

摘要

社會情緒能力攸關一個人的求學、工作、幸福感與生活滿意度，社會情緒學習（social-emotional learning, SEL）是所有學生都應該享有的權利，近年來各國積極推動相關教育政策，國內則於 107 學年度起開始試辦。本研究旨在瞭解國中藝術教師對於 SEL 融入藝術領域的看法與實施困難、建構 SEL 融入國中藝術領域教學指標，並提出教學實施建議。本研究以美國「學業社會與情緒學習協會」提出的 SEL 五個核心技能「自我覺察」、「自我管理」、「社會覺察」、「人際關係」、「負責任的決定」為架構，第一階段參考國內外相關文獻，訪談 8 位國中藝術教師，據此研擬指標初稿；第二階段邀請 11 位專家學者及國中藝術教師填寫三回合的德懷術問卷，建構 15 條指標。研究結果發現國中藝術教師對 SEL 重要性持高度認同但也有不少挑戰。最後，本研究針對 SEL 課程教學、評量與學習環境、教育師培機構及未來研究提出建議。

關鍵詞：藝術領域、社會情緒學習、教學指標

Abstract

Social-emotional competence is crucial for an individual's academic success, work performance, well-being, and life satisfaction. Social-emotional learning (SEL) should be a fundamental right for all students. In recent years, many countries have actively promoted related educational policies, and Taiwan has initiated pilot programs since the 2018 school year. This study aims to understand the perspectives and challenges of junior high school art teachers on integrating SEL into the art curriculum, develop teaching indicators for this integration, and identify the recommendations for implementing SEL in the junior high school art domain. The study is based on the five core competencies of SEL proposed by the Collaborative for Academic, Social, and Emotional Learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In the first phase, relevant domestic and international literature was reviewed, and interviews were conducted with eight junior high school art teachers to draft the initial indicators. In the second phase, 11 experts, scholars, and junior high school art teachers were invited to complete three rounds of the Delphi questionnaire, resulting in the construction of 15 indicators. The research results reveal junior high school art teachers' high recognition of the importance of social-emotional learning and the challenges in its implementation. Finally, this study provides suggestions for future research on SEL curriculum teaching, assessment, learning environment, as well as educational and teacher training institutions.

Keywords: art education, social and emotional learning (SEL), teaching indicators