

主題三

A Study on the Teaching Practices of Applying Dewey's Aesthetic Experience in a Science Thematic Curriculum for Young Children

Yu-Ting Chen

As aesthetic education has become a core element of school curricula, the application of it in science education is also valued. Using collaborative action research, this study aimed to explore the teaching practices of applying Dewey's theory of aesthetic experience in a science thematic curriculum, "Little Vegetable Farmers," in a preschool. The researcher served as a curriculum consultant, and two preschool teachers served as the co-teachers. The participants were 24 young children of age 5. Data sources included classroom observations, interviews, young children's plant diaries, artwork, teaching reflection notes, and so on. The findings showed that the preschool teachers guided the young children to perceive the vegetables growing in detail and to share ideas, to try their ideas in doing science, to create artworks related to the science theme with imagination, and to appreciate the works of science and arts with meaning-making. Through this action research, the preschool teachers improved their science and aesthetic teaching, as well as their abilities integrating curriculum design and instruction in science. This study is helpful for educators to understand how preschool teachers integrate aesthetics into a science thematic curriculum in a preschool, which provides a reference for early childhood science and aesthetic education.

Keywords: Dewey's theory of aesthetic experience, early childhood science thematic curriculum, science and aesthetics