

新世紀的教育展望

中正大學
教育學院 主編



麗文文化公司

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中正大學教育學院

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麗文文化事業股份有限公司

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序 言

長期以來，教育在社會演進的過程中，一直扮演著極為重要的角色。在迎接千禧年來臨之際，社會變遷的速率正在大幅加速之中，為順應此種急遽的社會變化情勢，教育必須進行適時而合宜之革新，才能繼續產生主導社會進步的力量。為了規劃我國未來教育興革之道，本學院乃接受教育部委託舉辦「迎向千禧年—新世紀的教育展望國際學術研討會」，邀集海內外學者專家共同研討，以探討新世紀之教育遠景與發展趨勢。

此次研討會從1999年11月1日至3日共舉行三天。研討會內容包括「終生教育」、「師資培育」、「課程改革」及「學校與行政革新」四項主題，邀請專攻這些領域的海內外著名學者共23位，分別撰寫論文並於研討會中發表，篇篇精彩，自當可期。這些發表論文的學者們在百忙中鼎力相助，共襄盛舉，特致深忱謝意。本書即是這次研討會的論文集。

參加本次研討會的海內外學者專家約二百位，齊聚鳥語花香，風光明媚的中正大學校園，各就所學，參與論辯，希望是一次豐盛的心靈饗宴。竭誠歡迎諸位同好的蒞臨指導。

這次研討會是配合本校成立十週年校慶的重要學術活動，同時也是本學院自今年八月一日成立以來首次舉辦的國際學術研討會，因此格外深具意義。今後本學院將繼續積極籌辦各項教育學術活動，以發揮大學教育學術機構的任務與功能，並協助帶動國內教育學術之蓬勃發展。

2 序 言

在舉辦此次研討會的過程中，校內及院內同仁主動積極、通力合作投入籌備工作及提供支援，個人感到十分敬佩。最後，也要謝謝麗文文化公司楊麗源伉儷協助研討會論文出版事宜。

黃 光 雄 謹識

中正大學教育學院

1999年10月25日

新世紀的教育展望

目 錄

Curriculum Integration: reflections on the English expenence	Prof. D. Bridges	1
英國課程統整的經驗反思	譯者：蔡清田	29
壹、緒 論		29
貳、課程統整即規劃協調的課程		30
參、課程統整即知識統一反映		33
肆、課程統整即學生中心		38
伍、與校外世界的課程統整		41
陸、統整即權力重新分配		43
柒、結 論		45
參考書目		46
Teacher Training in the context of Lifelong Learning	Dr. Jack Hobbs	49
終生學習的教師培育方案	譯者：楊 奇	71
壹、時代背景		71
貳、學校部分		72
參、全國性專業標準		74
肆、提供教師培育的大學		76
伍、政府規劃的發展策略		78
陸、終身學習與未來議題		79

The Challenge of Creating Smart Schools leading educational change in Asia.....	Dr. Philip Hallinger	83
---	----------------------------	----

