香港教育大學

藝術教育文獻綜述
科目大綱

課程名稱	:	教育博士（EdD）
科目名稱	:	指導研究 1 - 藝術教育文獻綜述
		(Directed Study 1 – Literature Review in Arts Education)
科目編號	:	CAE7001
負責學系	:	文化與創意藝術學系(CCA)
學分	:	3
教學課時	:	18 小時（面授和諮詢）
		21 小時（指導學習）
先修科目	:	無
授課語言	:	中文
程度	:	7

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個通用學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

本科生、修課式研究生以及研究式研究生的畢業生素質包含以下三個範疇 「英文簡稱 "PEER & I"」：
- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新精神 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水準。

七個通用學習成果(7GILOs)分別是：
1. 解決問題能力 (Problem Solving Skills)
2. 批判思考能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
4a. 口頭溝通能力 (Oral Communication Skills)
4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)

6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

本課程旨在提升學生的分析技能，並培養其對藝術教育研究的相關現有文獻進行批判性評論的能力。課程將引導學生探究與藝術教育研究中的創意和創新有關的背景、定義、意義、重要性、教育學和道德議題。課程亦將幫助學生提升分析評鑒前人研究優劣的能力，並能夠辨識指定藝術教育領域的前人研究中出現的遺漏、差異、爭議和偏見。

2. 預期學習成果

完成課程後，學生應能夠：

成果一：描述在藝術教育中進行文獻綜述的目的；
成果二：利用最新資源，在藝術教育方面進行全面的文獻綜述；
成果三：在藝術教育某一被認可的領域撰寫並提交一篇具批判性的文獻綜述。

3. 內容、預期學習成果及教與學活動

教授內容	預期學習成果 (CILOs)	教與學活動
藝術教育研究中的關鍵問題，包括創意和創新、教師與藝術家的合作、文化、技術應用和社區藝術	成果一	講座、小組討論、作業、閱讀材料
評估藝術教育資源的質量和相關性	成果一 成果二	小組討論、作業、閱讀材料
藝術教育研究問題的情境化與分析	成果二 成果三	小組討論、作業、閱讀材料
辨識藝術教育指定領域的前人研究中出現的遺漏、差異、爭議和偏見，包括心理學、社會學和藝術教育哲學	成果一	小組討論、作業、閱讀材料
藝術教育研究中關鍵的設計與方法論問題	成果二 成果三	小組討論、作業、閱讀材料
思想、論點和觀點在藝術教育中的映射	成果二 成果三	小組討論、作業、閱讀材料

構建藝術教育的理論基礎和論點	成果二 成果三	小組討論、作業、閱讀材料
在藝術教育研究中推論得出相關且合理的結論	成果二 成果三	小組討論、作業、閱讀材料

4. 評核

評核課業	所佔比重	預期學習 成果 (CILOs)
(a) 圖書館檢索和課堂作業	50%	成果一 成果二
(b) 提交一篇主題被認可的批判性文獻綜述（最多 2500 字）	40%	成果二 成果三
(c) 在研討會上報告展示其批判性文獻綜述	10%	成果二 成果三

5. 指定教科書
無

6. 推薦書目

Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage.

Craft, A., Gardner, H., Claxton, G. (Eds.). (2008). *Creativity, wisdom and trusteeship: Exploring the role of education*. Thousand Oaks: Corwin Press

European Commission (2009). *The impact of culture on creativity*. Brussels: KEA European Affairs.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher, 34*(6), 3-15.

Bresler, L. (Ed.). (2007). *International handbook of research in arts education*. Dordrecht, The Netherlands: Springer.

Colwell, R. & Richardson, C. (Eds.). (2002). *The new handbook of research on music teaching and learning*. New York: Schirmer Books.

Cooper, H. M. (1998). *Synthesizing research: A guide for literature reviews* (3rd ed.). Thousand Oaks, CA: Sage.

Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2009). *The handbook of research synthesis and meta-analysis* (2nd ed.). New York: Russell Sage Foundation.

Cooper, H. M. (2009). *Research synthesis and meta-analysis: A step-by-step approach* (4th ed.). Thousand Oaks, CA: Sage.

Creech, A., & Hallam, S. (2003). Parent-teacher-pupil interactions in instrumental music tuition: A literature review. *British Journal of Music Education*, 20, 29-44.

Dochartaigh, N. O. (2012). *Internet research skills: How to do your literature search and find research information online* (3rd ed.). Thousand Oaks, CA:Sage.

