

# 國立臺北教育大學 113 學年度碩士班「考試入學」招生考試

音樂學系

音樂教育概論 科試題

一、名詞釋義：(每小題 5 分，共 25 分)

- (一) STEAM
- (二) 融合教育
- (三) Divergent thinking
- (四) 2014 Music Standard
- (五) Project-based Learning

二、申論題 (每小題 25 分，共 75 分)：

- (一) 我國自 111 年推動「生生用平板」數位學習精進方案，請設計一個應用平板進行符合一〇八課綱各學習階段「表現」學習構面的音樂教學活動，請詳述學生年級、學習目標、教學流程、及評量等。
- (二) 以下內容節錄自一篇文章。請解釋其內容，並提出你對本文所涉及之內容在音樂教學應用的看法。

COVID-19 pandemic has led to international lockdown. As more schools reopen and students return back to the classrooms, I suggest that teachers take into consideration the various elements involved in creating engaging learning experiences. How do we plan our curriculum accordingly while recognizing the changing classroom climate and student-teacher/student-peer relationships in the virtual classroom? What risks, such as digital distraction or lack of resilience, are involved in this form of music learning? How do we balance (not just blend) between digital use and screen-free activities or assignments? What strategies may be used to help our students learn independently? The answers to these questions will likely vary based on the age and the family background of your students, the resources available, and the teaching content. One question that may be worth considering is: Does your choice of digital technology (and material) provide valuable experiences that cannot be rendered in any other way? For instance, will students drift off or get distracted

sitting alone in their home watching a video clip, if so perhaps a better use of class time would be to assign students the video link with written response beforehand, and use the class time for students to interact and discuss with each other in the virtual space. It is critical that we explore ways to spark students' motivation and generate meaningful dialogue, while recognizing the challenges of online learning. (Chiao-Wei Liu, 2021).

(三) 行動研究是教學實踐研究常用的研究法，請就自己對教育現場的觀察或經驗設計一個以行動研究法進行的音樂研究，請說明：研究題目、研究目的、研究對象、研究流程、及研究工具等。