

國立臺北藝術大學 99 學年度碩博士班考試試題

系所名稱：藝術與人文教育研究所

考試科目：藝術教育概論

注意事項：

1. 試卷（答案卷）僅有一冊，不再增頁，請斟酌作答。
2. 本試題共有 2 頁，請考生於作答前務必檢查清楚，如有缺漏、字跡不清等疑問，請當場提出，考後不得再行提出任何異議。
3. 試題必須隨試卷繳回。
4. 請在試卷上作答，否則不予計分；試卷請務必標明題號。

一、杜威認為「教學是一種藝術，而教師是藝術家」，請簡要闡述其意涵，並就藝術與人文教學而言，分析「教學創作者」應該具備哪些特質，才能發揮教學藝術的創造特性，使教學成爲一門藝術？(25%)

二、教育的目標在使每一位學生能得到適性的發展，因此學生的學習風格成爲教育工作者必需考量的重點之一。試論學習風格(learning style)之內涵？藝術教育工作者在課程與教學設計方面，如何依據學生的學習型態做調整？(25%)

三、解釋名詞(每題 10 分，共 30 分。30%)

- (一) 專業社群(professional communities)
- (二) 磁性學校(magnet school)
- (三) 文化回應教學(culturally responsive teaching)

四、英翻中(20%)

Walberg (1991) suggests that in science it is especially useful for students to struggle with interesting, meaningful problems that can stimulate discussion about competing approaches. This idea can be stretched to include all disciplines. He recommends using what he calls comprehension teaching, more commonly called scaffolding, which involves providing students with temporary support until they can perform tasks on their own. Based on Vygotsky's (1978) concept of the

“zone of proximal development,” scaffolding is recommended for teachers to build from what students can do only with temporary guidance from a more competent person, gradually reducing and eventually removing this support as students become independent thinkers and learners who can perform the task or use the skill on their own. The zone of proximal development refers to the area within which the student can receive support from another to successfully perform a task that he or she cannot perform independently. Scaffolding is an excellent method for developing students’ higher-level thinking skills (Rosenshine & Meister, 1992). Scaffolding is a strategy for gradually and systematically shifting responsibility and control over learning and performance from the teacher to the student. (From Glasgow, McNary, Hicks, 2006)