

屏東縣政府 函

地址：900219屏東縣屏東市自由路527號
承辦人：詹子芸
電話：08-7320415#3641
傳真：08-7337061
電子信箱：a002409@oa.pthg.gov.tw

受文者：屏東縣立內埔國民中學

發文日期：中華民國112年9月28日
發文字號：屏府教終字第11259446000號
速別：普通件
密等及解密條件或保密期限：
附件：如說明七 (4714231_11259446000_1_4714231_11259446000_1.pdf、
4714231_11259446000_1_4714231_11259446000_2.pdf)

主旨：有關教育部委請國立陽明交通大學辦理美感教育課程與教學成果展「生活中的每一課—美感進行式：扎根、跨域、創新」之專場導覽，請貴校教育行政人員及教師踴躍報名參加，詳如說明，請查照。

說明：

- 一、依據教育部112年9月20日臺教師(一)字第1120088481號函辦理。
- 二、教育部自103年起推動美感教育中長程計畫，108-112年第二期五年計畫以「美感即生活」為核心理念，美感不只談「美」，更要談「感」，開展「創造改變」的未來，期盼在世界變化的時代為未來世代培養終身學習的素養。
- 三、旨揭成果展係以美感教育有關課程和教學內涵為主軸，結合幼兒園美感教育扎根計畫、跨領域美感教育卓越領航計畫、美感設計與課程創新計畫之重要成果。
- 四、展覽資訊如下：
 - (一)展覽時間：112年10月14日（星期六）至10月22日（星期

日)上午10時至下午6時(週一休園)。

(二)展覽地點：臺灣當代文化實驗場 C-LAB圖書館展演空間
(臺北市大安區建國南路一段177號)。

(三)展覽資訊網址：<https://aew.moe.edu.tw>。

五、為使學校人員更深入了解展出內容，特安排專場導覽：

(一)教育行政人員專場：

- 1、報名對象：各級學校教育行政人員(尤以教育部補助直轄市及縣(市)政府藝術與美感深耕計畫承辦人員為佳)。
- 2、導覽時間：112年10月13日(星期五)下午2時30分至3時。
- 3、導覽集合地點：臺灣當代文化實驗場C-LAB 圖書館展演空間1樓展場門口。
- 4、報名連結：<https://reurl.cc/11nlMm>。
- 5、報名截止：112年10月2日(星期一)中午12時截止。

(二)學校教師專場：

- 1、報名對象：各級學校及幼兒園教師。
- 2、導覽時間：112年10月13日(星期五)下午3時30分至4時。
- 3、導覽集合地點：臺灣當代文化實驗場 C-LAB 圖書館展演空間1樓展場門口。
- 4、報名連結：<https://reurl.cc/K36M0q>。
- 5、報名截止：112年10月2日(星期一)中午12時截止。

六、本府核予報名參與旨揭成果展專場導覽人員公(差)假登記，課務自理。

七、檢附「生活中的每一課 美感進行式：扎根、跨域、創新」
展覽電子邀請函及導覽手冊(含展覽資訊)各1份，相關事
宜，請逕洽承辦單位國立陽明交通大學（教育部美感與設
計課程創新計畫）蔡惠婷小姐，電話：02-23145277。

