<p><b>&gt;&gt; Teaching materials</b> 7. E. J. Bond，洪如玉、王俊斌、黃藹（譯）倫理學與幸福人生：道德哲學導論。臺北：五南。 8. M. Sandel。正義：一場思辯之旅。雅言文化。 9. M. Sandel。錢買不到的東西。先覺出版社。 10. M. Sandel。為什麼我們需要公共哲學：政治中的道德問題。麥田出版。 11. <a href="https://unesdoc.unesco.org/ark:/48223/pf0000185010">https://unesdoc.unesco.org/ark:/48223/pf0000185010</a> 12. <a href="https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics-and-codes-of-conduct/">https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/professional-ethics-and-codes-of-conduct/</a> 13. <a href="https://philomedium.com/video/79780">https://philomedium.com/video/79780</a>*Do not infringe the copyright of this course material. You may not copy, distribute or transmit the material without the owner's permission.</p>			

1. Please respect the intellectual property right and using authorized textbooks. Book piracy is not allowed.
2. Recognize the importance and significance of gender equity in education. Consult university regulations for its policy. Promote gender equity by illustrating the concept in classes and provide proper consultation to students.

國立嘉義大學一一零學年度第一學期期末教學意見調查 統計表 RptSrvResult2.rpt

問卷代號：01621610001 課程性質：一般課程 科目名稱：教育研究方法學

授課老師：A0473 洪如玉 修課人數：10 受測人數：9 回收率：90.00%

本課程學生學期成績(最高分95.00 最低分93.00 成績平均93.90 標準差0.70 不及格率0.00)

得分比重：非常同意5分 同意4分 普通3分 不同意2分 非常不同意1分

題號	題目	非常同意	同意	普通	不同意	非常不同意	平均數
01	教師課前準備充分，並依據教學大綱授課。	9	0	0	0	0	5.00
02	教師講解清晰有條理，使學生容易了解。	9	0	0	0	0	5.00
03	教師能引發學習興趣，並鼓勵學生表達意見。	9	0	0	0	0	5.00
04	教師重視學生學習反應，且能適當地回應問題。	9	0	0	0	0	5.00
05	教師能使用多媒體或網路輔助教學（如嘉義大學雲端硬碟、輔助教學平台、PowerPoint、電子白板等）。	9	0	0	0	0	5.00
06	師生互動情形良好。	9	0	0	0	0	5.00
07	課程作業(或測驗)能配合教學內容設計，有助於學習。	9	0	0	0	0	5.00
08	教師能客觀評量學生努力程度及學習成效。	9	0	0	0	0	5.00
09	教師教學態度認真，具有熱忱。	9	0	0	0	0	5.00

題號	題目	1)從不缺席	2)2次以下	3)3-4次	4)5-6次	5)7次以上
10	我在這門課之缺席狀況：	8	1	0	0	0

題號	題目	1)全部到課	2)16週以上	3)14-15週	4)12-13週	5)11週以下
11	我在這門課之出席狀況：	8	1	0	0	0

題號	題目	1)很認真	2)還算認真	3)普通	4)不大認真	5)很不認真
12	我學習本課程的態度：	8	1	0	0	0

題號	題目	1)非常同意	2)同意	3)普通	4)不同意	5)非常不同意
13	本課程之教師能尊重性別平等，不使用性別歧視的語言或性別差異的態度對待學生	9	0	0	0	0

全體學生
平均值：5.00
標準差：0.00

A群學生
平均值：5.00
標準差：0.00

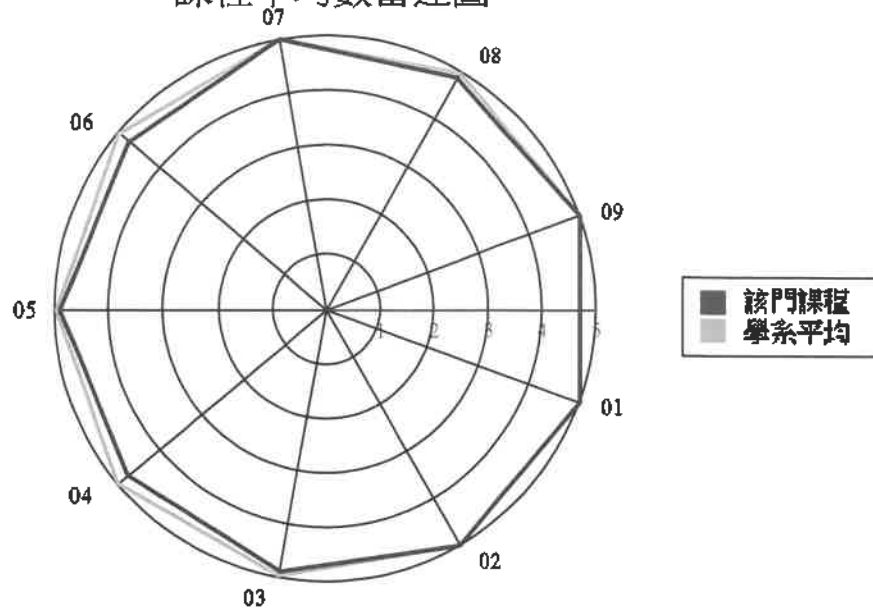
其他學生
平均值：0.00
標準差：0.00

實際教學意見調查
平均值：5.00
標準差：0.00

一般課程校平均值：4.59  
 一般課程校課程標準差：0.26  
 一般課程研究所校平均值：4.76  
 一般課程研究所校課程標準差：0.24  
 單位總課程標準差：0.30  
 單位總平均值：4.66  
 單位總平均值：4.62(修課人數10人以上)  
 個人總平均值：4.79  
 個人總平均值：4.75(修課人數10人以上)  
 本課程平均值：5.00  
 (實際教學意見調查)

- 第10、11題為互檢題，第10、11題答案如互相矛盾（如第10題題勾選全部到課，第11題勾選2次以下缺席）即為無效問卷。
- 第10、11、12題均回答1或2者（出席率高、缺席率低、學習態度認真）稱為「A群學生」，不符合這些條件者稱為「其他學生」。
- 「實際教學意見調查」：全體學生中排除第10、11、12題均回答4或5者。
- 第13題統計結果僅供教師授課參考，不列入教師教學意見調查分數中。(實際平均值:5.00)

### 課程平均數雷達圖



(備註)

- 1.若該課程不列入校平均數統計則不會顯示學系平均雷達圖。
- 2.若該課程在所屬學系(所、中心)無2門以上相同教學意見調查問卷類型，亦僅顯示該課程雷達圖。

開放性題目建言 (問卷代號 01621610013 )

教授上課嚴謹認真，讓學生收穫很多

# 國立嘉義大學一一零學年度第一學期期末教學意見調查 統計表

RptSrvResult2.rpt

問卷代號：01621610013    課程性質：一般課程    科目名稱：教育理論與實務辯證專題研究  
 授課老師：A0473 洪如玉    修課人數：9    受測人數：8    回收率：88.89%

本課程學生學期成績(最高分91.00 最低分86.00 成績平均89.60 標準差1.85 不及格率0.00)

得分比重：	非常同意5分	同意4分	普通3分	不同意2分	非常不同意1分	
題號 題目	非常同意	同意	普通	不同意	非常不同意	平均數
01 教師課前準備充分，並依據教學大綱授課。	8	0	0	0	0	5.00
02 教師講解清晰有條理，使學生容易了解。	8	0	0	0	0	5.00
03 教師能引發學習興趣，並鼓勵學生表達意見。	7	1	0	0	0	4.88
04 教師重視學生學習反應，且能適當地回應問題。	7	0	1	0	0	4.75
05 教師能使用多媒體或網路輔助教學（如嘉義大學雲端硬碟、輔助教學平台、PowerPoint、電子白板等）。	7	1	0	0	0	4.88
06 師生互動情形良好。	7	0	1	0	0	4.75
07 課程作業(或測驗)能配合教學內容設計，有助於學習。	8	0	0	0	0	5.00
08 教師能客觀評量學生努力程度及學習成效。	7	1	0	0	0	4.88
09 教師教學態度認真，具有熱忱。	8	0	0	0	0	5.00

題號 題目	1)從不缺席	2)2次以下	3)3-4次	4)5-6次	5)7次以上
10 我在這門課之缺席狀況：	8	0	0	0	0

題號 題目	1)全部到課	2)16週以上	3)14-15週	4)12-13週	5)11週以下
11 我在這門課之出席狀況：	8	0	0	0	0

題號 題目	1)很認真	2)還算認真	3)普通	4)不大認真	5)很不認真
12 我學習本課程的態度：	7	1	0	0	0

題號 題目	1)非常同意	2)同意	3)普通	4)不同意	5)非常不同意
13 本課程之教師能尊重性別平等，不使用性別歧視的語言或性別差異的態度對待學生	8	0	0	0	0

全體學生
平均值：4.90
標準差：0.38

A群學生
平均值：4.90
標準差：0.38

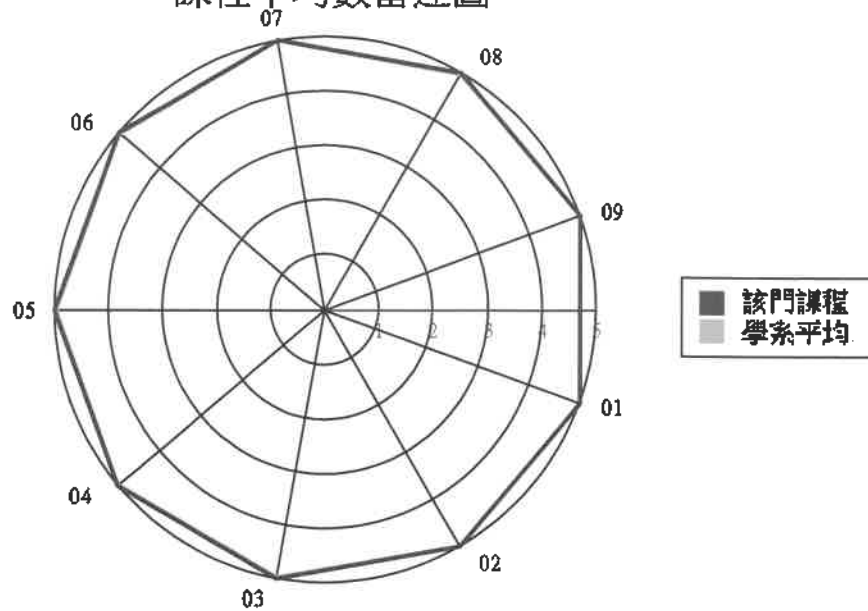
其他學生
平均值：0.00
標準差：0.00

實際教學意見調查
平均值：4.90
標準差：0.38

一般課程校平均值：4.59  
 一般課程校課程標準差：0.26  
 一般課程研究所校平均值：4.76  
 一般課程研究所校課程標準差：0.24  
 單位總課程標準差：0.30  
 單位總平均值：4.66  
 單位總平均值：4.62(修課人數10人以上)  
 個人總平均值：4.79  
 個人總平均值：4.75(修課人數10人以上)  
 本課程平均值：4.90  
 (實際教學意見調查)

1.第10、11題為互檢題，第10、11題答案如互相矛盾（如第10題題勾選全部到課，第11題勾選2次以下缺席）即為無效問卷。  
 2.第10、11、12題均回答1或2者（出席率高、缺席率低、學習態度認真）稱為「A群學生」，不符合這些條件者稱為「其他學生」。  
 3.「實際教學意見調查」：全體學生中排除第10、11、12題均回答4或5者。  
 4.第13題統計結果僅供教師授課參考，不列入教師教學意見調查分數中。(實際平均值:5.00)

## 課程平均數雷達圖



(備註)

- 1.若該課程不列入校平均數統計則不會顯示學系平均雷達圖。
- 2.若該課程在所屬學系(所、中心)無2門以上相同教學意見調查問卷類型，亦僅顯示該課程雷達圖。

開放性題目建言 (問卷代號 01621610001 )

如玉老師人超級好又非常教育專業，同學課堂遇到問題時，能適時的同學們解惑。

學習狀況良好,獲益匪淺,感謝老師指導.

