簡君純 (民 92)

The Evaluation and Discussion of General Music Curriculum in the System of Technological/Vocational Education。

92/5/3 發表於 人文學與社會科學教學與研究研討會。(地點：輔英科技大學)。
人文學與社會科學
通識教學研討會
論文集
輔英科技大學
人文教育中心編
中華民國九十二年五月三日
<table>
<thead>
<tr>
<th>場次</th>
<th>時間</th>
<th>主持人</th>
<th>主講人</th>
<th>題目</th>
<th>特約討論</th>
</tr>
</thead>
<tbody>
<tr>
<td>專題演講</td>
<td>9:10</td>
<td>翁瑞霖處長</td>
<td>林慶勳教授</td>
<td>講題：通識教育與人文關懷</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:10</td>
<td>輔英科技大學技合處</td>
<td>中山大學中文系</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:10—10:30</td>
<td>茶歇</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>第一場</td>
<td>10:30</td>
<td>施家順主任</td>
<td>梁高修</td>
<td>現代文探究性閱讀教學</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>大仁技術學院通識教育中心</td>
<td>余昭文</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>高雄師範大學國文教學研究所</td>
<td>輔英科技大學</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>共同科</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>第二場</td>
<td>13:20</td>
<td>林顯全主任</td>
<td>莊筱玉</td>
<td>ARCS教學模式對英文重修生學習動機影響之研究—以美和技術學院為例</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14:50</td>
<td>輔英科技大學應用外語系</td>
<td>陳淑珠</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>高雄師範大學現代教育研究所</td>
<td>中美請求語用行為異同之比較及其對英語教學之啟示</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>高雄師範大學通識教育中心</td>
<td>楊泰雄</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14:50—15:10</td>
<td>茶歇</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>第三場</td>
<td>15:10</td>
<td>鍾屏蘭主任</td>
<td>翁若己</td>
<td>知識經濟思潮下，技職教育與通識教育之新契機</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16:40</td>
<td>高雄海洋技術學院通識教育中心</td>
<td>彭堅汶</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>鄭金謀</td>
<td>高雄海洋技術學院通識教育中心</td>
<td>成功大學政治經濟研究所</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>鄭金謀</td>
<td>輔英科技大學通識教育中心</td>
<td>施忠賢</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>試論資訊科技融入技職校院文史通識教學的理論與實際</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*每場論文主持人5分鐘、主講人各10分鐘、特約討論各12分鐘，回應講評各2分鐘，餘為綜合討論。
人文學與社會科學通識教學研討會論文集

目次

序 .......................................................... 宋邦珍 主任

第一場
現代文探究性閱讀教學 ................................... 梁滿修 ..... 1
極短篇在通識教學中的運用 ............................... 簡光明 ..... 25
邏輯與理性思考 ............................................... 李明儀 ..... 37

第二場
ARCS 教學模式對英文重修生學習動機影響之研究
－以美和技術學院為例 ................................. 莊筱玉 傅敏芳 ..... 45
中美請求語用行為異同之比較及其對英語教學之啟示 ...... 陳淑珠 ..... 75
通識音樂課程在技職教育體系中的評鑑與檢討 ............. 簡君純 ..... 95

第三場
知識經濟思潮下，技職教育與通識教育之新契機... 吳若己 李勝祥 ..... 107
通識教育本土化探析－以網迷行爲研究爲例 ............... 鄭金謀 ..... 121
試論資訊科技融入技職校院文史通識教學的理論與實際... 鄭志敏 ..... 159
通識音樂課程在技職教育體系中的評鑑與檢討

The Evaluation and Discussion of General Music Curriculum in the System of Technological/Vocational Education

簡君純
輔英科技大學人文教育中心

摘 要

本文將從科技大學和技術學院為主流的通識教育現況，談通識教育中音樂課程在非音樂系學生的意義、理念與設計的主要方向。透過音樂課程的教學而將音樂生活化，是在技職院校中實施音樂通識課程的重要目標。本文中的第一個探討重點——由現今科技大學的通識教育發展至音樂通識課程在通識教育中的內涵及其所扮演的角色與地位。第二部份——音樂通識教育課程，將針對通識教育中的音樂課程的必要性、現況所面臨的困境及解決方式、課程設計及教學方法等四個單元予以探討。

