

參考文獻

- 林佑聖、葉欣怡（譯）（2001）。J. Wasko著。認識迪士尼。臺北市：弘智。
[Wasko, J. (2001). *Understanding Disney: The manufacture of fantasy* (Y.-S. Lin & X.-Y. Yeh, Trans.). Taipei, Taiwan: Hurng-Chih. (Original work published 2001)]
- 陳仁富、黃國倫（譯）（2010）。J. Neelands著。透視戲劇：戲劇教學實作指南。臺北市：心理。
[Neelands, J. (2010). *Making sense of drama: A guide to classroom practice* (R.-F. Chen & G.-L. Wang, Trans.). Taipei, Taiwan: Psychological. (Original work published 1984)]
- 洪淑敏（2003）。國小低年級學童性別角色觀及性別刻板印象之研究。國立中山大學教育研究所碩士論文，未出版，高雄市。
- [Hong, S.-M. (2003). *The study of the lower graders' sex roles and stereotypes in a primary school*. Unpublished master's thesis, National Sun Yat-Sen University, Kaohsiung, Taiwan.]
- 舒志義、李慧心（譯）（2005）。J. Neelands & T. Goode著。建構戲劇：戲劇教學策略70式。臺北市：財團法人成長文教基金會。
- [Neelands, J., & Goode, T. (2000). *Structuring drama work: A handbook of available forms in theatre and drama* (2nd ed.) (C.-Y. Shu & W.-S. Lee, Trans.). Taipei, Taiwan: Healthy Growth Foundation. (Original work published 1999)]
- 蔡欣玘（譯）（2001）。R. N. Munsch文；M. Martchenko圖。紙袋公主。臺北市：遠流。
- [Munsch, R. N., & Martchenko, M. (2001). *The paper bag princess* (X.-P. Tsai, Trans.). Taipei, Taiwan: Yuan-Liou. (Original work published 1994)]
- 蔡清田（2000）。教育行動研究。臺北市：五南。
- [Tsai, C.-T. (2000). *Educational action research*. Taipei, Taiwan: Wu-Nan.]
- 鄭黛瓊（譯）（1999）。N. Morgan & J. Saxton著。戲劇教學：啟動多彩的心。臺北市：心理。
- [Morgan, N., & Saxton, J. (1999). *Teaching drama: A mind of many wonders* (D.-Q. Zheng, Trans.). Taipei, Taiwan: Psychological. (Original work published 1987)]
- Bakhtin, M. M. (1981). Form of time and of the chronotope in the novel: Notes toward a historical poetics. In M. Holquist (Ed. & Trans.) & C. Emerson (Trans.), *The dialogic*

- imagination: Four essays* (pp. 84-258). Austin, TX: University of Texas Press.
- Bakhtin, M. M. (1990). Author and hero in aesthetic activity. In M. Holquist & V. Laipunov (Eds.) & V. Laipunov (Trans.), *Art and answerability* (pp. 4-256). Austin, TX: University of Texas Press.
- Berry, A., & Loughran, J. (2002). Developing an understanding of learning to teach in teacher education. In J. Loughran & T. Russell (Eds.), *Improving teacher education practices through self-study* (pp. 13-29). London: RoutledgeFalmer.
- Boal, A. (1995). *The rainbow of desire: The Boal method of theatre and therapy* (A. Jackson, Trans.). London: Routledge.
- Boler, M. (1999). *Feeling power: Emotions and education*. New York: Routledge.
- Comber, B. (1994). Critical literacy: An introduction to Australian debates and perspectives. *Journal of Curriculum Studies*, 26(6), 655-668.
- Cranny-Francis, A. (1993). Genre and gender: Feminist subversion of genre fiction and its implications for cultural literacy. In B. Cope & M. Kalantzis (Eds.), *The powers of literacy: A genre approach to teaching writing* (pp. 116-136). London: Falmer Press.
- Davies, B. (2003). *Frogs and snails and feminist tales: Preschool children and gender* (Re. Ed.). Cresskill, NJ: Hampton Press.
- Dyson, A. H. (2003). *The brothers and sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College Press.
- Ezer, H. (2009). *Self-study approaches and the teacher-inquirer: Instructional situations case analysis, critical autobiography, and action research*. Rotterdam, The Netherlands: Sense.
- Gallagher, K. (2000). *Drama education in the lives of girls: Imagining possibilities*. Toronto, Canada: University of Toronto Press.
- Giroux, H. (1983). *Theory and resistance in education: A pedagogy for the oppression*. South Hadley, MA: Bergin & Garvey.
- Goffman, E. (1974). *Frame analysis: An essay on the organization of experience*. New York: Harper & Row.
- Hall, K. (1998). Critical literacy and the case for it in the early years of school. *Language, Culture and Curriculum*, 11(2), 183-194.
- Hamilton, M. L., & Pinnegar, S. (1998). Conclusion: The value and the promise of self-study.

