

主題短講與小組活動：

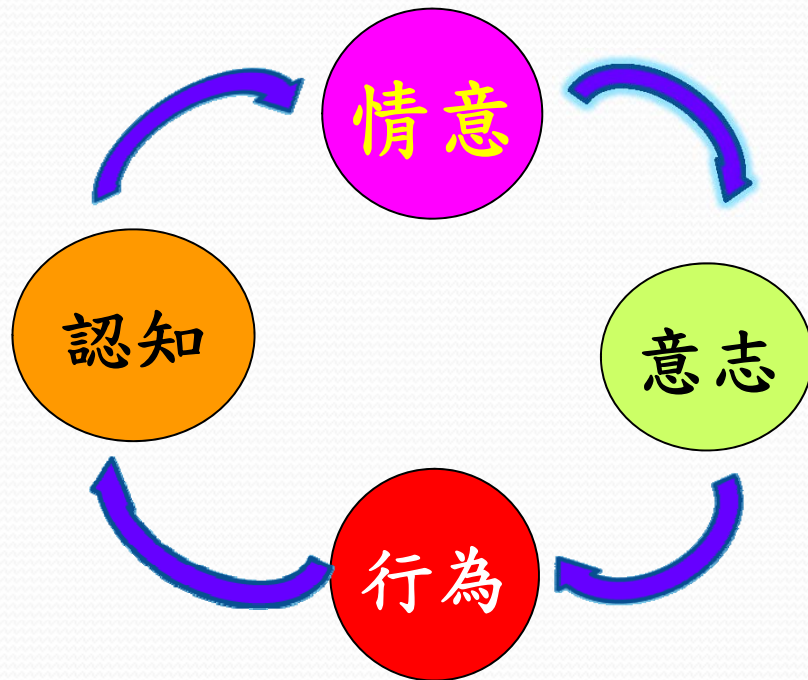
培養正面價值觀的多元模式

協作研究及發展(「種籽」)計畫
高中通識教育科：透過議題探究
培養正面價值觀(2015-17)

課程文件中各單元提及之價值觀及態度

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| <p>單元一 善於應變、責任感、自尊、自我反省、 理性、自律、獨立自主</p> | <p>單元三 文化及文明承傳；尊重不同的生活方式、 信仰及見解；多元化；敏感；欣賞</p> |
| <p>單元一 合作、性別平等、移情、誠信、自我反 省、堅持自我、尊重自己、尊重別人、 社會和諧、責任感、互相依賴</p> | <p>單元四 互相依賴；正義；合作；文化及文明 承傳；多元化；善於應變；開放；移情； 樂於參與；守望相助</p> |
| <p>單元二 尊重素質及卓越；可持續性；理性；敏 感；關懷</p> | <p>單元五 重視他人建議；尊重證據；尊重不同的 生活方式、信仰及見解；文化承傳</p> |
| <p>單元二 尊重法治；樂於參與；人權與責任；民 主；正義</p> | <p>單元五 人類整體福祉；人權與責任；合作；道 德考慮</p> |
| <p>單元二 歸屬感；多元化；開放；個人獨特性； 互相依賴</p> | <p>單元六 人類整體福祉；尊重證據；互相依賴</p> |
| <p>單元三 團結一致；愛國心；可持續性；人權與 責任；關懷；正義</p> | <p>單元六 負責任；對生命及非生命世界的關愛； 人類整體福祉；持續性；簡樸</p> |

理論研究及 推行策略



Values Education Study Final Report (2003)
By Australian Government Department of
Education, Science and Training

Values Education Study literature review

Introduction

Values education could be described as a subject about which much has been written but little is known. The research on values education is diverse, complex, and has been the focus of investigation by scholars from a range of disciplines, including philosophy, psychology, sociology and history. But as Leming (1993) has observed, research in the area consists of 'disparate bits and pieces of sociology, philosophy, child development research, sociopolitical analyses, and a variety of different programme evaluations' (p 70). Although some attention has been given to teaching methods, much of the literature on values has tended to focus on issues of definition and classification, and the extent to which anyone can, or should, impose their moral precepts on others (Silcock & Duncan 2001). Values acquisition has rarely been studied and little attention has been given to the outcomes of values education programmes (Leming 1993; Halstead & Taylor 2000; Silcock & Duncan 2001). Leming (1997) found that fewer than ten per cent of the articles and papers published during the mid 1990s in leading journals and by prominent organisations in the USA addressed questions concerned with assessment and programme effectiveness. After a comprehensive review of the British literature, a similar conclusion was reached by Halstead and Taylor (2000) who observed that some areas of school practice were 'notably under-researched' (p 190). Calls have been made for more research to provide cumulative knowledge regarding the role of the school and evidence on pupil outcomes (Admundson 1991; Bebeau, Rest, & Narvaez 1999; Forster & Masters 2002; Leming 1993; Stephenson 1998; Taylor 2000; Wallace 1998). But despite much public debate about values, and educational concern about the state and status of values education in schools:

little precise information exists about how schools approach values education, how their provision supports their stated values, why and how they choose certain curricular approaches and teaching strategies, and what professional support is needed. (Taylor 2000, p 155)