謝謝老師指導，獲益良多。

## 國立嘉義大學一一零學年度第一學期期末教學意見調查 統計表

RptSrvResult2.rpt

問卷代號：01623610016 課程性質：一般課程 科目名稱：教育倫理學

授課老師：A0473 洪如玉

修課人數：37

受測人數：37

回收率：100.00%

本課程學生學期成績(最高分90.00 最低分66.00 成績平均85.40 標準差5.77 不及格率0.00)

得分比重：非常同意5分

同意4分

普通3分

不同意2分

非常不同意1分

題號 題目	非常同意	同意	普通	不同意	非常不同意	平均數
01 教師課前準備充分，並依據教學大綱授課。	26	10	1	0	0	4.68
02 教師講解清晰有條理，使學生容易了解。	22	12	3	0	0	4.51
03 教師能引發學習興趣，並鼓勵學生表達意見。	19	14	3	1	0	4.38
04 教師重視學生學習反應，且能適當地回應問題。	22	12	3	0	0	4.51
05 教師能使用多媒體或網路輔助教學（如嘉義大學雲端硬碟、輔助教學平台、PowerPoint、電子白板等）。	23	12	2	0	0	4.57
06 師生互動情形良好。	17	15	5	0	0	4.32
07 課程作業(或測驗)能配合教學內容設計，有助於學習。	17	14	6	0	0	4.30
08 教師能客觀評量學生努力程度及學習成效。	21	11	5	0	0	4.43
09 教師教學態度認真，具有熱忱。	27	9	1	0	0	4.70

題號 題目	1)從不缺席	2)2次以下	3)3-4次	4)5-6次	5)7次以上
10 我在這門課之缺席狀況：	31	5	1	0	0

題號 題目	1)全部到課	2)16週以上	3)14-15週	4)12-13週	5)11週以下
11 我在這門課之出席狀況：	30	6	1	0	0

題號 題目	1)很認真	2)還算認真	3)普通	4)不大認真	5)很不認真
12 我學習本課程的態度：	18	16	3	0	0

題號 題目	1)非常同意	2)同意	3)普通	4)不同意	5)非常不同意
13 本課程之教師能尊重性別平等，不使用性別歧視的語言或性別差異的態度對待學生	30	5	2	0	0

全體學生
平均值：4.51
標準差：0.65

A群學生
平均值：4.60
標準差：0.61

其他學生
平均值：3.83
標準差：0.61

實際教學意見調查
平均值：4.51
標準差：0.65

一般課程校平均值：4.59

一般課程校課程標準差：0.26

一般課程大學部校平均值：4.55

一般課程大學部校課程標準差：0.25

單位總課程標準差：0.30

單位總平均值：4.66

單位總平均值：4.62(修課人數10人以上)

個人總平均值：4.79

個人總平均值：4.75(修課人數10人以上)

本課程平均值：4.51

(實際教學意見調查)

1.第10、11題為互檢題，第10、11題答案如互相矛盾（如第10題勾選全部到課，第11題勾選2次以下缺席）即為無效問卷。

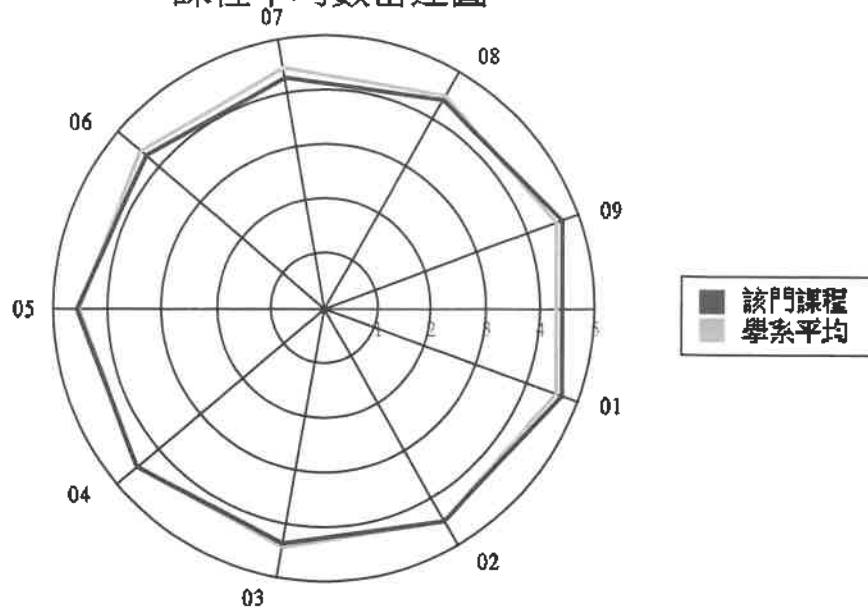
2.第10、11、12題均回答1或2者（出席率高、缺席率低、學習態度認真）稱為「A群學生」，不符合這些條件者稱為「其他學生」。

3.「實際教學意見調查」：全體學生中排除第10、11、12題均回答4或5者。

4.第13題統計結果僅供教師授課參考，不列入教師教學意見調查分數中。(實際平均值:4.75)



## 課程平均數雷達圖



(備註)

- 1.若該課程不列入校平均數統計則不會顯示學系平均雷達圖。
- 2.若該課程在所屬學系(所、中心)無2門以上相同教學意見調查問卷類型，亦僅顯示該課程雷達圖。

### 開放性題目建言 (問卷代號 01623610016)

這學期課程非常豐富，演講者也都非常有趣 但是希望老師能跟其他攝影人員溝通一下，在經過「被拍攝者」的同意後，再進行拍攝的動作會比較妥當。並未知攝影照片之用途，又未經同意，讓人有些不適，謝謝
很喜歡老師安排的演講，覺得很幸運可以有這樣的機會聽到一些專家的分享。老師課程的安排，也讓我很深入的去思考，有關倫理與道德的議題，謝謝老師。
老師教學認真，講師也歷練豐富，受益良多，感謝老師的用心
謝謝老師這學期的指導
作業太多了！
我很喜歡老師的說話方式和聲音，感覺很像在聽podcast，我也喜歡老師個人的風格 希望之後有機會可以多修到老師的課，我會更認真聽課的!

# 國立嘉義大學一一零學年度第一學期期末教學意見調查 統計表

RptSrvResult2.rpt

問卷代號：01625610009      課程性質：一般課程      科目名稱：研究計畫撰寫與文獻探討

授課老師：A0473 洪如玉      修課人數：25      受測人數：24      回收率：96.00%

本課程學生學期成績(最高分90.00 最低分0.00 成績平均83.04 標準差17.14 不及格率4.00)

得分比重：非常同意5分      同意4分      普通3分      不同意2分      非常不同意1分

題號	題目	非常同意	同意	普通	不同意	非常不同意	平均數
01	教師課前準備充分，並依據教學大綱授課。	16	8	0	0	0	4.67
02	教師講解清晰有條理，使學生容易了解。	15	9	0	0	0	4.63
03	教師能引發學習興趣，並鼓勵學生表達意見。	18	6	0	0	0	4.75
04	教師重視學生學習反應，且能適當地回應問題。	18	6	0	0	0	4.75
05	教師能使用多媒體或網路輔助教學（如嘉義大學雲端硬碟、輔助教學平台、PowerPoint、電子白板等）。	16	7	1	0	0	4.63
06	師生互動情形良好。	20	4	0	0	0	4.83
07	課程作業(或測驗)能配合教學內容設計，有助於學習。	18	5	1	0	0	4.71
08	教師能客觀評量學生努力程度及學習成效。	19	4	1	0	0	4.75
09	教師教學態度認真，具有熱忱。	19	5	0	0	0	4.79

題號 題目	1)從不缺席	2)2次以下	3)3-4次	4)5-6次	5)7次以上
10 我在這門課之缺席狀況：	17	7	0	0	0

題號 題目	1)全部到課	2)16週以上	3)14-15週	4)12-13週	5)11週以下
11 我在這門課之出席狀況：	18	6	0	0	0

題號 題目	1)很認真	2)還算認真	3)普通	4)不大認真	5)很不認真
12 我學習本課程的態度：	19	5	0	0	0

題號 題目	1)非常同意	2)同意	3)普通	4)不同意	5)非常不同意
13 本課程之教師能尊重性別平等，不使用性別歧視的語言或性別差異的態度對待學生	23	1	0	0	0

全體學生
平均值：4.75
標準差：0.46

A群學生
平均值：4.75
標準差：0.46

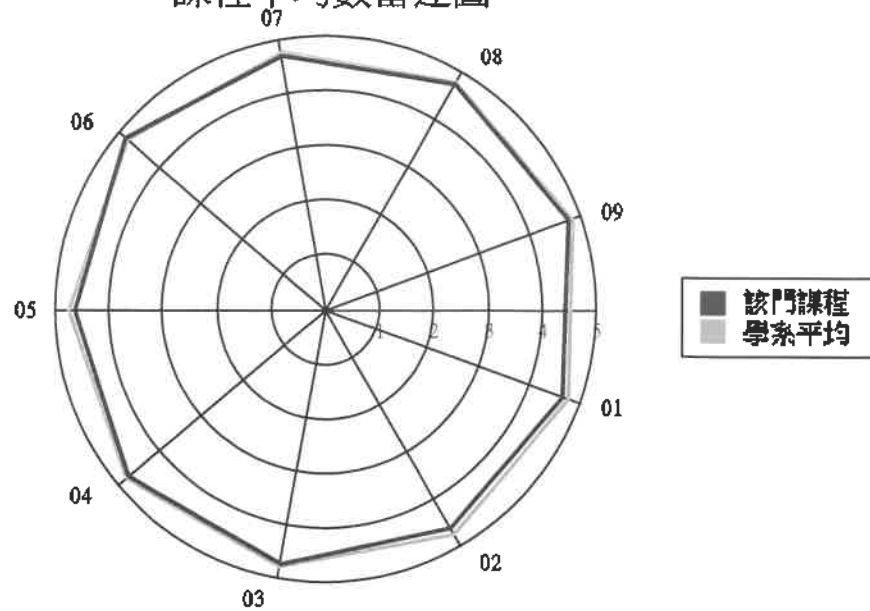
其他學生
平均值：0.00
標準差：0.00

實際教學意見調查
平均值：4.75
標準差：0.46

一般課程校平均值：4.59  
 一般課程校課程標準差：0.26  
 一般課程研究所校平均值：4.76  
 一般課程研究所校課程標準差：0.24  
 單位總課程標準差：0.30  
 單位總平均值：4.66  
 單位總平均值：4.62(修課人數10人以上)  
 個人總平均值：4.79  
 個人總平均值：4.75(修課人數10人以上)  
 本課程平均值：4.75  
 (實際教學意見調查)

- 1.第10、11題為互檢題，第10、11題答案如互相矛盾（如第10題題勾選全部到課，第11題勾選2次以下缺席）即為無效問卷。
- 2.第10、11、12題均回答1或2者（出席率高、缺席率低、學習態度認真）稱為「A群學生」，不符合這些條件者稱為「其他學生」。
- 3.「實際教學意見調查」：全體學生中排除第10、11、12題均回答4或5者。
- 4.第13題統計結果僅供教師授課參考，不列入教師教學意見調查分數中。(實際平均值:4.96)

## 課程平均數雷達圖



(備註)

- 1.若該課程不列入校平均數統計則不會顯示學系平均雷達圖。
- 2.若該課程在所屬學系(所、中心)無2門以上相同教學意見調查問卷類型，亦僅顯示該課程雷達圖。

### 開放性題目建言 (問卷代號 01625610009)

無建議事項，謝謝老師這學期的教導，獲益良多！
謝謝如玉老師讓我們有將論文寫出雛形的機會，如果硬要說建議的話，不妨可以帶之後的學弟妹做文獻探討的教學，因為我們在找文獻上，真的常常撞壁，也不知道怎麼找比較好。後來多虧老師的指點，比較有方向了，謝謝老師。
無
無
謝謝老師這學期的教導。透過報告及老師同學的觀點，可以對自己的研究有一些的想法。
有助於學生研究論文撰寫，受益良多。
謝謝老師的指導！
謝謝老師
謝謝

## Ethical Theory: Overview

Ethical Theories are attempts to provide a clear, unified account of what our ethical obligations are. They are attempts, in other words, to tell a single “story” about what we are obligated to do, without referring directly to specific examples. It is common in discussions of business ethics to appeal to one or more ethical theories in an attempt to clarify what it is right or wrong to do in particular situations. Some of the philosophical ethical theories commonly appealed to include:

- **Utilitarianism**, which says that the right thing to do in any situation is whatever will “do the most good” (that is, produce the best outcomes) taking into consideration the interests of all concerned parties;
- **Kantianism** (or Deontology more generally), which says that—as a matter of respect—there are certain absolute (or nearly absolute) rules that must be followed (for example, the rule that we must respect people’s privacy, or respect other people’s right to make decisions about their own lives);
- **Social Contract Theory** (or “contractarianism”), which says that, in order to figure out what ethical rules to follow, we ought to imagine what rules rational beings would agree to in an “ideal” decision-making context;
- **Virtue Theory**, which says that we ought to focus not on what rules to follow, but on what kinds of people (or organizations!) we want to be, and what kinds of ethical examples we ought to follow;
- **Feminist Ethics**, which is a complex set of interrelated perspectives that emphasize interpersonal concerns such as caring, interdependence, and the ethical requirements of particular relationships. Such concerns are traditionally identified with women, but Feminist Ethics should not be thought of as a theory only *for* women.

In some cases, scholars attempt to use a single ethical theory to shed light on a topic or range of topics. (A good example would be Norman Bowie’s book, *Business Ethics: A Kantian Perspective*.) A more typical approach—one taken by many business ethics textbooks today—is to attempt to use insights from various ethical theories to shed light on different aspects of a particular problem. Such an approach might involve, for example, asking which decision in a particular situation would result in the best consequences (a Utilitarian consideration) but then asking whether acting that way would violate any Kantian rules or whether a person acting that way would be exhibiting the kinds of virtues that a good person would exhibit.

The role of ethical theory in business ethics is somewhat controversial, in part because Business Ethics is seen as a branch of “applied ethics.” Some regard applied ethics (and hence Business Ethics, along with bioethics, environmental ethics, etc.) as a field that takes “standard” ethical theories and *applies* them to practical problems. Such an approach might involve asking, for example, “What would Kant say about privacy in the workplace?” Others regard applied ethics as an attempt to gain *theoretical insight* (or to “build” better ethical theories) by testing them against real-life problems.