正本：各高國中、各國小、本縣公立國小附設幼兒園、私立教保服務機構

副本：本府教育處學前教育科、本府教育處終身教育科



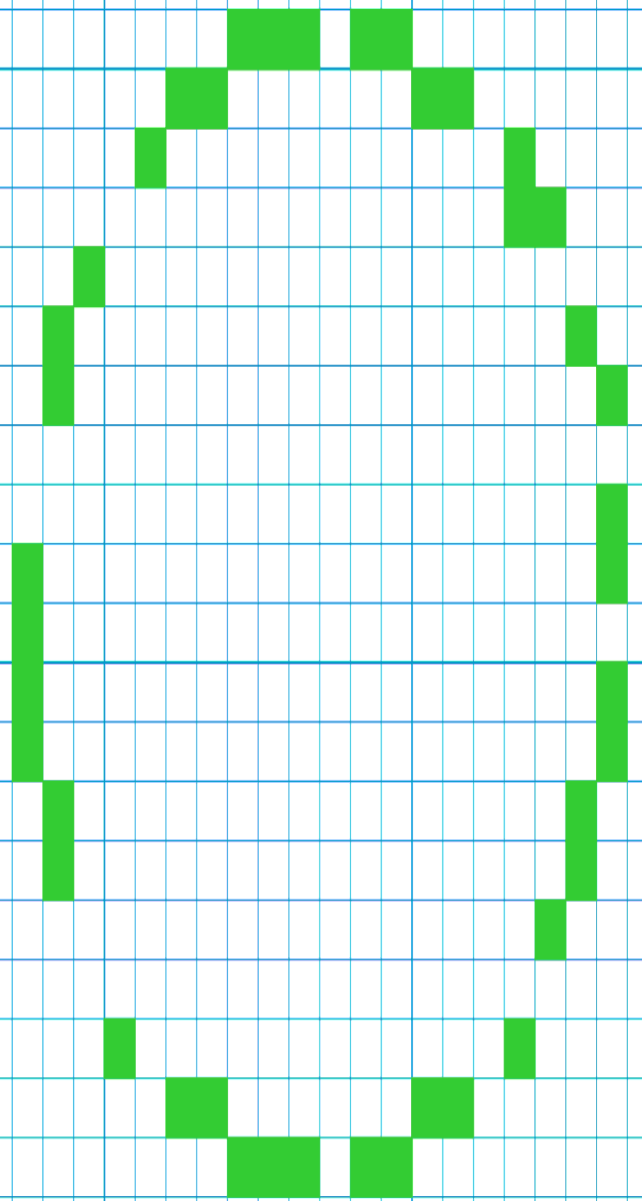
本案依分層負責規定授權業務主管決行

裝

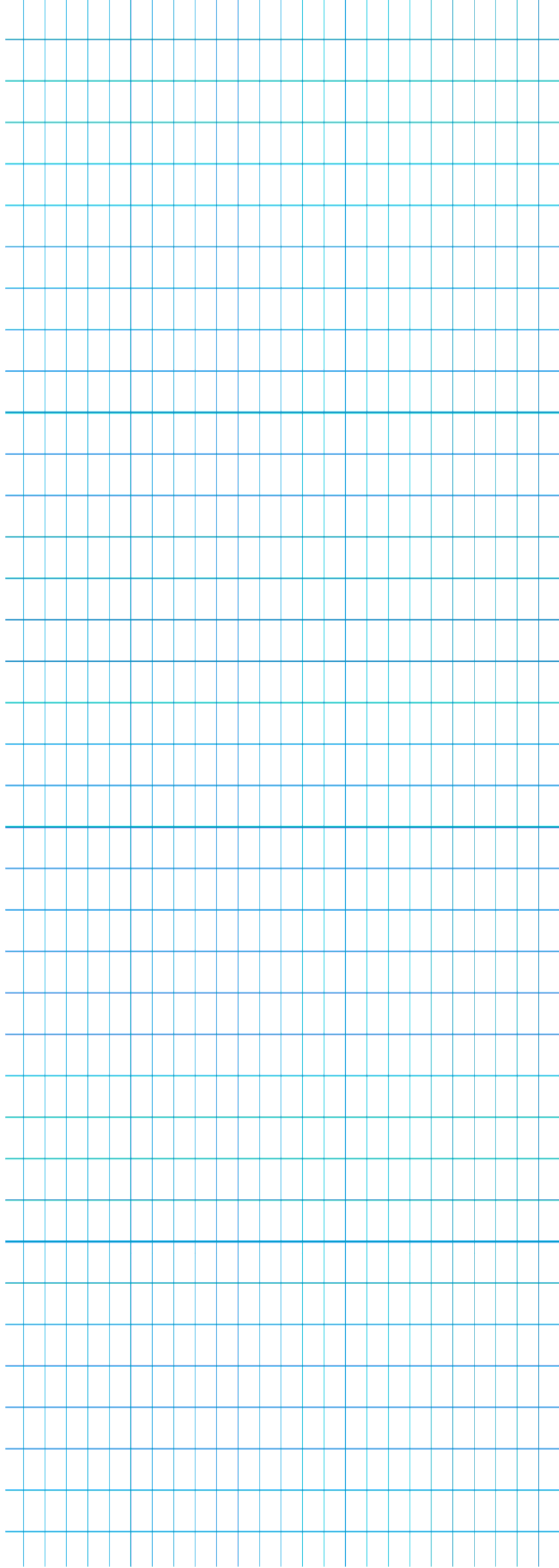
訂

線





部長的話	02
美感教育總論	04
計畫理念	06
幼兒園美感教育扎根計畫	
跨領域美感教育卓越領航計畫	
美感與設計課程創新計畫	
空總平面圖	12
系列活動	14
展區平面圖 / 課程介紹	



