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1. 臺灣教育哲學學會第一屆年會主題演講“**We Can’t Choose Our Relations**” – Or Can We? /David Beckett

2. 論 N. Luhmann 與 K. E. Schorr 對教育「技術缺失」之反思/朱啟華

中摘：

在實際教育或教學活動中，常面臨學生的學習效果不如預期，亦即成效不彰的問題。歷史上的教育學者雖然提出自己的教學理念及教學方法，但卻並未正視這個問題。當代德國社會學者 N. Luhmann 與 K. E. Schorr 由系統理論的立場出發，對教學成效不彰的問題加以討論，稱此問題為教育中的「技術缺失」，並指出這個問題來自於互動雙方所產生的「雙重偶然性」。Luhmann 雖然提出了「因果計畫」的概念以解決教育中的技術缺失，但仍面臨雙重偶然性這項根本問題。本研究即試圖對 Luhmann 的技術、雙重偶然性這兩個概念加以再詮釋與延伸，指出技術在教育情境中具有多面性，以擴充其意義內涵；其次也指出在時間的延續下，可降低互動雙方由於雙重偶然性在決定行動原則時所產生的不確定性。透過對 Luhmann 學說的修正與補充，可以更完備地說明教育活動即使有實現教育目的的問題，但同時也會因為時間的因素，提升達成教育目的的可能性，以提供思考這個問題一個可能的觀點。

Abstract:

Discussions of Pedagogues are often focused on making efforts to increase instructional efficiency while neglecting other important aspects. From the perspective of system theory, Luhmann and Schorr confront the pedagogues with the question of whether there is inherently an insurmountable barrier to instructional practices, which is known as the technology deficit of pedagogy. Luhmann and Schorr claim that the technology deficit are the results of the double contingency in every social interaction, and thus developed a new conception of causality to deal with this problem. This article inquires Lumann and Schorr's challenging question to the pedagogues. It aims to articulate a critique and a reassessment of their theory, and then provide an alternative as well as a more comprehensive approach in thinking about pedagogical practices. In this paper, I first explored analytical efforts of Luhmann and Schorr to conceptualize the problem and provided a critical account of the relation between the technology deficit and double contingency. Then, I pointed out Luhmann and Schorr's new conception of causality was unsatisfactory, and re-explained the double faced role that time plays in the situation of pedagogical communication. In that, I examined the cause of the technology deficit and traced it back to the inherent nature of the pedagogical practice. To conclude, I answered how the pedagogues should respond to the problem.

3. 蒙特梭利的教師圖像/李崗、楊淑雅

中摘：

本研究旨在描繪蒙特梭利的教師圖像，主要選用的研究資料包括四本原著的英譯本，同時對照中譯本與國內外相關文獻，運用詮釋學的研究方法進行操作，主要研究結果分成教師的內在態度和外在儀表兩大部分。在教師的內在態度方面：一、教師必須對幼兒懷有一份絕對的尊重之情；二、教師必須在精神上省察自己，除去心中的驕傲，學會如何謙虛的美德，並使自身獲得在精神上所需要的平衡與風度；三、教師必須以溫暖的方式對待幼兒，幼兒會將自己的母親理想化，將教師視為母親，成為他世界中重要的一部分；四、教師觀察幼兒時必須耐心等待，保持冷靜，仔細地觀察幼兒的各種細小變化，並謹慎地完成實際觀察工作。在教師的外在儀表方面：一、教師是環境的中心要素，教師的外表必須是整潔的，乃是贏得幼兒信心與尊敬的第一步；二、教師的專業形象必須是吸引人的、令人愉快的，看起來是端莊的；三、教師必須注意自己的舉止，盡可能放慢腳步，而展現出優雅的動作。本研究依據蒙特梭利的七個教師圖像，分別提出案例進行討論與分析，藉此反思當前幼教師的困境，最後針對蒙特梭利的教師理念提出評析，以供參考。

Abstract:

The study aims to portrait Maria Montessori's (1870-1952) image as a teacher. The selective research materials in this study include English versions of four original books, contrasting to Chinese translated versions and relevant literature from Taiwan and abroad. Through the application of the research method Hermeneutics, findings are divided into two parts, including the inner attitude of teacher and external appearance of teacher. There are four aspects of inner attitude as a teacher. First, teachers must absolutely respect children. Second, teachers must inspect their own mentally, shed arrogance, and learn to be humble to acquire the balance and demeanor needed by spirit. Third, teachers must treat children with warmth, because children will idealize their mothers and regard teachers as mothers. Thus, teachers will play an important role in children's life. Lastly, teachers must wait with patience, stay calm, carefully examine slight changes of children, and bear discretion when they observe children. For the requirements of external appearance as a teacher, there are three aspects. First, because teacher is the central element, the appearance of teachers must be tidy and clean. This is the first step to win children's confidence and respect. Second, the professional images of teachers must be attractive, pleasant and dignified. Third, teachers must pay attention to their behaviors by slowing down and demonstrate elegance. To rethink

about the teacher's plight after preschool education reform, the study proposes different cases to discuss and analyze these seven teacher's images of Maria Montessori. The study will point out the possibility of teacher's professional growth in the modern era as conclusion.

