

國立屏東大學
111 學年度研究所碩士班入學考試試題

系別：幼兒教育學系碩士班

科目：幼教專業閱讀理解與寫作

注意事項：不必抄題，但請依序將題號標出，並寫在答案紙上，否則不予計分。

一、請根據下文作者的觀點，舉例說明幼兒園教師帶領幼兒進行 STEAM 課程的策略(50%)。

有關近年教育領域備受關注的 STEAM，其四個英文字母意指科學 (Science)、技術 (Technology)、工程 (Engineering)、藝術 (Art)、數學 (Mathematics)。其精神在於科學、科技、工程、藝術及數學跨領域或稱跨學科 (Interdisciplinary) 的整合，一般簡稱 STEAM。STEAM 教育重視探究與解決問題能力的培養，並在探究過程中強調實作學習 (hands-on learning)、科技整合的教學，不論是教材、課程設計、課程運作，都基於真實情境、社會脈絡，整合各學科知識與技能。國內學者根據 STEAM 教育的意涵，提出 STEAM 課程設計的五個重要精神：1.跨領域的探究，打破學科框架。2.以學習者為中心，強調動手做。3.引發學習者的探究動機。4.解決真實生活的問題。5.透過感官學習。承上可知，STEAM 教育精神與幼兒教育強調的探究精神有極高的重疊性。因此，STEAM 教育要從幼兒園開始著手 (Maeda, 2013)。強調探究與解決問題歷程的幼兒教育，擁有深厚的探究底蘊來進行 STEAM 教育。幼兒教育的課程設計強調從幼兒的真實經驗與問題出發，因此 STEAM 教育可以實踐在以幼兒的真實生活與經驗為脈絡，透過探究歷程培養幼兒以科學探究為基礎，進行跨領域整合的活動，例如探究看不見卻讓人生病的病毒、發明一個實用又方便的防疫工具、池塘中浮在水面上的葉子、樹枝的剖面為什麼會流出汁液等，都是引導幼兒進行 STEAM 相當合適的情境。

二、以下短文探討幼兒教育教師面臨的挑戰。閱讀下文後，回答以下問題

1. 依據下文的內容，請說明幼兒教育教師所面臨的挑戰是什麼？(30%)
2. 您認為幼兒教育教師可以如何做以因應或克服上述的挑戰？(20%)

Early childhood educators face insurmountable challenges in meeting their professional obligations. Aside from the traditional roles that teachers have assumed, they are now expected to serve as curriculum specialists, diagnosticians, health care providers, family counselors, adult educators, program managers, child development experts, child advocates, mental health specialists, nutrition specialists, and many others too numerous to list. At the same time, the teaching profession is confronting new notions of pedagogy and more intense scrutiny by professional groups. Because the early years have now become a cause célèbre for many people and groups, there is no shortage of self-described experts ready to promote their opinions and solutions for the care and education of young children. Unfortunately, such entities often lack the preparation and the grounding in the various bodies of knowledge that comprise the field of early care and education. For example, all too often, the curriculum is misunderstood and looked upon as something that teachers do to children and not as something that teachers do with children. Parents are frequently considered a part of the physical landscape and not as the child's first teacher or partner in the teaching and learning enterprise. Here teachers are relegated to assembly line roles and pressured to keep to a certain instructional time schedule under the guise of teaching and children learning. This approach to the care and education of young children will surely undermine the current mantra of "no child left behind" so prominently promoted by certain groups and individuals. In this highly politicized environment of schools and childcare, early educators are faced with the challenge of defining what to teach, when to teach it, and why it is important to teach it, all against enormous barriers.

(資料來源：<http://www.delmarlearning.com/companions/content/0766863158/resources/pdf/Voice01.pdf>)