

多元、跨領域與弱勢關懷的
優質幼兒教育學術研討會

大會手冊

2021.06.19

指導單位：教育部

主辦單位：國立東華大學 國立東華大學花師教育學院

承辦單位：幼兒教育學系

2021 多元、跨領域與弱勢關懷的優質幼兒教育學術研討會議程

地點：線上發表

| 2021 年 06 月 19 日 (星期六) | | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 時間 | 內容 | | |
| 08:30-08:50 | 報到 | | |
| 08:50-09:00 | 開幕式 | | |
| 09:00-10:30 (90 分鐘) | 專題演講 I (A109) | | |
| | 講 題：幼兒園文化課程的「做」與「思」 主講人：黃麗鳳教授 (國立屏東大學幼兒教育學系) 主持人：范熾文院長 (國立東華大學幼兒教育學系) | | |
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| 10:50-12:20 (90 分鐘) | 實務講座 II (A109) | | |
| | 講 題：幼兒融合情境中的課程設計與調整-UDL 考照篇 主講人：邱珮貞主任 (新北市插角國小附設幼兒園) 主持人：林俊瑩教授 (國立東華大學幼兒教育學系) | | |
| 12:20-13:10 | 午餐 | | |
| 13:10-14:10 (60 分鐘) | A-1 場 (A109) 主持人：蘇育代教授 (國立東華大學幼兒教育學系) 評論人：張孝筠教授 (國立臺北護理健康大學嬰幼兒保育系) A-1-1.攜手向前-花蓮縣國幼巡迴輔導工作產官學協力運作模式的初構、運作與反省/鄒逢益、張凱程、林俊瑩 A-1-2.花蓮縣幼兒園創新經營策略之探究/孫逸均 A-1-3.從團體式教養到家庭式教養—論偏鄉幼兒育幼院管理模式轉變之個案研究/袁語謙 | B-1 場 (C128) 主持人：傅建益教授 (國立東華大學幼兒教育學系) 評論人：鄭東芬教授 (國立東華大學幼兒教育學系退休) B-1-1. DFC 創意行動方案課程-插角防疫小尖兵/邱珮貞 B-1-2.幼兒科學方案教學歷程分析之研究—以軌道為例/潘子茵、王建雅 B-1-3.父母親在與幼兒進行親子共讀互動行為差異之初探—以一位 5 歲幼兒與父母互動歷程為例/張懿心、羅佩琦、李翊瑄、吳姿蓉、黃珮慈 | C-1 場 (B124) 主持人：林斐文教授 (國立東華大學音樂學系) 評論人：謝佳諺教授 (國立東華大學幼兒教育學系) C-1-1.幼兒園教師實施在地化戶外教育課程—以姑爺里社區為例/鄭玉娜 C-1-2.一位偏鄉公立幼兒園教師融合教育班級經營之歷程/陳璞欣 C-1-3.牆後的世界—一位初任幼兒園老師的自我敘說/張舒惟、蔡佳燕 |
| 14:10-14:30 | 休息/茶敘 | | |
| 14:30-15:30 (60 分鐘) | A-2 場 (A109) 主持人：林建亨教授 (國立東華大學幼兒教育學系) 評論人：石明英教授 (國立東華大學幼兒教育學系退休) A-2-1.印尼學齡前幼兒數概念發展/Sartika Tampubolon、賴孟龍、張晉瑋 A-2-2.家庭性別分工與母職認同：幼兒照顧體系的實踐與反省/江姿宜 A-2-3.亞太和阿拉伯地區六個國家在幼兒服務中對 COVID-19 大流行的反應之研究/謝佳諺 | B-2 場 (C128) 主持人：張明麗教授 (國立東華大學幼兒教育學系) 評論人：唐功培教授 (臺北醫學大學醫學系醫學教育暨人文學科) B-2-1.太魯閣族文化數學概念繪本融合主題教學實施歷程之探究/胡美智、張依婷、魏素萍、劉芷炫 B-2-2.幼兒美感教育實踐—以攝影課程為例/李依容 B-2-3.幼兒園進行學習區轉型之研究/陳沛辰、蔡佳燕 | C-2 場 (B124) 主持人：陳慧華教授 (國立東華大學幼兒教育學系) 評論人：黃玉如教授 (國立東華大學幼兒教育學系) C-2-1. The Advantages of Memorizing Al-Qur'an to Children's Social-Emotional Development/ Muhammad Naufal Fairuzillah, Chien-Heng Lin, Mubiar Agustin C-2-2. Disclosing Social Construction of Gender in Disaster/ Ridha Marissa El Seira, Yu-Tai Su, Vina Adriany C-2-3. Parenting Practices as a Climate Change Action/ Ina Winangsih, Euis Kurniati, Yeni Rachmawati, Hui-Hua Chen C-2-4. Elementary school teachers beliefs and practices toward freedom of learning policy In Indonesia/ Mustofa, Hui-Hua Chen, Chunn-Ying Lin |
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| 15:50-16:50 (60 分鐘) | A-3 場 (A109) 主持人：王筱篁教授 (國立東華大學幼兒教育學系退休) 評論人：高傳正教授 (國立東華大學幼兒教育學系退休) A-3-1.建構創造思考教學策略之研究—以陀螺、轉!課程為例/鄭樹斐 A-3-2.幼兒園小班團體討論師生互動分析研究/林憶如 A-3-3.幼兒園教保服務人員協同教學之影響、侷限與反省/范雅淳 | B-3 場 (C128) 主持人：林偉信教授 (國立東華大學幼兒教育學系退休) 評論人：林俊瑩教授 (國立東華大學幼兒教育學系) B-3-1.特殊需求幼兒的學習融入例行性活動之初探/洪文玲、蔡佳燕 B-3-2.以「故事重述」和「生活經驗回憶」提升語言發展遲緩兒童平均語句長度：個案研究報告/林巧敏、陳佳芸、張炳鑫 | |
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| 17:10-18:30 (80 分鐘) | 幼教圓桌論壇 (A109) | | |
| | 主題：鑑古知今:當代幼兒教育的發展與省思 主持人：林俊瑩教授 與談人：張孝筠教授、高傳正教授、石明英教授、王筱篁教授、鄭東芬教授、林斐文教授、林偉信教授 | | |
| 18:30-19:00 | 閉幕式 | | |

備註：*主持人 3 分鐘；發表人發表，每位 12 分鐘，評論人評論 7 分鐘。

*請全程配帶口罩；並請自備環保餐具及杯子。

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攜手向前-花蓮縣國幼班巡迴輔導工作產官學協力運作模式的初構、運作與反省

