



## 教學計劃表 Syllabus

|  |   |                             |   |                                    |
|--|---|-----------------------------|---|------------------------------------|
| 課程名稱(中文)<br>Course Name in Chinese   | 批判教育論專題研究   |                             | 學年/學期<br>Academic Year/Semester   | 114/2                              |
| 課程名稱(英文)<br>Course Name in English   | Seminar in Critical Pedagogy  |                             |   |                                    |
| 科目代碼<br>Course Code  | MEPD71900   | 系級<br>Department & Year     | 博士  | 開課單位<br>Course-Offering Department |
| 修別<br>Type   | 選修 Elective   | 學分數/時間<br>Credit(s)/Hour(s) | 3.0/3.0   |                                    |
| 授課教師<br>Instructor   | /廉兮   |                             |   |                                    |
| 先修課程<br>Prerequisite   |   |                             |   |                                    |
| 課程描述 Course Description  |   |                             |   |                                    |
| <p>In a capitalist society, the value of people's labor is simply converted into the amount of profit from serving the employer. In the fierce market competition, more people are faced with limited choices of low wages and fragmented jobs. The dichotomy between rich and poor in society, the weakening of labor rights, the deterioration of the ecological environment, and the representative democracy and national policies serve the interests of the bourgeoisie are closely related to the capitalist development model. Faced with the worsening living conditions of workers around the world and the ecological crisis, people are wondering how to return to communities and workers? How to protect ecology and environment? How to enhance equality, cooperation and unity among people? This course attempts to explore the history of capital accumulation and plunder of capitalism, trace the struggles of working people around the world, carry forward the power of education for liberation, and rebuild a social space where people can communicate with each other with mutual care. The course proposes arguments and researches on radical democracy and liberation education. The course topics are listed as follows:</p> <ol style="list-style-type: none"> <li>1. Pedagogy of the Oppressed</li> <li>2. Critical Literacy</li> <li>3. Border Pedagogy</li> <li>4. Home-place Pedagogy</li> </ol> |   |                             |   |                                    |
| 課程目標 Course Objectives   |   |                             |   |                                    |
| <p>本課程提供學習者接近當代馬克斯主義思潮下的北美、南美與亞洲基進教育的理論與實踐認識。批判教育學所特別觀照的文化政治、越界教育與實踐主體的知識與倫理觀將是本課程的探討焦點。希望提供研究生對於自身與社會處境的理解與實踐知識形構的對話空間</p>  |   |                             |   |                                    |
| 系專業能力<br>Basic Learning Outcomes   |   |                             | 課程目標與系專業能力相關性<br>Correlation between Course Objectives and Dept.'s Education Objectives |                                    |
| A  | 具備多元文化學術研究的知識與對於族群、階級、性別等不平等處境之深度分析能力。Gaining academic knowledge in multicultural education to analyze the unequal power relations pertaining to social dimensions of ethnicity, gender and class |                             | ○   |                                    |
| B  | 具備專業領域推動多元文化教育創新能力與精神。Acquiring professional competence and motivation to promote and innovate multicultural education  |                             | ○   |                                    |
| C  | 具備多元文化溝通、運用跨領域之資訊、傳達多元文化教育觀點之素養。Acquiring ability to communicate cross-culturally, utilize cross-disciplinary information, and share perspectives of multicultural education                      |                             | ○   |                                    |
| D  | 具備多元文化社群行動能力，主動發掘教育與社會革新議題，參與教育與社會改革行動。Acquiring ability to ally with diverse cultural communities, investigate educational and social problems with a view to initiate actions to reform         |                             | ●   |                                    |

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|---|--|---|
| E | 具備運用跨國多元文化教育觀點，發展在地理論與實踐視角的能力。Gaining perspectives of multicultural education within cross-country contexts while developing theoretical knowledge and praxis in the local context | ● |
|---|--|---|

