

3-1 《臺灣教育哲學》2019年03月號

1. 在師培中失陪？反思教育哲學教學在臺灣師資培育課程中的定位 陳伊琳

中摘：

臺灣自 1994 年師資培育管道多元化後，師資生修業年限至少兩年，師資生普遍在修業期間強烈感受到提升教學專業能力的焦慮感——希冀盡快「學會怎麼教」、「準備好自己的課」，以便勝任未來教職。對於「教師教學專業能力」的理解傾向於以可展現的技能、具體可見的學習成果為主，而這主要仰賴教育方法課程的涵養為之。相形之下，師資生對於教育基礎課程（特別是教育哲學）的修習價值較難有清楚體認。這種教師教學專業素養的觀點尤其在近年明顯受到師資培育政策與獎勵方案的強化，側重於提升師資生的學科教學能力，務使其具備立即可用的知能，無縫接軌於教學現場的需求。在這種能力導向、教學工藝觀為主流的師資培育文化氛圍下，本文指出面對教育方法與教育基礎課程之師資培育價值看似不平衡的現況下，教育哲學授課教師應致力於向師資生闡明、例示教育哲學的師資培育價值，同時澄清「教師教學專業素養」的豐富內涵。

Abstract:

Since 1994, student teachers are required to spend (at least) two years to complete pre-service teacher education training. Student teachers are under great time pressure and anxiety on how to quickly improve their professional teaching abilities, such as “learning how to teach” and “getting my lesson ready”. Teaching abilities of the teaching profession are conceived mostly in terms of “demonstrable skills” and “observable learning outcomes,” and these are believed to be cultivated by courses on “educational methods”. In comparison, it is becoming increasingly difficult for student teachers to appreciate the value and importance of taking courses on “educational foundations” in general and “philosophy of education” in particular. Of recent, teacher education policy in Taiwan further emphasizes on enhancing student teachers’ subject teaching expertise, with the aim of equipping them with ready-for-use knowledge and skills, which in turn could help them seamlessly meet the needs of the workplace. In addition, national incentive policy encourages teacher educators to recruit high school teachers’ to collaborate on teaching student teachers. In the dominant atmosphere of “competence model of teacher education” and “craft conception of teaching,” this paper is aimed to argue that in spite of the imbalanced importance placed on educational methods and educational foundation courses, it is crucial for teachers of educational

philosophy to explain to prospective teachers the significance of philosophy of education in the process of learning to become a professional teacher.

2. 從 Holmes Rolston III 觀點探討吳晟自然書寫及其在環境倫理教育之啟示/洪如玉、王顥涵

中摘：

本文旨在探討本土詩人吳晟自然書寫文學作品的環境倫理教育意涵，以西方環境教育之父 Holmes Rolston III 的環境倫理思想為理論參照，採取 Rolston III 自然的價值、自然與人的關係等面向之探討架構，思索吳晟作品的相對意義，探討其自然書寫中所蘊含的環境倫理教育內涵。本文分四部分：第壹節是導論，說明本文之動機、目的、背景及研究方法；第貳節說明 Rolston III 的環境倫理思想，探討自然的價值、人對自然的義務、人與自然的關係，作為第參節的分析架構；第參節討論吳晟自然書寫作品《守護母親之河：筆記濁水溪》與《種樹的詩人：吳晟的呼喚，和你預約一片綠蔭，一座未來森林》中的環境倫理思想；第肆節為結論，綜合前述討論，思考 Rolston III 與吳晟的思想在環境倫理教育上的啟示。

Abstract:

This paper aims to explore the Taiwanese poet Wu Shen's nature writing and educational implications for environmental ethics. There are four sections in this paper. The first section introduces the motive, purpose, background and research method of the study. The second section discusses Rolston III's ideas of environmental ethics, including values in the natural world, human duties to the natural world, and the relationship between human beings and the natural world. The ideas of Rolston III will be taken as the framework for analyzing Wu Shen's works. The third section explores Wu Shen's environmental thought by analyzing two of his works. The fourth section concludes with suggestions for educating environmental ethics.