### See also in CEBE:

- [Business Ethics](#)
- [Business Ethics Education](#)
- [Ethical Theory: Kantianism](#)
- [Ethical Theory: Utilitarianism](#)

### Further Reading:

- [Consequentialism](#) (Stanford Encyclopedia of Philosophy)

- [Contractarianism](#) (Stanford Encyclopedia of Philosophy)
- [Feminist Ethics](#) (Stanford Encyclopedia of Philosophy)
- [Kant's Moral Philosophy](#) (Stanford Encyclopedia of Philosophy)
- [Oxford Handbook of Ethical Theory](#) (Amazon.com)
- [Utilitarianism](#) (Wikipedia)
- [Virtue Ethics](#) (Stanford Encyclopedia of Philosophy)

**By Chris MacDonald and Alexei Marcoux**

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**The Concise Encyclopedia of Business Ethics**

*Blog at WordPress.com.*

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## Ethical Theory: Kantianism

**Kantianism** is a key version of the broader ethical perspective known as deontology. According to deontology, there are certain absolute (or nearly absolute) ethical rules that must be followed (for example, the rule that we must respect people’s privacy, and the rule that says we must respect other people’s right to make decisions about their own lives). This implies that certain actions (perhaps including lying, and killing people) are absolutely prohibited.

In the modern day, deontology manifests itself in a focus on human rights—roughly, the idea that there are certain things that must never be done to human beings, as such. Such rights are typically thought of as being *universal*, applying to all persons everywhere, regardless of the political or legal system under which they live.

The details of Kantianism, the particular version of deontology put forward by German philosopher Immanuel Kant (1724-1804), are complicated. But the core idea is that human beings are not mere objects—they are persons who are worthy of respect, and who must be treated as such. In particular, other persons must not be treated as mere tools in the pursuit of one’s own goals. Kantianism is the most commonly-cited version of deontology, and many people use the term “Kantianism” to refer to deontology generally.

In business contexts, Kantianism implies an obligation for businesses (and businesspeople) to treat all persons with respect. In particular, respectful treatment is considered obligatory *regardless of what ones goals and mission are*. A desire to achieve a particular outcome, such as to make a profit, cannot override the obligation to treat people fairly and with respect. Kantianism even insists that the desire to achieve outcomes that you think are *ethically good* cannot justify actions that, incidentally, fail to treat people with respect. For instance, a Kantian would likely say that it is wrong to lie to a customer to get them to buy a product, even if you sincerely believe that the product is one that will bring them great joy.

The Kantian perspective is perhaps best understood when examined in contrast to utilitarianism, which says roughly that all that matters ethically is the good and bad consequences produced by a particular action. A hard-core Kantian would perhaps say that consequences almost *never* matter, and should never be counted in deciding what to do. Others think that Kantian rules, grounded in respect for persons, are important, but are incomplete. Such a view might suggest that while the pursuit of good outcomes is generally ethically good, this needs to be *balanced* against the need to respect persons, and that certain behaviours—such as lying to people or manipulating them—are seldom going to be justifiable simply in pursuit of what the individual sees as a good outcome.

### See also in CEBE:

- [Ethical Theory: Overview](#)

### Further Reading:

- [Kant’s Moral Philosophy](#) (Stanford Encyclopedia of Philosophy)

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## Ethical Theory: Utilitarianism

**Utilitarianism** is an ethical theory that says that the right thing to do in any situation is whatever will “do the most good” (that is, whatever will produce the best outcomes) taking into consideration the interests of all concerned parties.

Utilitarianism is part of a larger family of **consequentialist** ethical theories—theories according to which the rightness or wrongness of actions is determined by their tendency to produce good or bad consequences or outcomes. Utilitarianism says in particular that the right action in any situation is the one that will produce the best outcomes, as measured by impact on *everyone* involved. The latter part is important: utilitarians believe that everyone’s interests count.

Historically, utilitarian philosophers played an important role in many struggles that are today recognized as ethically significant. Utilitarians argued, for instance, in favour of rights for women and for people of various races. All people—all happiness and all misery—count equally, in the eyes of utilitarians. This was a radical view, in an era in which only white, property-owning males were really thought of as being entitled to a full range of rights.

In business contexts, utilitarianism implies an obligation for businesses to do what they can to act in a way that maximizes happiness and minimizes suffering. So, utilitarianism provides a basis for criticizing business behaviours that cause harm to anyone at all.

A hard-core utilitarian would say that outcomes are *all* that matter. If option A will create more happiness (or less misery) overall than option B, then option A is ethically correct. Others who think that utilitarian reasons matter, but are incomplete, would say that there is a *good reason* in favour of option A, but that other considerations (such as human rights) matter too and might sway our overall ethical judgement on the matter.

The utilitarian perspective is perhaps best understood when examined in contrast to rights-based perspectives. Consider the question of child labour. A rights-based perspective might say that it is wrong to hire children to do difficult labour, such as working in a factory or in a cotton field. A utilitarian perspective would focus on outcomes: if more good (more happiness) is created overall by giving a child a job, then it is right to do so, even if we agree that in principle it would be better if the child didn’t *need* the job.

### See also in CEBE:

- [Ethical Theory](#)

### Further Reading:

- [Consequentialism](#) (Stanford Encyclopedia of Philosophy)
- [Utilitarianism](#) (Wikipedia)

By Chris MacDonald and Alexei Marcoux

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國立嘉義大學 111 學年度第 1 學期

教師全英語授課申請表

一、開課教師基本資料				
系所名稱	教育系	職級	副教授	薪資代碼 A0571
姓名	陳美瑩		連絡電話	05-2263411#1801
電子郵件	meiying2005_tw@yahoo.com.tw			
二、開課課程相關資料				
班級/年級	課程名稱 (中文/英文)	學分	必/選修	備註
大學部三 年級	Multiple Intelligences and Teaching 多元智能與教學	2	選修	

申請教師簽章： 陳美瑩 

系所主管核章： \_\_\_\_\_ (業經 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日系所課程委員會審查通過，會議紀錄如附件)

院長核准： \_\_\_\_\_

說明：


- 一、申請教師請填妥本申請表並檢附教學大綱(請至校務行政系統/教學大綱維護後,使用[英預覽]下載),於次學期開課前,向系(所)提出申請,經系(所)課程委員會審查通過,系所主管及院長核章後,連同系所課程委員會議紀錄,擲送教務處註冊與課務組或民雄教務組備查。
- 二、申請核准後,由開課系所逕行開課,並於開課作業系統中點選「授課語言」及「非母語授課」,以利學生選課時參考。
- 三、依據「本校教師授課鐘點核計作業要點」規定,本校教師以英語全程開授之課程,經系所課程委員會審查通過後,每1學分以1.5倍鐘點核計。但語言類課程、非講授之個別指導類課程、專題研究、專題製作、講座等以及外籍授課教師不適用本規定。



# 國立嘉義大學全英語授課(EMI)申請表

申請日期: 111 年 4 月 14 日

課程資料					
開課單位	師範學院 教育學系所		開課學年期	111 學年度 1 學期	
課程名稱	中文: 多元智能與教學 英文: Multiple Intelligences and Teaching		開課別	<input checked="" type="checkbox"/> 學期課 <input type="checkbox"/> 學年課	
學制	<input checked="" type="checkbox"/> 大學部 <input type="checkbox"/> 碩士班	每週上課	2 學分 2 學時	選修別	<input type="checkbox"/> 必修 <input checked="" type="checkbox"/> 選修
課程類別	<input type="checkbox"/> 院共同必修 <input checked="" type="checkbox"/> 專業選修課程 <input type="checkbox"/> 專業必修課程 <input type="checkbox"/> 通識課程		開課情形	<input checked="" type="checkbox"/> 新開課程(系上原有課程, 但教師是第一次教授該課程) <input type="checkbox"/> 原有課程, 以全英文授課方式進行, 已累積 學期(次數)	
是否列入基本授課時數			<input type="checkbox"/> 是 <input checked="" type="checkbox"/> 否		
申請情形	<input checked="" type="checkbox"/> 第一次申請 <input type="checkbox"/> 曾於 學年度 學期申請				
授課教師資料					
授課教師		職稱			專兼任
		<input type="checkbox"/> 教授 <input type="checkbox"/> 助理教授 <input checked="" type="checkbox"/> 副教授 <input type="checkbox"/> 講師			<input checked="" type="checkbox"/> 專任 <input type="checkbox"/> 兼任
請簡述全英文授課(EMI)課程內容					
1. Course description: This course focuses on the introduction of multiple intelligences and its application to teaching and learning. In addition to the lectures of the instructor, the students will analyze their own strong and weak intelligences to come out a final project on teaching. 2. See attached syllabus for details.					
申請須檢附相關資料如下					
檢附資料: <input checked="" type="checkbox"/> 中英文授課大綱(與學校格式相同)、 <input checked="" type="checkbox"/> 最近一次課程教學評量、 <input checked="" type="checkbox"/> 英語授課教材及相關輔助教學資料、 <input type="checkbox"/> 系、院課程委員會議審議通過之會議紀錄。					

申請人簽章	系(所)、中心主管簽章	院長簽章
 111.4.14 (請註明日期)	(請註明日期)	(請註明日期)

備註:

教師評鑑未通過或前一學期該門課程教學意見調查未達 3.5 者, 不得申請全英語授課(EMI)。

國立嘉義大學 111 學年度  
全英語(EMI)授課課程補助經費預算表

經費項目	規格或內容說明	數量	單位	單價 (元)	總價 (元)	備註
課程材料費	計畫需求之相關材料費	1000	張	1	1000	
印刷費	活動手冊、宣傳單等					
雜支	文具、資訊耗材等	10	組	100	1000	
	麥克風		個	900	900	
	耳機		個	900	800	
工讀金	總製影片、成果報告等計畫相關事宜	37	小時	168	6216	
總合計(元)		9,916				
授課教師	陳美蓉		單位主管			

\*欄位可依需求自行增加。

## National Chiayi University Course Syllabus, Fall Semester, Academic Year 111

Course code	11113610029	Course level	Undergraduate
Course title	Multiple Intelligences and Teaching	Instructor	Chen, Mei-Ying
Credits(Course Hours)	2.0 (2.0)	Class	Department of Education Grade 3 Class A
Prerequisite Courses		Required/ Elective	Elective
Class location	未設定(民雄校區) 0002	Class Language	English
Availability of certificate	no	Office hour	
Syllabus url	<a href="https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11113610029">https://web085004.adm.ncyu.edu.tw/Syllabus/Syllabus_Rpt.aspx?CrsCode=11113610029</a>		
Remark	For freshmen who come from other countries can not study on the academic calendar due to the pandemic, the course study will be provided for synchronous or asynchronous distance learning assistance.		
Is the topic,content or activity of this course is relevant to issues of sex equality? No	Are materials or books used in this course original? Yes		

<b>&gt;&gt; Goals at the Department or Institute level</b> 培育具有教育專業知能與涵養之優秀國小師資，及培養有志從事課程與教學、教育行政、數理教育與學術研究之專業基礎人才。	
<b>&gt;&gt; Core abilities</b>	<b>Relationship</b>
1.教育專業基礎理論之基本知能與涵養。	5 Highly related
2.國小教育專業實務之基本知能與涵養。	4 Strongly related
3.國小「課程與教學」理論和實務之基本知能與涵養。	3 Moderately related
4.國小「數理教育」理論和實務之基本知能與涵養。	2 Weakly related
5.「教育行政」理論和實務之基本知能與涵養。	1 Least related
6.教育領域專業研究之基本知能與涵養。	4 Strongly related
7.反省、敬業、溝通、領導與團隊合作之基本知能與涵養。	2 Weakly related
8.合理性邏輯思考、尊重多元文化和人道關懷之基本知能與涵養。	3 Moderately related
<b>&gt;&gt; Course description</b>	

>> Subject's master syllabus			
>> Course objectives			
1、了解多元智能面向。			
2、有多元智能理論探索自己的強項和弱項知能，並且理解如何增強自己的強項知能，以及提升自己的弱項指南。			
3、藉由理論和自我探索的歷程與結果，應用在未來的教學。			
>> Course schedule			
Week	Theme or topic	Content	Teaching method
01	Course Introduction	Introduction to course requirement and related issues	Lecture.
02	Multiple intelligences	What is MI?-1	Lecture, Discussion.
03	Multiple intelligences	What is MI?-2	Lecture, Discussion.
04	Linguistic	1-MI-brain-Multiple_Intelligences_of_Reading_and_Writing-1	Lecture, Discussion.
05	Linguistic	1-MI-brain-Multiple_Intelligences_of_Reading_and_Writing-2	Lecture, Discussion.
06	MI in classroom	Multiple Ways of Knowing-Fostering Resiliency Through Providing Opportunities for Participating in Learning-1 (project & patch)	Lecture, Discussion.
07	MI in classroom	Multiple Ways of Knowing-Fostering Resiliency Through Providing Opportunities for Participating in Learning-2	Operation/Practice, Role play, Lecture, Discussion.
08	Arts/musical intelligences	Students Learning Through the Arts-Using Musicals on Stage to Support Curriculum-1	Operation/Practice, Role play, Lecture, Discussion.
09	Arts/musical intelligences	Students Learning Through the Arts-Using Musicals on Stage to Support Curriculum-2	Operation/Practice, Role play, Lecture, Discussion.
10	MI & learning styles	presentation-Individual student's analysis on their own strong and weak intelligences and discuss potential teaching methods and learning styles-1	PBL, Operation/Practice, Lecture, Discussion.
11	MI & learning styles	MI & learning styles-Individual student's analysis on their own strong and weak intelligences and discuss potential teaching methods and learning styles-2	PBL, Operation/Practice, Lecture, Discussion.