創造聰敏學校之挑戰——領導亞洲的教育變遷

.....譯者：王瑞堦、許朝信、陳嘉琳、魏宗明.....	115
------------------------------	-----

壹、東亞學校的發展脈絡.....	117
------------------	-----

貳、教育理想的全球化.....	117
-----------------	-----

參、發展領導亞洲學校變遷的一個知識基礎.....	118
--------------------------	-----

肆、將學校變遷策略概念化：東方和西方.....	120
-------------------------	-----

伍、來自於西方學校之研究與經濟有關變遷的假設.....	121
-----------------------------	-----

陸、領導亞洲學校的變遷：結論和建議.....	132
------------------------	-----

柒、結 論.....	133
------------	-----

我國回流教育的政策與實施.....	黃富順.....	139
-------------------	----------	-----

壹、前 言.....	139
------------	-----

貳、回流教育理念的意義.....	139
------------------	-----

參、回流教育理念的發展.....	141
------------------	-----

肆、回流教育的實施原則.....	144
------------------	-----

伍、回流教育的實施策略.....	146
------------------	-----

陸、我國回流教育的政策.....	149
------------------	-----

柒、我國回流教育的實施情形.....	155
--------------------	-----

捌、結 語.....	159
------------	-----

參考書目.....	159
-----------	-----

終生學習的組織革新.....	楊國德.....	161
----------------	----------	-----

壹、前 言.....	161
------------	-----

貳、終生學習的社會特性.....	162
------------------	-----

參、終學學習的社會組織.....	165
------------------	-----

肆、發展各種各類的學習型組織.....	168
---------------------	-----

伍、終生學習的組織革新方案.....	170
--------------------	-----

陸、結 語	173
參考文獻	174
社區終身學習的推展——實務發展模式的建構 ·····蔡培村	177
壹、前 言	177
貳、社區終身學習的理念	178
參、社區終身學習發展的原則與重心	181
肆、社區終身學習推展的模式	185
伍、結 論	193
學習社會中的成就知能認證：我國現階段的做法與問題 ·····胡夢鯨	195
壹、前 言	195
貳、資格認證問題產生的緣由	196
參、資格認證與學歷證明的區別	197
肆、終生教育體系中的三種認證取向	199
伍、我國現階段成就知能認證制度的規劃與問題	203
陸、結 語	211
參考文獻	212
學習型家庭方案的規劃與實施 ·····魏惠娟	215
壹、前 言	215
貳、方案規劃的架構	215
參、學習型家庭方案規劃與實施	218
肆、結語與建議	230
參考文獻	232
從九年一貫課程教師角色的再定位談師資培育因應之道 ·····陳伯璋	235
壹、前 言	235
貳、我國近年來教師角色改變的背景	236
參、教師角色的再定位	239
肆、師資培育因應之道	240

伍、結 論	243
參考書目	244
新制師資培育與師專業發展高強華	247
壹、前 言	247
貳、師資培育的變遷與發展	248
參、新制師資培育制度的省思	254
肆、教師專業發展的問題癥結	256
伍、教師的終身學習與專業角色認同	257
陸、迎接教師心靈塑建的新世紀	259
柒、結 語	262
參考書目	263
實習輔導的理念、策略與模式李奉儒	265
摘 要	265
壹、前 言	266
貳、良師的特質與實習輔導的理念	268
參、實習教師的專業成長與發展	272
肆、實習輔導的相關策略	274
伍、建構可行的實習輔導模式	281
陸、結 論	282
參考書目	286
大陸中小學教師分級制度的現狀與展望鍾啓泉・李玉娟	291
摘 要	291
壹、中小學教師專業技術職務制度	292
貳、中小學教師的晉級	294
參、當前存在的主要問題	298
肆、與鄰國——日本的比較	300
伍、大陸中、小學教師專業技術職務制度的展望	301

參考文獻·····	303
談「課程統整」——以國民教育九年一貫課程為例 ·····黃炳煌·····	305
壹、前 言·····	305
貳、課程統整受到特別重視的幾個重要原因·····	305
參、統整的意義及功能·····	307
肆、課程統整之原則·····	309
伍、九年一貫課程對於統整的作法·····	311
陸、相關機構的配合·····	314
柒、結 語·····	315
參考書目·····	316
析論抗拒課程改革的原因及其對策：以九年一貫課程為例 ·····單文經·····	317
壹、前 言·····	317
貳、課程改革的歷史殷鑑不遠·····	318
參、蠡測抗拒課程改革的原因·····	320
肆、籌謀因應對策減少抗拒·····	329
伍、結 論·····	333
參考書目·····	334
學力指標之建構與評量 ·····黃嘉雄·····	339
摘 要·····	339
壹、前 言·····	340
貳、學力指標之意義與功能·····	341
參、學力指標之建構·····	343
肆、學力指標與評量·····	357
伍、學力指標運用之限制·····	359
陸、結 語·····	360
參考文獻·····	361