關鍵字：技職教育，通識教育，音樂通識課程，非音樂系學生。

Abstract

The ultimate objective of this study is to emphasize the importance of music curriculum in the general education. How music curriculum plays an evitable role on the influence of students’ developing skills in everyday life, the difficulties the improvement of general music curriculum in vocational schools would be another major subject along with this research as well. There are multiple benefits and functions in which music curriculum can be provided.

Keywords: Technological/Vocational Education, General Education, General Music Course, Nonmusic-major students
Introduction

(1) An Overview of Technological/Vocational Education provided in Taiwan

Technological/Vocational Education (TVE)\(^1\) has been of crucial importance in the recent development of Taiwan. For the reason of attaching much importance to technical training, its recognition is usually inferior compared with the academic attainment. Furthermore, the prime mission of TVE is trained towards future career that the attraction is less than entering a better and higher school. Even though the specialists who have been educated by TVE have tremendous dedications to promote industrial properties and economical development, entering TVE systems, which consist of vocational high school, junior technical college, and university of Technology are solely the second selection for students graduated from traditional high schools or colleges.

(2) Characteristics of University of Technology in Taiwan

The characteristic of University of Technology (UT) is of a more practical vocational inclination, providing route to training students with more technical competencies. In other words, the central purpose of UT aims to equip students with practical skills or para-professional knowledge for future employment. The dominant aims for UT encompass its capability to accelerate economic growth, and to provide industry with skilled labour, techniques, and options for students who may have less academic ability (Wilkins, 2001).

Despite these purposes and the promotion of TVE by leaders, educators, and the government authorities, this sector continues to be considered as second best by students and parents (Yang, 1998). It is to say, people are still firmly dominated by the values of traditional society: vocational education has been considered in schools as well as society at large as low-status knowledge, which needs to action rather than thinking.

In order to reform this extreme prejudice from the public, the Ministry of Education, has rapidly increased the amounts of institutes or universities of technology to

---
\(^1\) It is officially duplicated from the Ministry of Education, Taiwan.
promote the standards of TVE, to offer more passageways for students to access the systems. Nevertheless, if its purpose is to maintain the 'accuracy' and legitimacy under vocational systems, in other words, it intentionally emphasizes on practical techniques in order to be manifest and different from traditional schools. The recognition and reputation will be not necessarily promoted, but may cause the incompletion in terms of educational function. (Chung, 1998).

The Current Development of General Education in Taiwan

General Education (GU), a term adopted from American educational system, is a distinctive approach to the organization of curriculum. Tanner (1995) stated, "it is especially to the treatment of knowledge intended to provide for the common education of youth in a democracy" (p.523). The specialists in varied domains need to have in-depth consideration or concern with people and society in addition to having technical competency and profession. Therefore, a study of "humanity provision" will inevitably implicate other areas of study. It has never lost sight of the unity of knowledge, for instance, form the Brighton course, recognizes the place of technology in our lives, in response to "locate the concerns and methods of the humanities within a cultural context characterized by scientific and technological development." (1987). In studying the humanities, the aim of active reflection on our own culture and society recognizes the possibilities implicit in a teaching approach which starts from the student’s own experience. It is particularly obvious for mature students who come with more senses and interests in the view of life and the world.

‘Humanity concern’ is an essential component that strongly influences the effectiveness, quality, and value of the professional fields. That is to say, the primary objective of TVE is to cultivate professionals with human concern and distinctive features of general education. (Chung & Chien, 1999). More importantly, the purpose of considering and human concern and caring is to make students’ lives nourish flawlessly without separating from realistic world. To be short of considering and concerning humanity means to be short of decent conditions of diverting knowledge into wisdom and technical competency. (Fu, 1999). This is what the educators gradually perceive that too much attention pursuing professional courses will limit and narrow the boundary of students’ knowledge.

