

國立臺北藝術大學 96 學年度研究所碩博士班考試試題

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、九年一貫課程提倡學校本位課程發展（school-based curriculum development, SBCD），請您簡要說明何謂 SBCD？以及藝術與人文教師在學校裡可以有哪些具體作法？(25分)

二、為營造優質校園，學校創新經營（innovation management）已是當前教育的重要課題，請您簡要說明何謂學校創新經營？以及藝術與人文教師如何在學校裡扮演創新者的角色？(25分)

三、臺灣教育環境近年來受到全球化、國際化的影響，以及外來移民、外籍新娘逐漸增多的現象，「多元文化主義」的觀點在校園中益加重要。身為一位藝術領域教師，您會如何看待多元文化主義對自身教育理念的影響？又面對多元文化主義，您在教學、課程設計與班級經營上，各會有何具體的因應措施？(25 分)

四、英翻中：(共一題，25 分)

Gardner's seminal work on multiple intelligences affects the way we teach. Gardner suggests that we all have at least eight intelligences and that only two, linguistic and mathematical-logical, have been taught and measured in schools. If we teach to incorporate the other six intelligences as well, students can learn more fully. These other six intelligences are musical, spatial, interpersonal, intrapersonal, naturalist, and bodily-kinesthetic.

Goleman's concept of emotional intelligence has had an effect on current

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thinking about teaching and learning. This concept corresponds with Gardner's interpersonal and intrapersonal ways of knowing. Goleman claims that IQ in the traditional sense accounts for only about 20% of the factors that determine life success leaving 80% to everything else. Thus, it is imperative to teach emotional intelligence (O'Neill, 1996).