美感十年， 開創臺灣美感教育的美好未來

在當代社會中，美感的重要性已不容忽視，美感讓我們感知外在環境，啟發個人的創造力和想像力，更培養邏輯思辨和問題解決的能力。當我們覺察、富有同理地理解生活中各式議題，也一同構思如何解決問題，這是身為地球公民的責任與歸屬，也是自我價值的實踐。如何培育美感素養，美感教育的推動刻不容緩。

正因深知美感教育對於學生全人發展的重要性，教育部自103年起開始推動第一期與第二期美感教育中長程計畫。第二期計畫（108-112年）以「美感即生活」為核心理念，制定「支持體系」、「人才培育」、「課程活動」、「學習環境」4大推動策略，中央與地方合作整合美感教育資源，推動教育人員的美感素養提升，更跨部會資源串聯國際、地方政府與民間推動，讓美感教育從課程到生活，全方位地進入各個教育階段。從幼兒教育啟蒙扎根、在課程教學中拓展學生對生活中的美感經驗，讓每個孩子都能充分發揮創造力和表達能力。同時也導入設計方法，創造從使用者經驗出發、兼顧自然與在地文化的優質校園環境，讓生活俯拾皆是美。

美感教育中長程計畫第二期五年計畫在今年邁入尾聲，也意味著美感教育計畫已邁入第十年，這將是關鍵的里程碑。我們堅信這十年的累積已經成為養分，為培養具有美感素養的新一代奠定堅實的基礎。期待志同道合的教育夥伴們繼續攜手合作並擴大影響力，為孩子們的成長和未來的發展開創更美好的可能。

潘文忠
教育部長

A Decade of Aesthetic Education : Creating a Bright Future for Aesthetic Education in Republic of China (R.O.C., Taiwan)

Nowadays in society, we cannot overlook the importance of aesthetics in our contemporary life. Aesthetic awareness allows us to perceive the environment, inspire personal creativity and imagination, and cultivate logical thinking, analyzing, reasoning, and problem-solving abilities. When we become aware of the variety of issues in our lives, and empathetically understand our different daily challenges, we also contemplate how to solve problems. The urgent task of promoting aesthetic education for people to have a sense of aesthetics is our responsibility as global citizens, and this task is the embodiment of our values.

Recognizing the significance of aesthetic education for the holistic development of students, the MOE in R.O.C., Taiwan has been promoting mid to long term plans for aesthetic education since 2014, and the second phase from 2019 to 2023. This current plan revolves around the core concept of "Aesthetics is Life" and encompasses four major strategies: "Support Systems," "Talent Cultivation," "Course Activities," and "Learning Environments."

This plan promotes collaboration between central and local governments to integrate aesthetic education resources and elevate the aesthetic literacy of educators. This plan also connects all ministries' resources across international institutes, local governments, and private sectors, to enable aesthetic education to permeate from courses to daily lives at all educational stages.

The plan also includes fostering aesthetic awareness from early childhood education, expanding students' experiences of aesthetics through courses teaching, as well as empowering every student to fully unleash their creativity and expressive abilities. Additionally, the plan incorporates design methodologies to create high-quality campus environments that prioritize user experience, while embracing nature and local culture, so that beauty is abundant in our daily lives.

As the "Second Phase Five-year Plan of the Mid to Long Term Plan of Aesthetic Education (2019-2023)" draws to an end this year, it also marks the initiative's tenth anniversary, a crucial milestone. We firmly believe that this decade's accumulation of effort has provided nourishment to lay a very solid foundation for cultivating a new generation with aesthetic literacy. We look forward to continuing to collaborate with like-minded educational partners, exert influence, and jointly create a brighter future for the growth and development of our children.

Pan, Wen-Chung
Minister of Ministry of Education (MOE)

美感超能力：

從美到美好，從我到我們，從K到12+

法國哲學家米歇爾·賽爾（Michel Serres）曾經暱稱這年輕世代為「拇指世代」。對賽爾而言，世界變化，教育也必須改變，而學習改變，才能創造改變，面對未知的未來。米歇爾·賽爾更直接舉例：「牛頓就是這樣做的，他把蘋果落地跟地球運行串接起來……思想的作用就是讓無關連、差異性的東西發生關係，創作的緣起就在發現無關聯的事物並且把它們串接起來……」。推動美感教育就是在現行的教育體制裡連接差異性，創造改變。

教育部美感教育中長期計畫的理念開展面向「創造改變」的未來。三個課程創新計畫：「幼兒園美感教育扎根計畫」、「跨領域美感教育卓越領航計畫」、「美感與設計課程創新計畫」，期盼在世界變化的時代為未來世代培養終身學習的素養，我們叫它：「美感超能力」。如今呈現在展覽裡的就是第二期計畫108年至112年的歷年成果，不妨視為美感超能力的「武功秘笈」與「招式示範」。

