

**朝陽科技大學 098學年度第2學期教學大綱**  
**Seminar on Philosophies of Early Childhood Education 幼教哲學思潮研究**

<b>當期課號</b>	7738	<b>Course Number</b>	7738
<b>授課教師</b>	魏宗明	<b>Instructor</b>	WEY,TZONG MING
<b>中文課名</b>	幼教哲學思潮研究	<b>Course Name</b>	Seminar on Philosophies of Early Childhood Education
<b>開課單位</b>	幼兒保育系碩士在職專班二A	<b>Department</b>	
<b>修習別</b>	選修	<b>Required/Elective</b>	Elective
<b>學分數</b>	3	<b>Credits</b>	3
<b>課程目標</b>	<p>本課程的目標包括：</p> <ol style="list-style-type: none"> <li>1.了解哲學與幼教的關係，並能應用於幼教研究及實際幼教工作。</li> <li>2.了解近代幼教哲學的發展及其在教育史和對今後幼教發展的重要性。</li> <li>3.發展理想的幼教理念。</li> </ol>	<b>Objectives</b>	<p>The objectives of the course are:</p> <ol style="list-style-type: none"> <li>1.To understand the relations between philosophy and early childhood education, and be able to apply this understanding to research and practice.</li> <li>2.To understand the historical development of the philosophies of early childhood education in recent history, and its influence upon future development of early childhood education.</li> <li>3.To develop one's beliefs about ideal early childhood education.</li> </ol>
<b>教材</b>	<p>Philosophy of Early Childhood Education</p> <p>Sandy Farquhar, Peter Fitzsimons</p> <p>ISBN: 978-1-4051-7404-6</p> <p>Paperback</p> <p>120 pages</p> <p>February 2008, Wiley-Blackwell</p>	<b>Teaching Materials</b>	<p>Philosophy of Early Childhood Education</p> <p>Sandy Farquhar, Peter Fitzsimons</p> <p>ISBN: 978-1-4051-7404-6</p> <p>Paperback</p> <p>120 pages</p> <p>February 2008, Wiley-Blackwell</p>
<b>成績評量方式</b>	Seminar : 50% essay:50%	<b>Grading</b>	Seminar : 50% essay:50%
<b>教師網頁</b>	-		
<b>教學內容</b>	<p>Introduction: Sandy Farquhar (University of Auckland) and Peter Fitzsimons (University of Auckland).</p> <ol style="list-style-type: none"> <li>1. Meetings Across the Paradigmatic Divide: Peter Moss (Institute of Education, University of London).</li> <li>2. The Gift Paradigm in Early Childhood Education: Genevieve Vaughan (Austin, Texas) and Eila Estola (University of Oulu).</li> <li>3. Conceptions of the Self in Early Childhood: Territorializing identities: Liselott Borgnon (Institute of Education, Stockholm).</li> <li>4. Deconstructing and Transgressing the Theory – Practice dichotomy in early childhood education: Hillevi Lenz Taguchi (Institute of Education, Stockholm).</li> <li>5. In Early Childhood: What's language about?: Liane Mozère.</li> <li>6. The Politics of Processes and Products in Education: An early childhood metanarrative crisis?: Andrew Gibbons (New Zealand Tertiary College, Auckland).</li> </ol>	<b>Syllabus</b>	<p>Introduction: Sandy Farquhar (University of Auckland) and Peter Fitzsimons (University of Auckland).</p> <ol style="list-style-type: none"> <li>1. Meetings Across the Paradigmatic Divide: Peter Moss (Institute of Education, University of London).</li> <li>2. The Gift Paradigm in Early Childhood Education: Genevieve Vaughan (Austin, Texas) and Eila Estola (University of Oulu).</li> <li>3. Conceptions of the Self in Early Childhood: Territorializing identities: Liselott Borgnon (Institute of Education, Stockholm).</li> <li>4. Deconstructing and Transgressing the Theory – Practice dichotomy in early childhood education: Hillevi Lenz Taguchi (Institute of Education, Stockholm).</li> <li>5. In Early Childhood: What's language about?: Liane Mozère.</li> <li>6. The Politics of Processes and Products in Education: An early childhood metanarrative crisis?: Andrew Gibbons (New Zealand Tertiary College, Auckland).</li> </ol>

	7. (Re)Positioning the Child in the Policy/Politics of Early Childhood: Christine Woodrow (University of Western Sydney) and Frances Press (Charles Sturt University).		7. (Re)Positioning the Child in the Policy/Politics of Early Childhood: Christine Woodrow (University of Western Sydney) and Frances Press (Charles Sturt University).
--	--	--	--

尊重智慧財產權，請勿非法影印。