12	MI & learning styles	MI & learning styles--Individual student's analysis on their own strong and weak intelligences and discuss potential teaching methods and learning styles-3	PBL, Operation/Practice.
13	MI & career	Theory of MI-career-1	Operation/Practice, Lecture, Discussion.
14	MI & career	Theory of MI-career-2	Operation/Practice, Lecture, Discussion.
15	MI-career	Theory of MI-career-3	Operation/Practice, Lecture, Discussion.
16	final discussion	final discussion-1	Operation/Practice, Lecture, Discussion.
17	final project presentation	final discussion-2	Operation/Practice.
18	final discussion	final discussion	Operation/Practice.

**>> Course requirements**

1. Be grateful and cherish each other
2. Expressing your own opinions is critical to have an enjoyable learning experiences and do not have to worry if making any mistake or offend anyone
3. Be punctual

**>> Grading policy**

Participation in discussion 35% : 預習,課堂參與討論與提出見解

Midterm exam 25% : 自我強項和弱項智能分析,以及可能的教學運用

Final exam 40% : 教學計畫.結合理論, 提出利用自我強項和弱項智能分析,以及可能的教學運用的教學計畫

**>> Text books and learning resources**

Textbook:

selected chapters from

1.Armstrong, Thomas (2003). *Multiple\_Intelligences\_of\_Reading\_and\_Writing*. Alexandria: Association for Supervision and Curriculum Development.

2.Gardner, Howard (1999). *Intelligence Reframed: Multiple intelligences for the 21st Century*. New York: Basic Books.

3. Articles from Database.

**>> Teaching materials** Textbook: selected chapters from 1.Armstrong, Thomas (2003).

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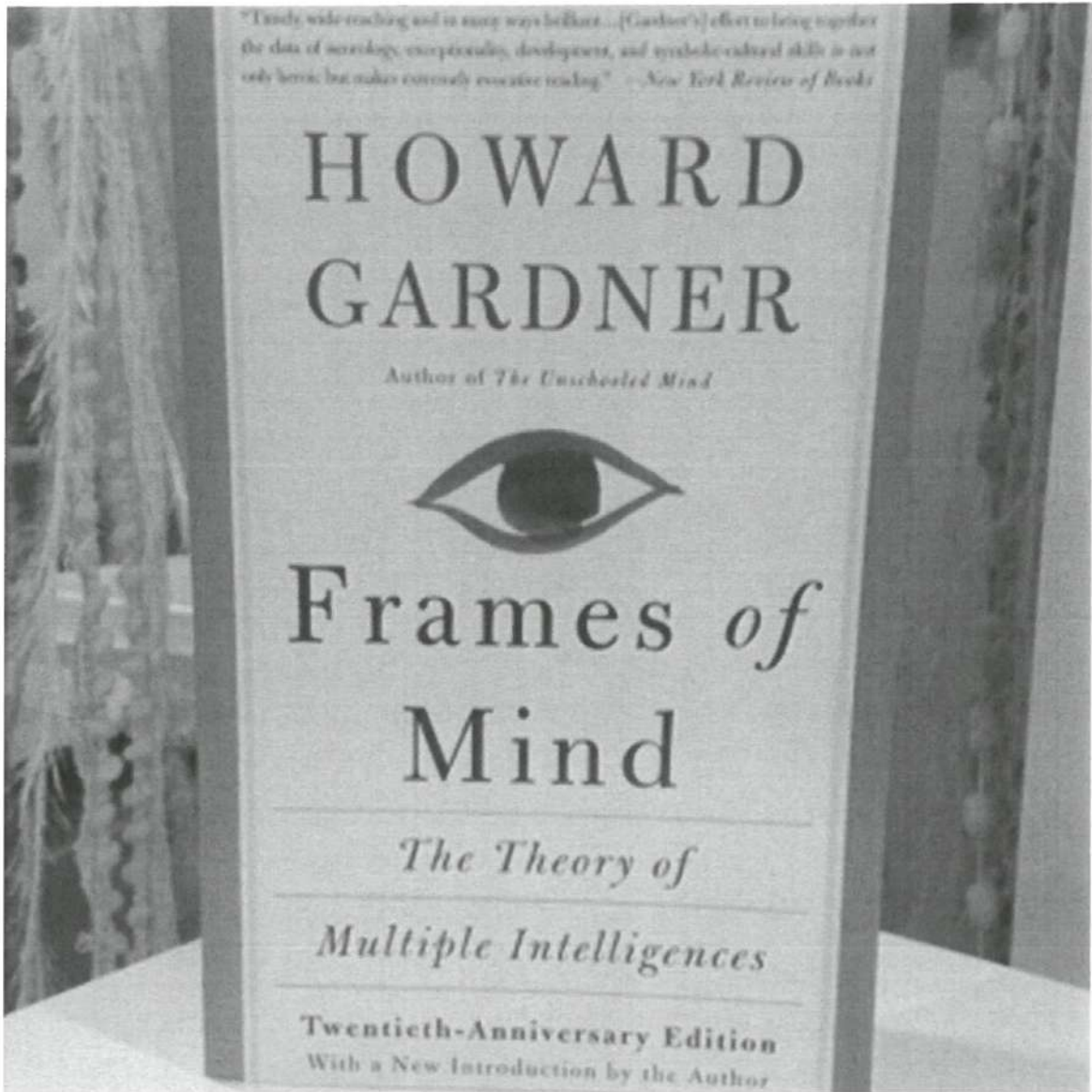
## 國立嘉義大學教學意見調查 年度統計值

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職級：副教授

開課學年	學期	問卷代號	課程性質	科目名稱	調查值	性平值
110	1	01620150093	一般課程	教育與社會(公民素養與社會關懷領域)	3.75	4.58
110	1	01622610010	一般課程	雙語教學理論與實務專題研究	4.96	5.00
110	1	01623610024	一般課程	國民小學社會領域教材教法	3.22	4.43
110	1	01625610010	一般課程	語文教育的問題與趨勢研究	4.96	5.00

教材





# Multiple Ways of Knowing: Fostering Resiliency Through Providing Opportunities for Participating in Learning

Jerri Simms Shepard

*The model of multiple intelligences developed by Howard Gardner is proposed as a framework for developing strengths, which will provide protective factors against risk and contribute to resilient outcomes.*

Educators are continually challenged to find successful ways to meet the needs of their students. One means is to support students by identifying and enhancing protective factors. Burns (1994) defines protective factors as those traits, conditions, and situations that alter or reverse potentially destructive outcomes. A protective factor commonly mentioned in the literature involves providing opportunities for participation (Benard, 1991). By teaching to various learning styles, preferences, and strengths, students can express their intelligences and abilities, thus allowing them to participate in learning on many levels.

Dr. Howard Gardner (1993) an educational psychologist from Harvard University, developed the theory of multiple intelligences as the existence of several relatively autonomous human intellectual competencies. These intelligences include verbal/linguistic, visual/spatial, musical/rhythmic, logical/mathematical, body/kinesthetic, intrapersonal and interpersonal, and naturalist intelligences (Checkley, 1997). What better way to foster resiliency than to help youngsters discover how smart they are by providing opportunities to learn through various ways of knowing?

Professionals in the fields of social work, counseling, and drug and alcohol prevention face many of the

same challenges as teachers in finding ways to present and receive information. Most models of communication in these fields rely heavily on a traditional verbal-linguistic approach, as is the case in the Western educational system. This model assumes that all students, clients, or participants are fluent in English and comfortable with spoken and written language. For many populations of children and adolescents, English is a second language. Others have experienced early trauma, often through abuse or neglect, and do not always have words to express the kinds of experiences they have endured. Still others are simply less comfortable with verbal/linguistic interactions. The author has found that many children labeled "at risk" respond well to hands-on, interactive, environmentally based interventions that are found within the body—kinesthetic or naturalist realms of intelligence.

As professionals, we need to reframe teaching and learning to offer ways to expand opportunities for children and adolescents to participate in school and community. The theory and practice of multiple intelligences can be demonstrated by telling the story of *The Prince*, as presented by Campbell (1994). The storyteller can gather the following items beforehand: one small bag containing pennies or gold; a small, flattened piece of clay; a small rock; a small

balance scale; three juggling balls; a pocket compass; a small mirror; a small flute; a bag containing enough pieces of candy to accommodate the group; and a bag to contain all the above items. The storyteller can enlist the help of a participant who is able to juggle and play a few notes on the flute. The story then commences:

There was once a young prince who lived long ago in a far-off land. As a child, the prince was taught not only riding, hunting, and swordsmanship but also letters, numbers, and music.

One day a sage came into the kingdom and asked for an audience with the queen and king. The sage told the king and queen of a precious gem, which had been wrongfully taken from their kingdom many years in the past. He explained that they must send their son, the prince, to reclaim it. The task would not be an easy one, for the gem was now in a distant land, and it was guarded by a terrible beast with the body of a lion, the claws of a vulture, and the head of a fire-breathing serpent.

The queen and king were reluctant to send their only son on such a journey, but the sage insisted and at last they relented. The prince prepared to leave, and as he did so, his parents each gave him a gift. His father gave him a small purse filled with gold coins and told his son to use them wisely. (*Hold up small pouch with pennies.*) The prince's mother gave him a larger bag and explained that there were seven gifts inside. Each was to be used only in a time of great need. (*Hold up bag containing all items except the bag of coins and the rock.*)

The prince set out and traveled for many days and nights. One evening, as he was crossing over a mountain pass, he was captured by a band of thieves. The thieves took the prince to their leader in a cave and told the youth that he must explain who he was and why he was traveling through their territory. The prince was also told that if he could explain his mission well enough to their chief, he would be allowed to continue his journey. But if he failed, he had seen the sun rise for the last time.

Once before the chief, the prince began his story. The thieves began to laugh, and it was then the prince realized their chief was deaf and heard

not a word he spoke. Wondering how best to proceed, the prince reached for the first time into the bag which his mother had given him (*reach into bag*) and pulled out a small clay tablet. Quickly he wrote, "Prince, on a journey to reclaim stolen jewel." The chief, impressed by the youth's ingenuity, sent him onward to continue his journey.

The prince traveled on. Some days later, he came to a great sea, which he realized he must cross. There was only one ship in port, skippered by an unsavory and ruthless captain who wanted no passengers aboard. The prince persisted in his requests for passage. At last the captain reached down and picked up a stone from the beach. (*Have the stone ready to pick up now.*) He told the prince that if he could precisely match the weight of that stone in gold, he would give him passage across the sea. If he failed, he would have to wait for the next ship to come—which might be several months away.

For the second time, the prince reached into the bag of seven gifts. This time he pulled out a small balance scale. He placed the stone in one side and began to count gold coins from the purse his father had given him into the other. (*Balance the scale with the stone and pennies.*) The scale balanced and the captain, like the thieves before him, was impressed with the prince's wit, and so the prince was given passage.

After a long journey across the sea, the prince came to another kingdom, where he was graciously welcomed, for the people in this land had few visitors from afar. They asked before the prince passed through that he would first meet their king who was saddened from a turn of fortune. The townspeople hoped the prince might please their king with stories of his journey. Upon meeting the king, the prince saw that he was truly a forlorn man. Realizing the challenge before him, the prince reached for the third time into his bag and pulled out three balls. (*Pull out balls or scarves and begin to juggle.*) He began to juggle them, and the king, who had never before seen such skill, was delighted. He too gave the youth his blessing and sent him on his way.

The prince traveled on for many days, and as he did, he began to hear stories of a great fortress with rich treasure inside. Tales were told of one

great gem in particular, which the prince knew must be the jewel that rightfully belonged to his people. As he continued, he also began to hear tales of a frightful beast inside the fortress and of many explorers who had entered, but were never seen again.

At last, the day came when the prince stood before the great fortress. The walls seemed endless and stretched in either direction as far as the eye could see. He looked and looked but could find no entrance. While searching for a way to enter the fortress, the prince noticed an old woman struggling with a large bundle of kindling on the road. The prince rushed to help her. He carried the wood home for her and built a crackling fire.

In exchange for his generosity, the old woman not only told the boy where to find the entrance to the fortress, but she also explained that once inside, he would find a great labyrinth. She warned him that many before him had entered this maze, but none had returned. If the youth were to survive, he must follow the first passage he entered to the north until he came to an opening to the east. He must then wind through this passage until he came to an opening to the south. He must follow this passage until he came to an opening to the west and so on, following this pattern until at last he would arrive at the very center.

Thanking the old woman, the prince returned to the fortress and found the entrance, but once inside lost all sense of direction. And so for the fourth time he reached into the bag his mother had given him and pulled out a small compass. Using the compass, the prince followed the directions of the old woman, north-east-south-west and so on until at last he came to the center of the labyrinth.