美感教育課程計畫以「美感即生活」為核心理念，針對不同年齡層、從幼兒園（K）到大專院校（12+）開發各種主題課程，讓學生能夠「感」並且「知」，從探索自我內心出發（我）、感受身邊的人群（我們）；從感知日常物件、藝術作品的純粹形式（美），擴展到關懷身處的這片土地、這顆星球，並逐步累積美感認知與養成，直到真正實踐於生活之中（美好），這是美感教育的現正進行式。

展覽中，呈現三個計畫累積的美感課程，從自我探索、生態永續、文化保存與世界議題，教案教材與沉浸體驗，感受教學裡向下扎根的緻密、跨領域的豐富多元和創新的積極發展。展覽期間，臺灣當代文化實驗場（空軍總司令部舊址）更搖身一變成為美感學習基地，將教案轉譯為展期限定的工作坊、講座等系列活動，讓美感存在於生活中，並且透過不同的參與者，進行累積、變化與討論。

倡議「藝術教育救國論」的漢寶德先生曾說：「美感是文明的指標，更是文化的基石。美不是外在的形貌，而是一種思想的習慣。美不全是天賦，不僅僅是品味；美是一種素養，更是一種力量。」這正是推動美感教育團隊的整體信念。

邀請您來到展場，閱讀師生共創的積累，體驗計畫團隊匯聚的能量，打開五感探索我們身處的環境，感受生活中，時時刻刻，都可成為學習美感的每一課。

Aesthetic Superpowers: From K to 12+, From One to All, From Aesthetics to Art and Design

French philosopher Michel Serres referred to today's youth as the "Thumb Generation." He emphasized that as the world evolves, so must our education to become the catalyst for change, especially in an uncertain future. Serres highlighted Newton's approach to connect a falling apple to Earth's gravity, demonstrating the power of thought in bridging disparate concepts. Aesthetic education is the bridge that connects diversity within the school system to drive change.

The Ministry of Education's Aesthetic Education Program envisions a future of creating change. The three innovative curriculum projects: "Early Childhood Aesthetics Education Cornerstone Project", "The Pioneering Program for Cross-Disciplinary Aesthetic Education," and "Curriculum Reform Initiative Taskforce: Agenda for Art and Design Education" aim to cultivate lifelong learners in a changing world. We call it "Aesthetic Superpowers." The ongoing exhibition presents the results of the project (2019-2023), displaying the "master manuals" and "expert demonstrations" for Aesthetic Superpowers.

The innovative courses center around the idea that aesthetics is how we live. From kindergartens to universities, the courses enable students to perceive and conceive. Lessons range from self-exploration to embracing communities, from seeing pure forms in everyday objects to understanding the surroundings with awareness, ultimately integrating aesthetics education into life. This is the essence of aesthetic in action.

The exhibition showcases aesthetic courses from self-discovery, ecological sustainability, cultural preservation, to global issues. It offers teaching materials, immersive experiences, and innovative developments. During the show, Taiwan Contemporary Culture Lab (the former headquarters of Air Force Command) transforms into a learning hub, translating lesson into workshops, lectures, and discussions. These activities create accumulating and evolving conversations to engage diverse participants.

Mr. Han Pao-Teh, who advocated for "Art Education to Save the Country," once said, "Aesthetics is a hallmark of civilization, a cornerstone of culture. Beauty is not merely an external appearance but a practice of thought. Beauty isn't just talent or taste; it's a quality and a strength." This embodies the belief of the aesthetic education projects.

We invite you to the exhibition to explore the accumulated efforts of students and educators, experience the project teams' energy, engage your senses to explore our surroundings, and understand that every moment in life can become a lesson in learning aesthetics.

與美感共舞－ 孩子的100種語言

為培育具備美感軟實力的創意人才，教育部於103年開啟了國家「美感教育中長期計畫」，很榮幸承接這個計畫，此計畫是唯一以「學前階段」為主的計畫，在美感課綱的課程目標下，透過全國師培聯盟，和一群專業創意兼具團隊，研發、進行「普及性」的美感師資培訓，五年在北、中、南、東四區建立105個「美感教育特色園」，從撒種、澆灌到如今已結出果實。

