

110 年度教學實踐研究計畫-通識學門成果報告

計畫名稱: 提升藝大生民主素養：

PBL 融入藝術學課程教學設計與研究

課程名稱: 藝術學

學校系所: 國立臺灣藝術大學通識教育中心

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一. 研究動機與目的

以講述法為主要授課方式的「藝術學」，常被視為理論課程。又因未能與各系的專業課程產生連結，致使學生質疑通識課程中的跨領域學群的必要性。如何展現「藝術學」的跨領域特色與提升學生的學習動機為研究動機一。

學生只專注厚實個人美學和創作知能，忽略了未來進入職場須具備的團隊合作能力。如何引發藝大生注意到團隊合作的重要性為研究動機二。

二. 研究問題

1. 將 PBL 教學法融入課程，探討能否將被視為理論課程的「藝術學」轉化為具有跨領域合作特色的課程。
2. 跨系合作的分組作業能否讓學生除了學習藝術學相關理論知識外，並能模擬未來就業場域概況，提升團隊合作能力。

三. 研究設計/方法如何配合課程與教學活動

期初將學生跨系院分組，期中開始配合「公共藝術」單元，以「設計台藝大公共藝術」為分組創作的主題(下學期主題改為配合「藝術起源-宗教說」介紹的山海經和「藝術史」的形式表現)，製作海報和模型、期末公開發表、展示與同儕評量。根據學生期初、期末填答的「學生團隊合作能力表」分析教學成效。

四. 教學暨研究成果

1. PBL 教學法能提升學生對藝術學課程的學習興趣。
2. 學生注意到獨創與共創的差別及團隊合作時主動積極和溝通表達等的重要性。

五. 省思

實體授課時，PBL 教學法和跨系合作的分組作業能展現藝術學的跨域特色，提升教學成效，並讓學生意識到團隊合作的重要性。但視訊教學時，較難掌握學習情形。

關鍵字: 藝術學 、 跨領域 、 PBL 、 團隊合作

Promoting the Democracy Literacy of Arts Majors: Integrating PBL into the Design and Study of Arts Courses

Chang Chun-ying

一. Research motivation and objectives

Art studies, mainly taught through lecture, is often regarded as a theoretical course. In addition, because art studies have failed to connect with the professional courses of other departments, students question the necessity of interdisciplinary majors in general education. The first goal of this study was to demonstrate the interdisciplinary characteristics of art studies and improve students' learning motivation.

Students only focus on sharpening their personal aesthetics and creative knowledge, ignoring teamwork skills required for the future of work. Therefore, the

second goal of this study was to remind art university students of the importance of teamwork.

二. Research questions

1. Integrate problem-based learning (PBL) into art courses and explore whether art studies, which is generally deemed as a theoretical discipline, can become interdisciplinary and cooperative.
2. Whether group assignments involving interdepartmental cooperation allow students to not only learn the theoretical knowledge of arts but also understand the general nature of their future workplaces and improve their teamwork skills.

三. How the research design/method aligns with the curriculum and teaching activities

At the beginning of the semester, students from different departments were grouped. In the middle of the semester, students started to cooperate in the lesson entitled “Public Art”. “Design of Public Art at National Taiwan University of Arts” was the theme of the group project (the theme for next semester will be “The Origins of Art: Theory of Religion,” in which the *Classic of Mountains and Seas* and Art History will be introduced), which involved poster and model production. At the end of the semester, their artworks were up for public display, presentation, and peer evaluation. At the beginning and end of the semester, the scale for assessment of student teamwork skills was administered to the students to assess the effectiveness of PBL.

四. Teaching and research outcomes

1. The PBL method enhanced the students’ interest in art courses.
2. The students noticed the difference between solo and collaborative creation and the importance of initiatives and communication during teamwork.

五. Reflection

In in-person teaching, interdisciplinary characteristics of art studies can manifest through PBL method and group assignment involving interdepartmental cooperation, thereby improving teaching effectiveness and reminding students of the importance of teamwork. However, teaching through video conferences makes it difficult to grasp students’ learning condition.

Keywords: art, interdisciplinary, PBL, teamwork