There in the center of the maze lay a great mound of treasure. On top was one brilliant stone, which the prince recognized as the goal of his journey. But guarding the treasure was a creature more hideous than anything he had imagined. Its huge red eyes glowed, it belched fire, and around the beast were scattered the remains of others who had preceded the prince.

The creature realized someone was in the maze. It roared and began to rise. Realizing that his

small sword would be of little use against this frightening beast, the prince reached into his bag and this time he pulled forth a small, wooden flute. Quickly, he began to play an old lullaby, which his nursemaid had sung to him as a child. *(Play simple, soft melody on flute.)* The beast paused, and listened to the melody. As the prince continued to play, the beast, lulled by the music, slowed, stopped, and at last lay down and fell asleep. Continuing to play, the prince crept past the horrible creature, picked up the stone, which was the birthright of his land, and retraced his steps back through and out of the labyrinth.

On his homeward journey, the prince's reputation preceded him. He was called this way and that to help a traveler in distress or to aid a troubled village. One evening as he traveled down a desolate road he realized that he had wandered so far from his original path that he was entirely lost. It was then that he came upon a group of vagabonds, travelers like himself, but clearly impoverished and starving. The prince knew that they could help him, but before he could ask for help he must do something for them. And so, reaching for the sixth time into his bag, he pulled out a smaller bag and handed it to one of the travelers who found something wonderful inside. *(Hand bag of candy to someone in the audience.)* He in turn passed the bag along to his companions and each found something of pleasure.

The travelers and the prince quickly became friends. They not only directed the prince towards his homeland but also agreed to accompany him. And so they traveled on together until the day came when the prince saw the hills of his own kingdom. But alas, one final obstacle loomed before him, for a great fissure had opened in the earth and hot lava poured forth, spreading as far as could be seen. There was nothing the prince feared more than the heat and steam of the lava. In despair, he sat down and wondered how he could have traveled so far only to fail.

As he sat, one of his companions came up and told the prince that there was a way to cross the lava, but no one could tell him what it was. He must discover it for himself. And so for the seventh and final time, he reached into the bag,

which his mother had given him, and this time pulled out a small mirror. Looking into the mirror and seeing his reflection, the prince realized that only through his own courage and determination could he overcome this final challenge.

With new resolve, the prince stood up, picked up his bag, bade farewell to his friends, and not looking down at the hot lava, but instead gazing into the distance at his homeland, he walked unharmed to the other side.

And so, the prince returned home and was welcomed as a great hero. In time, he too became king and ruled wisely and fairly. And in the years and generations that followed, he was remembered, not only for his kindness, but also for his ability to solve many problems in many ways (Campbell, 1994, pp.23-26).

Review the story to lead to the explanation of the Multiple Intelligences theory, illustrating that the prince was smart in many ways throughout his journey. He initially demonstrated the verbal/linguistic intelligence with the clay tablet, on which he wrote "Prince, on a journey to reclaim stolen jewel," and was thus able to communicate through words to express his need to the deaf chief. He demonstrated the logical/mathematical intelligence by measuring and balancing the gold against the rock, using the balance scale. The juggling demonstrated the bodily/kinesthetic intelligence, by using the ability to use his hands with great skill. The Prince used his visual/spatial intelligence with his compass in navigating the north-east-south-west directions needed to come to the center of the labyrinth. The soft melody played on the flute to lull the beast to sleep demonstrated his musical/rhythmic intelligence when he used pitch, rhythm, and tone to create sound. The Prince demonstrated his interpersonal intelligence when he befriended the group of vagabonds who were impoverished and starving by sharing with them the candies from his bag. He used his intrapersonal intelligence when he used the small mirror to see his reflection and thus realized that only through his own courage and determination could he overcome his final challenge. The Prince demonstrated his naturalist intelligence throughout the entire trip by navigating through and surviving his natural environment.

The following definitions for each intelligence and resiliency-building activity can be used by profes-

sionals to engage youth on many levels to give them opportunities to express their many ways of knowing.

## Verbal/Linguistic

Campbell (1994) describes the verbal/linguistic intelligence as the ability to think in words and use language to express and appreciate complex meanings. The verbal/linguistic intelligence is a widely shared human competence and is demonstrated by poets, journalists, novelists, and public speakers. Maya Angelou and John Grisham are well known for their verbal/linguistic intelligences.

### *Suggested Activities:*

- Write a dialogue between yourself and some quality or characteristic (i.e., dialogue between self and anger or fear).
- Write a myth, legend, or children's story about your life, using any historical time frame.
- Conduct a role-play between a talk show host and your mother or father, in discussion of one of your strengths.
- Write your autobiography by highlighting points of great resiliency and courage.
- Read the biography of a person who survived a life-threatening situation (i.e., concentration camp survivor, cancer survivor, or survivor of severe child abuse).
- Volunteer at your local library to read to young children or at a local hospital to read to elderly, infirm patients.

## Logical-Mathematical

This intelligence involves the ability to calculate, quantify, consider hypotheses, and perform complex math operations. It enables us to perceive relationships and connections and use abstract symbolic thought and sequential reasoning skills. Logical intelligence is usually well-developed in mathematicians, scientists, and detectives. Albert Einstein and Marie Curie are well known for their logical-mathematical intelligences (Campbell, 1994).

### *Suggested Activities:*

- Develop a safety program for your neighborhood.
- Design a problem-solving scenario for school violence.
- Rank order key environmental factors that have shaped your community.

- Analyze similarities and differences between your current grade level and last year's grade level (i.e., between 7th and 8th grade).
- Create a mind map or cluster of your family, school, and community and indicate how they are connected.
- Graph your school attendance against your mental or physical health.

## Bodily-Kinesthetic

Campbell (1994) defines this intelligence as the capacity to manipulate objects and use a variety of physical skills. People with highly developed kinesthetic intelligence include athletes, dancers, surgeons, and crafts people. Mikhail Baryshnikov and Michael Jordan are well-known for their bodily/kinesthetic intelligences.

### *Suggested Activities:*

- Dance or pantomime your entire life or a part of your life (i.e., your day in school today).
- Have a conversation without words about an important issue in your life.
- Using play dough, build a model community activity center for adolescents.
- Go on a "scavenger hunt" to gather information on community resources.
- Participate in Outward Bound programs or ropes courses.
- As a group, create a floor game that addresses environmental safety issues.

## Visual/Spatial

This intelligence involves the ability to think in three dimensions and use mental imagery, spatial reasoning, image manipulations, graphic and artistic skills, and active imagination. People who exhibit spatial intelligence include sailors, pilots, sculptors, painters, and architects. Claude Monet and Pablo Picasso are well known for their visual/spatial intelligences (Campbell, 1994).

### *Suggested Activities:*

- Draw your life as a line using symbols and graphics to represent key events and experiences.
- Create a self-box that contains items characterizing who you are.

- Tell the story of your life through photographs, pictures, or postcards.
- Fill a knapsack with things that represent your "culture"; unpack the knapsack while telling the story of your "culture."
- Create a collage of your future dreams/aspirations/goals.
- Map out a dream trip you would like to take some day (i.e., route to the airport, train station, or highway; description of travel to destination and travel while at destination, complete with postcards or pictures of sites you will encounter).

## Musical/Rhythmic

Campbell (1994) describes this intelligence as the capacity to discern pitch, rhythm, tone, and timbre. It enables one to recognize, create, reproduce, and reflect on music and is demonstrated by composers, conductors, musicians, and vocalists. Whitney Houston and the Beatles are well known for their musical intelligences.

### *Suggested activities:*

- Play or sing a song that is a metaphor for an experience in your life.
- Create a rap that tells the story of what's happening (or not happening) for you in school.
- Use sounds, rhythms, and beats to accompany a story or legend.
- Use a kind of music to represent environmental effects.
- Hum.
- Listen to/read the "Mozart Effect" (Campbell, 1997) and then listen to Mozart while you are doing your homework.

## Interpersonal

Campbell (1994) defines this intelligence as the ability to understand and interact effectively with others. It involves non-verbal and verbal communication and sensitivity, as well as the ability to see various perspectives. This intelligence is exhibited by teachers, social workers, actors, and politicians. Mother Teresa and Oprah Winfrey are well known for their interpersonal intelligences.

*Suggested activities:*

- Participate in a service learning project involving homeless people.
- Practice hearing what your friends have to say and then paraphrase without judgment.
- Work cooperatively in small groups to design a way to involve the elderly in after-school activities.
- Study people's reactions and other non-verbal behaviors.
- Become involved in peer mediation.
- Involve yourself in a mentoring/tutoring/apprenticeship program.

## Intrapersonal

This intelligence involves the capacity to understand one's self, including one's thoughts and feelings, and to use this knowledge to plan and direct one's life. It involves the understanding and appreciation of the human condition (Campbell, 1994). Martin Luther King and Nelson Mandela are well known for their intrapersonal intelligences.

*Suggested activities:*

- Journal on a daily basis using both words and visual images.
- Reflect on what you would like your life to be like in five years.
- Close your eyes, go inside yourself, and listen for the response to a question you have about an issue in your life.
- Draw yourself at different ages/stages.
- Dialogue among your past, present, and future.
- Practice focusing techniques from different cultures.

## Naturalist

This intelligence is defined by Checkley (1997) as the ability to survive as human beings and includes the ability to recognize and classify plants, minerals, and animals, including all variety of flora and fauna. This is also demonstrated by the ability to recognize cultural artifacts. Charles Darwin and Carl Sagan are well known for their naturalist intelligences.

*Suggested activities:*

- Draw or sketch a natural or found object from your immediate environment.

- Plant and tend a garden.
- Journal on your pet's behavior.
- Photograph nature and reflect and write on how this photo relates to your life.
- Involve yourself in Outward Bound programs.
- Take a hike to a geographic location noted for its beauty and tranquility.

Henderson (1996) reports six steps in fostering resiliency in students within the school system. She indicates that the resiliency research yields three strategies for fostering resiliency, which include: provide care and support, set and communicate high expectations, and provide opportunities for meaningful participation. In the story of the prince, there are numerous examples of how he was resilient in terms of Henderson's criteria. These were demonstrated by the prince in his development of relationships with those who could help him, by taking advantage of opportunities for growth and development and by setting and maintaining high expectations for himself in order to accomplish required feats. The examples of how the prince overcame obstacles and accomplished his goals demonstrated the many ways he was smart/intelligent, as indicated by Howard Gardner (1983) in his theory and application of the multiple intelligences.

Benson (1997) identified 40 developmental assets, both internal and external. He defines developmental assets as the building blocks of healthy development that can help young people grow up to be healthy, caring, and responsible. Benson categorizes the external assets in terms of support, empowerment, boundaries and expectations, and constructive use of time. The internal assets are categorized according to commitment to learning, positive values, social competencies, and positive identity. In the story of the prince, the external assets were demonstrated in many ways. He was supported by and willing to accept support from his parents, the queen and king, the sage who suggested this journey in the first place, and many along the way. He was empowered by the belief his parents and others had in him that he could accomplish this challenge. The prince had many role models and a clear sense of expectations at home, if not while on the road. He also was multi-talented, having been taught riding, hunting, and swordsmanship, as well as letters, numbers, and music. The prince's internal assets were demonstrated in the story in many ways. He was committed to

achieving and discovering all that was needed along his journey. He demonstrated positive values in his caring for others and his sense of responsibility, honesty, and integrity. He was highly skilled in terms of social competence, as demonstrated by his interpersonal intelligences. He also had a sense of personal power and purpose in his life. Thus, using Benson's (1997) model of developmental assets, one can see how the prince used many intelligences to overcome obstacles and rise to success.

Professionals in the fields of education, prevention, and mental health can build resiliency in today's youth by providing opportunities for meaningful participation through orchestrating learning activities that engage our youth.



"One Love"  
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## FOOTNOTE

<sup>1</sup>Adapted from Campbell, B. (1994). *The multiple intelligences handbook: Lesson plans and more...* Stanwood, WA: Campbell & Associates, Inc.

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# Students Learning Through the Arts

## Using Musicals on Stage to Support Curriculum

Musicals on stage or screen can be powerful tools for educators at all grade levels, in many subjects. I maintained a curriculum integration programme for musicals for eight years at the high school level. Students stand to benefit greatly by exposure to school musicals as powerful sources for enrichment projects and activities.

I directed projects tied to musicals such as: *Carousel*, *Bye Bye Birdie*, *The Boys from Syracuse*, *The Music Man*, *Hello, Dolly!*, *Anything Goes*, *Into the Woods*, and *The Boy Friend*. The musicals exposed students to the music of famous composers and lyricists ranging from Rodgers and Hammerstein to Adams and Strouse. Many other musicals and composers exist, representing the full spectrum of possibilities.

*Students stand to benefit greatly by exposure to school musicals as powerful sources for enrichment projects and activities.*

### Curricular Considerations

Teachers in various subject areas can tie a musical into their curriculum by focusing on themes, characters, plots, song lyrics, historical events, and artistic components. This promotes the musical as an effective educational tool, not only for students in the production, but also for students in their regular classes. School projects invite the opportunity for concentration on deeper content focus for activities when based on a musical.