自108年起第二期五年計畫正式啟動，「幼兒園美感教育扎根計畫」墊基於前期成果，持續推動「教保服務人員美感共學社群」，從「美感生活」、「美感環境」與「美感課程」為切入點，並以「視覺藝術」、「音樂」和「戲劇扮演」三個藝術媒介出發，教學現場的夥伴們於共學社群中，深化自身與藝術媒介相關知能、提升美感課程設計與實踐能力，三個學年度的社群共建置了數百例多元跨域的美感示例。

同時，於全國擇定12所美感案例幼兒園，連結新課綱美感領域內涵，發展出結合「在地」和「校本」特色之美感實踐方案，並成為縣市地方培育美感教育的種子。本計畫團隊以影像與文字的方式完整紀錄，與國際學前教育機構接軌，呈現臺灣幼兒美感教育成果；此外，本計畫亦連結全國師培大學及縣市政府，凝聚師培教授、師資生、縣市政府及現場教師幼兒美感教育方面的共識，擴散社群實踐與美感幼兒園的案例成果，落實教育部美感教育中長期計畫之「從幼扎根、跨域創新、國際連結」目標。

當然最終還是希望打破迷思，拉近美感與我們的距離感，從生活中領受美感於生活中的滿足、累積美感體驗，自然能夠成為給予者。讓我們一起感受生活的美好，發現生命的動力，對生活有感，對環境有關懷，對未來有盼望。

林玫君

林玫君

幼兒園美感教育扎根計畫主持人
國立臺南大學戲劇創作與應用學系教授

Dancing with Aesthetics – The 100 Languages of Children

In order to cultivate creative talents with aesthetic power, the Ministry of Education initiated the national Aesthetic Education Program in 2014. We're honored to be a part of this project, which is the only one focused on the preschool stage of education. Following the aesthetic curriculum guidelines, we collaborated with a professional and creative team through the National Teacher Education Alliance to develop and implement inclusive aesthetic teacher training. In the first five years, we established 105 "Aesthetic-Featured Kindergartens" in Taiwan. The seeds we sow and nurtured have grown to produce wonderful results.

Since the second phase of the Aesthetic Education Program launched in 2019, the "Early Childhood Aesthetics Education Cornerstone Project" has been building upon the previous achievements. We continue to promote the "Aesthetic Co-Learning Community for Education and Care Service Personnel," using "aesthetic living," "aesthetic environment," and "aesthetic curriculum" as entry points. Starting with three artistic media: visual arts, music, and theater, our partners in the teaching field deepen their knowledge and enhance their capacity for aesthetic curriculum design and implementation within the education community. Over three academic years, we've built hundreds of diverse interdisciplinary examples of aesthetic education.

Simultaneously, we've selected 12 exemplary kindergartens, linking them to the new curriculum's aesthetic content and developing plans incorporating local and school-based characteristics. These kindergartens serve as the seeds for cultivating aesthetic education at the local level. The project team documented the process through images and texts, aligned with international early childhood education institutions to showcase Taiwan's achievements. Additionally, the project connects teacher education universities and local governments, gathering consensus from teacher educators, pre-service teachers, government officials, and on-site kindergarten teachers. This way, aesthetic kindergartens' community practices and accomplishments can be spread and communicated, realizing the goals of the Ministry's Aesthetic Education Plan: "Rooting in Early Childhood, Cross-Disciplinary Innovation, and International Connection."

Ultimately, we hope to bridge the gap between aesthetics and ourselves. By receiving beauty in daily life, accumulating aesthetic experiences, and naturally becoming creators of aesthetic experiences, we embrace the beauty of life, discover the power of life, care for the environment, and look forward to the future together.

Lin, Mei-Chun

Director, Early Childhood Aesthetics Education Cornerstone Project
Professor, Department of Drama Creation and Application, National University of Tainan

跨域思維： 實踐與時俱進的美感教育

「跨領域美感教育卓越領航計畫」在教育部美感教育中長程計畫領航下，於2014年啟動，致力推動跨領域美感課程的創發與實踐。在建構「以藝術為核心」之跨域美感課程信念下，鼓勵藝術領域教師與其他學科教師共組跨域社群，為計畫匯聚重要執行動能。透過蘊涵美感素養的跨域學習歷程，引領學生開拓多元智能，邁向全人發展，在融會五感六覺的美感學習歷程中，獲得全面且創新的學習體驗，落實十二年國教素養導向之教學理念。

