

The Exploration of Integrated the Global Issue into Instructional Design for Young Children in Pre-Service Early Childhood Teachers' Practices

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Abstract

This article focused on the analysis and critical thinking about global education by the consideration of global economic and politics, presented the instructional value of global issue for young children, and enlightened their understanding about poor, democracy, power, human rights, natural ecology, and social actions to empower their global conscious and human respect. We could draw the configuration about anti-utopian and global the poor-rich divide, powerful vs. powerless, destructing the natural ecological environment by the understanding of discursive logic between multinational capitalism and global cultural politics. The educational thinking about global issue could provide learners to practice multiple social democratic alternatives by the dialectical praxis on the global conflicts and critiques. Based on the researcher's classroom information, pre-service early childhood teachers seldom understood the meaning of global conscious, with one dimensional instructional inculcating and directing, and empowered their subjectivity and community of global civil conscious. Finally, this article proposed pre-service early childhood teachers

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have to self-educate themselves the cognition and meta-cognition about the global context and global issue, enriching the designing configuration of global issue integrated into instruction for young children, and empower their subjectivity and community conscious in the global instructions to promote their early childhood instructional literacy.

Keywords: Pre-service early childhood teachers, Global issue, Instructional design, Young children

幼兒職前教師實踐全球議題融入幼兒教學活動 設計之探究

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摘 要

本研究從全球化的經濟與政治層面之思考出發，分析與批判全球教育之意涵，聚焦在幼兒學習全球議題之價值，並啟蒙幼兒對於全球脈絡之貧窮、民主、權力、人權、自然生態與社會行動等議題之理解，彰顯幼兒全球意識與人道關懷。以研究者的課堂質性資料觀之，幼兒職前教師對於全球意識的批判性認知不足，且流於單向度的教學灌輸與指導，未關注幼兒在全球議題中的連結與定位之思考，也未能彰顯幼兒全球公民意識的主體性與社群意識。為增進幼兒職前教師實踐全球議題融入幼兒教學活動設計之專業素養，本研究建議其必須充實自我對於全球脈絡與全球議題之認知及後設認知，並豐富全球議題融入幼兒教學活動之多元設計圖像，進而彰顯幼兒在全球議題學習活動中的主體性與社群意識。

關鍵字：幼兒職前教師、全球議題、幼兒、教學活動設計

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