This paper reviews recent philosophical and empirical research that has addressed the place of values education in schools. Notwithstanding the concerns expressed above regarding the lack of adequate research about the

學與教策略

教師講解
認知層面

真實個案
或生活
體驗分享

模擬情境

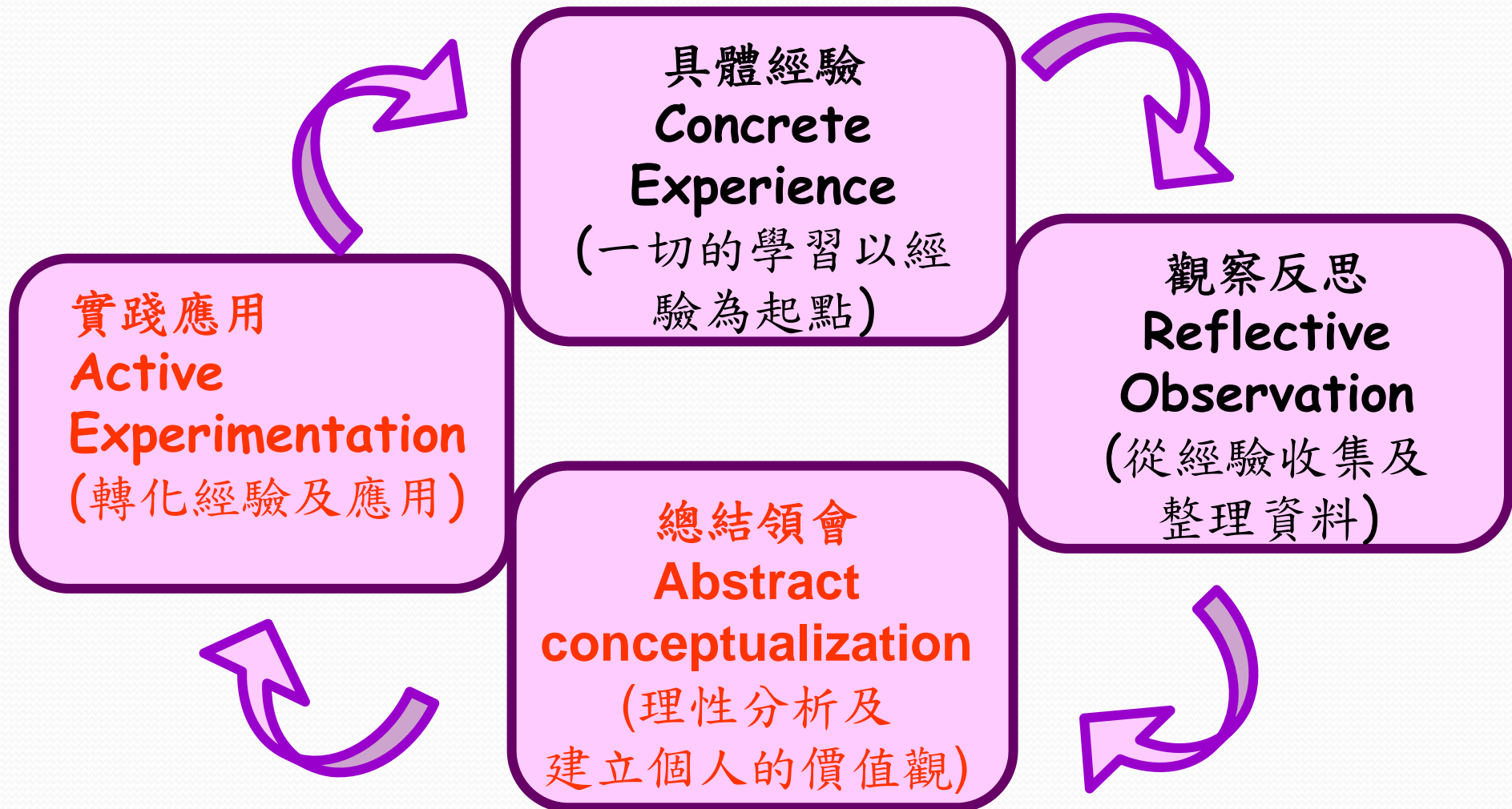
親身體驗
或
實地考察

學校文化或
建立
課堂常規

參與論壇
或
辯論比賽

Experiential Learning Cycle

體驗式學習循環



透過通識議題進行價值探討及反思舉隅

課題：中國的傳統習俗

探究焦點：傳統習俗要在香港現代社會傳承下去，各相關持分者可以作出怎樣的貢獻？

知

教學流程

1. 課前預習：學生能認識中國傳統習俗及節日的特點及文化內涵

2. 課堂引入探究焦點：

學生能明瞭中國傳統習俗及節日在現代社會承傳時所面對的衝擊及反思其值得保留的原因

情

+

意

行

3. 課堂深化探究焦點：香港傳統習俗太平清醮要在現代社會傳承下去，各相關持分者作出了怎樣的貢獻？

課業深化課堂所學：假設你是一名民俗學家，試按課堂所分派的傳統節日，向內地政府提出三項建議(必須包括三個持份者)，以傳承及發展該傳統節日。