回顧10年推動歷程，計畫團隊積極從「教師、課程、資源、支持網絡」四大面向逐步推動跨領域美感教育。計畫啟動開始，即引導全國中小學合作學校從視覺藝術、音樂及表演藝術等多元藝術領域串連各學科，進行跨域美感課程教與學之行動研究。並透過分析教學案例，建構「跨領域美感課程模組」，將課程轉化為有機組態，提供教師因地制宜靈活運用，開展更多美感教與學的可能性。同時，為精準課程發展，招募各地師培/合作大學為協作夥伴，支援標竿/種子學校跨域美感教師專業社群，也進而凝聚師培/合作大學的能量，將跨領域美感教育從高中往上推動至高等教育，讓跨域美感不僅為師資生專業素養之一，更透過通識等課程浸染每一位新世代學習者。除前述外，計畫團隊尚縱向緊密串聯各縣市局處，橫向延伸整合校內、校外資源，建立綿密穩固的「跨域美感五芒星」支持網絡，也戮力將在地鏈結國際，辦理國際論壇、境外臺校跨域美感研習、美感教師國外參訪，將跨領域美感教育揚聲國際。

展望未來，計畫團隊將秉持初衷，持續運作「跨域美感五芒星」支持網絡，透過多元、多階段、多層次之跨領域美感課程實踐，融會藝術知能、活化學科教學，拓展學習經驗、培育美感素養，最終落實全民美育。期許與時代同步，推展涵具永續性、包容性、參與性與數位性等當代特質之跨領域美感教育。

趙惠玲

趙惠玲

跨領域美感教育卓越領航計畫主持人
國立臺灣師範大學美術學系教授

Cross-Disciplinary Thinking: Progressive Aesthetic Education in Practice

"The Pioneering Program for Cross-Disciplinary Aesthetic Education" was initiated in 2014 under the guidance of the Ministry of Education's Aesthetic Education Program. Its main objective is to promote the creation and implementation of cross-disciplinary aesthetic curricula. Emphasizing the belief in "Art as the Core," the program encourages collaboration between art teachers and teachers from other disciplines to form interdisciplinary communities, creating essential efforts for its execution. Through interdisciplinary learning experiences that integrate aesthetic literacy, the program aims to lead students toward holistic development and cultivate multiple intelligences. By immersing students in a comprehensive and innovative learning journey that integrates the senses, the program aligns with the literacy-oriented principles of the 12-year basic education curriculum.

Reflecting on the ten-year implementation journey, the program team has been actively advancing cross-disciplinary aesthetic education across four key dimensions: teachers, curriculum, resources, and support networks. The program has guided collaborative schools nationwide to connect various art fields, such as visual arts, music, and performing arts, with other academic subjects through cross-disciplinary aesthetic curriculum research and practice. Analyzing teaching case studies has led to constructing cross-disciplinary aesthetic curriculum modules, transforming curricula into organic configurations that allow teachers to flexibly adapt to their respective contexts and explore diverse aesthetic teaching and learning possibilities. Additionally, to enhance curriculum development, the program recruited teacher education universities as collaborative partners to support professional learning communities of cross-disciplinary aesthetic teachers in outstanding and collaborative schools. This collaboration extended the reach of cross-disciplinary aesthetic education from high schools to higher education, making it not only part of pre-service teacher education but also permeating every new generation of learners through general education courses.

Furthermore, the program team has also closely connected with local education authorities, integrated internal and external school resources, and established a robust "cross-disciplinary aesthetic pentagram" support network. We have also established international connections, organized international forums and overseas cross-disciplinary aesthetic workshops in Taiwanese schools, and facilitated international visits for aesthetic teachers to promote cross-disciplinary aesthetic education on the global stage.

Looking towards the future, the program team will continue to uphold its original vision and sustain the "cross-disciplinary aesthetic pentagram" support network. Through diverse, multi-stage, and multi-level cross-disciplinary aesthetic curriculum practices, we will integrate artistic knowledge and activate subject teaching, expand learning experiences, cultivate aesthetic literacy, and promote aesthetic education for all. The program aspires to evolve with time and advance cross-disciplinary aesthetic education that embodies contemporary sustainability characteristics, inclusivity, participation, and digitization.

Chao, Hwei-Ling

Director, The Pioneering Program for Cross-Disciplinary Aesthetic Education
Professor, Department of Fine Arts, National Taiwan Normal University

創造改變： 「美感與設計課程創新計畫」


談到「五育」，我們常說「德智體群美」。雖然通常被放在最後，其實美育才是五育的基底，更是學習的動能。透過初步的感受，意識到世界，方能養成個人美德以及隨之而來的知識、體能，以及群體社會。「美感與設計課程創新計畫」以現象、問題與議題導向的學習，結合藝術與智能、橫跨各類學科領域，冀望在學習過程中注入另一種AI，美感智能（Aesthetic Intelligence），期許為今日臺灣學子與未來世界公民養成韌力、培力與美力。