鄒逢益*、張凱程**、林俊瑩***

摘要

花蓮縣幅員最廣，國幼班班級數最多，偏鄉幼兒園專業成長資源不足嚴重性堪稱全台之最，因此巡輔團隊所要面臨的問題也最為艱鉅。面對上述的困境，108學年度開始花蓮團隊開始將原本個別巡輔員單點單線的專業服務作業模式，嘗試進行地方政府、高教機構，與教學現場之產官學三者協力配合運作，隨著特殊需要與目標產生的國幼班巡導工作產官學協力運作模式也隨之萌芽。什麼因素導致花蓮縣演化出需要產官學更密切配合的模式？如何運作？效果如何？又有何侷限而需要反省修正，實為一系列重要的待答問題。基於此，研究者以焦點團體座談與個別訪談方式，以教育行政主管、大學教授、巡輔員與幼兒園教保人員等政策關係人多元角度進行資料蒐集及分析，解答上述的問題，並從中凝聚共識，以作為日後巡輔工作進行的方針。研究結果顯示政策關係人普遍認為從過去個別的輔導運作，到目前以團隊執行，並整合產官學三者力量的方式，不但專業成長資源與管道都有明顯提升，巡輔員與現場教保服務人員對教保品質的提升更有信心，並有助於產官學、地方與政府的信任感。同時專業成長資源的共享，也讓教保品質更有效益。而地方行政在此新模式中扮演更積極的角色，也讓教學現場問題有機會更沒有時間差的獲得解決。

關鍵詞：國幼班巡輔工作、產官學、專業成長、教保品質

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Forge Ahead : The Preliminary Municipal, Operation and Reflection of the Cooperative Operation Mode of Industry, Government and Academia in the Cross-Categorical Itinerant Services of Preschool Child Class in Hualien County

Feng-Yi Zou * Kai-Cheng Zhang ** Chunn-Ying Lin ***

Abstract

Hualien County has the largest area, the largest number of preschool child classes, and the lack of professional growth resources in rural preschool is the most serious in Taiwan. Therefore, the problem that the preschool itinerant team faces is the most difficult. Faced with the above-mentioned difficulties, the Hualien preschool itinerant team began to use the original single-point, single-line professional service operation mode of individual tour assistants in the 108 academic year, and tried to cooperate with the local government, higher education institutions, and the industry, government and academia at the teaching site. Based on this, the researchers used focus group discussions and individual interviews to collect and analyze data from the multiple perspectives of policy stakeholders such as educational administrators, university professors, preschool itinerant teacher, and preschool teacher, to answer the above questions, and gather them from them. Consensus, as a guideline for future inspection work. The research results show that policy stakeholders generally believe that from

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the past individual counseling operations to the current team implementation, and the integration of the three forces of industry, government and academia, not only the professional growth resources and channels have been significantly improved, the assistants and on-site education and support service personnel are more confident in improving the quality of education and insurance, and contribute to the trust of industry, government and academia. At the same time, the sharing of professional growth resources also makes the quality of education and protection more effective. The local administration plays a more active role in this new model. in children with language delays. And thereby improve the syntactic competence of children with language delays.

Keywords: preschool itinerant work, the Industry, government and academia collaboration models, professional development, educate quality

花蓮縣幼兒園創新經營策略之探究

孫逸均*

摘要

在少子化趨勢下，幼兒園面臨競爭壓力及結束營業的威脅，面對接踵而來的挑戰，幼兒園應該如何經營，則變得相當重要。面對低生育率的課題，幼兒園的獨特性亦會影響招生狀況，因此幼兒園如何生存，創新經營的重要性也日趨突顯，但在幼兒園領域的創新經營可行策略相關研究資料並不充足。因此研究者以質性訪談的研究方法，從學者、專家、園長等多方面搜集資料，以多元視角進行綜合分析，拼湊出幼兒園創新經營的藍圖。研究顯示學校創新經營相關研究文獻中，多放在國民基本教育階段，對於幼兒園創新經營的建議甚少，因此本研究目的即針對幼兒園創新經營的現況問題與可能的策略提供相關深入的研究，提供幼兒園經營管理之參酌。本研究發現創新經營為未來幼兒園經營趨勢，應當以行動支持創新經營，提升幼兒園永續發展。

關鍵字：幼兒園、訪談、創新經營、學校創新經營

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A Research into the Innovative Management Strategy of Preschool in Hualien County

Yi-Jyun Sun *

Abstract

In the trend of a declining birthrate, preschool is confronted with competitive pressures and threats of closing their businesses. Facing the coming challenges, the issue of preschool's operation has become very important. The uniqueness of preschool will also affect the enrollment status with the issue of low fertility. How preschool survive and the importance of innovative operations have become increasingly prominent. However, there is insufficient research data on feasible strategies for innovative operation in the field of preschool. Therefore, researchers use qualitative interview research methods to collect data from scholars, experts, preschool principals, etc., and conduct comprehensive analysis from multiple perspectives to piece together a blueprint for the preschool's innovative management. Research shows that the literature on school innovation management is mostly at the stage of national basic education, and there are few suggestions for the innovation management of preschool. Consequently, the purpose of this research is to provide relevant research on the current problems and possible strategies of innovation operation and a reference for the management of the preschool. This study found that innovative operation is the future trend of preschool operation, and actions should be taken to support innovative operation and promote the sustainable development of preschool.

Keywords: preschool, innovative management, school innovative management, interview

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從團體式教養到家庭式教養－論偏鄉幼兒育幼院管理模式轉變之個案研究

袁語謙*

摘要

台灣社會結構的改變，帶來了育幼院經營模式的轉變，以前傳統的團體式教養方式，主要著重在幼兒生理需求的滿足，而缺乏對幼兒心理需求的重視，並且易使幼兒失去家庭歸屬感，現今轉變的家庭式教養方式相較於以前的無差別教養法，更多的是重視幼兒之個別差異，並給予相對所需的教養。此研究採用半結構式訪談幼兒育幼院院長和文獻分析法獲取資料，得知育幼院教養管理模式的轉變原因，以及此轉變對於育幼院幼兒之影響。然台灣對於此課題的研究甚少，因此本篇之研究對於台灣幼兒育幼院未來發展之推動具潛在影響力。

關鍵字：幼兒、育幼院、教養模式、半結構式訪談

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From Group Education to Family Education: a Case Study on the Transformation of the Management Mode of a Rural Preschool

Yuqian Yuan*

Abstract

The management model of the orphanages has been different along with the changes of the times and social development nowadays. It focuses on the satisfaction of physiological needs rather than psychological needs, leading to the lack of a sense of family belonging for children. Comparing the transformation of indifference methods to current methods in family education, it puts more emphasis on children's individual differences and provides the corresponding education needs. The research adapts semi-structured interviews to the president of orphanages and catches data by document analysis. In hence, we know the reasons for the transformation of management models in orphanages and the impact of the above-mentioned transformation on children. In addition, studies on this subject are less in Taiwan. Therefore, the achievements of our research have potential influences on promoting the development of orphanages in Taiwan.