- In M. L. Hamilton (Ed.), *Reconceptualizing teaching practice: Self-study in teacher education* (pp. 235-246). London: Falmer Press.
- Heathcote, D. (1991). From the particular to the universal. In L. Johnson & C. O'Neill (Eds.), *Dorothy Heathcote: Collected writings on educational drama* (pp. 103-110). Evanston, IL: Northwestern University Press.
- Hertzberg, M. (2003). Engaging critical reader response to literature through process drama. *Reading Online*, 6(10). Retrieved September 23, 2011, from http://www.readingonline.org/international/inter_index.asp?HREF=hertzberg/
- Holland, C. (2009). Reading and acting in the world: Conversations about empathy. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 14(4), 529-544.
- Jones, S. (2006). *Girls, social class and literacy: What teachers can do to make a difference*. Portsmouth, NH: Heinemann.
- Kramer-Dahl, A. (1996). Reconsidering the notions of voice and experience in critical pedagogy. In C. Luke (Ed.), *Feminisms and pedagogies of everyday life* (pp. 242-262). New York: Suny Press.
- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 817-869). Dordrecht, The Netherlands: Kluwer Academic.
- Lankshear, C. (1994). *Critical literacy*. Canberra, Australia: Australian Curriculum Studies Association.
- Leland, C. H., & Hartse, J. C. (2004). Critical literacy: Enlarging the space of the possible. In V. Vasquez, K. A. Egawa, J. C. Harste, & R. D. Thompson (Eds.), *Literacy as social practice: Primary voices K-6* (pp. 129-135). Urbana, IL: National Council of Teachers of English.
- Loughran, J. J. (2004). A history and context of self-study of teaching and teacher education practices. In J. J. Loughran, M. L. Hamilton, V. K. LaBoskey, & T. Russell (Eds.), *International handbook of self study of teaching and teacher education practices* (pp. 7-39). Dordrecht, The Netherlands: Kluwer Academic.
- Luke, A., & Freebody, P. (1997). Shaping the social practices of reading. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning*

- textual practice* (pp. 185-225). Cresskill, NJ: Hampton.
- Lyons, N. (1998). Portfolios and their consequences: Developing as a reflective practitioner. In N. Lyons (Ed.), *With portfolio in hand: Validating the new teacher professionalism* (pp. 247-264). New York: Teachers College Press.
- Neelands, J. (1984). *Making sense of drama: A guide to classroom practice*. Portsmouth, NH: Heinemann.
- Neelands, J. (1998). *Beginning drama 11-14* (2nd ed.). London: Fulton.
- Neelands, J. (2001). *The Space in our hearts*. Retrieved October 9, 2011, from http://www.theatroedu.gr/main/images/stories/files/Magazine/EandT_e-mag_June2002_UK_03.pdf
- Neelands, J., & Goode, T. (2000). *Structuring drama work*. New York: Cambridge University Press.
- Nicholson, H. (1995). Genre, gender and play: Feminist theory and drama education. *The NADIE Journal Australia*, 19(2), 15-24.
- Nodelman, P. (1996). *The pleasures of children's literature*. White Plains, NY: Longman.
- O' Brien, J., & Comber, B. (2000). Negotiating critical literacies with young children. In C. Barratt-Pugh & M. Rohl (Eds.), *Literacy learning in the early years* (pp. 153-171). Crows Nest, Australia: Allen & Unwin.
- O'Toole, J. (1992). *The process of drama: Negotiating art and meaning*. London: Routledge.
- Quintero, E. P. (2009). *Critical literacy in early childhood education: Artful story and the integrated curriculum*. New York: Peter Lang.
- Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer*. New York: Peter Lang.
- Sennett, R. (2008). *The Craftsman*. London: Penguin Books.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.
- Styslinger, M. E. (2000). Relations of power and drama in education: The teacher and Foucault. *Journal of Educational Thought*, 34(2), 183-199.
- Tam, P. C. (2008). *A multi-case study of Chinese language classrooms with drama as pedagogy: A dialogic perspective*. Unpublished doctor's thesis, the University of Warwick, UK.
- Tripp, D. (1994). Teachers' lives, critical incidents, and professional practices. *Qualitative*

Studies in Education, 7(1), 65-76.

Vasquez, V. (2004). Finding our way: Using the everyday to create a critical literacy curriculum. In V. Vasquez, K. A. Egawa, J. C. Harste, & R. D. Thompson (Eds.), *Literacy as social practice: Primary voices K-6* (pp. 109-117). Urbana, IL: National Council of Teachers of English.

Wallace, C. (2003). *Critical reading in language education*. Basingstoke, UK: Palgrave Macmillan.