

出國報告（出國類別：參加國際研討會）

東亞教育國際研討會
IOEAE 2016

服務機關：嘉義大學
姓名職稱：黃月純
派赴國家：日本東京
出國期間：2016年10月15~17日
報告日期：2016年12月31日

摘要

本人於 2016 年 10 月 15 日到 10 月 17 日前往日本東京參加第二屆東亞教育國際研討會(The Social Development and Education Reform in East Asia)。由於時間緊湊 15 日早上在臺灣尚須主持教育系舉辦的點亮 新世代教育學術研討會，因此只能參加 16 日的論文發表。IOEAE2016 國際研討會係由東京東亞教育研究所舉辦，該所並出版「東亞教育研究」(The Journal of East Asian Educational Research)期刊，是一個集合日本、韓國、中國與臺灣等東亞地區的教育學會與刊物。此次會議發表本人發表 A Comparison of Election System of Superintendents and their Position, Role and Function between South Korea and Taiwan, 並與指導學生陳家儀同學共同發表 A Comparison Study of Promoting Inclusive Education in Taiwan and Korea. 另外，帶領指導學生廖淑娟同學發表The Study of Aesthetic Education and Students' Learning Outcomes in Elementary Schools in Yunlin and Chiayi.

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一、計畫緣起與目的

大會目標為：

- (一) 經濟全球化和產業結構的變化，東亞國家和地區的社會構造也發生了巨大的變遷。
- (二) 教育的普及與教育機會階層間地區間差距在擴大，教育的責任加重。
- (三) 網絡信息技術的跨世代性發展，使得東亞各國和地區的教育面臨挑戰。
- (四) 東亞各國關注教育數量的擴張轉向了教育質量的提升和對教育內容的重構。
- (五) 有著相似的文化歷史特徵的東亞國家和地區，在推動本國的教育改革的過程中，相互借鑒吸收鄰國的經驗有著重要的意義。

參與本次研討會目標：

- (一) 第一次參加東亞教育研究所辦理的國際研討會，能對東亞地區的歷史、現況、教育策略、和未來展望有所了解。
- (二) 與參加此研討會的教授群一同探討亞洲教育的現況和趨勢，並進行未來策略的規劃和評析。
- (三) 帶領同學隊參與發表學術論文，發表自己的努力成果，並針對演講主題進行深入討論，豐富彼此學術知識。
- (四) 一方面訓練學生的英文發表能力，一方面更擴展並提升學生在其論文研究上的視野與能力。

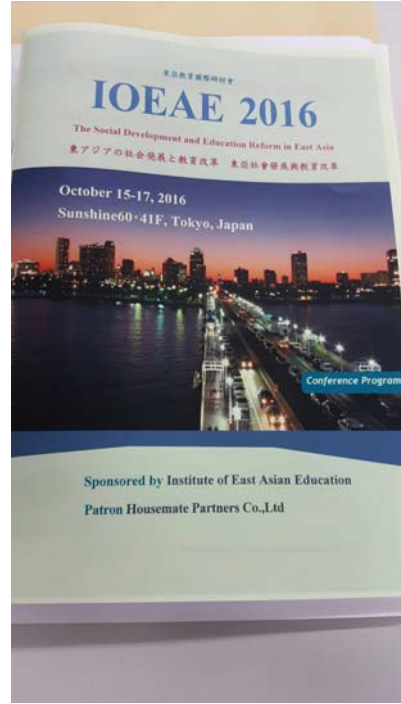
二、參加研討會過程與內容

由於本人的時間緊湊 10 月 15 日早上在臺灣尚須主持教育系舉辦的點亮新世代教育學術研討會，因此只能參加 16 日的論文發表，隔日 17 日即返回臺灣。

以下以圖片與文字說明研討會當日的發表情形；



主持人大東文化大學
上野 正道教授



大會手冊



大會舉辦地
東京 Sunshine60 大樓



大會 Keynote Speaker
東京電機大學小島勇教授



論文發表



提問



代學生陳家儀發表



代學生陳家儀發表



指導學生廖淑娟發表



大會晚宴

三、心得與建議

此次嘉義大學的師生共有何宣甫與我，以及兩位同學，還有濟南國際大學吳明烈教授一同前往日本東京參加東亞教育國際研討會可謂收穫良多，雖然過程非常的緊湊(扣除來回只有待在日本一天的時間)，但是我們都感受到了許多文化和學術上的知識，更體會了實質發表論文的情境，特別是同學的感受是更深刻的。

四、附錄

附錄一 論文通知信函

INSTITUTE OF EAST ASIAN EDUCATION

Sept. 20 2016

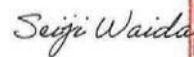
Prof. Yueh-Chuan Huang
Graduate Institute of Educational Administration and Policy Development
National Chiayi University
No. 100, Wenlong Road, Minsyong, Chiayi, Taiwan 62103

It is an honor and privilege to invite you to participate as a presenter in the panel session at the *The Social Development 8th International Conference on East Asian Education* (IOEAE 2016) organized by Institute of East Asian Education (IOEAE), that is scheduled from Oct. 15 to 17, 2016 at the Sunshine 60 Hotel, Tokyo, Japan. We believe that your presentation will make this conference very instructive and appealing to participants.

