

Corresponding Author: Lee, Yating

Affiliation: Department of Education, National Pingtung University of Education. Taiwan

Position: Associate Professor

Email: yatinglee10@gmail.com; yating@mail.npue.edu.tw

Theme: Education, pedagogy or curriculum across the boundaries of various languages

2012 PESA Conference

Infusion between Aesthetic Literacy and Professional Training in the Pre-service Teachers Program

abstract

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 in National Pingtung University of Education engaged in, this one-and-a-half-year project assisted by The Ministry of Education of Taiwan was based on the assumption that general education and the major going separate way was misguided. Pre-service teachers taking pre-service teacher program in Taiwan are required to take the professional courses in advance. ‘Practicum of Elementary School Teaching’, one of the teacher education program, is an integrated and advanced subject in order to better coordinate teaching experience in the pre-service teacher program. The purpose of this article is to explore and examine the effects of infusion between aesthetic literacy as well as ‘Practicum of Elementary School Teaching’.

The structure of this article is as followed: first, the research literature about ‘aesthetic literacy’ and ‘the pattern of curriculum infusion’ will be analyzed. This review is to clarify why aesthetics play an important role in the teaching. Arguing that aesthetics are fundamental to teaching and critical to student’s growth in cognitions, this paper strives to address the question: “What is the role of aesthetic literacy in pre-service teacher programs, especially Practicum of Elementary School Teaching?”

Secondly, issues regarding the infusion between aesthetic literacy and Practicum of Elementary School Teaching are discussed: (1)how to define the aesthetic literacy infused into Practicum of Elementary School Teaching? (2)what are the teaching strategies? (3)what are the forms of assessment employed in this investigation? To answer the above mentioned topics, the meaning of aesthetic literacy infused into Practicum of Elementary School Teaching needs to be understood. The author suggests the following: 1. teaching as arts; 2. teachers as artists; 3. aiding the pupils in the acquisition of freedom of mind and body by inquiries. It’s an aim to encouraging pre-service teachers to consider various perspectives as they design instruction. As they are encouraged to consider various perspectives, they are also provided with opportunities to develop sensitivity to the consequences of the teaching methods designed.

Thirdly, there were six teaching strategies applied in this curricula

1. Reading and discussing.
2. Lecture on aesthetic experiences about teaching.
3. Teaching observation and analyzing the art of teaching.
4. Teaching in the elementary school and having reflections if aspects of artistic teaching could be identified.
5. Writing one’s own cases on artistic teaching.

On the other hand, the written cases can be used as another form of assessment employed in our investigation. These samples provide data on pre-service teachers’ phenomenological learning experiences. In other words, each written case provided

different information about how pre-service teachers think about ‘teaching as art’ encountered in classrooms. According to the data collected, this curriculum was found beneficial for professional growth in teaching design as well as teachers’ willingness to improve their teaching profession, which let our pre-service teachers reconsider the complexity of what counts as teaching.

The idea of infusing aesthetic literacy and Practicum of Elementary School Teaching has been examined. Several of the pre-service teachers, however, did not provide an atmosphere that welcomes exploration and adventure. Teaching pre-service teachers to design is more like playing dominos. Several of the pre-service teachers failed to “read” some of the qualities emerged and respond with qualities appropriate to the direction they expected the students to take.

Descriptors: aesthetic literacy, Practicum of Elementary School Teaching, Pre-service Teachers Program

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