3. 培育有能力的公民以彰顯社會正義之研究：對 J. Rawls 正義論的探討與回應/陳淑敏、吳秀玲

中摘：

培育有能力的公民是教育的核心職能，教育長期被視為彰顯社會正義的重要途徑之一。鑑此，本文旨在分析公民能力的開展，據以彰顯社會正義之方法論、轉進和回應，特別關注教育上的蘊義，以哲學詮釋方法探究理論和文獻中有關社會正義之分析、限制和嶄新取徑。本文由 J. Rawls 正義論的論述內涵與架構，演繹出個體道德能力與社會架構對於正義實踐的方法論。同時，本文呈現對 Rawls 之相關評議，並強調由社會發展的群體認同和實質效果來權衡正義的表徵和實現。本文探討理論論述的貢獻在於，闡釋 A. Sen 延續 Rawls 正義論並說明將能力實作視為培育公民以實踐社會正義的核心目的，探討其對於增進教育與社會正義議題的理論進展所產生之轉變和影響。

Abstract:

This article aims at analyzing the perspectives, approaches, limitations and transformations of how citizens obtain competency to demonstrate social justice. Philosophical hermeneutic is employed as the method to investigate the theories and literature related to the analysis, limitations and new approaches of social justice. The originality and value of this article are that it interprets how the individuals' competences and social frameworks impact the practices of social justice according to Rawls' theory of justice. The article also explores the existing criticisms on Rawls' rationales from the perspective of performance and effects in the social developmental contexts. Transformation of theoretical discourses could be seen from how Sen is inherent of Rawls' thoughts, but Sen infers that the opportunity and freedom for citizens' competences to function should be perceived as a substantial development which bears positive effect for citizens towards social justice in the educational field.

4. Hermann Hesse 《玻璃球遊戲》中的教育思想初探/方永泉

中摘：

當教育哲學的修辭學革命已經浮現，哲學與文學間的距離也逐漸拉近之時，文學家的教育思想探究遂成為教育思想史研究的一條可行之路。本文以 Hermann Hesse 及其代表作《玻璃球遊戲》為研究對象，探究其中的烏托邦教育思想。Hesse 為二十世紀德國著名詩人與小說家，也是 1946 年諾貝爾文學獎得主，Hesse 身為德國的文學家，但其影響力並未侷限在歐洲，他在其他國家如美國、臺灣也大受歡迎。Hesse 的小說多以「自我發現」為重要主題，除了自我發現外，他還常常描述精神與自然、身體與心靈的對立，以及在社會限制之外個人如何進行精神追尋的過程，這些都是我們在教育過程中應該關注的主題，亦是 Hesse 的多本作品可視為「教育小說」的原因。此外，在《玻璃球遊戲》中 Hesse 也凸顯了烏托邦式另類學術社群的主題，此一社群所在之地被視為「教育省」，象徵其對教育的重視。筆者認為，透過對於 Hesse 教育思想的探究，將有助於豐富及深化國內西方教育思想史的研究成果。

Abstract:

Due to the emergence of a “rhetorical” revolution in the field of educational philosophy and the closing gap between philosophy and literature, inquiries into educational thinking of famous writers could be a feasible alternative for the study of educational thought. This paper focuses on the world-known German poet and novelist Hermann Hesse in the 20th century and his representative work “Das Glasperlenspiel” (The Glass Bead Game) to probe into his educational thought. As a Nobel Prize award-winner, the influences of Hesse to the world (including U.S. and Taiwan) were considered to be huge and long-lasting. In Hesse’s novels, education and self-discovery were always important themes. In addition, he was also concerned about the dualism between spirit and nature, mind and body, and the process of human searching for spirit beyond social limits. All of the themes mentioned above, this researcher argues, should also be significant issues where educators should care for, and this is the reason why many works by Hesse are so called “Bildungsroman”. Furthermore, Hesse also highlighted the “utopian alternative academic community” in his “The Glass Bead Game”. In the main scene of this novel, which was called “pedagogical province” and Castalia, it addressed the highlights Hesse placed on education. Finally, the author argues that it would be beneficial to further study western thought of education in Taiwan through inquiring Hesse’s thinking about education.