Denscombe, M. (2007). *The good research guide: For small-scale social research projects* (3rd ed.). Buckingham: Open University Press.

Droe, K. (2006). Music preference and music education: A review of literature.*Update: Applications of Research in Music Education, 24*(2), 23-32.

Fink, A. (2013). *Conducting research literature reviews: from the Internet to paper* (4th ed.). Thousand Oaks, CA: Sage.

Galvan, J. L. (2009). *Writing literature reviews*. Glendale, CA: Pryczak.

Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. (Published in association with The Open University). Thousand Oaks, CA: Sage.

Hetland, L. & Winner, E. (2004). Cognitive transfer from arts education to nonarts outcomes: Research evidence and policy implications. In Eisner, E. W.&Day, M. D. (Eds.), *Handbook of research and policy in art education*. Reston, VA: National Art Education Association.

Hostetler, K. (2005). What is 'good' education research? *Educational Researcher, 34*(6), 16-21.

Jones, K. (2009). *Culture and creative learning: A literature review.* London: Creativity, Culture & Education.

Keihn, M. T. (2003). Development of music creativity among elementary school students. *Journal of Research in Music Education, 51*(4), 278-288.

Leong, S. (2011). Navigating the emerging futures in music education. *Journal of Music, Technology and Education, 4*(2-3), 233-244.

Leong, S. (2013). Cultural policy and the development of local cultures in Hong Kong. In S. Leong & B. W. Leung (Eds.), *Creative arts in education and culture: Perspectives from Greater China*. Dordrecht, The Netherlands: Springer.

Locke, L. F., Silverman, S. J., Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, CA: Sage.

Machi, L. A., & McEvoy, B. T. (2008). *The literature review: Six steps to success*. Thousand Oaks, CA: Sage.

McPherson, G. & Welch, G. (2012). *The Oxford handbook of music education* (2volumes).Oxford, UK: Oxford University Press.

Moule, P. & Hek, G. (2011). *Making sense of research* (4th ed.). London: Sage.

Murray, R. (2011). *How to write a thesis* (3rd ed.). Maidenhead, UK: McGraw-Hill/Open University Press.

O'Connor, J. (2010). *The cultural and creative industries: A literature review* (2nd ed.). Newcastle upon Tyne, UK: Creativity, Culture & Education.

Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Glendale, CA: Pyrczak Publishing.

Phelps, R. Sadoff, R., Warburton, E., & Ferrara, L. (2005). *A guide to research in music education* (5th ed.). Lanham, MD: Scarecrow Press.

Phillips, K. H. (2007). *Exploring research in music education and music therapy*. New York: Oxford University Press.

Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). London: Sage.

Runco, M. A. (2007). *Creativity: Theories and themes: Research, development, and practice*. Burlington, MA: Elsevier Academic Press.

Schmidt, R. K., Smyth, M. M., & Kowalski, V. K. (2008). *Lessons for a scientific literature review: Guiding the inquiry*. Santa Barbara, CA: Libraries Unlimited.

Sternberg, R. J. (2006). Creating a vision of creativity: The first 25 years. *Psychology of Aesthetics, Creativity, and the Arts, S*(1), 2-12.

7. 相關網絡資源

Bell, C., & Smith, T. (2008). *Critical evaluation of information sources*. University of Oregon. Available from
http://libweb.uoregon.edu/guides/findarticles/credibility.html

Dissertation Doctor.
http://www.dissertationdoctor.com/

Harvard Graduate School of Education. *Mapping out and writing a critical literature review*.
8.
http://www.gse.harvard.edu/library/services/research_instruction/litreviewguid
9. es530.html#sample

Networked Digital Library of Theses and Dissertations.
http://www.ndltd.org/

Problem Formation.
10.
http://www.socialresearchmethods.net/kb/probform.htm

Ruiz, J. (2004). *A literature review of the evidence base for culture, the arts and sport policy*. Edinburgh, Scotland: Scottish Executive Education Department. Available from
http://www.scotland.gov.uk/Publications/2004/08/19784/41533.

11. University of Toronto. *Literature review: A few tips on conducting it*.
http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-re
12. view
13. University of Washington, Bothell. *Critical literature review*.
http://www.uwb.edu/med/medstudenthandbook/acadprogramrequirements/litre
view

8. 相關期刊

Review of Educational Research
Review of Research in Education

9. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)。 同學應熟讀有關政策。

10. 其他資料

無