The integration of musicals is especially effective when using a project approach. For example, in her 1997 book *Creating and Assessing Performance-Based Curriculum Projects: A Teacher's Guide to Project-Based Learning and Performance Assessment*, Janet Banks offers a number of project ideas for learning styles (visual, auditory and kinesthetic learners) including reports, calendars, posters, pamphlets and recordings. Many of these projects can be undertaken using themes, concepts and songs from musicals. Projects were designed to incorporate the characters, themes, settings, songs and time periods of each musical. Students produced hands-on projects that met curriculum standards and were then displayed for others to view. Try adapting a tried and true project that you have already used before so that it encourages students to learn at least one aspect of a musical.

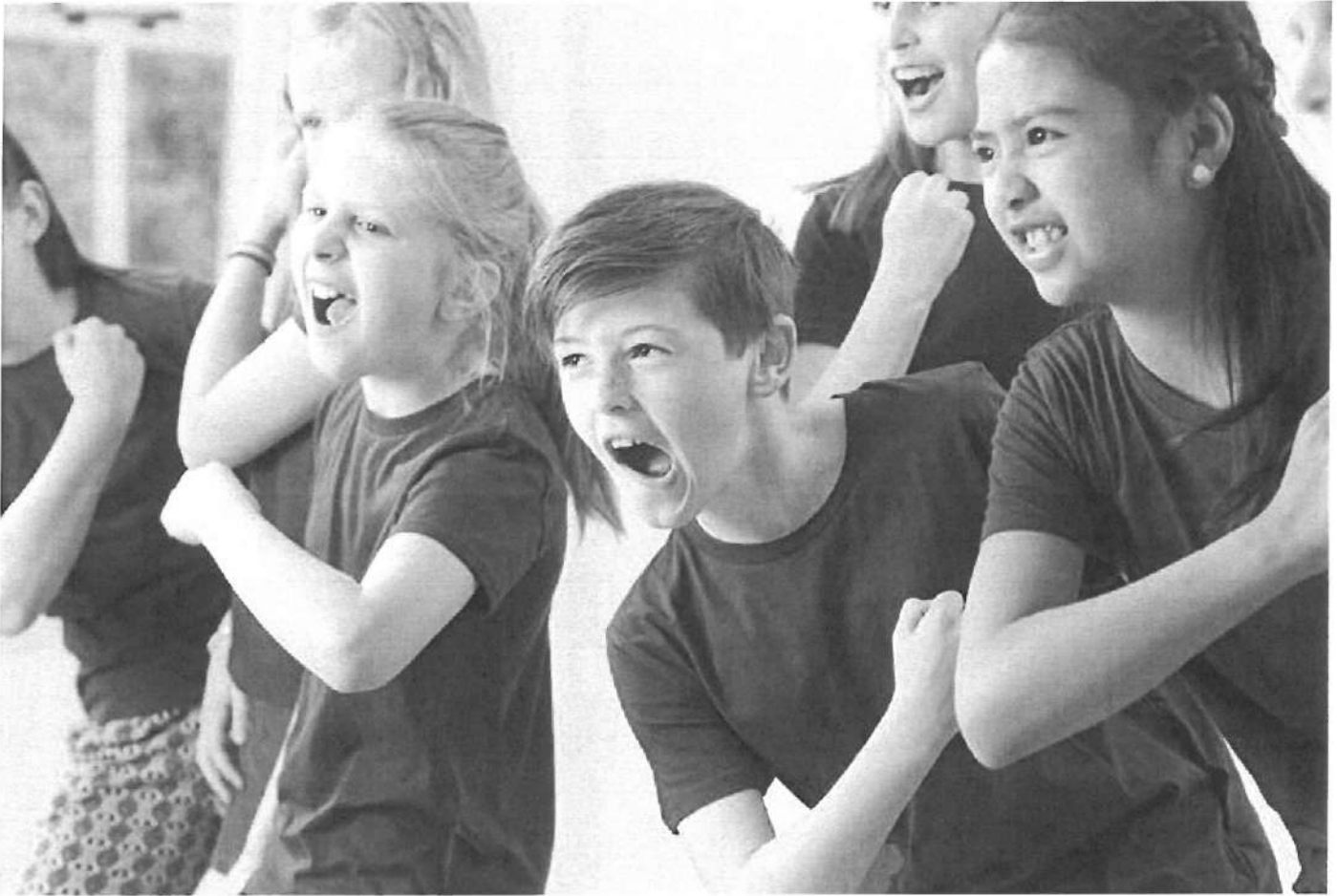
Students completed projects in my Spanish and Italian classes tied to the musicals staged in school. Later integrations involved more faculty and students in other subject areas. I started small the first year for *Carousel* by having student groups in one class translate four songs from the musical score into Spanish and accompany the translations with ink drawings. A special student committee created a large painted mural of a carnival scene for *Carousel* that was featured in the front school lobby. The following year, I did a more comprehensive approach by having students in all my classes do musical-based projects.

The learning objectives of musical projects were as follows:

1. Encourage creativity and artistic expression.
2. Strive toward having students do their best work by knowing projects would be displayed in the school lobby or cafeteria and entered in the Rising Star Awards competition.
3. Promote the Multiple Intelligences, especially linguistic and musical intelligences.
4. Expose students to musicals, a part of the arts and popular culture.
5. Include students in regular classes, not only cast and crew members.
6. Highlight interdisciplinary and thematic learning.
7. Expose students to show music and Broadway composers and lyricists.
8. Integrate standards-based learning in several school subjects including world languages, music, theatre, art, mathematics, science, social studies and language arts.

Although I had students write text in the target language (Spanish or Italian) text can also be written in the student's native language to practice writing skills. Assignments were devised to be at the level of ability of each group. Students used a variety of media to complete projects including paper, markers and computers with various print capabilities, fabric, fabric markers, paints and artist paper. Students in classes also had access to study guide materials to help complete their projects.

Successful teachers design projects that engage students, encourage their natural talents and creativity, and activate their love of learning. Consider various curricular frameworks in project design including the Multiple Intelligences, Habits of Mind, varying learning styles as well as authenticity, creativity and 21st century



standards. Crystal clear directions and scoring rubrics will also set the stage for successful projects. I also present the history of each musical to the cast members for six of the musicals and created comprehensive study guides for students to understand the background of the musical they would be staging. Teacher's guides were also created for colleagues interested in using musicals to foster learning.

### Project Types Inspired by Musicals

Throughout the eight years of musical integration, there was a project outline utilised. With all outlines, keep in mind the following:

1. Use best practices for your subject and grade level.
2. Incorporate high profile curricular frameworks in project designs.
3. Personalize projects whenever possible.
4. Have students work individually or in groups depending on the project.
5. Strive toward authentic tasks and assessments.
6. Analyse musicals as part of the arts and cultural literacy.

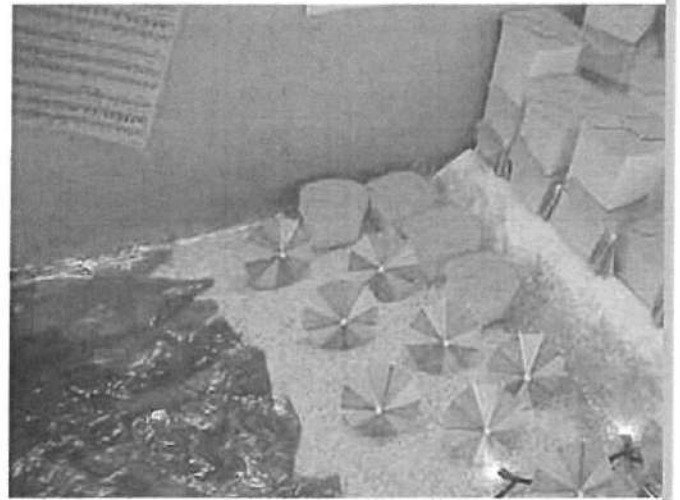
### Project Types With Descriptions

**Paper Dolls:** Students create paper dolls of characters within a musical. For a school musical, they can create dolls that look like the actual cast members. An interview of the cast member can yield a biographical sketch promoting interpersonal skills and linguistic intelligence.

**Commemorative Stamps:** Postage stamps devoted to images and the creators of a specific music can be created by individuals or groups. Text accompanying the stamps can promote research and linguistic skills.

**Commemorative Plates:** Plates devoted to images and the creators of a specific musical can be created by individuals or groups. Text accompanying the plates can promote research and linguistic skills. Collector plates are actual memorabilia available for a number of musicals.

**Trading cards:** Similar to baseball cards, cast members or actors from a specific



musical can be created with biographical stats provided to promote digital photography, research and linguistic skills.

**Calendars:** Students create a calendar with drawings and text. For *Into the Woods*, one Italian class created fairy tale drawings with text in Italian. For *The Boys from Syracuse*, an Italian class created a Comedy of Art calendar highlighting an Italian form of theatre and the regional characters found in Commedia dell'arte.

**Storybooks:** Students collectively tell the main story of a musical and illustrate it with color or black and white drawings.

**Instrumental Portraits:** Students explore one musical instrument, have a cast member pose with that instrument and write a history of the instrument based on research. A biographical sketch of the cast member can promote linguistic and interpersonal skills.

**Victorian Garden:** Students explore various flowers, research them and then have cast members pose with the flowers. This was inspired by the musical *Hello, Dolly!* because Victorians revered flowers so much.

**Cameos:** Students create jewelry in the likeness of cast members and write biographies. This was completed within an intermediate Italian class for *Hello, Dolly!* The Victorians revered cameos and the originals derive from Italian culture when the Campania region citizens first carved cameos from the volcanic rock of Mount Vesuvius of Naples, Italy.

**Stained Glass:** Students create jewelry in the likeness of cast members and write biographies. This was completed within an intermediate Italian class for *Hello, Dolly!* The Victorians revered stained glass, original stained glass being derived from the Romans. For *Into the Woods*, four cafeteria windows were decorated with a stain glass panel featuring four different fairy tales: *Snow White and the Seven Dwarves*, *Cinderella*, *Little Red Riding Hood* and *Goldilocks and the Three Bears*.

**Fabric Arts:** Students create fabric projects inspired by themes and songs in musicals. My students created quilt panels using fabric and fabric markers. For *Into the Woods*, an Italian class created Little Red Riding Hood's cloak with fairy tale panels and text in Italian. For *Anything Goes*, students created

panels for the main character Reno Sweeney in a fabric scarf project. Themes used included the Cole Porter music and nautical topics tied to a ship, the main setting of the musical.

**You're the Top:** Inspired by the Cole Porter song, "You're the Top" from *Anything Goes*, students wrote about references within the lyrics in one Spanish class and in one Italian class. They had cast members pose with images from the lyrics (for example, the Tower of Pisa, the Colosseum) and also wrote a biographical sketch of the cast member in Italian or Spanish.

**Passports:** Inspired by the ship theme in *Anything Goes*, students created passports for the cast members with black and white photos and text.

**Folktale Unit:** In an intermediate level Italian class, students learned about folktales and fairy tales inspired by the musical *Into the Woods*. Students watched Rossini's opera *La Cenerentola* (*Cinderella*), Rodgers and Hammerstein's TV musical *Cinderella*, read fairy tales in Italian and completed a fabric *Little Red Riding Hood* cloak project.

**History and Musical Montages:** Two U.S. history classes did 22 musical montages highlighting how musicals can teach history. They created a combination of images and text for musicals such as *Annie Get Your Gun*, *Evita*, *Fiorello!*, *My Fair Lady*, *1776* and *West Side Story*.

**Show Programmes:** Students created a Playbill of a musical for Carousel, LIST with artwork, digital photos and text in the target language French, Italian and Spanish. Italian Riviera Booklet: Inspired by the French Riviera setting of *The Boy Friend*, students in an intermediate level Italian course created a tour booklet of the Italian Riviera. This promoted history, geography and linguistic ability in Italian.

**State Pride Booklets:** Inspired by the musical *The Music Man*, students created booklets that highlighted the communities of their county in the United States. Students created one artistic drawing for the assigned community, did research and wrote about the historical richness of the community in Spanish. Similar projects could focus on regional, provincial, or national pride topics.

## Observations

On days when we worked on projects, students were industrious and engaged. Student-to-student interaction was positive and the more artistic students stepped in to help others in need. This encouraged cooperative learning, peer teaching and interpersonal intelligence. The atmosphere of the class was that of a learning workshop and was a joy to witness. The subsequent completion of projects gave students a sense of accomplishment and many enjoyed seeing their projects on public display and being recognized with awards. Remember that the themes, characters, settings and songs of a given musical will inspire projects like the ones described here.

