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幼兒教育新藍圖：師培大學USR計畫下
二歲專班課程教學研發與實踐

*A New Blueprint for Early Childhood Education:
Curriculum Development and Practice in the
Two-Year-Old Class under the USR Program at
Teacher Training Universities*

國立屏東大學民生校區

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海報論文發表

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幼兒教育新藍圖：

師培大學 USR 計畫下二歲專班課程教學研發與實踐

關鍵字：幼教二歲專班、幼教課程教學、大學社會責任(USR)、
幼教師資培育

本論文旨在探討師培大學在大學社會責任（USR）計畫的引領下，與現場二歲專班教師組成研究社群，共同討論及研發二歲專班課程教學與教材教具的歷程與成果。隨著幼兒教育服務的擴大，許多幼兒園紛紛設立二歲專班，然而，以往師培課程與教學多聚焦於3-6歲幼兒，因此，師培大學有必要與現場教師攜手，回應二歲專班教學的需求與挑戰。在 USR 計畫的理念驅動下，師培大學與現場二歲專班教師組成研究社群，透過定期討論分享、教授入班觀課輔導、師培生設計課程試教等方式，進行三方夥伴的協力合作。本次課程教學與教材研發主要先聚焦於數概念及藝術領域活動。在研究過程中，教授及現場教師給予師培生回饋，分享成功的課程案例，共同探索符合二歲幼兒發展特點的課程教學模式。研究結果顯示，師培生及現場教師對於這樣的合作模式表示高度滿意，不僅促進了彼此的專業成長，也研發出許多適合二歲幼兒的數概念及藝術領域教材教法及教具。圖1和圖2展現研究社群的討論情形，圖3和圖4呈現師培生試教的動態。未來，根據本學期的研究結果再行反思改善後，師培大學將開成一門幼教專業課程，有系統地經過課程培育師培生瞭解二歲幼兒發展，配合幼教課綱，進行六大領域的課程設計、教材設計、教具設計、學習評量，並進行實地實習試教，深化師培生二歲專班的教學專業。本研究突顯師培大學在 USR 計畫引領下，透過與現場教師的夥伴關係，共同回應幼教現場的需求，研發適切的教學方案，不僅協助解決了二歲專班課程教學問題，也為幼教專業發展開創新的可能。未來，師培大學將持續深化與現場的合作，攜手共創幼兒教育的新藍圖。

圖1：研究社群討論教案



圖2：試教後與研究社群討論修正教具



圖3：藝術活動試教一分組引導幼兒創作畢卡索臉譜



圖4：數學活動試教一分組引導幼兒操作教具



圖5：全班的藝術創作畢卡索臉譜作品



A New Blueprint for Early Childhood Education: Curriculum Development and Practice in the Two-Year- Old Class under the USR Program at Teacher Training Universities

Keywords:

early childhood two-year-old class, curriculum and instruction, University Social Responsibility (USR), early childhood teacher development

Abstract:

This paper aims to explore the process and outcomes of developing curricula and teaching materials for two-year-old classes through a collaborative research community formed between a teacher training university and in-service teachers, under the guidance of the University Social Responsibility (USR) program. With the expansion of early childhood education services, many kindergartens have established classes for two-year-olds. However, traditional teacher training courses and teaching have predominantly focused on children aged 3-6 years. Therefore, it is essential for teacher training universities to collaborate with in-service teachers to address the needs and challenges of teaching two-year-old classes. Driven by the philosophy of the USR program, the teacher training university and in-service teachers of two-year-old classes formed a research community. Through regular discussions, classroom observations and guidance by professors, and curriculum design and trial teaching by student teachers, the three parties engaged in collaborative efforts. The curriculum and teaching material development initially focused on number concepts and activities in the arts domain. During the research process, professors and in-service teachers provided feedback to student teachers, shared successful curriculum cases, and explored teaching models suited to the developmental characteristics of two-year-old children. The research re-

sults indicate that both student teachers and in-service teachers were highly satisfied with this collaborative model. It not only promoted their professional growth but also resulted in the development of numerous teaching materials and methods suitable for teaching number concepts and arts activities to two-year-old children. Figure 1&2 illustrates the discussions within the research community, while Figure 3&4 shows the dynamics of student teachers during trial teaching. Based on the research findings from this semester and subsequent reflections and improvements, the teacher training university plans to develop a professional course in early childhood education. This course will systematically train student teachers to understand the development of two-year-old children, design curricula, teaching materials, and educational tools aligned with early childhood education guidelines, and conduct practical teaching evaluations and internships, thereby deepening the professional skills of student teachers in two-year-old classes. This study highlights the significant role of teacher training universities, under the guidance of the USR program, in responding to the needs of early childhood education through partnerships with in-service teachers. It demonstrates the development of appropriate teaching solutions that not only address the teaching challenges of two-year-old classes but also open up innovative possibilities for professional development in early childhood education. In the future, the teacher training university will continue to deepen its collaboration with in-service teachers, jointly creating a new blueprint for early childhood education.

Figure 1: *Research Community Discussion on Lesson Plans*



Figure 2: *Discussion and Revision of Educational Tools with the Research Community after Trial Teaching*



Figure 3: Trial Teaching of Art Activities–Guiding Groups of Children to Create Picasso-Style Masks



Figure 4: Trial Teaching of Math Activities – Guiding Groups of Children to Use Educational Tools



Figure 5: *Class-wide Art Creation of Picasso-Style Masks*