Thus, students who are educated by the system can barely become a role of
'screw' among the products of this society that they could be only made good use by
the 'implements' or 'tools'. Under this circumstance, how could they generate cre-
avtive thinking and communicate to a modest degree with the whole society? This di-
rection of education will also be enlarged the distance apart from various professional
fields due to exclusive expertise. (Fu, 1999). If there are deviations of value or atti-
tude affecting inharmonious relationships among people and the people, people and
the society, and people and the nature, the professional technique will unexpectedly
bring up undesirable results, which we are unpleasant to meet in near future.

The Current Position of General Music Course in the TVE System

General Music, as one of the Art programs, is usually included within the field of
Humanity Science in the current system of UT (Hong, 1996). According to the De-
partment of TVE, Ministry of Education, formulating well-established curriculum of
general music curriculum helps non-music major students to come in contact with
music, to understand music, and to appraise music. Also, the President of General
Education in the Republic of Taiwan (R.O.C.), Dr. Huang Chun-Chieh made clear
definition to the purpose of General Education. He keenly expects the art and music
educators who can clarify the arrangement of course, material, and emphasis of
teaching (Young, 1997).

Kung (2000:388) mentioned that function of music is not only to train the tech-
niques of fundamental singing and performance, but also needs to improve their aesth-
thetic capabilities and spiritual lives. As a result, the major objective of lifelong
learning education can be thoroughly put into effect through music into daily life. To
aim directly at non-music major students, general music education ought not to be
suspended at a stage of basic music knowledge and technique. In fact, music courses
from primary to high school are nearly the training of fundamental music ability. It
would be merely the repetition continued from previous education if the context and
goal of curriculum are heightened as the same.

Consequently, a clear and definite goal of general music curriculum in vocational
schools is to give students with the competencies to seek for contemplation and com-
prehension. Looking further ahead is to elevate the aesthetic quality and moral value,
which will guide music to truly become influential element for everyday life. Through-
out the above discussion, for the reason of achieving anticipated objective, we
should consider important issues regarding music courses in technological education
settings, as well as issues dealing with professional subjects or other courses. That is to say that music needs to have equivalent educational aim and expectation as well as other disciplines at schools (Kung, 2000).

Music Curriculum at the Current Situation

General education TVE system is initially categorized into three major fields---Natural Science, Social Science, and Human Science or Humanity and Art. It is later gradually set apart in detail into five fields---Human Course, Natural Course, Life Course, Social Course, and Management Course. At the present, general music curriculum is usually placed within the fields of Common Course or Human and Social Course. (Hong, 1996)

As for the settings of the general music course amongst various schools, it can be simplified into three primary types----General Discussion, Special Topic, and Combined Issues in, accordance with the distinction of contexts and arrangements. (Young, 1997).

1. The first type is ‘General Discussion’---It has no particular limitation, such as the titles of ‘Music Appreciation’, ‘The Journey of Music’, and ‘The Enjoyment of Aural Art’, which focus on general appreciation and listening of musical works, including oriental and western music. There are now numerous teachers who accord without prior consulting to add Taiwanese music (or so-called Native music) into teaching materials.

2. The second type is ‘Special Topic’---It has been frequently formulated as a particular topic that has more distinguished fields, for instance, the subjects of ‘Opera Appreciation’, ‘The Mystery of Oriental Music’, ‘Introduction to Taiwanese Traditional Drama’, ‘Broadway Musical’, and ‘The Eighteenth-Century Music History’ which consist of instrument, theory, listening and sometimes need to rely on visual films as assistant teaching tools.

3. The third Type is “Combined Issues”. --- It is generally connected with music and other art subject that is flexible and changeable within the contexts. The examples can be seen as ‘The Appreciation of Modern Art and Music’, ‘Listening Classical Music Throughout Motion Pictures’, ‘Music and the Culture’, and ‘The Relationship Between Music and the Environment’. These combinations present different perspectives experiences with different ways that can lead students from their favorite types back to musical topic.
Regardless of any type of music course is chosen, the way of curricular settings is designed via multi-dimensional and multi-layered environments which students have the ability to interpret the meaning and feeling of music through variety of music work and construct their own learning. To present composer’s unique thought and initial work and to reflect cultural and historical aspiration would be short-term goal for the purpose of musical teaching.