## Summary

Musicals serve as excellent resources for curriculum projects. I invite readers to try out one or more projects with their own students. Using school musicals to inspire projects involves students not normally participating in staging the musical. Curricular integration and class involvement of students result in having classic and newer musicals encourage curriculum projects. 🎭

Keith has been a world language educator and linguistics specialist for 35 years. He is based in New Jersey, USA. Keith's teaching and research areas include musicals in the curriculum, foreign language pedagogy, romance linguistics and curriculum. He received eight Rising Star Awards from the Paper Mill Playhouse for integrating musicals in the high school curriculum. He is currently writing a book, *Musicals Across the Curriculum*. He can be contacted at: [kmason369@hotmail.com](mailto:kmason369@hotmail.com)

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## 國立嘉義大學彈性學分課程實施要點

106年5月2日教務會議通過

107年5月1日教務會議修正通過

107年10月9日教務會議修正

108年11月5日教務會議修正通過

110年5月18日教務會議修正通過

一、國立嘉義大學(以下簡稱本校)為進行課程革新，以促進學生的自主學習與教師的有效教學，衡量教學潮流與發展趨勢，針對課程架構及內容進行結構性的彈性改變，特訂定「國立嘉義大學彈性學分課程實施要點」(以下簡稱本要點)。

二、本要點所稱彈性學分課程為深碗課程及微學分課程：

### (一)深碗課程開課原則

- 1.以系所之基礎課程及核心課程為限，在原有課程學分外，增加1至2學分。所增加之學分數，以厚實學生自我學習份量為重點，力求專精而深研的課程規劃，以培養學生較高層次的學習與認知能力。
- 2.深碗課程所增加之每1學分(開課時數至多2學時)，應規劃不同形式並設計師生互動、引導學生討論之非講授類課程，包括討論課、實作課或展演等。現行實習課或實驗課等，不適用深碗課程。

### (二)微學分課程開課原則

- 1.開課時數以每9小時，採計0.5學分為原則，依此類推。
- 2.學生修習微學分課程得採計大學部各學系自由選修學分或通識課程選修學分，學分由系統自動以整數學分計入，未達整數之學分則無條件捨去。(惟各學系自由選修學分於必選修科目冊另有規定者，則依學生入學當學年度規定採計)
- 3.學生於修業年限內選修微學分課程累計抵修以2學分為上限。微學分課程考核採通過或不通過，不計入學期成績平均計算。
- 4.微學分課程包括演講、大師班、活動(含展演、實作、田野)、實驗(實習、參訪、移地教學)、工作坊及數位學習(遠距、磨課師、開放課程)等。
- 5.學生畢業時，於歷年成績單以「微學分課程學分數」列示，通過之學分數計入學生畢業總學分。
- 6.學生可向教務處(註冊與課務組)申請通過之微學分證明。

三、課程可由2位以上跨系所且不同領域之教師全程參與共同授課，每位教師可依實際到課時數計算鐘點，亦可採共時教學計算鐘點。教師開設微學分課程或深碗課程之鐘點費由教育部相關計畫支應，惟未達基本授課時數者，得計入教師基本授課時數。

四、課程開設採申請審查制，以各系(所、中心、學位學程)為單位，由一位計畫主持人提出課程計畫案，說明深碗課程或微學分課程之必要性與形式、師資專長、授課內容及預算編列，並具體說明該課程如何培育學生核心能力，以及相對應之學生學習成效評量方式。經系課程委員會(通識教育領域課程委員會)、院課程委員會(通識教育課程委員會)審查通過後始得開課。

五、獲經費補助之課程授課教師應於課程結束後一個月內，繳交成果報告(含學生整體學習成效)至教務處。

六、本要點如有未盡事宜，悉依本校相關規定辦理。

七、本要點經教務會議通過，陳校長核定後實施。

## 國立嘉義大學開設微學分課程計畫申請書

課程名稱	桌遊融入國小數學教學		
新開課程	※是	是否列入 基本授課時數	否
課程類別	<input type="checkbox"/> 演講 <input type="checkbox"/> 大師班 <input type="checkbox"/> 活動(含展演、實作、田野) <input type="checkbox"/> 實驗(實習、參訪、移地教學) <input checked="" type="checkbox"/> 工作坊 <input type="checkbox"/> 數位學習(遠距、磨課師、開放課程)		
開課學期	_111_學年度第__1_學期	課程學分數	0.5
授課教師	趙健棚(桌遊店老闆、資深 桌遊與自我探索講師)	開課系所	教育學系
導入營運型概念	※ 否	授課對象	校內的國小師資生 或是對國小生教學 有興趣者
課程推動議題	※教育 <input type="checkbox"/> 環保 <input type="checkbox"/> 樂齡 <input type="checkbox"/> 生態 <input type="checkbox"/> 其它：_____		
上課時間/地點	時間未定。初教館 507 地板教室		
原有課程需搭配微學分 課程之 <u>必要性及形式</u>	<p>此一微學分並未和其他課程搭配，然而卻有強化本系國小師資生數學創新教學的能力，以下論述之：</p> <p><b>一、 引導本系師資生數學教學的創新能力</b></p> <p>在國小現場中，數學一直是特別具有挑戰性的科目，如何引發學生學習動機又能提升數學基本能力著實困難。此一課程將小學生感興趣的桌遊媒材融入數學教學中，透過有趣的方式提升學生的學習投入度與學習效果。師資生多半在外進行課業輔導，可將此一課程所學應用在實際的師生互動中，進一步讓師資生在畢業前就能實作與改善自己的數學教學能力。開發自己的創意教學能力。</p> <p><b>二、 桌遊作為教學素材可提升學生人際互動相關能力</b></p> <p>網路世代下的學生往往缺少團體玩遊戲的能力，桌遊的應用創造了在遊戲中彼此連結的機會，可以讓小學生發揮合作精神與培養問題解決的能力。</p>		
結案報告公開	本人同意將結案報告書公開於高教深耕計畫相關網站。		

申請補助總額 (新臺幣：元)	25000 元	
<b>課程大綱</b>		
課程概述	結合國小不同年級的數學學習進度，挑選出適合的桌遊媒材，了解遊戲機制與運用時機，並嘗試用簡單素材來自製遊戲，提升學生的學習動能。	
課程目標	讓學生能在之後的數學教學中，運用現有桌遊媒材，在適當時機豐富課程，並有能力自行發現或改編其他遊戲加入自身教案中，讓數學學習更	
課程內容	1. 遊戲跟教學的恩恩怨怨 2. 現有數學桌遊媒材體驗與使用時機討論 3. 自製桌遊你也行 4. 怎麼自行想出一堂數學桌遊課 5. 桌遊教學流程與演練。	
課程要求	1. 有教學熱誠，並對於桌遊融入教學有興趣。 2. 願意嘗試課程後半段的桌遊教學演練。	
參考書目	1. 李正源等(2016)。桌遊助人趣—桌遊教學工具書。台北:新天鵝堡。 2. 張麗玉(2015)。遊「戲」童年：扮戲×看戲×陪孩子玩出潛實力。台北:大好書屋。	
<b>學生學習成效評量方式</b>		
NO.		說明
1.	出席率 50%	遲到或早退以 15 分鐘為限、全程參與則通過。
2.	簡易數學 教案與實 作經驗 30%	簡易桌遊融入數學教學教案，將教案應用在課輔活動中，並在下回課程中分享。
3.	自製桌遊 成品 20%	第二次上課時彼此展示自己的自製桌遊成品。



### 課程預期效益

**質化成效：**

1. 師資生能夠學習到將桌遊融入數學教學的技巧、策略與態度。
2. 師資生更願意嘗試創新數學教學、並能應用在不同學生群族上，與進行適度調整與轉化。
3. 師資生能夠自製數學用的桌遊。

**量化成效：**

1. 能有 30 位學員修習此門課。
2. 工作坊成員結束後填寫滿意度調查表，了解整體成員在此工作坊的學習情形。

申請教師	單位主管	教務處審核結果
張淑媚		

※請依規定提送系、院課程委員會議審查，並於課程開課前檢送會議紀錄至教務處。(非首次開課者，請檢附前次開設課程之系、院課程委員會會議紀錄。)

※開課時數以每 9 小時採計 0.5 學分為原則，同一位教師申請 2 案以上微學分課程，本計畫至多補助 2 門為原則。

經費項目編列表

主軸計畫：落實教學創新及提升教學品質		課程名稱		桌遊融入數學領域	
計畫期程 111 年 9 月 15 日至 112 年 1 月 31 日					
課程總經費	25000 元	申請補助款	無	其他配合款	無
經費項目		計畫經費明細			
(請按照經費編列基準表項目填寫)		單價(元)	數量	總價(元)	說明
		180	15 時	2700	協助計畫活動之學生工讀金(碩士生)
講座鐘點費		2,000	9 時	18000	計畫活動、講座、工作坊邀請校內教師擔任授課人員發給講座鐘點費
臨時人員勞、健保及勞工退休金			式	500	學生工讀之勞保費用
課程、活動材料費			1 式	3800	計畫需求之相關桌遊費用、耗材
小計				25000 元	
合計				25000 元	
授課教師				單位主管	

## 國立嘉義大學開設微學分課程計畫申請書

課程名稱	遊戲融入輔導活動微學分課程		
新開課程	※是	是否列入 基本授課時數	否
課程類別	<input type="checkbox"/> 演講 <input type="checkbox"/> 大師班 <input type="checkbox"/> 活動(含展演、實作、田野) <input type="checkbox"/> 實驗(實習、參訪、移地教學) <input checked="" type="checkbox"/> 工作坊 <input type="checkbox"/> 數位學習(遠距、磨課師、開放課程)		
開課學期	111 學年度第 1 學期	課程學分數	0.5
授課教師	趙健棚(桌遊店老闆、資深 桌遊與自我探索講師)	開課系所	教育學系
導入營運型概念	※ 否	授課對象	校內的國小師資生 或是對國小生教學 有興趣者
課程推動議題	※教育 <input type="checkbox"/> 環保 <input type="checkbox"/> 樂齡 <input type="checkbox"/> 生態 <input type="checkbox"/> 其它：_____		
上課時間/地點	時間未定。初教館 507 地板教室		
原有課程需搭配微學分 課程之 <u>必要性及形式</u>	<p>此一微學分並未和其他課程搭配，然而卻有強化本系國小師資生活潑的學生輔導能力，以下論述之：</p> <p><b>一、 引導本系師資生學生輔導的創新能力</b></p> <p>在國小現場中因為世代差異要了解國小生與輔導他們是一大挑戰。可將此一課程所學應用在實際的師生互動中，進一步讓師資生在畢業前就能實作與改善自己的師生互動，進而有機會輔導學生成長。</p> <p><b>二、 桌遊作為教學素材可提升學生人際互動相關能力</b></p> <p>網路世代下的學生往往缺少團體玩遊戲的能力，桌遊的應用創造了在遊戲中彼此連結的機會，可以讓小學生發揮合作精神與培養問題解決的能力。</p>		
結案報告公開	本人同意將結案報告書公開於高教深耕計畫相關網站。		
申請補助總額 (新臺幣：元)	25000 元		
課程大綱			

課程概述	結合國小不同年段，挑選出適合的桌遊或遊戲媒材，了解遊戲機制與運用時機，並嘗試用簡單素材來自製遊戲，提升師資生學生輔導的能力。
課程目標	讓學生能在之後的師生互動中，運用現有桌遊或遊戲媒材，在適當時機豐富課程，並有能力自行發想或改編其他遊戲加入綜合領域或是彈性課程之中，讓師生關係更為融洽。
課程內容	1. 認識彼此與創意自介。 2. 遊戲化自我探索課程 --情緒察覺與調適 --合作不簡單 --面對人際困境
課程要求	1. 有教學熱誠，並對於遊戲融入學生輔導有興趣者。 2. 對於自我探索有興趣的夥伴。
參考書目	1. 李正源等(2016)。桌遊助人趣—桌遊教學工具書。台北:新天鵝堡。 2. 張麗玉(2015)。遊「戲」童年：扮戲×看戲×陪孩子玩出潛實力。台北:大好書屋。

### 學生學習成效評量方式

NO.		說明
1.	出席率 50%	遲到或早退以 15 分鐘為限、全程參與則通過。
2.	簡易數學 教案與實 作經驗 30%	簡易桌遊融入輔導活動教案，將教案應用在課輔活動中，並在下回課程中分享。
3.	課程心得 20%	九小時的課程進行後，寫下自己的學習、應用與收穫，700-1000 字。

### 課程預期效益

**質化成效：**

1. 師資生能夠學習到將遊戲融入學生輔導的技巧、策略與態度。
2. 師資生更願意嘗試用創新的態度引領學生成長、並能應用在不同年段學生群族上，與進行適度調整與轉化。
3. 師資生能夠自行發想或改編現有遊戲。

**量化成效：**

1. 能有 15 位學員修習此門課。
2. 工作坊成員結束後填寫滿意度調查表，了解整體成員在此工作坊的學習情形。

申請教師	單位主管	教務處審核結果
張淑媚		

※請依規定提送系、院課程委員會議審查，並於課程開課前檢送會議紀錄至教務處。(非首次開課者，請檢附前次開設課程之系、院課程委員會會議紀錄。)

※開課時數以每 9 小時採計 0.5 學分為原則，同一位教師申請 2 案以上微學分課程，本計畫至多補助 2 門為原則。

經費項目編列表

主軸計畫：落實教學創新及提升教學品質		課程名稱		遊戲融入輔導活動	
計畫期程 111 年 9 月 15 日至 112 年 1 月 31 日					
課程總經費	25000 元	申請補助款	無	其他配合款	無
經費項目		計畫經費明細			
(請按照經費編列基準表項目填寫)		單價(元)	數量	總價(元)	說明
		180	15 時	2700	協助計畫活動之學生工讀金(碩士生)
講座鐘點費		2,000	9 時	18000	計畫活動、講座、工作坊邀請校內教師擔任授課人員發給講座鐘點費
臨時人員勞、健保及勞工退休金			式	500	學生工讀之勞保費用
課程、活動材料費			1 式	3800	計畫需求之相關桌遊費用、耗材
小計				25000 元	
合計				25000 元	
授課教師				單位主管	