Keywords: children, orphanage, parenting mode, semi-structured interview

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Early Number Concepts for Indonesian Preschoolers

Sartika Tampubolon* Meng-Lung Lai** Chin-Wei Chang***

Abstract

Early number concepts are critical and strongly correlated to later mathematics success. However, little studies have been done to examine early mathematics achievement in general and early number concepts in specific for Indonesian preschoolers. In addition, Indonesian students have been performing poorly in several international student assessments such as TIMSS (Trends in International Mathematics and Science Study). The purpose of this study was to examine Indonesian preschoolers' mathematics abilities and further investigated whether Indonesian' poor mathematics achievement began as early as preschool ages. Sixty-two Indonesian preschoolers categorized into five age groups (8 young three-year-olds, 7 older three-year-olds, 9 young four-year-olds, 18 older four-year-olds, and 20 young five-year-olds) participated in this study. All of the participants came from middle Socioeconomic Status (SES) families. Seven tasks, perception of small numbers, verbal counting from 1-21, number constancy, perception of more to 10, enumerations, cardinality rule, and produce sets, from the Test of Early Mathematics Ability–Third Edition (TEMA-3) were administered. Results showed that older age groups performed significantly better than youngest age groups (young 3s) on early number concepts. Indonesian preschoolers develop several number concepts dramatically (*number constancy and produce sets: 1 to 5*) and a few number concepts gradually (*verbal counting by 1 to 21*) from 3-year-olds to 5-year-olds. Indonesian preschoolers and American preschoolers (TEMA-3 norm) performed similarly on early number concepts.

Keywords: Indonesian preschoolers, early number concepts, test of early mathematics ability

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家庭性別分工與母職認同：幼兒照顧體系的實踐與反省

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摘要

近年來，許多國家都面臨整體生育率持續下降問題，少子化現象儼然成為各界關注的焦點，更是諸多社會相關政策改革時的重要議題。傳統上育兒的責任大都主要由家庭內成員所負責，特別是女性，在傳統文化下，男性賺錢養家、女性照顧家庭的分工模式，妨礙了女性進入公領域或職場參與公平競爭的可能性，因此，如何提升家庭照顧責任角色的性別平等，更被視為提升生育率的主要關鍵。在此過程中，我們甚少從母親本身為主體的視角來探討相關重要的問題，例如母親性別化家庭意識型態的想像是否也影響了她們面對照顧與工作衝突時，做出離職行動的選擇？她們是否對照顧孩子認同超過對就業的認同？這些問題都需要更深入的探究，而這也是既有研究比較沒有碰觸到的重要問題。基於上述，本研究運用質性訪談，進行上述議題的探究。研究發現家庭性別的分工在時代的變遷下越趨於平等，父親在家庭親職工作的參與越見積極；而雙生涯中的女性，展現出身兼數職的強人角色，而不同於全職照顧孩子的母親；最後，全職照顧母親則展現出母性優先的特點，不全然是在家庭性別分工中被禁錮的弱勢角色。

關鍵字：少子化、母職認同、幼兒照顧、家庭性別分工

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Cooperation of Family Gender and Motherhood Identification: The Practice and Reflection of the System of Child Carer

Tzu-Yi Chiang*

Abstract

In recent years, many countries are facing the overall problem of decreased birth rate. The phenomenon of low birth rate has obviously been the social concern and the important issue of numerous social policy revolutions. Traditionally, the responsibility of raising child is mostly carried by family members, especially women. In the traditional culture, the cooperative module that men go out to make money and women take care of the family hinders the possibility of women entering the public or working field to have fair competition. Hence, how to raise gender equality of family carer is more considered to be the essential key point to raise birth rate. During the process, we barely investigate relative important questions from the viewpoint of the mother as the main character. For example, has the ideology of mothers as for the family influenced their choice to quit the job when there are conflicts between family and working. Do they have more identification of taking care of the child than working? Those questions are needed deeper investigation which is barely involved by existed research. For these above reasons, this research uses qualitative research to investigate these above issues. The researcher finds out that the cooperation of family gender has gradually tended to be equal as times change, as the fathers have more positive participation in the parenting, and as working women, having multiple roles, display strong character that is different than housewives. Last, housewives display the feature of motherhood being the first priority other than the feature of restricted minority in terms of cooperation of family gender.

Keywords: low birth rate, identification of motherhood, child care, cooperation of family gender

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亞太和阿拉伯地區六個國家在幼兒服務中對 COVID-19 大流行的反應之研究

謝佳諺*

摘要

冠狀病毒（COVID-19）的迅速傳播已導致全球範圍內對兒童，家庭和社區生活的巨大影響。本研究以現象學和詮釋學的方式，探討亞太地區和阿拉伯地區六個國家，在幼兒服務中對 COVID-19 大流行教育政策反應之分析。從家庭支持和經濟補助政策、安全及心理及教育和專業的考量三方面討論了應對措施。政府在防疫的同時，必須持續關注兒童的權利，以確保健康危機也不會成為兒童的權利危機，並充分重視兒童的健康和教育權。

關鍵字：大流行，幼兒教育服務，冠狀病毒，家庭支持，教育和專業的考量

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Responses to COVID-19 Pandemic in Early Childhood Services Across Six Countries in the Asia-Pacific and Arab Region

Chia-Yen Hsieh *

Abstract

The rapid spread of the coronavirus virus (COVID-19) has been responsible for massive global impacts on the lives of children, families and communities. Hermeneutics and phenomenology are the methods used in this study to explore the responses to COVID-19 pandemic in early childhood services across six countries in the Asia-Pacific and Arab region. Responses are discussed in terms of family supports and financial subsidies(economic policies), safety and psychology, and educational and professional concerns. It is very important focusing on virus suppression, it also remains important to maintain attention on the rights of children to ensure that the health crisis does not also become a child's rights crisis and that sufficient attention is given to children's health, safety and the right to education.

Keywords: pandemic, early childhood education, COVID-19, family supports, educational and professional concerns

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建構創造思考教學策略之研究

—以陀螺，轉！課程為例

鄭樹斐*

摘要

當網路、數位與通訊快速發展，二十一世紀不只有讀、寫、算，還有批判思考、問題解決策略、創造力等。我國在民國 108 年實施【十二年國民基本教育課程綱要】強調核心素養的教育目標、幼兒教育在民國 101 年頒佈【幼兒園教保活動課程大綱】陶養幼兒具備六大核心素養，上述二者核心素養中皆談及創新與想像創作的的能力，時值我國推行核心素養的教育目標，透過課程增進幼兒的創造思考是研究者研究的目的。本研究以社會建構教學為理論基礎，統整課程設計，以創造思考的策略：分類、比較、歸納、圖表分析等為方法，可以增進幼兒的創造思考能力。

關鍵詞：建構教學，創造思考，統整課程

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Construct and Create Research on Thinking Teaching Strategies-Taking the Course of Spinning Top as an Example

Suee-Fei Cheng *

Abstract

When the rapid development of digital technology, the twenty-first century is not only about calculation, reading, and traditional learning, but also, critical thinking, problem solving and creativity, etc.

In 2019, the curriculum guidelines of 12-year basic education was implemented, emphasize that education goals are core literacy. In 2002, early childhood education curriculum was implemented, emphasize the six core literacy, both talk about creativity and imagination creation. How to enhance children's creative thinking in the curriculum is the purpose of the researcher. This research is based on constructive teaching and creative thinking strategies as a method, can enhance children's creative thinking ability.

