# 102-1 社會參與方案申請書

## 一、教師相關資料

***教師姓名：**余慧君
***任教學院：**藝術學院
***任教科系：**藝術創意產業學系

## 二、方案相關資料

***方案名稱：** Room13 藝術教室
***課程代號校內選課系統代：**N/A
***修課學生年級：**藝術創意產業大學部學生，與視覺藝術教育研究所研究生
***方案類型：**非正式課程、 系所之服務學習課程
***方案屬性：**社區營造, 文化資產, 文創, 社區文化參與, 教育

***方案簡介：**
「Room 13 International」是在 1994 年英國一間小學裡產生的點子，一群小學生決定用自己的創作作品募款，聘請自己想要的駐校藝術家來教藝術創作，小學生因此逐漸成為藝術方案執行者，讓自己經營的藝術工作坊可以繼續存活！這樣的經營模式，近年來成為全球藝術教育產業裡非常突出的典範，目前全球有越來越多的 Room 13 art studio 出現，但台灣還沒有。
本方案想要採用 Room 13 的藝術教育概念，帶領大學生進入小學或幼稚園，不是單純的教孩子們創作而已，而是帶著孩子經營出自己想要的創作環境與創作方式！
About Room 13
Room 13 International represents a growing network of student-run arts studios in schools and community settings worldwide.
The story of Room 13 began in 1994, when a group of students established their own art studio in Room 13, Caol Primary School near Fort William, Scotland.
They ran the studio as a business, raising funds to buy art materials and employ a professional Artist in Residence to work with them.
Slowly and organically, Room 13 has gone on to establish a network of creative studios and a thriving community of young artists and entrepreneurial thinkers that stretches around the globe.

Creative Freedom

Each Room 13 studio facilitates the work of young artists alongside a professional adult Artist in Residence, providing an exchange of ideas, skills and experience across the ages. In Room 13, students are encouraged to take the lead, be creative, and to think for themselves. This very simple idea has been embraced by people all over the world, giving rise to a movement that places art and creativity at the heart of learning. As the Room 13 concept has developed and spread throughout the world it has become clear that our approach can be adapted to a wide variety of educational environments and art forms.

Enterprise

Our studio network represents a growing international culture of creativity and social enterprise, which becomes absorbed into the schools and communities wherever a Room 13 studio is established. It is accessible to individuals of all ages who choose to get involved with Room 13, and generates ripples of influence into the wider community.

Room 13 International was formed as a charitable organisation in 2009 to support the growing network of Room 13 studios. Our role is to support and develop these studios and promote the value of a higher quality of creative, entrepreneurial education with particular emphasis on philosophy and the arts.

An International Community

The Room 13 network offers a forum through which artists and young people can engage with different sectors of society, gain experience that enhances their curriculum learning and benefit from international relationships and cultural exchange.

By sharing creative and entrepreneurial skills, Room 13 is empowering a generation of active, creative citizens, who are motivated, resourceful and engaged in the development of their communities.

Room 13 encourages ambition and aspiration at every level by providing a continuing motivation to learn and fulfil potential. Worldwide, our studios have a proven record of keeping young people engaged in education and are recognised as a means of addressing some of the most compelling problems facing young people, schools and society. We are a home grown, creative, socially motivated, enterprising organisation with an international reputation and an exciting future.

http://room13international.org/about/

***方案執行方式：**

邀請校外講者進入課堂，傳遞相關知識, 課堂理論教導，再帶領學生進行校外參

訪學習，學生分組討論，在課堂進行專案探討，學生直接進入社區（場域）服務，以讀書會方式經營，定期聚會，活動辦理（活動執行成果即學生成績）

***學生實作方式：**人才培訓，田野調查，藝術創作，產品研發，創意行銷，影像紀錄，刊物出版，弱勢照顧

***課程(方案）進度安排：**每週一次

**三、教師參與社參式教學與研究之相關經驗**

***執行本方案的原因：**

東華大學有個「視覺藝術教育研究所」，是全台僅有的三個藝術教育研究所之一。但是，目前台灣幼兒園與中小學的美術創作課，竟然都是用便宜行事的材料包啦！不然就是藝術教師總是慣於替孩子們操刀，讓孩子們的作品表面上看起來很美很成熟，卻犧牲了創意的過程。小學生們完全沒機會在美術課上動腦用創意！面對這麼令人無法忍受的藝術教育現場，我身為藝術教育研究所的老師，已經忍無可忍了，要帶著藝術教育研究所的學生，顛覆當前小學的美術課！

***本方案期望解決的問題或目標：**

提昇對社會參與（社會實踐）的認識、培育大學生行動解決的能力、多次進入社區（場域）體驗學習（非一次性參訪）、協助社區（場域）發展或協助推廣社區（場域）之產品、協助大學生培養專業能力（有關您的學科專業知識）、帶領學生進入業界（場域）實習、輔導大學生就業或創業的能力、創造大學生在花蓮就業或創業

***希望方案能與其他教師「策略聯盟或整合」，期望、方向如下：**

希望能與中小學教育改革之類的方案進行策略聯盟

***本方案現在（或未來）與教師的研究是否有相關？**

不太有，但這個方案若能一直執行下去，或許可以變成台灣藝術教育改革的一個新方向