In order to strengthen their talents of music appreciation, aesthetic experience, they are expected to be able to apply learnt music from schools into their real lives and future careers. It wouldn’t be a doubtful long-term purpose for music educators. As a result, bringing music into their lives, and teaching students to realize the connection and application between music and life, is the most important aim to reach desirable quality of life.

The Difficulties of General Music Curriculum in TVE System

Dr. Huang presented a statement while at the educational seminar for “Music as General Education Courses in Regular Colleges and Teacher Colleges”. The example was mentioned about the surroundings of Art in Taiwan from a conversation between two foreigners. One said, ‘Taiwan is not a society with eminent nourishment of art.’ The other responded, ‘Taiwan is a society with very eminent “ingenuity” of art, but not with eminent nourishment of art.’ The above dialogue is incisive to point out that the universality of art education in Taiwan has been indeed neglected under traditional education. In other words, because of the major intention of entering higher institutions, music course has often fallen into the sacrificial subject under conventional teaching environments. It takes longer time to be improved in order to be able to reform these inadequate concepts for the long past time. Concerning over the difficulties and impediments of general music curriculum in TVE, it includes as follow:

1. The direction of education from primary through high school is mainly leded toward advanced higher institute/university so that causes “utilitarianism” deep-rooted into the values of people at this present society. Naturally, music, art, and culture are not regarded, as it should be. It is understandable that desired outcomes and teaching effectiveness of general music course cannot be in-depth put in practice under such educational surroundings and social structures.

2. A lack of commitment to the implementation of a broad-based curriculum ex-
ists in the general music course. In other words, the characteristic of practical use still exists in the system of TVE. For the reason of its passive attitude, it is full of obstacles while formulating general course settings. Looking at the matter from this above viewpoint, music course is also lack of affluence and flexibility. (Tsui, 2000).

3. A failure to define the adequate position of general education within the formation or organization amongst schools causes the problems of disorder and limitations, which are reflected into staffs, budgets, and implementation. The teachers are generally difficult to find out the place to consult while they need assistance in teaching.

4. The lack of departments related to humanities or social sciences under TVE system so that it is difficult to seek out trained teachers, proper materials, and necessary equipments as supportive teaching sources. For music course, important requirements of multi-media and various musical activities, such as audio-visual aids, are inevitable and helpful teaching appliances in terms of future development of general music education. According to "the Report for Improving Art and Talented Teaching in Technological Colleges, 1999", many of music courses are usually taught by nonmusic-major instructor. It seems to be diametrically opposed to the essence of general education.

5. It is to be short of belief in the value of offering courses to student who is not talented and interested in musical learning. For the reason of every single music course is set up for only one semester that instructor's content of lecture is often difficult to be spread out. In addition, most of the students feel regrettably in contact with classical music for the lack of musical training and learning environment since their early childhood. ‘Teacher and student need an alphabet of aesthetic literacy. Music has a finely developed and generally recognised alphabet—An aesthetic alphabet has to enable the student to recognise and analyze the sensory, formal, technical, and expressive properties of the object’ (Broudy, 1990). Even music class doesn't have to stress too much in the emphasis of theory, the point at issue without a theoretical basis will not sustain too long.

6. Due to the flaw of whole structure proposed above, it influences students who take the class generally regarding general course as only 'embellishment' of their major subject. Music, as a matter of course, is a subject that has never been adapt into the entrance examination for entering higher schools. The even
worse situation for the status of music class has fallen into the sub-substitute ‘nutritious credit’ among the young’s concept. Naturally, assessment of the outcomes of music course in general education is inevitably degraded.