Keywords: constructive teaching, creative thinking, integrated curriculum

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幼兒園小班團體討論師生互動分析研究

林憶如*

摘要

本文以幼兒園小班（30 位）為研究場域，藉由團體討論時的師生之間的互動進行分析，以兩個角色間的談話資料深入探究，探索教師在團體討論中扮演的角色，以及教師本身所具有的教學信念、擁有的提問技巧類型等，並觀察幼兒在團體討論中的反應類型及參與程度。研究者透過錄音、觀察、省思札記等方法蒐集資料，研究期間為小班下學期最後一個月之間的團體討論時間。結果發現：教師大多以限制型的提問，而深究其原因一是教師本身教學經驗不足，未有足夠的技巧帶領幼兒進行團體討論，且對於團體討論秩序的掌握仍在摸索的階段，同時受限於小班年齡的幼兒自身經驗較為貧乏，因此團體討論的張力無法有效的搭建出來。

關鍵詞：師生互動，教室言談，團體討論

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A Study of Teacher-Student Interactive Talk on Group Discussion of 3-4 Years Old Children in Preschool

Yi-Ju Lin*

Abstract

This study focuses on preschool classes, analyzes the interaction between teachers and students during group discussions, explores the role of teachers in group discussions, the teaching beliefs of teachers themselves, the types of questioning skills they possess, and observes the type of response and participation of 3-4 years old children (30 students) in group discussions. The researchers collected data through recording, observation, and notes, during which the group discussion time was held between the last month of the next semester. The results found that : Teachers mostly to limit the type of questions, and the reason for deep study is that the teachers themselves teaching experience is not enough, not enough skills to lead young children to group discussion, and the group discussion order is still in the stage of exploration, while limited by the small class age of young children's own experience is relatively poor, so the group discussion of the stress cannot be effectively set up.

Keywords: teacher-student interaction, classroom discourse, group discussion

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幼兒園教保服務人員協同教學之影響、侷限 與反省

范雅淳*

摘要

目前台灣的公私立幼教機構，大部分每班都編制由兩名教師帶領 30 名以下的幼兒。透過協同教學模式，讓班級中的幼兒發揮更好的學習潛能及較佳的教育照顧。不論從法規安全、教育、保育各方面，協同教學應對幼兒的發展與學習是有利的。但實際上在幼教現場上，關於老師們協同教學的衝突與困擾卻屢見不鮮，而本研究旨在探討協同教學的現況、困境與解決策略。因此，研究者採質性訪談的研究方法，從專家學者、教保機構主管、教保服務人員等，多方面蒐集資料，以不同的角度進行協同教學實徵資料的綜合歸納，拼湊出協同教學政策可能產生的問題。研究結果顯示，協同教學政策實施的侷限以人員溝通不良、教學理念落差最多，間接地影響班級穩定及教學品質。文末，針對本研究進一步提出對協調教學政策執行、調整的建議。

關鍵詞：幼兒園、協同教學、教保服務人員、質性研究

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Collaborative Teaching Influences and Conflict Coping Strategy for Preschool Educator

Ya-Chun Fan*

Abstract

The collaborative teaching policy is applied in public and private preschool mechanisms in Taiwan until now. The major theme of collaborative teaching meant every preschool teaching team comprises two teachers and less than 30 children. By collaborative teaching, teachers can provide better attention to children and inspired them efficiently. Within every field like law, security, education, and cradling, collaborative teaching is the best choice in children's development and education. However, the teaching scene in the preschool mechanism is filled with confusion and conflict so far.

This study aims to understand the situation of collaborative teaching and try to find out the dilemma. To propose the collaborative teaching strategy, this research adopts qualitative research methods by face-to-face interviews with every preschool educator field like basic preschool teachers, experts, and heads of preschool mechanism. Many different interviews are collected, revealing that collaborative teaching is the teacher's team communication and different types of teaching philosophies. Especially, bad communication affects the quality of education as well as the class atmosphere. This study finally proposed conclusions and solid suggestions as references for educational administrators, preschool teachers, and future research based on results.

Keyword: preschool, collaborative teaching, preschool educator, qualitative research

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DFC 創意行動方案課程-插角防疫小尖兵

邱琍貞*

摘要

近年來國內外對於創新教學之議題，有許多相關的研究及探討，尤其是以幼兒園教育進行創意課程，透過插角附幼以 DFC(Design for Change)為課程設計概念，建構幼兒園創新教學的課程；以 DFC 策略之循環歷程作為課程規劃之依據，期能激發幼生主動學習慾望，建構其知識內涵，培養幼兒在表達溝通、想像創造、推理賞心之素養能力。

關鍵詞：DFC 創意行動、方案課程、學前教育

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DFC(Design for Change) Creative Action Plan Program - Chajiao Epidemic Prevention Young Delegates

Li-Chen Chiu*

Abstract

In recent years, a great number of studies regarding innovative education system were published, both domestic and abroad, especially in the field of preschool education. By adapting DFC (Design for Change) initiative, the Preschool of Chajiao Elementary School created an innovative project curriculum. Through the FIDS model (Find, Imagine, Do, Share), we hope to stimulate preschoolers' interest in learning in order to build their knowledge as well as their character: including developing social competency, creativity, and the ability of critical thinking.

Keywords: DFC (Design for Change) initiative, project curriculum, preschool education

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幼兒科學方案教學歷程分析之研究-以軌道為例

潘子茵*、王建雅**

摘要

科學教育為提升國家整體發展潛力的關鍵，而幼兒期正是點燃對科學好奇與探究的重要時期，根據研究顯示，幼教教學者理解科學教育的重要，卻不知以何種方式進行。故本研究以教學卓越教師為對象，透過觀察、訪談、錄影並紀錄分析其科學方案的教學歷程，以提供幼教現場進行科學教育的參考。經分析，在軌道方案的歷程，可歸納為探索、聚焦和創造三個時期，幼兒從「如何蓋出讓球順利滾動的軌道」到最終的「合作搭建軌道樂園」，教師亦透過方案與學習區的結合與鋪陳，提供觀察、比較、分類、記錄、測量、實驗、溝通、預測、表達、探索等科學探究的機會，讓幼兒逐步累積與軌道相關的科學概念，分析發現，教師提供有意義的探索，有序的鋪排經驗，方能形成不斷滾動的學習，最終在幼兒完成目標的同時，也累積幼兒的能力。

關鍵詞：方案教學、幼兒、幼兒科學教學

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Research on the Analysis of the Teaching Process of Early Childhood Science Project - Take the Track as an Example

Tzu-Yin Pan * Chien-Ya Wang **

Abstract

Science education is the key to enhancing the country's overall development potential, and early childhood is an important period for igniting scientific curiosity and inquiry. According to studies, although early childhood educators understand the importance of science education, they don't know how to do it.

