

## 4-2 《臺灣教育哲學》2020年09月號

1. 追悼臺灣教育哲學界的一位朋友——Martin Schonfeld/但昭偉

## 2. J. Maritain 藝術創作理論中的前意識形象與藝術教育/何佳瑞

### 中摘：

本文以 J. Maritain 藝術創作理論中所涉及的前意識形象為焦點，探索一種在前意識中運作的理智直覺（即創造性直覺）如何與藝術家主體之諸能力彼此和諧運作，並掌握以形象方式呈現自身之「詩的知識」。在理論研究方面，本文首先論述 Maritain 藝術哲學中一種出現在「前意識」中的形象概念，並說明在何種意義上前意識中的形象（即「詩的知識」）可以被稱之為藝術家的創作靈感，再進一步指出形成詩的知識所涉及的主體能力與形象的三種可能形式。在藝術教育方面（尤指創作教學），Maritain 的前意識形象能夠起到開創性和建設性作用：首先，前意識形象提供了一種關於靈感來源的假設，此假設可輔以當代兒童創作心理學的研究來予以分析；其次，前意識的概念暗含了主體與環境、文化的互動，在後現代思潮及多元文化進入到我們生活世界的現況下，前意識的形象成為了主體對於世界體驗之最直接、統一的初步回應，而此體驗將成為其作品中最珍貴的意義和價值；最後，在創作教學的執行上，創作者訴諸直覺和本能的塗鴉表達練習、後現代之自由冥想，以及和多元文化材料與情境的接觸等，皆有助於創作者在作品中呈現其前意識形象的能力，並使作品的表達兼具創作主體的深度，以及其對世界之獨特、新穎且深刻的洞察。

### Abstract:

This paper aims to investigate images in the pre-conscious of the artist based on Jacques Maritain's theory of artistic creation. As images emerged in the artist's pre-conscious, which were grasped by the artist's creative intuition (intuition of the intellect), "poetic knowledge" becomes the precious resource that the artist endeavors to express in artworks. Concerning Maritain's theory, the paper focuses on first illustrating and elucidating the concept of "images in the pre-conscious," and then analyzing in which sense "images in the pre-conscious" can be regarded as creative inspiration for the artist's works. Three possible types of images from three different levels were found, as well as the involved human powers/capacities when forming images in the pre-conscious of the artist. Concerning the field of art education, this paper reveals the constructive and innovative elements of Maritain's artistic theory when adopted in the teaching of art creation. Firstly, the concept "images in the pre-conscious" provides a valuable hypothesis for artistic creation which is tied to the spring of artistic inspiration. This hypothesis will be attested in research through creative psychology of children. Secondly, "images in the pre-conscious" implies the idea of combining subject, environment, and culture. "Images in the pre-conscious" is the most direct and

unified initial response, which is the result of the artist's reaction towards the world. This unique experience (grasped as images in the preconscious) will in turn become precious meaning in the artist's works. Lastly, in the teaching of artistic creation, scribbling based on the subject's intuition and instinct, free contemplation emphasized by postmodernism, and constant contact with multicultural content as stimuli for imagination, may all guide the creative subject to better grasp the "poetic knowledge" in the pre-conscious. The work, as a presentation of this knowledge, is able to reveal the unique and profound insights that the subject perceives concerning the world.

### 3. 道德兩難情境的設計與變體：變化要素的探究/李孟翰

#### 中摘：

本研究發現，皮亞傑、郭爾堡到雷斯特的設計理念及方式凸顯了在編製測驗時，研究者、情境、受試者之間的有效契合度問題。而在當代的道德兩難形式及運用上，數位化的媒介是一大趨勢，但相應的在情境上、數據判讀上需要更清楚的證明評判他人的依據是什麼。在題意的變化要素上，主題內涵與故事情境的變化、受試者本身所扮演的角色與其能力變化、其他故事角色的介入要素變化等構成了試題整體的改變。試題本身也有其特徵：一、道德主體要選擇行為 A 還是行為 B，行為 A 與行為 B 被限制不得同時實現；二、道德主體是否會為了情境而去做壞事 C；三、道德主體進行了某個行為後的責任歸屬。掌握這樣的原則，對於道德兩難問題的設計與釐清就比較清楚。道德兩難測驗下的主客體思考上，研究者和受試者誰代表道德真理、文化差異下誰是主體且大眾的選擇是否就能代表道德真理，都是研究者必須在研究前說明清楚的。每個設計要素的使用都有其意涵，試題之間應具備相互邏輯性，受試者的主體思考和研究者的解讀都不應被測驗分裂。兩難議題在教育上所追求的是形成兩難的過程，並且在討論中尋得解決方法。教師的設計策略若是與研究者相同，就會容易忽略學生答非所求時背後的原因。

#### **Abstract:**

It was found in this study that the design concepts from Piaget, Kohlberg to Rest, highlighted the problems of fit between researchers, situations, and subjects when preparing assessments. In the form and application of contemporary moral dilemmas, digital media seems to be trending, but in situations and data interpretation, it is necessary to have more evidence to prove the basis for judging others. In terms of change factors, the change of theme and situation, the change of self-abilities, and the change of other role factors constitute the overall change of assessment questions. Under the subject-object thinking in moral dilemma assessments, researchers must clearly identify the following before conducting assessments: researchers and subjects who represent moral truth, cultural differences, and whether the public's choice can represent moral truth. There should be mutual logic between the assessment questions. The subject's subjective thinking and the researcher's interpretation should not be divided by the assessment. The issue of dilemma in education should be to pursue the process of forming a dilemma and find solutions in the discussion. If a teacher's design strategy is the same as the role of a researcher's, the reasons behind students' unanswered requests would likely be ignored.

#### 4. 從 Nussbaum 能力取向探析十二年國民基本教育課程之核心素養/薛淑今

##### 中摘：

基於對人類生活品質的省思，本研究以人類美好生活的幸福為論述起點，運用詮釋學研究方法，以理解 Nussbaum 的能力取向及其核心能力清單，接著藉由「能力取向」的哲學主張，分析我國十二年國民基本教育的核心素養。本研究發現：我國十二年國民基本教育可符合能力取向哲學基礎，透過十二年國民基本教育政策培育的核心素養是公民的實踐能力，能力取向成為政策制定確保人民可以擁有實踐的機會，人民同時擁有自由選擇的行動力和機會，才能真正獲致尊嚴的生活，享受幸福。

##### **Abstract:**

Based on reflecting on the quality of human life, this study employed hermeneutics research method to analyze the key competencies of the 12-year basic education with Nussbaum's "Capabilities Approach." This study found that: the key competencies of the 12-year basic education conform with the philosophical foundation of Nussbaum's ability orientation; the key competencies cultivated through the 12-year basic education policy are in fact practical civic competence; and the capabilities approach could ensure citizens to have the opportunity to practice their civic competence when formulating policies. Only with free choice of actions and opportunities can people truly achieve a dignified life and enjoy happiness.