



教學計劃表 Syllabus

課程名稱(中文) Course Name in Chinese	文化回應教學	學年/學期 Academic Year/Semester	114/2
課程名稱(英文) Course Name in English	Culturally Responsive Teaching		
科目代碼 Course Code	MEMA50700	系級 Department & Year	碩士 Course-Offering Department
修別 Type	選修 Elective	學分數/時間 Credit(s)/Hour(s)	3.0/3.0
授課教師 Instructor	/謝穎音		
先修課程 Prerequisite			

課程描述 Course Description

本課程為研究所層級課程，旨在探討文化回應教學（Culturally Responsive Teaching, CRT）作為理解與回應多元文化社會中教育不平等、差異與權力關係的重要教學框架。課程以理論、實證研究與課堂實踐敘事為基礎，強調「文化」在課程設計、教學互動與學習歷程中的核心地位。課程主要以 Geneva Gay 的 Culturally Responsive Teaching: Theory, Research, and Practice 為理論主軸，系統性分析文化如何與族群、語言、社會階級、性別與其他社會文化因素交織，並形塑教與學的實踐。同時亦引介文化相關教學（Culturally Relevant Pedagogy）與文化永續教學（Culturally Sustaining Pedagogy）之研究，協助學生理解理論如何轉化為具體教育行動。

課程目標 Course Objectives

文化回應教學是多元文化教育中重要的教學概念及方法。文化差異在教育中具有重要的意義，將文化納入考慮，並善用學生的差異、社區資源，方能提昇所有學生的學習成就。本課程將檢視文化回應教學的內涵及做法，並在實徵研究中尋找證據，精進多元文化教育在教學中的設計與應用策略。學生在學習後將能：

1. 描述社會、經濟、政治及學校結構之間的關連；
2. 指出自身的文化參考架構，以及其與經驗學習之間的關係；
3. 發展對教學取向的多元化能力；
4. 將文化回應的觀點應用在研究及教學之中。

	系專業能力 Basic Learning Outcomes	課程目標與系專業能力相關性 Correlation between Course Objectives and Dept.'s Education Objectives
A	具備理解台灣多元族群文化、性別與社會階級差異之觀點。Gaining perspectives to understand the diversity of ethnicity, gender and class in Taiwan	●
B	具備理解不同類型的社會不平等現象、透視霸權運作模式的能力。Acquiring ability to comprehend social inequalities and fathom the operation of hegemon	●
C	具備統整台灣社會現象與世界重要文化事件的素養。Acquiring ability to integrate social phenomena in Taiwan with critical cultural events worldwide	○
D	具備從多元廣泛探索中尋找貫串與連結的素養。Acquiring ability to connect while exploring a wide variety of seemingly unrelated social issues	○
E	具備與跨領域專業社群共同合作、參與社會與教育改革之行動能力。Acquiring ability to collaborate with cross-disciplinary professional communities, and engage in social and educational reform	●

圖示說明 Illustration : ● 高度相關 Highly correlated ○ 中度相關 Moderately correlated

授課進度表 Teaching Schedule & Content

週次 Week	內容 Subject/Topics	備註 Remarks
1	Orientation	

2	Gay, 2018, 1 Challenge and Perspectives, 1-27	
3	Gay, 2018, 2 Pedagogical Potential of Cultural Responsiveness	
4	Gay, 2018, 3 The Power of Culturally Responsive Caring	
5	Reading 1/Group Discussion	
6	Round Table Discussion 1	
7	Reading 2/Group Discussion	
8	Round Table Discussion 2	
9	Gay, 2018, 4 Culture and Communication in the Classroom	
10	Gay, 2018, 5 Ethnic and Cultural Diversity in Curriculum Content	
11	Gay, 2018, 6 Culturally Congruity in Teaching and Learning	
12	Gay, 2018, 7 A Personal Case of Culturally Responsive Teaching Praxis	
13	Gay, 2018, 8 Looking Back and Projecting Forward	
14	Final Project Report I	
15	Final Project Report II	
16	Wrap Up and Celebration	
17	Reflection Submission	
18	期末考試週 Final Exam	

教學策略 Teaching Strategies

- 課堂講授 Lecture
 分組討論 Group Discussion
 參觀實習 Field Trip
 其他 Miscellaneous:

教學創新自評 Teaching Self-Evaluation

創新教學(Innovative Teaching)

- 問題導向學習(PBL)
 團體合作學習(TBL)
 解決導向學習(SBL)
 翻轉教室 Flipped Classroom
 磨課師 Moocs

社會責任(Social Responsibility)