Our research is aimed at teaching outstanding teachers. Through four months of participatory observation, interviews, video recording and recording of the teaching history of their children's science programs, the qualitative data analyzes their curriculum planning and teaching application of children's scientific knowledge. Obtain specific results related to the improvement of basic scientific capabilities. The study found that the course of the track plan can be summarized into three periods of exploration, focus and creation. From how to building a track that allows the ball to roll smoothly to the final cooperation to build a track paradise, teachers also combine the plan with the learning area. , Provide opportunities for scientific inquiry such as observation, comparison, classification, recording, measurement, experimentation, communication, prediction, expression, exploration, etc., so that children can gradually accumulate scientific concepts related to the track. The study found that teachers provide meaningful exploration and orderly arrangement of experience, which can form continuous rolling learning, and ultimately, when children complete their goals, they also accumulate their abilities.

Keywords : project approach, early childhood, early childhood science teaching

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父母親在與幼兒進行親子共讀互動行為差異之 初探—以一位 5 歲幼兒與父母互動歷程為例

張懿心*、羅佩琦**、李翊瑄***、吳姿蓉****、黃珮慈*****

摘要

本研究旨在探討親子共讀中父親與母親在互動行為上的差異，從父親與母親在親子共讀互動行為中的溝通行為及非語言行為進行探究，以了解其中之差異。以一位 5 歲幼兒分別與父親和母親進行親子共讀為主要研究對象，共讀歷程皆錄音錄影，並以事件取樣觀察記錄法進行觀察紀錄。本研究將親子互動行為分列個四項正負向口語溝通行為和非語言互動行為，進行編碼，使用『Mangold Interact Prem 行為觀察分析軟體』進行量化資料分析和歸類；以樣本描述分析的方式統整觀察紀錄，與所得之量化資料進行交叉佐證對照，最後進行父親與母親在過程中的差異探討。研究結果發現：(1) 父親在正向口語溝通與正向非語言互動行為，在共讀歷程中呈現的次數皆少於母親；(2) 父親出現的負向非語言互動行為多於母親，而母親有較多和幼兒正向的非語言互動行為；(3) 母親在親子共讀時的正向互動行為較父親多，幼兒對母親也會出現較多的正向互動行為；(4) 父親的負向互動行為較母親多，幼兒和父親共讀時的負向互動行為隨之出現。

關鍵字：口語溝通行為、非語言互動行為、親子共讀

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A Preliminary Study of the Differences in Parent- Child Interaction Behavior during Reading Together Process – Take a 5-Years-Old Child’s Interaction with Her Parents as an Example

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Tzu-Jung Wu**** Pei-Cih Huang*****

Abstract

This research aims to explore the differences in the interaction behavior between father and mother in parent-child reading together process, and to explore the verbal communication behaviors and nonverbal behaviors of father and mother’s difference during parent-child reading interactions. A 5-year-old child who reads together with her father and mother is the main research object. The course of the reading together is recorded, and the observation is recorded by the method of event sampling. This study divided the parent-child interaction behavior into four positive and negative verbal communication behaviors and non-verbal interaction behaviors, coded them, and used "Mangold Interact Prem Behavior Observation and Analysis Software" to analyze and

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categorize quantitative data; use sample description and analysis methods to describe the quantitative data. The entire observation record is cross-corroborated and compared with the quantitative data obtained, and finally the difference between the father and the mother in the process is discussed. The results of the study found that: (1) Father showed fewer positive oral communication and positive nonverbal interaction behaviors than mother in the course of co-reading process; (2) Father had more negative nonverbal interaction behaviors than mother, as mother has more positive nonverbal interactions with child; (3) Mother has more positive interactions when reading with child, and child will also has more positive interactions with her mother; (4) Father has more negative interaction behaviors than mother, and the negative interaction behaviors of child has appear during reading-together process.

Keywords: verbal communication behavior, non-verbal interaction behavior, parent-child reading together

太魯閣族文化數學概念繪本融合主題教學實施 歷程之探究

胡美智*、張依婷**、魏素萍***、劉芷炫****

摘要

本研究旨在探討三位非原住民族教保服務人員對太魯閣族文化數學概念繪本融入主題教學的實施歷程所呈現的現況，主要目的如下：

- 一、瞭解教保服務人員對太魯閣族文化主題教學之信念為何。
- 二、瞭解教保服務人員對早期數學概念之信念如何反應在教學行為上。
- 三、探討教保服務人員在進行具數學概念繪本融入主題教學之相關的影響因素。

本研究採用質性研究法，研究資料蒐集工具包含文件收集、半結構式訪談；以研究者科技部研究案協同學校的三名教保服務人員，作為本研究之研究對象，以兩學期的時間進行資料蒐集。資料分析與討論包含相關文獻的觀點、研究資料所呈現的觀點、以及研究者的詮釋觀點，三者間的交叉分析及討論。

研究發現包括：

- 一、三位教保服務人員對太魯閣族文化有不同程度之認知，但是都肯定文化回應教學的重要性。
- 二、三位教保服務人員因應偏鄉大混齡班級情況，採取小組方式進行數學概念繪本延伸的教學活動，並輔以自製教具與戶外實作活動，增加幼兒學習傳統文化的興趣。
- 三、三位教保服務人員透過持續同儕專業對話、和不斷進行教學反思，有助於太魯閣族文化數學概念繪本融入主題教學行為之改善。

關鍵詞：太魯閣族、主題教學、教保服務人員、數學概念、繪本

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The Investigation on the Process of Thematic Curriculum Embedded in Truku Picture Books with Number Concepts

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Abstract

The main purpose of this qualitative research is to closely examine and describe preschool teachers and caregivers' belief and teaching practice and to see how the number concepts do to each other while they are implementing thematic culturally relevant teaching in their classroom. This researcher intended to examine the following questions:

1. What is three preschool teachers and caregivers' belief in implementing the culture of Truku into thematic teaching in their classroom?
2. How did this belief on number concepts of thematic culturally relevant teaching impact on their classroom practice?
3. What are the possible factors influence three preschool teachers and caregivers' belief in terms of implementing thematic teaching in their classroom?

This researcher entered the settings and collected the data two semesters for each setting in order to gain a clear and whole picture of the belief and teaching practice of three preschool teachers and caregivers as well as the development of a curriculum. Document collection and in-depth interview were the major methods for collecting data.

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Triangulation was adopted data analysis in order to meet the trustworthiness of this study.

The findings include:

1. Preschool teachers and caregivers' belief attitudes in implementing the culture of Truku into thematic teaching in their classroom are positive.
2. In order to increase young children's interest on mathematics, preschool teachers and caregivers provide curriculum for their mixed-age class with embedding in Truku picture books with number concepts, self-made teaching aids, and hands on activities for outdoors.
3. Keeping dialogues between professional peers and constantly exercising reflective thinking on teaching can help teachers and caregiver to improve their own practice.