The Improvement and Development of General Music

Curriculum in TVE in the Future

1. To foster student’s understanding and attitude toward aesthetic experience and competence are probably the initial aim to art course. For the majority of students in the technological schools, what they expect to learn is emphasized on practicable issue. Consequently, for those subjects related to aesthetic or artistic sensibility, they frequently appeal to ‘expected but dread’ attitudes toward these issues. In this point, they expect to heighten their competences of music appreciation through this kind of course.

2. To focus on major objective of practical use in the technological schools, the well-designed content of general music curriculum with practical benefit should not be disregarded. As for the perspective of practical use, applying presented or published reports, which related to effectiveness of music, will be fairly appropriate for the establishment of perception. For example, apply the application of ‘Mozart Effect’ music to body relaxation, and improvement of music to melancholic (Straske, 1989; Sloboda; 1969). Both of the listed above appeal to the practical use and influence of music. Kung stated that ‘the curriculum will affect students’ approval to music: the only best method for raising the accountability of music in daily life is to increase their understanding and recognition to music. (2002)

According to Liberal Arts at the Community College, 1981, students expect that music and art classes can be related to their individuality, education, and professional development. Even though specialization is the point of emphasis in the vocational education, the association of professional subject with basic knowledge can be effectively applied to promote student’s wisdom into practical knowledge. Thus, the ideal and objective of general education can be successfully achieved. For instance, students can discuss and communicate their own musical experiences through well-designed questionnaires, especially for the status of extensive, continued education or adult students who can be stimulated more positive thinking by this way.
Moreover, adult students usually confront many challenges and pressures, such as from the relationship with job, family, society. Therefore, music curriculum can provide the needs of adult students and even enrich their leisure lives (Atkinson, 1986). Taking an example form one of the classes what I have taught, students used to discuss how to make use of music to improve the suffering from insomnia for the huge stress from job and family, or how to help family or friend’s emotional difficulty through music. These are many successful instances to firmly put the music teaching into effect.

3. To rich the teaching equipments, such as audio-visual aids, and to make good use of scientific supplies can create sprightly teaching atmosphere then to promote student’s learning interest. Aiming those students who regard music course as ‘nutritious credit’ or ‘elective’, lively and flexible teaching approaches usually can attach more their attention. Through the application of various music multi-media, such as DVD, VCD, CD, picture, or projection, that is—utilizing the stimulation of vision can reinforce ‘abstract’ auditory feeling to reach more completed effect of music appreciation. In other words, students will comprehend intuitively through such well-planned and prepared content of course.

The establishment of art center or concert hall will be another aid to promote the quality and variety of artistic and musical activity in campus. Thus, each school can build up the course with his own characteristic and emphasis to fit the student’s need and attainment. According to the Report of Improvement and Program for Art Talented Teaching in Vocational/Technological Schools, the Department of TVE, Ministry of Education, the vast majority of students who have ever taken general music course responded the content of class ought to have more varieties and expect to have more opportunities to contact music as well as personally participating, performing, and discussing music. (1999: 17).

Therefore, how to break through typical teaching method and course device of general music curriculum will be urgent to strengthen at this moment. Hence, a variety of musical activities will be strongly encouraged to take place in campus, for example, drawing choral work from class singing activities, taking forward students’ musical competitions for performance at school concerts, or lectureship of appreciation in-campus or organizing community music association, i.e. orchestration, band, ensemble, or choir, etc. Music could be getting to have been accustomed to their liv-
ing modes if they are positively guided, inspired, and heartened.

Taking a wide look at European and American countries, the participation of musical activities has become people's popular leisure lives. Nevertheless, cultural and musical activities in Taiwan solely belong to the 'nobility', but not even to the 'universality' of public activity. Therefore, tying to implement off-campus teaching activities, that is, allowing students to be involved in-group activities out of school hours. For instance, teacher can encourage them to join concerts or programs in the National Music Concert Hall or local cultural centers. It enhances their feeling of 'live' performance, participation and self-assertion from heart whilst listening to music that are not able to be compared with the place of classroom or home.

One of the grades of evaluation from the course what I teach every semester is marked by student's report for attending off-campus concert. Some students even have never step in concert hall before. This pattern of extracurricular teaching is approvable by the majority of the students with positive and passionate responses. It enables their pursuit of interesting and rewarding social and leisure activities.