IOEAE 2016 welcomes education researchers and practitioners (1001) around the world and from all areas of education and related disciplines to present new ideas and research findings. We hope that you will have face-to-face discussions with participants from all over the world and that your stay in Tokyo will be enjoyable and fruitful.

We look forward to meeting you in Tokyo.
Sincerely,

Seiji Waida



Director, Institute of East Asian Education

General Inquiries: Association of East Asian Education
Tel: +886-6-221-5011 (hokkaido, taipei, tokyo)



Sept. 20 2016

Chia-I Chen
Victoria Academy
1110 Jhennan Rd. Douliou Ywrl 治 ·6110 Taiwan

It is an honor and privilege to write you to participate as a presenter in the panel session at the *The Social Development and Educational Reform in East Asia Conference* (IOEAE 2016) organized by Institute of East Asian Education (IOEAE) that is slated to hold from Oct. 15 to 17 2016 at the Sunshine 60 Tokyo Jap

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Sincerely,

Seiji Waida



Seiji Waida

Asian Education

Director, Institute of East

附錄二 發表論文內容摘要

黃月純的論文摘要

A Comparison of Election System of Superintendents and their Position, Role and Function between South Korea and Taiwan

Yueh-Chun Huang

Since 2007 superintendents in Korea have been elected by the general public; in comparison, superintendents in Taiwan are assigned by local governors. The above system in Korea is in nature innovative and the purposes for this innovation are to implement decentralization, local participation, and educational administration independent of the general administration, and professional governance. The aim of this paper is to analyze historical development, background, and the-state-of-art of superintendent election in South Korea, and compare recruitment, position, role and function of the superintendents with their counterparts in Taiwan. The purposes of this study are to: 1) examine the revolution of recruitment of superintendents in Korea; 2) look at the development of recruitment of superintendents in Taiwan; 3) analyze the current state of recruitment, position, role and function of the superintendents in Korea; 4) analyze the current state of recruitment, position, role and function of the superintendents in Taiwan; 5) review the comparable positions in a number of selected countries; 6) compare differences and similarities of the recruitment, position, role and function of the superintendents in Korea with their counterparts in the above selected countries; 7); compare differences and similarities of the recruitment, position, role and function of the superintendents in Taiwan with their counterparts in the above selected countries; 8) compare differences and similarities of the recruitment, position, role and function of the superintendents in Korea with their counterparts in Taiwan. The method of documentary analysis was employed for the above purposes. In the final part of this paper conclusions are derived from the findings, and the suggestions for enhancement of systems of superintendents both in Korea and Taiwan are made from the comparison accordingly.

Ph. D. Yueh-Chun Huang

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A COMPARATIVE STUDY OF PROMOTING INCLUSIVE EDUCATION IN TAIWAN AND KOREA

Chia-I Chen

Yueh-Chun Huang

This study used a comparative method constructed by G. Z. F. Bereday, to explore and compare the promoting of inclusive education between Taiwan and Korea. In Taiwan and Korea, the background factors and period in implementing inclusive education were similar, all influenced by the U.S.A. and the trend from the international community, through legislation and the need to reform special education, gradually towards the development of inclusive education. The two countries in promoting inclusive education policy and the current situation, followings were in common.

1. on the content of the special education law, two countries are stressed: "expanding special education objects"; "not reject a special student"; "settlement in vicinity"; "IEP"; "professional teamwork"; "the use of technology equipment" and "parents' rights to participate in the system".
2. the promoting on the inclusive education: (1) the numbers of student with disabilities were increasing by year, but the increase in the ratio is not high. (2) the process is similar on choosing the special education teachers, prefer those with special educational experience, completion of special education courses or study special education teachers who serve as integrated education. (3) the "subject clusters" and "study field" was similar, they help students make the flexibility to adjust the study. (4) both the two countries emphasis on strengthening the training of the inclusive class teachers.

The study also found that there are differences between the two countries:

1. on the content of the special education law: (1) in Taiwan, the "Special Education Law" including disability and excellent gifted students; but in Korea, just mean the students with disabilities. (2) in Taiwan, the "Special Education Law" has a way to reduce the number of students of regular classes, but it has no such provision in Korea.
2. the promoting on the inclusive education: (1) in Taiwan, inclusive class included resource room and itinerant classes. (2) the "Special Education Law" of Taiwan, the definition of "related services" and "support services" were unclear. (3) compare to Korea, Taiwan special education policies pay more attention to the educational choice of students with disabilities.

Finally, according to the research findings, this study was based on human resources, the rights of students with disabilities and hardware environment three parts provides suggestions to education administration officials and future researchers.

M.Ed. Chia-I Chen

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