Keywords: truku, thematic teaching, preschool teachers and caregivers, number concepts, picture books

幼兒美感教育實踐-以攝影課程為例

李依容*

摘要

本研究以攝影如何融入幼兒園及發現幼兒園生活中影像的重要性做為研究動機，探討攝影課程如何融入幼兒園教保服務課程大綱中的美感領域，並進行實作。本研究有兩點研究目的為：一、攝影課程於傳播性、紀錄性與敘事性三項攝影特性之實施成果；二、幼兒在攝影課程中於美感領域中探索與覺察、表現與創作及回應與賞析三項領域能力的成長情形。本研究採質性取向的個案研究法，以一所位於臺東市偏鄉的國小附幼為研究對象，實際進行 4 個月的攝影課程後，透過觀察紀錄、幼兒口語表達紀錄表與幼兒攝影與作品照片等方式進行資料蒐集與分析。研究結果顯示：

一、攝影課程於攝影特性之實施成果，分別在傳播性、紀錄性與敘事性中呈現，幼兒能詳細紀錄每次拍攝完的內容，將拍攝完照片後進行展覽策畫，讓更多人欣賞到自己拍攝的影像。

二、攝影課程於美感領域的探索與覺察、表現與創作及回應與賞析的成長情形，幼兒能透過五感感知世界，透過攝影媒介將感受到的美好事物紀錄下來，嘗試以不同形式的藝術媒介進行創作，對自己與他人的作品表達其內心感受。

關鍵詞：幼兒園教保課程大綱、美感領域、攝影課程

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The Practice of Preschool Aesthetic Education- Taking Photography Course as an Example

Yi-Jung Li*

Abstract

This research uses how photography integrates into preschools and discovers the importance of images in preschool life as the research motivation, and explores how photography courses can be integrated into the aesthetic field of the preschool education and protection service curriculum syllabus, and implement it. This research has two research purposes: 1. The implementation results of the three photographic characteristics of the photography course: communicative, documentary and narrative; 2. Children's exploration and perception, expression and creation and response in the field of aesthetics in the photography course And appreciating the growth of the capabilities in the three fields. This study adopts a qualitatively-oriented case study method. It takes an elementary school attached to a rural area in Taitung City as the research object. After the actual 4-month photography course, the observation records and the children's oral expression record sheet are used to communicate with the children. Collecting and analyzing information by means of photography and work photos. research shows:

1. The implementation results of the photography course on the characteristics of photography are presented in communicative, documentary and narrative. Children can record the content of each shooting in detail. After the photos are taken, they will plan the exhibition for more people to appreciate. To the image I shot.

2. The growth of photography courses in the field of aesthetics exploration and perception, expression and creation, response and appreciation. Children can perceive the world through the five senses, record the beautiful things they feel through the medium of photography, and try to use different forms of art media. Creation, expressing his inner feelings about the works of oneself and others.

Keywords: preschool education and protection curriculum, aesthetic field, photography

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幼兒園進行學習區轉型之研究

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摘要

本研究目的在探討幼兒園進行學習區轉型，其目的為：一、瞭解幼兒園進行學習區轉型面臨之問題；二、探究幼兒園進行學習區轉型之因應策略；三、分析幼兒園進行學習區轉型之轉變成效。本研究採用質性研究，以一家幼兒園的兩位行政主管及兩位教師為研究對象，並以訪談、教學週誌、會議記錄、園內班級觀課等文件蒐集方式進行分析及整理。研究結果發現：一、幼兒園進行學習區轉型面臨之問題，包含資深教師教學不願轉型，無法接受改變現有的環境，並且進行分科式的教保課程規劃，最後到主題教學與學習區無法相輔相成。二、幼兒園進行學習區轉型之因應策略，採取校外參訪、提供學習區相關資源、園內班級觀課、輔導員輔導呈現幼兒歷程、主題教學與學習區相輔相成等。三、幼兒園進行學習區轉型之轉變成效，展現出師生空間共好共享，並看見幼兒的學習動機後，教師擁有充足的時間觀察幼兒。

關鍵字：幼兒園、學習區、課程轉型

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Research on Kindergarten Teachers’ Conducting on the Transformation of Learning Area

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Abstract

The purpose of this research is to explore learning area transformation in preschool. The goals are 1. To understand the problems of learning area transformation in preschool. 2. To explore the strategies for learning area transformation in preschool. 3. To analyze the effects of learning area transformation in preschool. This research adopts qualitative research, taking two administrative supervisors and two teachers from a preschool as the research objects. Data such as interviews, weekly teaching journals, meeting records, and class observations in the preschool are collected to analyze and organize the research. The results of the study found that 1. The problems of learning area transformation in preschool include senior teachers' reluctance to transform their teaching, the inability to accept changes to the existing environment, and the implementation of subject-based education and protection on curriculum planning. Finally, thematic teaching and the learning area cannot complement each other. 2. The preschool's strategies for learning area transformation include adopting off-campus visits, providing relevant resources of the learning area, allowing class observations in the preschool, employing tutors to show children's courses, and making sure that thematic teaching and learning area complement each other, etc. 3. The effect of learning area transformation in preschool shows that the space between teachers and students is shareable. After seeing the learning motivation of children, teachers have enough time to observe children.

Keywords: preschool, learning area, transformation

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特殊需求幼兒的學習融入例行性活動之初探

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摘要

本研究旨在探討兩位特殊需求幼兒（一位發展遲緩幼兒，一位疑似發展遲緩幼兒），分別將其學習規劃為個別化教育計畫（IEP）及個別學習計畫，融入例行性活動的歷程及其改變。本研究採質性研究，並以觀察紀錄、教學週誌、省思札記、諮詢學前特教巡迴輔導教師，以及相關文件等方法，進行蒐集資料。研究結果顯示，兩位特殊需求幼兒經過十五週持續於例行性活動中進行多次練習，透過安排固定的作息及例行性活動、教保服務人員與特教巡迴教師討論並訂出 IEP、教保服務人員有意圖的將學習需求融入至例行性活動中、依幼兒學習需求及進步情形與協同人員分享資訊及調整策略、目標，以及善用圖文訊息傳達，優化溝通效果等作法，有助兩位特殊需求幼兒為自己準備齊全、乾淨的上學物品、主動仿畫自己的名字、日期、學會正確穿鞋、願意在團體中表達想法、覺察老師的教學意圖，喜歡表現所學等，其因獲得成功機會，進步越多，對於自己的信心也增加，更有利於後續學習。

關鍵詞：例行性活動、個別學習計畫、特殊需求幼兒、融合教育

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Preliminary Study of Integrating Exceptional Children's Learning into Routine Activities

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Abstract

The objects of our research are two preschool, exceptional children (one with developmental retardation and the other with suspected developmental retardation). This study aims to explore the process and changes of initially designing individualized education plan (IEP) and individual learning plan separately and accordingly integrating them into routine activities. This research adopted qualitative research and collected data by means of observation records, teaching chronicles, reflection notes, consultation with pre-school special education tour tutors, and relevant documents. As such, this study made the following arrangements: Two children with special needs consecutively devoted themselves to routine activities several times a day for fifteen weeks. By way of fixed schedules and activities, the teaching and security service staff discussed with the tour tutors of special education and afterwards worked out the IEP. The teaching and security service staff purposely integrated the learning needs into the routine activities and shared information with the collaborative staff according to the children's learning needs and progress, which eventually contributes to the adjustment of teaching strategy and goal. The result shows that making good use of graphic information transmission, optimizing the communication effect, and so on can help the two exceptional children to prepare their own school materials, actively imitate their own names, learn to wear shoes correctly, willingly express themselves in groups, detect teacher's intention, and prefer to express what they have learned. The more progress children make, the more self-confidence they have, which is conducive to follow-up learning.

