

中文：兒童與環境議題

英文：Current Issues of Children's Behavior

環境與文化資源學系碩士班 選三學分

禮拜二 9-11 教室：N207 上課時間：W 13:20-16:20

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■課程目標：

鑒於世界各國對於兒童與環境關係日趨重視，在紐約市立大學的環境心理學系早已成立了兒童環境研究群(Children's Environments Research Group)以探討兒童環境研究。在地理領域也成立了兒童、青少年與家庭研究群組(Geographies of Children, Youth & Family Group)，兒童與環境關係研究日趨重要。本課程主要為訓練碩士班同學搜尋、閱讀中英文文獻的能力，並且能將此能力應用於研究的實證操作與論文報告書之撰寫。課程主要根據兒童環境研究分為幾個部份：兒童的權利(children's right)、兒童自然與永續性(children, nature and sustainability)、社區發展與規劃(community development and planning)、設計案與評估(design: programming and evaluating)、兒童生活的生態研究(ecological study of children's lives)、遊戲(play)、都市貧困與環境正義(urban poverty and environmental/social justice)。

透過文獻閱讀、田野實察、專題演講以及參訪了解兒童的環境問題並且學習如何解決，未來將可以運用到任何兒童環境分析與管理領域中。

Course Outline (Tentative)

週數	日期	課程名稱	附註
1	9/13	課程介紹與評量之說明	買書
2	9/20	戶外遊憩學會研討會	
3	9/27	兒童的遊戲權	
4	10/4	兒童的權利(children's right)	
5	10/11	社區發展與規劃	
6	10/18	設計案評估	
7	10/25	校外田野實察兩天一夜：兒童博物館、科博館、特色小學、共融式遊戲場等	
8	11/1	兒童生活的生態研究	
9	11/8	專題演講	
10	11/15	校慶停課	
11	11/22	專題演講	
12	11/29	兒童生活的生態研究	
13	12/6	都市貧困與環境正義	
14	12/13	出野外停課	
15	12/20	出野外停課	
16	12/27	出野外停課	
17	1/3	期末報告與發表	

■教學方式：

上課理論講述與討論(power point)

個案分析與討論

文獻導讀

學生課堂報告、導讀

學期中的不定期參訪與演講

■評量方式：

Assignments 課堂作業與報告: 50%

Attendance and discussion 上課態度與討論: 30%

Final 期末報告: 20%

(報告遲交一率 60 分以下，上課發問與全勤均會加分。上課可用餐、但請勿滑手機、走動或聊天視同缺席)

■參考書目：

I. Prerequisites 指定參考書

Moore, R. (1986). *Childhood's Domain: Play and Place in Child Development*. Croom Helm Ltd.

Moore, R. & Wong, H. (1997). *Natural Learning: The Life History of an Environmental Schoolyard*.

Mig Communications.

II. 上學年指定 PAPER 課堂指定報告

待找

III. References 參考書

- Becky, F. (1998). *Power plays: Primary school children's constructions of gender, power, and adult work*. Staffordshire, England: Trentham Books.
- Carlsson-Paige, N., & Levin, D. E. (1990). *Who's calling the shots? How to respond effectively to children's fascination with war play and war toys*. Philadelphia: New Society Publishers.
- Gordon, T., & Lahelma, E. (1996). "School is like an ant's nest": Spatiality and embodiment in schools. *Gender and Education*, 8(3), 301-310.
- Horowitz, H. L. (1984). *Alma Mater: Design and experience in the women's colleges from their nineteenth-century beginnings of the 1930*. New York: Knopf.
- Johnson, L. O. (1974). *Nonsexist curricular materials for elementary schools*. Old Westbury, NY: The Clearing House on Women's Studies.
- Kelly, E. (1994). Racism and sexism in the playground. In P. Blatchford & S. Sharp (Eds.), *Breaktime and the school: Understanding and changing playground behaviour* (pp. 63-74). New York: Routledge.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.
- Luvmour, S., & Luvmour, J. (1990). *Everyone wins! Cooperative games and activities*. Philadelphia: New Society Publishers.
- MacGregor, C. (1998). *Everybody wins! 150 non-competitive games for kids*. Holbrook, MA: Adams Media.
- Nabhan, G. P., & Trimble, S. (1994). A land of one's own: Gender and landscape. In *The geography of childhood* (pp. 53-76). Boston: Beacon Press.
- Northwest Regional Educational Laboratory Center for Sex Equity (Ed.). (1984). *Bibliography of nonsexist supplementary books (K-12)*. Phoenix, AZ: Oryx Press.
- Orlick, T. (1982). *The second cooperative sports and games book*. New York: Pantheon Books.
- Parker, A. (1996). The construction of masculinity within boys' physical education. *Gender and Education*, 8(2), 141-157.
- Ploszajska, T. (1994). Moral landscapes and manipulated spaces: Gender, class and space in Victorian reformatory schools. *Journal of Historical Geography*, 20(4), 413-
- Saegert, S., & Hart, R. (1978). The development of environmental competence in girls and boys. In M. A. Salter (Ed.), *Play: Anthropological perspectives* (pp. 157-175). West Point, NY: Leisure Press.
- Saegert, S. (1997). Schools and ecology of gender, 校園環境與教育國際研討會論文集 (pp. 37-46): 國立台灣大學建築與城鄉研究所.
- Sebba, R. (1994). Girls and boys and the physical environment. In I. Altman & A. Churchman (Eds.), *Women and the environment* (pp. 43-72). New York: Plenum.
- Spender, D., & Sarah, E. (1980). *Learning to lose: Sexism and education*. London: The Women's Press.
- Sprung, B. (Ed.). (1978). *Perspectives on non-sexist early childhood education*. New York: Teachers College Press.
- Streitmatter, J. (1994). *Toward gender equity in the classroom: Everyday teachers' beliefs and practices*. Albany: State University of New York Press.
- Thorne, B. (1994). *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press.
- Voss, L. S. (1997). Teasing, disputing, and playing: Cross-gender interactions and space utilization among first and third graders. *Gender and Society*, 11(2), 238-256.
- Ward, C. (1978). The girl in the background. In *The child in the city* (pp. 152-163). New York: Pantheon Books.
- Woods, P., & Hammersley, M. (Eds.). (1993). *Gender and ethnicity in schools: Ethnographic accounts*. New

York: Routledge.

Zipes, J. (Ed.). (1986). Don't bet on the prince: Contemporary feminist fairy tales in North America and England. New York: Routledge.

Zolotow, C. (1972). William's doll. New York: Harper Trophy. 威廉的洋娃娃，遠流

White, R. & Stoecklin, V. L. (2008). Nurturing Children's Biophilia: Developmentally Appropriate Environmental Education for Young Children. Collage: Resources for Early Childhood Educators.

楊清芬.(1995). 國小男生與女生的校園生活.台北：國立台灣大學建築與城鄉研究所碩士論文.

第 篇 姓名： 班級： 學號：

作者： 年份：

篇名：

刊名稱： 卷期： 卷 期 頁數：

研究動機					
研究目的					
重要文獻					
研究方法	質化/量化	研究對象	研究工具	研究設計/抽樣	資料分析方法
研究結果/ 重要發現					
心得					
本篇文章 發想題目					

野外實察的報告

案例一 名稱	地點
簡介	
運用了那些友善兒童的概念以及兒童認知發展理論	
優點	缺點
(貼照片)	(貼照片)
照片 1 說明	照片 2 說明
(貼照片)	(貼照片)
照片 3 說明	照片 4 說明