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       | Introduction  |            |
| 2       | Pedagogy of the oppressed, Introduction and Preface   |            |
| 3       | Freire, Pedagogy of the Oppressed, chapter 1  |            |
| 4       | Freire, Pedagogy of the Oppressed, chapter 2  |            |
| 5       | Freire, Pedagogy of the Oppressed, chapter 3  |            |
| 6       | Freire, Pedagogy of the Oppressed, chapter 4  |            |
| 7       | Larry Miller and Danah Opland-Dobs, Students Blow the Whistle on Toxic Oil Contamination in Rethinking schools: Education for critical consciousness And Education as the practice of freedom |            |
| 8       | Ira Shor & Paulo Freire, A Pedagogy for Liberation: Dialogues on Transforming Education   |            |
| 9       | Dwi Rosita Sari, Migrant Narratives of Border Crossings and Critical Literacy Pedagogy  |            |
| 10      | Mitzi Lewison, Amy Seely Flint, Katie Van Sluys (2002). Taking on Critical Literacy: The Journey of Newcomers and Novices. Language Arts 79(5): 382-392.                                      |            |
| 11      | Lien, Life beyond schools   |            |
| 12      | Critical Race Theory  |            |
| 13      | bell hooks, Homeplace as Site of Resistance<br>bell hooks, From Margin to Center  |            |
| 14      | Giroux, Teachers as Transformative Intellectuals  |            |
| 15      | Asia as Method  |            |
| 16      | Final Report Presentation   |            |
| 17      | Final Report Presentation   |            |
| 18      | 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:

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| 學期成績計算及多元評量方式 Grading & Assessments  |                    |                    |          |          |          |          |          |          |    |
|--|--------------------|--------------------|----------|----------|----------|----------|----------|----------|----|
| 配分項目<br>Items  | 配分比例<br>Percentage | 多元評量方式 Assessments |          |          |          |          |          |          |    |
|  |                    | 測驗<br>會考           | 實作<br>觀察 | 口頭<br>發表 | 專題<br>研究 | 創作<br>展演 | 卷宗<br>評量 | 證照<br>檢定 | 其他 |
| 平時成績(含出缺席)<br>General Performance<br>(Attendance Record)   | 30%                |                    |          | ✓        |          |          | ✓        |          |    |
| 期中考成績 Midterm Exam   |                    |                    |          |          |          |          |          |          |    |
| 期末考成績 Final Exam   | 40%                |                    |          | ✓        | ✓        |          | ✓        |          |    |
| 作業成績 Homework and/or<br>Assignments  | 30%                |                    | ✓        | ✓        |          | ✓        |          |          |    |
| 其他 Miscellaneous<br>(_____)  |                    |                    |          |          |          |          |          |          |    |
| 評量方式補充說明<br>Grading & Assessments Supplemental instructions  |                    |                    |          |          |          |          |          |          |    |
| 1. Reading, writing and collaborative dialogue are important ways of learning in this class. Students are expected to share thoughts and experiences that relates to the texts from assigned readings and others students' stories. (30%)  |                    |                    |          |          |          |          |          |          |    |
| 2. Students who lead class discussion should prepare PPT (including discussion questions) and send it to instructor one-day ahead of class. Concept clarification, relevant local issues, in-depth discussion, timing and students' participation are criteria for evaluation. (30%) |                    |                    |          |          |          |          |          |          |    |
| 3. developing a critical project of in-between: a transversal politics where multiple home-place as sits of resistance and solidarity. Length of the research paper is 10-20 pages, APA style. (40%)   |                    |                    |          |          |          |          |          |          |    |
| 教科書與參考書目 (書名、作者、書局、代理商、說明)<br>Textbook & Other References (Title, Author, Publisher, Agents, Remarks, etc.)  |                    |                    |          |          |          |          |          |          |    |
| Freire, P. (2000) Pedagogy of the oppressed. New York: Continuum press.<br>supplemental Readings in e-learning   |                    |                    |          |          |          |          |          |          |    |
| 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)<br>Teaching Aids & Teacher's Website(Including online teaching information.<br>Personal website can be listed here.)  |                    |                    |          |          |          |          |          |          |    |
| e-learning   |                    |                    |          |          |          |          |          |          |    |
| 其他補充說明 (Supplemental instructions)   |                    |                    |          |          |          |          |          |          |    |
| no   |                    |                    |          |          |          |          |          |          |    |