Keywords: children with special needs, routine activities, individual learning plan, integrated education

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以「故事重述」和「生活經驗回憶」提升語言發展遲緩兒童平均語句長度：個案研究報告

林巧敏*、陳佳芸**、張炳鑫***

摘要

語言發展遲緩兒童會出現平均語句長度（mean length of utterance，MLU）較短、句法結構的理解及表達困難等語法問題，過去有研究表示「故事重述」可促進語言發展遲緩兒童的表達性語言，使用兒童日常生活的照片作為教學材料，可以增加兒童的平均語句長度。本研究主要探討使用「故事重述」和「生活經驗回憶」教學活動對於語言發展遲緩個案的成效，報告個案為 4 歲 3 個月男童，經標準化評估測驗評估後發現語言發展遲緩。研究程序分為前測、教學和後測，前後測均會進行語言樣本蒐集和分析，教學部分則進行了 6 堂課程，每堂課均先進行「故事重述」，再進行「生活經驗回憶」。本研究結果發現經過 6 堂「圖卡重述」和「生活經驗回憶」的教學活動，個案的平均語句長度提高，個案在回憶生活經驗時，完整句句數增加，顯示此種教學方式可作為增加語言發展遲緩兒童平均語句長度的方式之一，進而提升語言發展遲緩兒童的語法能力。

關鍵詞：平均語句長度，生活經驗回憶，故事重述，語言發展遲緩

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The Application of Story Retelling and Living Experiences Recall for Increasing MLU in Children with Language Delays: A Case Report

Chiao-Min Lin * Chia-Yun Chen** Ping-Hsin Chang***

Abstract

Syntactic deficits are common in children with language delays, such as restricted mean length of utterance (MLU), shorter utterances, difficulty in comprehending and using the syntactic structure. Studies have shown that "story retelling" can improve expressive language. Using photos of children's daily life as teaching materials can increase MLU. The purpose of this study is to examine the parameter of Mean Length of Utterance (MLU) after "story retelling" and "life experiences recall" training sessions. The reported case was a 4Y3M child with language delays. This research used pre-test and post-test to see the result of training. Language samples will be collected and analyzed pre-test and post-test. During 6 intervention sessions, researchers provide "story retelling" and "life experiences recall" training. The results showed that MLU was higher after 6 sessions. In the "life experiences recall" task, the amount of complete sentences increases. These results suggest that "story retelling" and "life experiences recall" can be provided as a teaching method, which can contribute to increasing MLU in children with language delays. And thereby improve the syntactic competence of children with language delays.

Keywords: mean length of utterance, living experiences recall, story retelling, language delay

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幼兒園教師實施在地化戶外教育課程－以姑爺里社區為例

鄭玉娜*

摘要

本文旨在探討幼兒園教師在偏鄉社區實施在地化戶外教育課程時所遇到的情形與困境。研究場域是研究者所任教之學校與社區，位於臺南市一所偏鄉公立國小附設幼兒園。本研究目的有二，(1) 探討幼兒園教師實施在地化戶外教育課程情形。(2) 探討幼兒園教師實施在地化戶外教育課程的困境。研究對象為研究者本身，採行動研究法，透過教學省思、教學歷程記錄、拍照與攝影等模式蒐集資料，歷經一學期的時間進行研究與探討，發現研究結果有二，(1) 實施在地化戶外教育課程分為建立共同目標、進行實施歷程及未來走向讓課程脈絡更加清晰，也具有執行力。(2) 實施課程時會遇到的困境有教師本身、幼兒生活經驗、家長支持度及社區文化環境的影響。建議教師申請在地文化融入幼兒園教保活動課程並深耕課程，並且更加系統性反思在地化戶外教育課程，精進教師本身專業度，且達到幼兒、家長更加認同社區、愛護社區。

關鍵詞：戶外教育，在地化

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A Study of Localized Outdoor Education Courses in Guye Vil by the Public Preschool Teachers

Yu-NA Zheng *

Abstract

The study is aim to explore the situation and difficulties encountered by public pre-school teachers in implementing localized outdoor education courses in rural communities. The research field is the school and community where the researchers teach. It is located in a pre-school attached to a rural public elementary school in Tainan City. There are two purposes of this research: (1) Explore how pre-school teachers implement localized outdoor education courses. (2) Explore the plight of pre-school teachers in implementing localized outdoor education courses. The research object is the researcher himself, adopting the action research method, collecting data through teaching reflection, teaching history recording, photographing and photography, etc. Found that there are two research results. (1) The implementation of localized outdoor education courses is divided into the establishment of common goals, the implementation process and the future direction to make the course context clearer and have executive power.(2) The difficulties encountered when implementing the curriculum include the influence of the teachers themselves, children's life experience, parental support and the cultural environment of the community. It is recommended that teachers not only apply for the courses about local cultural integration and deep cultivation but rethink local outdoor education courses systematically, improve the professionalism of teachers themselves and achieve that children and parents identify more with and love the community.

Keywords: outdoor education, localization

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一位偏鄉公立幼兒園教師融合教育 班級經營之歷程

陳璞欣*

摘要

本文旨在探討一位公立偏鄉幼兒園教師，面對班上自閉症融合生的加入，在融合教育班級經營實施歷程裡，透過設定目標、實踐與問題解決策略，達成融合教育班級經營中共融、共好之目標。小布（化名）是一位四歲中班的自閉症幼兒，研究場域為研究者所任教之班級，位於高雄市一所偏鄉公立國小附設幼兒園。本研究目的有三，（1）探究教師在融合教育班級經營之目標設定與備課情形。（2）了解教師在融合教育班級經營之實施歷程。（3）探討教師在融合教育班級經營之實施過程的問題解決策略。研究對象為研究者本身，採個案研究法，透過觀察、輔導歷程與諮詢紀錄、文件資料蒐集等方式，歷經一學年時間進行探究。研究結果發現有三，分為（1）班級經營的目標設定，釐清教師教學意圖，將備課融入於主題課程、學習區、例行性與全園性活動中。（2）實施歷程，共經歷「衝撞摸索期」、「發展穩定期」、「問題進階循環期」三個階段。（3）問題解決策略，透過觀察與尋求專業合作，研究者發現自己與融合生間，以依附關係作為焦點策略，讓自身成為該生情感依附主要對象之一，非單純教師的角色，最終研究者與融合生建立良好的關係與互動模式，也達到融合教育班級經營中共融、共好之目標。

關鍵字：公立偏鄉教師、自閉症融合生、班級經營、融合教育

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The Process of Integrating Inclusive Education into Classroom Management by a Teacher Who Works in a Public Preschool in Remote Area