課程規劃與社會正義張建成.....	363
壹、前 言.....	363
貳、教育正義釋義.....	364
參、霸權課程舉隅.....	372
肆、課程正義原則：代結語.....	380
參考書目.....	385
從後現代思潮中探索學校行政領導的革新作為黃宗顯.....	389
摘 要.....	389
壹、前 言.....	389
貳、後現代思潮中與學校行政領導有關的一些主要論述與思辨...	391
參、後現代思潮對於學校行政領導革新作為的啓示.....	397
肆、結 語.....	401
參考資料.....	401
我國中小學學校組織變革的新方向張德銳.....	407
摘 要.....	407
壹、緒 論.....	407
貳、學校組織變革的新方向.....	409
參、學校行政人員在變革中的因應策略.....	417
肆、結 論.....	423
參考書目.....	423
教育行政與管理新趨勢張鈿富.....	429
摘 要.....	429
壹、前 言.....	429
貳、面對新趨勢的發展.....	430
參、教育行政與管理學門的發展.....	430
肆、學術研究能力的定位.....	434
伍、國內面臨的挑戰與發展.....	437

陸、國外發展的趨勢·····	439
柒、結 語·····	443
參考書目·····	444
公立學校制度改革的新途徑·····張志明·····	447
摘 要·····	447
壹、前 言·····	448
貳、背景概念·····	449
參、美國公立學校制度的新改革·····	457
肆、學校制度改革的新途徑·····	465
伍、結 語·····	474
參考資料·····	476
新世紀師資培育之前瞻·····楊深坑·····	483
壹、前 言·····	483
貳、師資培育從專業化到反專業化·····	485
參、師資培育的新挑戰·····	490
肆、新專業主義之重建·····	495
伍、結 語·····	497
參考資料·····	498
教科書評鑑與選擇——政治、經濟的分析·····歐用生·····	507
壹、前 言·····	507
貳、教科書問題的複雜性·····	509
參、教科書評鑑和選用政策的爭議·····	511
肆、對課程改革的啓示·····	515
參考文獻·····	518

Curriculum Integration: reflections on the English¹ experience

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Introduction

I have been very interested to learn that the Republic of China, as part of its continuing re-examination of the school curriculum, is considering whether the presentation of this curriculum in clearly bounded or 'compartmentalised' subjects, considering the desirability of a more 'integrated' curriculum and considering too the relationship between the curriculum of the school and the world outside. Minister of Education, Dr Lin Ching-jiang, declared in his 1998 report to the Legislative Yuan that *"Curriculum planning should emphasise curriculum integration between different subjects within schools and between the elementary and junior high school curriculum."* (Lin 1998 p1) and the Ministry of Education made clearly in its Curriculum Guidelines for the Compulsory School Curriculum the claim that, *"The school curriculum should emphasise the integration of rationality and sensibility, knowledge and action, humanities and technology."* (ROC Ministry of Education 1998 p1)

The issue of curriculum integration is one which has engaged me and many of my

¹ The educational systems of England, Wales, Scotland and Northern Ireland are significantly different, and while many of the developments I am referring to have applied to all or most parts of the United Kingdom (and England and Wales in particular have had very similar experience), for the sake of simplicity and to avoid inaccuracy I shall refer specifically to England.

colleagues in education in England for a good number of years – and I dare say that, whatever temporary closure may have been placed on them by the current form of the national curriculum, they will engage people for a good many years to come. I am very happy as well as honoured to be able to share something of our thinking and experience with colleagues from Taiwan, though I do so with a very clear acknowledgement of the different circumstances, culture and traditions in which our education systems operate and hence with the warning that to attempt to transfer educational practice from one such set of circumstances to another is fraught with dangers!

There is, of course, a great deal of theoretical writing, which relates to this topic – philosophical, sociological and psychological as well as in the broader interdisciplinary field of curriculum theory – and a good deal of relevant practical experience. I shall try to refer a little to both and to point to some of the lessons, which I think have been learned over the years in developing practice in this area. To adopt this broad-brush approach will, inevitably be at the price of some simplification.

