

Infusion between Aesthetic Literacy and Professional Education Courses in the Preservice Teachers Program

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Over several decades there have been research papers arguing that university education is in a state of crisis. In particular, the trends of excessive disciplinary specialization have resulted in that general education and the major lack coherence, which poorly prepares a student for becoming a whole person. Having the faculty at the College of Education engaged in this one-and-a-half-year project granted by the Ministry of Education of Taiwan was based on the assumption that general education and the major going separately was misguided. All preservice teachers in Taiwan are required to take the professional courses in advance. “Practicum of Elementary School Teaching” (PEST), one of required credits, is an integrated and advanced subject in order to better coordinate teaching experiences in the preservice teachers program. The main purpose of this study is to explore and examine the effects of infusion between aesthetic literacy as well as PEST. The conclusions were as follows: 1. Based on the ideas of “understanding by doing” and “do pedagogy,” the infusion between aesthetic literacy as well as PEST was organized in an integrated curriculum with three elements of artistry in teaching. 2. In addition to four items of supporting measures, it is necessary to organize the affective supportive groups during the implementation of the infusion between aesthetic literacy as well as PEST. 3. According to the data collected, this curricula was found beneficial for professional growth in teaching design as well as teachers’ willingness to improve their teaching profession, which reminds our preservice teachers to reconsider the complexity of what counts as teaching. Several of the preservice teachers, however, did not provide an atmosphere that welcomed exploration and adventure, thus, it becomes that teaching them to design is more likely playing dominos. Moreover, several preservice teachers failed to “read” some of the qualities emerged and respond with qualities appropriate to the direction that they expected their students to take. Finally, some suggestions were provided for developing the concept models of infusion between core literacy and professional education courses as well as for the decision making in the Ministry of Education of Taiwan.

核心素養融入師資職前教育之融通課程：以美學素養為例

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