計畫由「美感共學」、「美感共創」與「美感共感」三大支柱鼎足而立。任務一「美感共學」建立於參與教師與課堂學生的互動與回饋。任務二「美感共創」，經由計畫團隊與種子教師高密度的增能共備與課程諮詢，創作研發各類課程，包括：通識、精進、體驗、典範、基本設計、跨域整合、美感智能/《安妮新聞》等，期待由每一位老師的特長與每個學校的特點發展出適合每個學生特質的特色課程。

「美感共感」是我們的社會責任。我們第三個任務在於向大眾開展推動，為臺灣建立文化基底與設計「軟實力」。透過資料搜集與媒體擴散，我們的工作包括致力建置教學資料庫，出版推動計畫的《美感練習誌》、作為典範案例的《美感行動誌》、帶著走的知識庫/美術館《安妮新聞》，拍攝教學現場紀錄片與基本設計線上課程，開發無遠弗屆的中英雙語計畫網站，還有策劃見證學生們、老師們，以及所有投入的參與者共同努力的成果展。

我們很幸運有一群優秀的教師與計畫團隊一起研發課程，更值得驕傲的是有一個個熱情的學子們與老師們在教學現場共同創作摸索。學生們所完成的作品不僅印證我們的課程設計、研發主軸與方法構想，更是他們繽紛多樣、「創造世界」的美麗展現，爾今於此呈現在您的眼前。

我們相信美感教育可以培育更高的視野與情操，進而使世界更美好。「美感與設計課程創新計畫」企圖為當代教育體制創造改變。



曾成德

美感與設計課程創新計畫主持人
國立陽明交通大學建築研究所終身講座教授

Creating Change : Curriculum Reform Initiative Taskforce: Agenda for Art and Design Education

The "Five Literacies of Education" includes: Integrity Cultivation, Intelligence Cultivation, Physical Education, Social Education, and Aesthetic Education. Though frequently placed last, Aesthetic Education is, in fact, the foundation of holistic development and the driving force of learning. It opens up the initial sensory experiences that lead to heightened awareness of the world, fostering personal virtues, knowledge, physical abilities, and social engagement. The "Curriculum Reform Initiative Taskforce: Agenda for Art and Design Education" project aspires to infuse a different form of AI into learning — Aesthetic Intelligence. This "AI" is driven by phenomena, questions, and issues, while it spans disciplines to integrate arts, humanities, and sciences. The goal is to cultivate resilience, empowerment, and aesthetic appreciation in today's Taiwanese students and future global citizens.

The project comprises three pillars: co-learning, co-creating, and co-sharing. Our first task, aesthetic co-learning, emphasizes teacher-student interactions and feedback. The second, aesthetic co-creating, involves intensive collaboration between the project team and participant teachers to develop various courses, including general enrichment courses, experiential innovations, fundamental design courses, interdisciplinary integrations, and "Aesthetic Intelligence" courses. These courses cater to individual student development, utilizing teachers' strengths and each school's characteristics.

Aesthetic "co-sharing" underscores our societal responsibility. Our third task entails public promotion, laying cultural and design "soft power" foundations for Taiwan. This involves compiling a teaching database, publishing the *Aura in Life* journals, *Aesthetic in Action* book series, and *The Anne Times* as a library and museum all in the backpack. We also produce documentary records of teaching moments and develop an extensive bilingual project website. The culmination showcases the collaborative efforts of students, teachers, and participants.

We are fortunate to have exceptional educators and a dedicated project team crafting courses while our spirited students and teachers co-create and explore in their education. Their works not only validate our curriculum design and manifest their vibrant and diverse creative expressions, reflecting a world of art and design creation.

We believe aesthetic education can nurture a broader perspective and refined sensibilities, ultimately making the world better. The "Curriculum Reform Initiative Taskforce: Agenda for Art and Design Education" works within the current educational system, however we continue to create improvements and innovations to drive change.

Tseng, C David

Director, Curriculum Reform Initiative Taskforce: Agenda for Art and Design Education
Lifetime Chair Professor, Graduate Institute of Architecture, National Yang Ming Chiao Tung University



展覽場地

A 圖書館展演空間 ArtSpace II

周圍場地

B 聯合餐廳展演空間 ArtSpace I

C 會面吧 Gathering Space

D 西服務中心 West i-Center

E 通信處辦公室 Communications Office

F 中正堂展演空間 ArtSpace IV

G 南服務中心 South i-Center

H 舊辦公大樓 Old Office Building

I 社會創新實驗中心 Social Innovation Lab

J IP內容實驗室 IP Lab Studio

K 248廣場 248 Square

→ 參觀入口 Visiting Route

捷運忠孝新生站

西入口 West Entrance

建國南路一段

Sec. I, Jianguo S. Rd.

