

國立臺灣師範大學 113 學年度博士班招生考試試題

科目：專業英文

適用系所：美術學系

美術教育與美術行政暨管理組

注意：1.本試題共 2 頁，請依序在答案卷上作答，並標明題號，不必抄題。
2.答案必須寫在指定作答區內，否則依規定扣分。

※試時間 113 年 4 月 26 日(週五) 上午 9:30-12:00，同一時間有另一份專業領域考卷一起進行考試，請把握時間作答。

1. Please provide your own comments about bilingual education (25 points) and critique the idea of asking the art teacher to set language learning teaching goals(25 points). Please write your ideas in English.
2. Please read the paragraph below. Describe and discuss its content regarding research design of the project. You may choose to answer in English or Chinese. (20 points)

The Portuguese Foundation for Science and Technology funded the research project «Mediation and Meaning Making Strategies in Art Museums» proposed by João Pedro Fróis, and Carolina Silva. The main goals of the research project were to understand how could the use of specific mediation strategies help individuals in the interpretation of artworks, and if those meaning making processes vary across people with and without a background in visual arts. In order to achieve this goal a five-month workshop was organized, involving twenty-four participants who engaged in continued encounters with three chosen artworks in the museum. During the workshop participants were introduced to and used different mediation strategies that actively involve individuals in mapping the paths integrated in their experiences with artworks. The four-step approach produces visual and written ‘texts’ that contribute simultaneously to individual’s self-awareness of their meaning making processes, while also making them visible and shareable with others. Envisioned as a continuum it includes four mediation strategies: note writing, aesthetigrams, quadrant, and text writing.

3. According to the draft list in the following by Professor David Throsby, what would best describe as principles towards an operational approach to culturally sustainable development. You may choose to answer in English or Chinese. (30 points)

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Accordingly, it is possible to derive a series of principles for development that can be regarded as culturally sustainable from the criteria that underlie the concept of sustainable development articulated from an ecological or environmental perspective. A suggested set of principles is as follows:

- intergenerational equity: development must take a long-term view and not be such as to compromise the capacities of future generations to access cultural resources and meet their cultural needs; this requires particular concern for protecting and enhancing a nation's tangible and intangible cultural capital.
- intragenerational equity: development must provide equity in access to cultural production, participation and enjoyment to all members of the community on a fair and non-discriminatory basis; in particular, attention must be paid to the poorest members of society to ensure that development is consistent with the objectives of poverty alleviation.
- importance of diversity: just as sustainable development requires the protection of biodiversity, so also should account be taken of the value of cultural diversity to the processes of economic, social and cultural development.
- precautionary principle: when facing decisions with irreversible consequences such as the destruction of cultural heritage or the extinction of valued cultural practices, a risk-averse position must be adopted.
- interconnectedness: economic, social, cultural and environmental systems should not be seen in isolation; rather, a holistic approach is required, i.e. one that recognizes interconnectedness, particularly between economic and cultural development.

These principles can be seen as a checklist against which particular policy measures can be judged in order to ensure their cultural sustainability.