# 通 知

中華民國 111 年 3 月 28 日

聯絡人：賈勁璋專案組員

聯絡電話：271-7021~2

主旨：敬請各學系至教務系統維護 111 學年度相同課程名稱(不同課號)之重修學生學分認抵作業，請查照。

說明：

一、各學系同意認抵科目應經認抵學系之相關課程會議審議通過。

二、系統自 111 年 3 月 28 日開放，學分認抵作業路徑：教務系統/課務系統/開課作業/抵認課程及學分(w\_crs240)程式。

三、各系所重修認抵課程一覽表經系所主管核章後，於 111 年 5 月 9 日(第 13 週)前送至教務處各系所承辦人，據以辦理後續認抵事宜。

四、檢附認抵課程及學分檔維護(w\_crs240)程式之操作說明 1 份，請卓參。

此致

各學系

教務處註冊與課務組 敬啟

# 國立嘉義大學 各系所重修認抵課程及學分一覽表

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3 大學部

600 師範學院

361 教育學系

本系永久課號及科目名稱	學分	認抵系所	久課號及科目名稱	認抵學分
<b>36100001</b> 教育概論	<b>2.0</b>			
		362 特教系	36200082 教育概論	2.0
		362 特教系	36200082 教育概論	2.0
		363 幼教系	36300322 教育概論	2.0
		363 幼教系	36300322 教育概論	2.0
		365 體健體系	36500150 教育概論	2.0
		365 體健體系	36500150 教育概論	2.0
		36C 數位系	36C00012 教育概論	2.0
		36C 數位系	36C00012 教育概論	2.0
		372 外語系	37200101 教育概論	2.0
		372 外語系	37200101 教育概論	2.0
		Y64 輔諮系	Y6400011 教育概論	2.0
		Y64 輔諮系	Y6400011 教育概論	2.0
<b>36100009</b> 國音及說話	<b>2.0</b>			
		362 特教系	36200239 國音及說話	2.0
		362 特教系	36200239 國音及說話	2.0
		363 幼教系	36300156 國音及說話	2.0
		363 幼教系	36300156 國音及說話	2.0
		365 體健體系	36500142 國音及說話	2.0
		365 體健體系	36500142 國音及說話	2.0
		372 外語系	37200010 國音及說話	2.0
		372 外語系	37200010 國音及說話	2.0
		Y64 輔諮系	Y6400157 國音及說話	2.0
		Y64 輔諮系	Y6400157 國音及說話	2.0
<b>36100015</b> 教育心理學	<b>2.0</b>			
		362 特教系	36200083 教育心理學	2.0
		362 特教系	36200083 教育心理學	2.0
		363 幼教系	36300288 教育心理學	2.0
		363 幼教系	36300288 教育心理學	2.0
		365 體健體系	36500567 教育心理學	2.0
		365 體健體系	36500567 教育心理學	2.0
		36C 數位系	36C00015 教育心理學	2.0
		36C 數位系	36C00015 教育心理學	2.0
		372 外語系	37200029 教育心理學	2.0
		372 外語系	37200029 教育心理學	2.0
		Y64 輔諮系	Y6400016 教育心理學	2.0
		Y64 輔諮系	Y6400016 教育心理學	2.0

【備註】此表適用於「重修」課程認抵學分用

承辦人員核章

系主任核章



# 國立嘉義大學 各系所重修認抵課程及學分一覽表

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3 大學部

600 師範學院

361 教育學系

本系永久課號及科目名稱	學分	認抵系所	久課號及科目名稱	認抵學分
<b>36100016</b> 教學原理	2.0			
		363 幼教系	36300304 教學原理	2.0
		363 幼教系	36300304 教學原理	2.0
		365 體健休系	36500155 教學原理	2.0
		365 體健休系	36500155 教學原理	2.0
		372 外語系	37200197 教學原理	2.0
		372 外語系	37200197 教學原理	2.0
<b>36100021</b> 行為改變技術	2.0			
		362 特教系	36200014 行為改變技術	2.0
		362 特教系	36200014 行為改變技術	2.0
		372 外語系	37200329 行為改變技術	2.0
		372 外語系	37200329 行為改變技術	2.0
		Y64 輔諮系	Y6400034 行為改變技術	2.0
		Y64 輔諮系	Y6400034 行為改變技術	2.0
<b>36100093</b> 發展心理學	2.0			
		365 體健休系	36500735 發展心理學	2.0
		365 體健休系	36500735 發展心理學	2.0
		372 外語系	37200102 發展心理學	2.0
		372 外語系	37200102 發展心理學	2.0
		Y64 輔諮系	Y6400015 發展心理學	2.0
		Y64 輔諮系	Y6400015 發展心理學	2.0
<b>36100095</b> 教育研究法	2.0			
		362 特教系	36200270 教育研究法	2.0
		362 特教系	36200270 教育研究法	2.0
		363 幼教系	36300007 教育研究法	2.0
		363 幼教系	36300007 教育研究法	2.0
		36C 數位系	36C00095 教育研究法	2.0
		36C 數位系	36C00095 教育研究法	2.0
		Y64 輔諮系	Y6400153 教育研究法	2.0
		Y64 輔諮系	Y6400153 教育研究法	2.0
<b>36100201</b> 教育社會學	2.0			
		362 特教系	36200161 教育社會學	2.0
		362 特教系	36200161 教育社會學	2.0
		363 幼教系	36300076 教育社會學	2.0
		363 幼教系	36300076 教育社會學	2.0
		365 體健休系	36500151 教育社會學	2.0
		365 體健休系	36500151 教育社會學	2.0
		Y64 輔諮系	Y6400017 教育社會學	2.0

【備註】此表適用於「重修」課程認抵學分用

承辦人員核章

系主任核章

# 國立嘉義大學 各系所重修認抵課程及學分一覽表

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3 大學部

600 師範學院

361 教育學系

本系永久課號及科目名稱	學分	認抵系所	久課號及科目名稱	認抵學分
36100201 教育社會學	2.0			
		Y64 輔諮系	Y6400017 教育社會學	2.0
36100217 班級經營	2.0			
		365 體健休系	36500615 班級經營	2.0
		365 體健休系	36500615 班級經營	2.0
		372 外語系	37200200 班級經營	2.0
		372 外語系	37200200 班級經營	2.0
		Y64 輔諮系	Y6400046 班級經營	2.0
		Y64 輔諮系	Y6400046 班級經營	2.0
36100221 教育行政	2.0			
		362 特教系	36200316 教育行政	2.0
		362 特教系	36200316 教育行政	2.0
		363 幼教系	36300315 教育行政(學校行政)	2.0
		363 幼教系	36300315 教育行政(學校行政)	2.0
		365 體健休系	36500714 教育行政	2.0
		365 體健休系	36500714 教育行政	2.0
		Y64 輔諮系	Y6400067 教育行政	2.0
		Y64 輔諮系	Y6400067 教育行政	2.0
36100317 課程發展與設計	2.0			
		365 體健休系	36500156 課程發展與設計	2.0
		365 體健休系	36500156 課程發展與設計	2.0
		372 外語系	37200776 課程發展與設計	2.0
		372 外語系	37200776 課程發展與設計	2.0
		Y64 輔諮系	Y6400047 課程發展與設計	2.0
		Y64 輔諮系	Y6400047 課程發展與設計	2.0
36100323 教育哲學	2.0			
		362 特教系	36200086 教育哲學	2.0
		362 特教系	36200086 教育哲學	2.0
		363 幼教系	36300159 教育哲學	2.0
		363 幼教系	36300159 教育哲學	2.0
		365 體健休系	36500617 教育哲學	2.0
		365 體健休系	36500617 教育哲學	2.0
		Y64 輔諮系	Y6400055 教育哲學	2.0
		Y64 輔諮系	Y6400055 教育哲學	2.0
36100342 兒童文學	2.0			
		Y64 輔諮系	Y6400030 兒童文學	2.0
		Y64 輔諮系	Y6400030 兒童文學	2.0

【備註】此表適用於「重修」課程認抵學分用

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# 國立嘉義大學 各系所重修認抵課程及學分一覽表

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3 大學部

600 師範學院

361 教育學系

本系永久課號及科目名稱	學分	認抵系所	久課號及科目名稱	認抵學分
<b>36100361</b> 輔導原理與實務	<b>2.0</b>			
		365 體健休系	36500715 輔導原理與實務	2.0
		365 體健休系	36500715 輔導原理與實務	2.0
		Y64 輔諮系	Y6400012 輔導原理與實務	2.0
		Y64 輔諮系	Y6400012 輔導原理與實務	2.0
<b>36100393</b> 普通數學	<b>2.0</b>			
		362 特教系	36200308 普通數學	2.0
		362 特教系	36200308 普通數學	2.0
		365 體健休系	36500875 普通數學	2.0
		365 體健休系	36500875 普通數學	2.0
		372 外語系	37200905 普通數學	2.0
		372 外語系	37200905 普通數學	2.0
		Y64 輔諮系	Y6400198 普通數學	2.0
		Y64 輔諮系	Y6400198 普通數學	2.0
<b>36100421</b> 特殊教育導論(特殊兒童心理與教育)	<b>3.0</b>			
		362 特教系	36200057 特殊教育導論	3.0
		362 特教系	36200057 特殊教育導論	3.0
		365 體健休系	36500540 特殊教育導論	3.0
		365 體健休系	36500540 特殊教育導論	3.0
		372 外語系	37200112 特殊教育導論	3.0
		372 外語系	37200112 特殊教育導論	3.0
		Y64 輔諮系	Y6400035 特殊教育導論	3.0
		Y64 輔諮系	Y6400035 特殊教育導論	3.0
<b>36100515</b> 教育議題專題	<b>2.0</b>			
		365 體健休系	36500933 教育議題專題	2.0
		365 體健休系	36500933 教育議題專題	2.0
		Y64 輔諮系	Y6400206 教育議題專題	2.0
		Y64 輔諮系	Y6400206 教育議題專題	2.0
<b>36100519</b> 自然科學概論	<b>2.0</b>			
		365 體健休系	36500149 自然科學概論	2.0
		365 體健休系	36500149 自然科學概論	2.0
		372 外語系	37200422 自然科學概論	2.0
		372 外語系	37200422 自然科學概論	2.0
<b>36100520</b> 學習評量	<b>2.0</b>			
		362 特教系	36200509 學習評量	2.0
		362 特教系	36200509 學習評量	2.0
		365 體健休系	36500932 學習評量	2.0
		365 體健休系	36500932 學習評量	2.0

【備註】此表適用於「重修」課程認抵學分用

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3 大學部

600 師範學院

361 教育學系

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<b>36100520</b> 學習評量	2.0			
		372 外語系	37200951 學習評量	2.0
		372 外語系	37200951 學習評量	2.0
		Y64 輔諮系	Y6400207 學習評量	2.0
		Y64 輔諮系	Y6400207 學習評量	2.0
<b>36100523</b> 教育統計學	2.0			
		362 特教系	36200065 教育統計	2.0
		362 特教系	36200065 教育統計	2.0
		363 幼教系	36300137 教育統計	2.0
		363 幼教系	36300137 教育統計	2.0
		365 體健休系	36500919 教育統計學	2.0
		365 體健休系	36500919 教育統計學	2.0
		36C 數位系	36C00031 教育統計	2.0
		36C 數位系	36C00031 教育統計	2.0
		Y64 輔諮系	Y6400027 教育統計	2.0
		Y64 輔諮系	Y6400027 教育統計	2.0
<b>36100551</b> 多元文化教育	2.0			
		372 外語系	37200778 多元文化教育	2.0
		372 外語系	37200778 多元文化教育	2.0
<b>36100558</b> 職業教育與訓練及生涯規劃	2.0			
		362 特教系	36200511 職業教育與訓練及生涯規劃	2.0
		362 特教系	36200511 職業教育與訓練及生涯規劃	2.0
		365 體健休系	36500970 職業教育與訓練及生涯規劃	2.0
		365 體健休系	36500970 職業教育與訓練及生涯規劃	2.0
		372 外語系	37201006 職業教育與訓練及生涯規劃	2.0
		372 外語系	37201006 職業教育與訓練及生涯規劃	2.0
<b>36100565</b> 科學資優教育	2.0			
		362 特教系	36200417 科學資優教育	2.0
		362 特教系	36200417 科學資優教育	2.0
<b>36100568</b> 國民小學語文領域-國語文教材教法	2.0			
		362 特教系	36200515 國民小學語文領域國語文教材教法	2.0
		362 特教系	36200515 國民小學語文領域國語文教材教法	2.0
<b>36100569</b> 國民小學數學領域教材教法	2.0			
		362 特教系	36200516 國民小學數學領域數學教材教法	2.0
		362 特教系	36200516 國民小學數學領域數學教材教法	2.0
<b>36100588</b> 補救教學	2.0			
		372 外語系	37200957 補救教學	2.0
		372 外語系	37200957 補救教學	2.0

【備註】此表適用於「重修」課程認抵學分用

承辦人員核章

系主任核章