◀ N

仁愛路三段

南入口 South Entrance

Sec. 3, Ren'ai Rd.

東入口 East Entrance

忠孝東路三段248巷

Ln. 248, Sec. 3, Zhongxiao E. Rd.

捷運忠孝復興站

10.14 ㊦ 自拍拼圖在空總

工作坊

10:00-12:00 圖書館展演空間1樓

賴玉萍老師 / 苗栗縣立興華高級中學

從安妮新聞出發! 陪你一起長大的夢想

親子工作坊

13:00-15:00 圖書館展演空間1樓

許涵宣老師 / 高雄市林園區林園國民小學

空集合-傳統色彩新構成

工作坊

15:30-17:30 圖書館展演空間1樓

張素菁老師 / 桃園市立楊明國民中學

許珮恩老師 / 桃園市立大崗國民中學

10.15 ㊦ 從安妮新聞出發! 再也不能增加的生物圖鑑

親子工作坊

10:00-12:00 圖書館展演空間1樓

詹羽菩老師 / 國立臺北教育大學附設實驗國民小學

100cm視角的質感採集在空總

親子工作坊

13:00-15:00 圖書館展演空間1樓

蘇弘老師 / ++ 工作室

自拍拼圖在空總

工作坊

15:30-17:30 圖書館展演空間1樓

廖定詳老師 / 雲林縣正心高級中學

10.21 ㊦ 我把空總縮小了!

工作坊

10:00-12:00 圖書館展演空間1樓

周義傑老師 / 新北市立自強國民中學

抓馬特攻隊, 玩出親子力!

親子工作坊

14:00-16:00 圖書館展演空間1樓

吳鶯儀教授 / 朝陽科技大學幼兒保育系

10.22 ㊦ 質感採集在空總

工作坊

10:00-12:00 圖書館展演空間1樓

蘇弘老師 / ++ 工作室

這堂什麼課: 美感的跨域共振

講座

14:00-16:00 圖書館展演空間2樓

主持人 趙惠玲教授

跨領域美感教育卓越領航計畫 / 國立臺灣師範大學美術學系

與談人 林小玉教授

跨領域美感教育卓越領航計畫 / 臺北市立大學音樂學系

李其昌教授

跨領域美感教育卓越領航計畫

國立臺灣藝術大學藝術與人文教學研究所

張玉山教授

國立臺灣師範大學科技應用與人力資源發展學系

鄧宗聖教授兼系主任

國立屏東大學科學傳播學系

生活中的每一課 美感進行式：扎根、跨域、創新

Aesthetics in Action – Reimagining Art and Design Education

主辦單位 Organizer	教育部
承辦單位 Executive Organizer	國立陽明交通大學 (美感與設計課程創新計畫)
合辦單位 Co-organizer	國立臺灣師範大學 (跨領域美感教育卓越領航計畫) 國立臺南大學 (幼兒園美感教育扎根計畫) 臺灣當代文化實驗場
參與單位 Co-organizer	國立東華大學、國立高雄師範大學、國立陽明交通大學 國立臺中教育大學、國立臺北教育大學、國立臺南大學 國立臺灣師範大學 (依筆畫排序)
特別感謝 Special Thanks	春池玻璃
策展單位 Implementer	吾然文化有限公司
總策劃 Director	曾成德
共同策劃 Co-director	王慧敏、李其昌、林小玉、林玫君、林靜娟、施淑娟 凌天、高震峰、殷寶寧、莊敏仁、張基義、陳淳迪 陳韻文、黃純敏、黃慧齡、趙惠玲、劉惠媛 (依筆畫排序)
策展顧問 Curating Consultant	凌天
執行小組 Execution Team	白子萱、李家瑜、林文婷、林君如、林靈穎 周皓旻、莊秀貞、蔡惠婷、謝依容、蘇品亘 (依筆畫排序)
內容策劃 Content Planner	吾然文化 張維真、陳亞柔
展場設計 Exhibition Designer	無制設計 Theout Studio 吳珩恆、杜人傑、王韋智
主視覺設計 Key Visual Designer	陳俊吉
視覺設計 Graphic Designer	陳怡靜、李家欣
空間攝影 Photographer	汪德範
開幕攝影 Photographer	FIXER Photographic Studio
展品協助 Exhibits Production	陳致宏、陳唯軒、王昱傑、黃子菱 陳子晴、劉子瑄、林宏騏