

「生態與環境想像」通識課程的行動學習歷程

李曉菁^{1*}、林煒舒²

¹ 元智大學通識教學部兼任助理教授

² 元智大學通識教學部 USR 計畫執行長

摘要

當代環境問題多元，異質的環境意識亦導致不同問題的解決取徑，環境教育教學者如何規劃適當的課程，在詮釋、批判或實證的課程研討方法中取得平衡，甚至進一步與真實情境與實作學習連結，是這篇論文希望探求的問題。研究者在元智大學通識教學部自 104-2 學期起開設「生態與環境想像」課程至今，最初的教學目標以結合「經典五十」課程，透過引介歐美生態經典論述，引導課堂學生具備生態理論思辨能力，從而建構具有正向的環境倫理觀。本研究歷經四個學期的教學與調整，以行動學習作為歷程研究方法，與協同教師合作訪談、參與 USR 計畫、進行戶外教學課程調整與實施學生學習回饋分析。課程的運作從初期的純粹理論講授，到導入戶外教學，讓學生的學習與在地環境連結，進而產生理論與實務得以互相對話的行動學習歷程。由研究結果反思：教學不應傾向技術培訓，而強調學習者培養出解決問題與達成目標的能力。因此環境教育需要在不斷反思的行動中，建立與真實環境的連結，讓學生得以透過多元的課程規劃提升環境覺知。本課程轉向培養學生思考的「發展觀點」，甚至可促進學生自我效能的「滋養觀點」，在這過程中，學生成為透過環境經驗主動的學習者；而教師也成為異質環境經驗的組織者、參與者或探索者。

關鍵字： USR、戶外教學、行動學習、經典五十、環境教育

投稿日期：2018 年 05 月 25 日；接受日期：2018 年 11 月 12 日

An Action Learning Study on a General Education Course: “Ecology and Environmental Imagination”

Hsiao-Ching Li ^{1*}, Wei-Shu Lin ²

^{1.} Adjunct Assistant Professor, Yuan Ze University College of General Studies

^{2.} CEO, Yuan Ze University Taoyuan Cultural Corridor USR Project Office

Abstract

Alternative environmental consciousness leads to different approaches to solve contemporary environmental problems. This study aims to explore how the environmental educators may design appropriate courses and find a balance between interpretive, critical and practical courses, through which students can link to real lives. The researcher has offered a course under the title of “Ecology and Environmental Imagination” since the second semester of 104 academic year in the College of General Studies in Yuan-Ze University. The original teaching purpose of this course is to combine the reading of “Classic 50” and introduce students to certain classic European and American ecological discourses. Through reading these classics, students are expected to develop critical thinking and positive environmental ethics. However, throughout the teaching, the researcher deeply senses the necessity to connect environmental knowledge and local environment. This research has gone through teaching and adjustment for four semesters, through which outdoor pedagogy has been programmed in the course so as to enhance students’ environmental consciousness. The approach of action learning has been applied to this research, including interviews with the cooperative teacher, participating in the USR plan, conducting questionnaires and analyzing students’ feedbacks. The exercise of the course turned out to be a combination of abstract discourses and a link to local environment. Thus, students can develop learning processes via discussions and

dialogues between theories and practices. This research leads to the belief that teachers are supposed to not only train learners' specific skills, but also focus on cultivating learners' abilities to solve problems and achieve goals. Therefore, environmental education requires continuous reflexive actions to build up links to actual environment. Students' environmental awareness can therefore be enhanced through the course plan which focuses on the development perspective that helps cultivating students' ability to think, and even the nourishment perspective that helps improving students' self-efficacy. Through environmental education, students play the role of active learners, while teachers play the role of organizers, participants or even explorers to heterogeneous environmental experiences.

Keywords: USR, outdoor pedagogy, action learning, Classic 50, environmental education