- 在地實踐 Community Practice
 產學合作 Industry-Academia Cooperation

跨域合作(Transdisciplinary Projects)

- 跨界教學 Transdisciplinary Teaching
 跨院系教學 Inter-collegiate Teaching

- 業師合授 Courses Co-taught with Industry Practitioners

其它 other:

學期成績計算及多元評量方式 Grading & Assessments									
配分項目 Items	配分比例 Percentage	多元評量方式 Assessments							
		測驗 會考	實作 觀察	口頭 發表	專題 研究	創作 展演	卷宗 評量	證照 檢定	其他
平時成績(含出缺席) General Performance (Attendance Record)	60%			✓			✓		
期中考成績 Midterm Exam									
期末考成績 Final Exam	20%				✓				
作業成績 Homework and/or Assignments									
其他 Miscellaneous (_____)	20%						✓		
評量方式補充說明 Grading & Assessments Supplemental instructions									
教科書與參考書目 (書名、作者、書局、代理商、說明) Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)									
<p>閱讀書目 指定讀本 Required Readings: Gay, G. (2018). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i>. (3rd Ed.). Thousand Oaks, CA: Sage. Hsieh, I. H. (2019). Literacy practices of Chinese “restaurant families.” In R. M. Lowery, R. Pringle, M. E. Oslick (Eds.), <i>Land of opportunity: Immigrant experiences in the North American landscape</i> (p. 35-48). London, UK: Rowman & Littlefield Publishing Group.</p> <p>建議讀本 Suggested Readings: 丘延亮譯。2004。貧窮文化：墨西哥五個家庭一日生活的實錄。(奧斯卡·劉易士 Oscar Lewis: Five Families: Mexican Case Studies in the Culture Of Poverty)。巨流圖書公司。 吳曉樂。劉晏呈繪。2014。你的孩子不是你的孩子：被考試綁架的家庭故事 一位家教老師的見證。 宋慧慈。2020。用心，與孩子對話：用「好奇心」提問，用「接納心」傾聽，用「祝福心」回應。遠流。 陳玟樺。2019。我在芬蘭中小學做研究的日子：芬蘭中小學教育現場課室親身觀摩365日。遠流。 想像不家庭陣線、洪凌、王穎中。2019。想像不家庭：邁向一個批判的異托邦。蓋亞。 劉雨津譯。2023。有愛就是一家：我們這個時代的多元家庭想像圖。(蘇珊·葛倫克 Susan Golombok: We are Family: What Really Matters for Parents and Children)。臺灣商務。 關明孚譯。2025。阿德勒談兒童的社會化與人格發展：生活風格建立、錯誤行為解析、家庭關係重塑，個體心理學之父從理解出發的教育哲學。(阿爾弗雷德·阿德勒 Alfred Adler: Child and Adolescent Psychology)。崧燁文化。 Pam Pam Liu, 藍佩嘉。2022。小乖的人類觀察日誌。原動力文化。</p> <p>參考書目 Reference Books: Fu, D. (2009). <i>An island of English: Teaching ESL in Chinatown</i>. Portsmouth, NH: Heinemann. Gee, J. P. (2015). <i>Social linguistics and literacies: Ideology in discourses</i> (5th ed.). London, UK: Routledge. Gonzalez, N., Moll, L. C., Amanti, C. Eds. (2005). <i>Funds of Knowledge: Theorizing practices in households, communities and classrooms</i>. Heath, S. B. (1983). <i>Ways with words: Language, life, and work in communities and classrooms</i>. Cambridge University Press. Ladson-Billings, G. (2021). <i>Culturally Relevant Pedagogy: Asking for a different question</i>. NY: Teachers College Press. Nieto, Sonia (). <i>Affirming Diversity: The sociopolitical context of multicultural Education</i>. (4th Edition). (肯定多樣性：社會政治情境下的多元化教育, Based on 4th Ed.) Paris, Django & Alim, H. Samy (Eds.). (2017). <i>Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World</i>. Saifer, S., Edwards K., Ellis, D. Ko, L., and Stuczynsky (2010). <i>Culturally Responsive Standards-Based Teaching: Classroom to Community and Back</i>. (2nd. Ed.). NY: Teachers College Press.</p>									

課程教材網址(含線上教學資訊,教師個人網址請列位於本校內之網址)
Teaching Aids & Teacher's Website(Including online teaching information.
Personal website can be listed here.)

其他補充說明 (Supplemental instructions)