It is helpful, I think, to distinguish four different projects, which lie under the generalised rhetoric of curriculum integration – and I shall organise my lecture under these headings:

- the co-ordinated curriculum – driven by a desire for educational efficiency and effectiveness and cross curricular planning;
- the unified curriculum – driven by epistemological commitments to do with the essential unity of knowledge;
- the student centred curriculum – driven in particular by a commitment to constructivist psychology and learning theories;
- socially integrated curriculum – driven by a desire to connect school learning to the world outside.

I have added a fifth section in recognition of the important sociological implications of this kind of curriculum re-organisation:

- curriculum integration as a re-distribution of power – not necessarily an intended consequence, but one, nevertheless which the curriculum reformer will be wise to recognise.

Let us look at each of these different notions of curriculum integration in turn.

Curriculum integration as the co-ordinated curriculum

You don't have to be attached to any very sophisticated position in theory of knowledge or in psychology in order to take the view that a curriculum conceived exclusively in terms of subject teaching, and even more one in which the teaching of those subjects is planned independently one from another is an unsatisfactory one. There are practical considerations of simple efficiency and effectiveness which point towards what may be referred to as cross curricular planning, a co-ordinated curriculum or in at least some usage an integrated curriculum.

The problem is that in any context in which the curricula for different subjects are planned independently of each other you risk a number of inefficiencies, for example:

- One subject may rely on skills or knowledge which are derived from another, but the timing of the presentation of the two subjects may not work to meet this need. For example, there are all sorts of ways in which we rely on mathematical skills for the teaching of different parts of science; or on certain knowledge of geography for teaching different parts of history; or on certain abilities in written language for writing essays in other subjects; or on drawing skills for work in biology. Careful

4 新世紀的教育展望

planning can ensure that the sequencing of the curriculum for different subjects supports the inter-related needs of the others.

- Work in one subject area can serve to enrich or reinforce the work of another, but without co-ordination the opportunity may be missed. If, for example, the history syllabus requires some study of let us say North American history and the geography syllabus some study of North American geography and perhaps the literature syllabus some reading of poetry by North American authors, might there not be advantage in timing these so that they can connect together and add a few extras – a film, some visitors from the country – to create additional interest?
- There can be advantage in planned reinforcement of teaching in different subject areas (“last week you were learning about percentages in Maths; this week in our Science lesson we are going to use what you learned to measure the percentage on sugar content in a number of different foods”) – but unplanned duplication can waste time and bore pupils (“please, miss, we’ve already done this in geography!”).
- By extension, there can be a loss of impetus and consecutiveness at the point at which children make the transition between primary school and secondary (or in some parts of the UK primary to middle to secondary) if the schools operating at different phases do not work actively to understand what each is doing and to secure the maximum continuity in the curriculum.

In practice in England these concerns for the co-ordination of the curriculum have led:

- (i) to the practice of ‘whole school curriculum review’ i.e. a series of meetings and other activities which have allowed the whole staff to learn more about

what they are each doing in their different specialist areas and to plan together for greater co-ordination;

- (ii) by extension, the development of a 'vertically' coordinated curriculum by collaboration between secondary schools and their feeder primary schools, designed to reduce the disjunctions between primary and secondary schools;
- (iii) to the identification of certain themes (eg language, personal and social development, multi-cultural awareness) which will be addressed across the whole curriculum;
- (iv) to the development of whole school policies and approaches to such themes;
- (v) to the appointment of a teacher responsible for co-ordinating and implementing such policies;
- (vi) to more extensive centralised planning of the school curriculum and to the development of a national curriculum which aspires, at least, to satisfy these requirements.
- (vii) To the recognition that certain parts of the curriculum, certain skills and certain themes run across all or a number of subject areas and are best tackled as 'cross curricular skills' or 'cross curricular themes'.

This last principle was most famously enunciated in England by the Bullock Report (Education and Science, Department of 1975) in terms of 'language across the curriculum', which introduced a number of the practices I have indicated above into schools. At this stage in our educational history, individual schools enjoyed considerable autonomy in their management of the curriculum. By the late eighties,