4. To assess students' competences in the perceptive of music appreciation periodically, it is greatly helpful in the understanding of their abilities and needs to design appropriate content of course for different-level and different-major students based on the well-device measurement. The important criterion that I adopt for the assessment of class will depend on student's learning attitude and participation of course. In response to most today's schools regarding typical manner of assessment as their favorite preference is still 'question and answer' on examination paper.

Due to the objective of general education course is not for any particular major, all of different major students at school could probably sit in a same classroom. The teachers can classify by groups or colleges so that each group selects a topic to develop and promote their learning motivation and interest. This approach distinguishes from traditional musical learning pattern that it can benefit the learners from the pleasure of sharing music with the others.

**Summary and General Discussion**

It has been a great deal of help since the TVE of Ministry of Education regarding the general education curriculum among universities and technological schools as one of the assessments in 1999, which rapidly propagated and moved the development of
general education. Nevertheless, students' intuition for general courses is the meaning of 'nutritious credit'. The administrators and teachers at school should rebuild up some perspectives from students' in-depth thought and ideas in terms of equal importance of general education and professional education course.

The knowledge provided by technological schools is not only for the profession, but also for the abundance of life, the contribution of society, and sentiment of morality. In other words, it will be the prime and final objective of the completed five educations --- Moral education, Intelligent education, Physical education, Group education, and Aesthetic education.

The education in Taiwan is particularly attached great importance in professional education, yet it is to be treated with indifference in the needs of real life. Even though it has been 18 years since the general education was promoted among schools, the music course within are field is seldom discussed under the whole general education. According to 'The Symposium of Music Courses in General Education' (1998); the participated scholars and instructors all feel keenly considerations about the problems, resolutions, and improvements of teaching content, material, and device of curriculum. The prime concept to aim directly at non-music major students who are supposed to be trained as professional, however, with limited musical training and background is ---everyone does not have to be a musician, but could be an appraiser.

Therefore, regardless of judging from the perspective of education or concerning student, the curriculum designed according to the understanding of student's need will be able to achieve both of teaching and learning advantages to teachers and students as well.

參考文獻

黃俊傑：《大學通識教育的理念與實踐》（台北，中華民國通識教育協會，1999，7）。

黃俊傑：《大學通識教育探索：台灣經驗與啓示》（台北，中華民國通識教育會，2002，3）。

張一蕃：《通識教育在知識經濟時代扮演之角色》，《知識經濟時代我國高等教育改革的理念與實踐研討會》（90年10月6日）台北。

張一蕃：《人文關懷與專業素養》，《通識教育季刊》第5卷第2期，頁27～35，台北，1998。
張一蕃，《技職教育注入更多的人文關懷》，輔英技術學院。
張一蕃、簡光明，〈專業教育中的人文關懷〉，《第二屆華人地區大學通識教育學術研討會》，高雄第一科技大學，1999，11月。
傅正玲，〈技職院校共同科目通識化的理念與實踐〉，《通識教育論文》，輔英技術學院。
傅正玲，〈人文空間的營造-課外閱讀學程的理念與實踐〉，《通識教育季刊》，6：1，1999，3，p.33-48。
宮方辰，〈技職院校音樂通識課程之探討〉，《全人教育學術研討會》，文藻外國語學院，2001，10，p.388-403。
宮方辰，〈技職院校音樂欣賞課程成人學生需求探討〉，《全國關懷研討會》，輔英技術學院，2002，5，p.2-8。
楊淑媚，〈音樂通識教育座談會之紀要與共識〉，《台灣各大學暨師範學校音樂通識教育座談會》，（國民教育），1997，38卷，6期，p.54-57。
蘇金輝，《音樂通識課程在技職院校的角色和發展》，《技術及職業教育雙月刊》，2000，第66期，p.42-44。
洪麗珠，〈通識教育藝術課程之理念與規劃—為理工大學而設計〉，《通識教育季刊》，1996，3卷，4期，p.35。