4. 自由主義與審議式民主的公民教育/梁卓恆

中摘：

自由主義是一套支撐民主體制的政治理論，其主張的中立原則，強調民主公民的教育不該影響個體私人領域的價值形塑。但近年民主研究出現審議式轉向，公民被要求積極投入公共政策的討論和制定。本研究指出，審議式民主的公民教育，與傳統的代議政制有所分別，作為積極的公民參與形式，它對公民的政治素養和德性皆有更高的要求。自由主義礙於中立原則，卻未能就公民性格、公共參與倫理、政治參與的價值定位等議題適時調整，以配合民主教育的理論和實踐轉變。本研究從規範性的視角出發，分析當代自由主義與審議式民主就公民教育之間的理論張力。透過審視 John Rawls 的政治自由主義，本研究對自由主義提出內部批評，指出 Rawls 的政治人的觀念，要求公民具有強烈的道德關懷和正義感，實在需要修正為具嚴謹倫理要求的道德人觀念。本研究因此論證，自由主義需要重新詮釋政治的道德、政治人觀念和中立性原則，重返倫理式自由主義的框架，以回應自身的理論證成。本研究指出，Rawls 的理論在修訂後，可導引出一種符合審議式民主教育的政治理論，自由主義有其理論資源回應積極公民參與的理論要求，並為正義理論和公民教育理論提供理想人格設定。

Abstract:

As the underlying political theory for democratic institutions, Liberalism claims to uphold the neutrality principle which does not attempt to involve value shaping upon individuals. Yet, recent emergence of deliberative turn in democratic studies required citizens to actively participate in policy formation. In this context, this paper argues that civic education of deliberative democracy differs from the traditional representative model, as active citizenship requires a higher level of political virtues and mentality from citizens. Liberalism, in upholding the neutrality principle, could not address the demanding requirements of imposing civic personality, ethics of civic participation, and account of values for political participation in its framework of democratic education. This paper gives an account of the theoretical tension between liberalism and deliberative democracy in the context of civic education from a normative perspective. Through reviewing John Rawls's Political Liberalism, an internal critique of liberalism is provided, thus arguing that the idea of the political conception of the person literally imposes citizens with robust moral commitment and sense of justice. An ethically demanding interpretation of the moral person in his theory is required. In order to complete the theoretical justification of political liberalism itself, this paper then argues for the need to reinterpret the ideas of political morality, political conception of the

person, the neutrality principle, and bring its framework back to a version of ethical liberalism. In light of such interpretation, this paper argues that Rawls's theory could become the background theory for deliberative civic education. To respond to those challenges brought by deliberative democracy in a similar vein, this paper also illustrates that liberalism is able to stand for the making of ideal civic personhood for both theories of justice and citizenship education.

5. 近 30 年中國大陸教育哲學研究的熱點領域和前沿演變：基於知識圖譜的視覺化分析/樊改霞

中摘：

本研究運用知識圖譜視覺化分析方法，以中國知網 (CNKI) 資料庫 1986 年~2016 年間收錄的教育哲學領域的學術論文為研究對象，透過進行統計分析，首先發現近 30 年來中國大陸教育哲學研究的熱點主題集中在四個方面：關於教育哲學自身的研究，教育哲學的學科屬性研究是最熱點的領域；從學習階段的角度來看，與初等教育、中等教育相比較，研究熱點領域為高等教育，並形成了高等教育哲學；從分科教育哲學的角度來看，與科學、數學、語言、藝術等教育或教學哲學相比較，研究的熱點是音樂教育，並形成了音樂教育哲學；在教育思想方面，哲學流派與哲學家思想的研究始終是教育哲學的熱點領域。此外，發現近 30 年中國大陸教育哲學研究的前沿主題呈現趨弱型、穩健型、漸強型三種演變趨勢。教育哲學研究的趨弱型前沿主題包括教育價值取向、人文精神、素質教育和知識論；教育哲學研究的穩健型前沿主題包括師生關係、教育改革、教育實踐、教育思想；教育哲學研究的漸強型前沿主題包括高等教育、思想政治教育、音樂教育、職業教育。

Abstract:

Popular topics of research in the field of education philosophy in Mainland China were analyzed in this study. By means of knowledge map visualization analysis on academic papers of education philosophy, which was collected from CNKI in the years of 1986 to 2016, statistical analysis found that there were four major focuses: research subject attribute on education philosophy itself was the most popular; from the aspect of different educational stages, higher education philosophy was the most popular when compared with studies in elementary and secondary education; from the aspect of different subjects, music education philosophy was the most popular when compared with studies in science, mathematics, language and art or teaching philosophy; and from the aspect of educational thinking, studies on schools of philosophy and thoughts of philosophers were still the most popular area of education philosophy studies. In addition, three trends of evolution were found among the frontier topics of education philosophy studies in mainland China during the past 30 years: weakening, steady and gradual. The weakening frontier topics include education value orientation, humanistic spirit, quality education and knowledge theory. The steady frontier topics include school-based curriculum, education reform, education practice, and educational

thinking. The gradual frontier topics include higher education, ideological and political education, music education, and vocational education.