Puxin-Chen*

Abstract

The study aims to discuss how a teacher who works in a public preschool in remote areas helps students with autism spectrum disorder engage in the class. By integrating inclusive education into classroom management, the teacher uses strategies to set goals, practice, and solve problems. The study aims to assist all students in the class in benefiting from inclusive education in classroom management. The study focuses on the case of Xiaobu (pseudonym), who is 4 years old student with an autism spectrum disorder. The case is one of the researcher's students who studied in remote areas of Kaohsiung City of a public preschool. The purpose of this research is as follows. (1) To explore the teacher's goal setting and lesson preparation in inclusive education classroom management. (2) To understand the process of the teacher's implementation in inclusive education class management. (3) To explore strategies that the teacher took to solve problems in inclusive education classroom management. Through one year of observation, the researcher, via a case study, counseling process, consultation records, document collection, etc., the result of the observation shows the following. (1) The goal-setting of classroom management, clarifying the teacher's teaching intentions, and integrating lesson-preparation into Theme-Based Curriculum, learning areas, routine and whole-school activities. (2) The process underwent three phases, including the "conflict and exploration," "stabilized development," and "cycle of advanced-problem" phase. (3) Strategies of problem-solving. Through observation and cooperation with experts. The researcher found out that if the teacher can be emotionally attached for the autism spectrum disorder student, the attachment can bring a positive relationship between student and teacher. In short, the attachment between student and teacher can assist students benefiting from inclusive education in classroom management.

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Keywords: a teacher works in a public school in remote areas, student with an autism spectrum disorder, classroom management, inclusive education

牆後的世界——一位初任幼兒園老師的自我敘說

張舒惟*、蔡佳燕**

摘要

每個人都有不同的生命經驗，透過不斷回溯和自我對話，過去的生命歷程有不同的理解與同理。透過自我敘說，回到生命的起源—家庭，一路隨著時光的推移探索自己的生命故事，從一個自卑的孩子到成為一位幼兒園初任老師，其中經歷了自我探索以及克服個性侷限的歷程。做為一位初任老師，新環境所面臨的適應困境以及家人的驟逝曾讓我感到無力徬徨，想放棄當老師的夢想。透過自我敘說，重新檢視生命中的每一個過程，並從中得到安慰及同理，進而調整心態，繼續朝老師這個夢想邁進。

關鍵字：幼兒園，自我敘說，初任老師

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The World Behind the Wall :

The Narrative Study of Novice Preschool Teacher

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Abstract

Everyone has a different life experience. Through continuous retrospection and self-talk, the past life course has different understanding and empathy. Through self-narration, I return to the origin of life—family, and explore my life story over time. From an inferior child to a novice teacher in preschool, I have experienced self-exploration and overcoming individual limitations. As a novice teacher, the difficulties of adapting to the new environment and the sudden death of my family made me feel powerless and want to give up my dream of being a teacher. Through self-narration, re-examine every process in life, and get comfort and empathy from it, and then adjust the mentality and continue to move towards the dream of a teacher.

Keywords: preschool, self-narration, novice teacher

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The Advantages of Memorizing Al-Qur'an to Children's Social-Emotional Development

Muhammad Naufal Fairuzillah * Chien-Heng Lin ** Mubiar Agustin ***

Abstract

This study is a literature review, aimed to find out the advantages of memorizing Al-Qur'an to children's social-emotional development. The public interest of Muslim parents is highly large to educate their children to become a Hafiz or Qur'an memorizer. There are various glories in memorizing the Qur'an that Muslims believe. Besides, based on several studies showed that memorizing the Qur'an has advantages to some aspects of children's development, including social-emotional development. Collective morality and social-emotional values are contained in the Qur'an. Generally, the parents or teachers who teach the Qur'an to their children not only to memorize the Qur'an, but also to believe and to understand the content of the Qur'an. Several advantages of memorizing the Qur'an to children's social-emotional development are: (1) listening to the Qur'an recitation helps to reduce the anxiety/stress and to produce the relaxation, (2) memorizing the Qur'an tends to develop social competence, (3) memorizing the Qur'an supports self-control (4) memorizing the Qur'an encourages persistence. However, the parents or teachers should concern their children's characteristics. Therefore, the implementation of memorizing the Qur'an for children should be in accordance with the learning abilities and the development of children. The parents can take and maximize the social-emotional advantages of their children through learning and memorizing the Qur'an if they apply the appropriate ways to their children.

Keywords: memorizing, children, social-emotional development

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Disclosing Social Construction of Gender in Disaster

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Abstract

In disaster situations, children and female are often positioned in vulnerable groups. Many studies discussed how children are positioned in vulnerable groups, especially in disasters. However, existing studies have not been able to show how this address gender issues which turn out to be part of the issues that exist in disaster. Using a post-structuralist framework, this paper attempts to unpack how gender issues occur in disaster. The results of this literature review further bring to the surface how social constructions form gender stereotypes in disasters and how young children position social construction in disasters. The results of this study can disclose gender construction in children in disasters along with various problems to accomplish the literature on disasters.

Keywords: children, gender, disaster, social construction

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Parenting Practices as a Climate Change Action

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Abstract

In the context of climate change, young children are very vulnerable to the impact of natural damage that they will face in the future. The loss of ecosystem balance and the emergence of natural disasters caused by climate change can bring plenty of negative impacts on the lives of children until they grow older. Apart from the damage to nature, children can experience developmental and psychological disorders. Moreover, children are potentially to witness some conflicts caused by the climate change. Therefore, it is necessary to make real considerations in overcoming the issue of the climate change. The fact that family has a big role to enhance children's agency in climate change action, this literature review analyses the previous researches relating to parenting practices in efforts of climate change action.

Keywords: climate change; climate action; parenting; children agency

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Elementary School Teachers' Beliefs and Practices Toward Freedom of Learning Policy in Indonesia

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Abstract

This study examines the beliefs and practices of elementary school teachers towards the 'freedom of learning' policy. From the teachers' beliefs, further, we explore the actual issues that are currently happening and face as well as what teachers, schools, and the government need to pay attention to and prepare to be proactive in implementing this reform. We conducted interviews and discussions with 6 elementary school teachers from 6 different schools. We selected participants based on their experiences who had been and were still involved in coordinating the school curriculum framework and managing the school curriculum. This study indicated that there are two groups of teachers who have different responses; 1) those who were sceptical and tend to be resistant, and 2) who gave important values and have been enthusiastic about accepting this new policy, yet with conditions. However, both groups reported that the teachers were not ready to accept this new policy. Based upon these findings, this study recommended several suggestions for teachers, schools, and curriculum policymakers; 1) Implementation of the 'driving teacher program' should be effective, 2) socialization of the 'freedom of learning' policy must be conceptualized and systematic, and, 3) in carrying out reforms, the government should not merely focus on technical implementation issues, but social-cultural issues.

Keywords: teachers' belief, practice, freedom of learning, elementary teachers, Indonesia

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