

跨領域美感教育 x 社會情緒學習 自我探索羅盤

符號與意象



《跨領域美感教育 x 社會情緒學習 自我探索羅盤》為《跨領域美感教育 x 社會情緒學習 導航卡》之評估與回饋工具，可協助使用者快速比對不同學習向度下可觀察的行為與表現。

使用時，教師或引導者可依據課程內容與活動目標，對照表格定位相關素養，作為觀察、記錄與回饋的依據。羅盤中所列項目著重於學習歷程中可被辨識的行為描述，而非結果評分的參考，適合用於形成性評量、教學調整或學習歷程回顧。搭配導航卡與導航圖使用，可協助使用者從感知體驗、行為表現至能力發展，建立清楚且一致的檢核與反思架構。

跨領域 美感素養		美學思辨 與覺察省思		設計思考 與創意發想		藝術探究 與生活實踐		符號識讀 與脈絡應用		數位媒體 與網絡掌握		藝術參與 與社會行動		文化跨域 與多元詮釋	
自我覺察	身心覺察	1-1	在藝術體驗或創作過程中，能覺察並描述自己的身體感受與情緒反應，並以此作為反思的起點。	2-1	能在腦力激盪與原型製作階段，覺察自己的疲憊、挫折或靈感高峰，並適時調整節奏或休息。	3-1	在將藝術帶入日常實踐（如聲音、肢體練習）時，能覺察身體變化與情緒回應並做記錄。	4-1	能在解讀符號或影像時，察覺自身直覺性的情緒或身體反應，並反思其可能成因。	5-1	能在長時間數位瀏覽或創作時，覺察視覺疲勞、情緒波動或社交焦慮。	6-1	在參與藝術行動或社會實踐時，能覺察自己的身體界限與情緒承受力，並為自己與他人設安全界線。	7-1	能在跨文化交流或表演中，覺察文化接觸所引發的身體與情緒反應。
	自我認識		透過賞析與創作，能更清楚辨識自己的審美偏好、價值觀與創作傾向。		能透過多次嘗試與回饋，辨識出自己的強項、習慣性思考模式與成長的面向。		透過長期創作或觀察練習，能看見自己的興趣、限制與成長軌跡。		能從自己偏好的符號與意象中看見個人信念與文化取向。		能辨識自己在數位平台上的發言風格、易受哪些內容影響，以及資訊偏好。		能從參與行動的過程中理解自己的社會立場、責任感與行動動機。		能理解自己的文化立場與偏見，並承認它們如何影響自身的詮釋方式。
	身分認同		能在藝術反思中察覺個人身分、文化背景如何影響自己的感受與表達。		能在設計過程中有意識地運用或反思自己的文化與身分素材，避免刻板化呈現。		能在生活中辨識自己的身分由哪些文化元素組成，並以藝術方式表達或探討。		在符號解讀中，能辨識哪些符碼與我的族群或身分相關，並思考其意義。		在數位創作中，能有意識地呈現或保護自己的身分資訊。		能覺察自身身分如何形塑自己在社會參與中的角色與作用。		能以開放態度探討自己在多元文化情境中的身分定位。
自我管理	衝動控制	1-2	能在即興活動或公開討論中控制突發衝動，給自己與他人留出思考的時間。	2-2	能在出現突發想法或批評時先記錄下來，而非立即採取行動或反駁，並在評估後再做決定。	3-2	能在日常藝術實踐中管理時間並避免分心，使創作得以持續進行。	4-2	面對刺激性符號或具爭議性的圖像時，能先暫停情緒反應，並理性分析其脈絡後再表達意見。	5-2	面對網路批評或爭議時，能避免衝動回覆，並先審慎核實資訊。	6-2	面對情緒化的社會議題，能控制衝動，以策略性方式行動。	7-2	在文化差異引發誤解時，能暫緩反應並主動尋求理解。
	情緒調節		能在作品喚起強烈情緒時透過自我覺察與呼吸調整等策略穩定情緒，繼續進行省思。		面對設計瓶頸或被否定時，能調整情緒，從反饋中學習並嘗試其他方法。		在創作過程中感到挫敗及焦慮時，能運用適當的方式調整情緒。		當符號內容觸發強烈情緒時，能以事實與脈絡資訊平衡情緒反應。		面對網路負評或負面新聞時，能調整情緒並維持適當的心理界線。		能在現場行動出現緊張或激動情緒時，保持沉著並協助穩定現場氛圍。		能在文化誤讀引發情緒波動時，運用策略保持溝通通暢並維持建設性對話。
	目標管理		能為一次深度賞析或反思活動設定學習目標，並按步驟完成。		能為設計任務設定明確且可衡量的目標、里程碑與可預期成果。		能為個人的藝術學習擬定可行計畫並追蹤自己的進展。		能為目標符號的分析訂定研究範圍與重點，使內容不偏離主題。		能為數位專案規劃發布時程、內容架構與回應機制。		能為行動設定短期與長期目標，並規劃可實行的具體步驟。		能在跨域專案中設定包含文化學習與尊重的具體目標。
社會覺察	覺察他人	1-3	在共同討論作品時，能留意並理解他人的觀察角度與情緒線索。	2-3	在以使用者為中心的設計中，能主動觀察並同理使用者的實際需求。	3-3	能在參與社區藝術活動時，觀察社區成員的需求與反應，並做出適切回應。	4-3	能理解不同社群對同一符號的多重詮釋，並尊重這些差異。	5-3	能理解使用者在不同數位平台上的行為模式與期待，並據此調整內容呈現方式。	6-3	在社會參與中，能敏銳察覺不同參與者的需求與安全顧慮。	7-3	能敏感察覺他人在文化表達上的不適或困惑，並審慎回應。
	尊重接納		能接納與尊重與我不同的審美判斷，而非立即否定或嘲諷。		能在團隊腦力激盪時，尊重不同創意並從中萃取可行的想法。		能尊重社區或家庭成員在藝術實踐中的不同經驗與表達方式。		能在跨文化符號討論中，避免文化挪用或將他者象徵簡化。		能在網路互動中，尊重他人的身分與觀點，不發布歧視或冒犯內容。		能尊重不同社群的聲音，避免以自身價值觀主導討論。		能尊重不同文化的實踐，避免強行比較或評斷價值。
	同理包容		能從創作者或受眾的處境出發，體會其情感與意圖。		能將多方、多元需求融入設計方案中，嘗試提出兼顧差異的解決方法。		能以包容的態度面對他人在生活中的不同表現，並在作品中反映這些差異。		能從符號創作者或使用者的歷史文化脈絡理解其感受與意圖。		能理解多元網路社群的處境，避免以單一觀點評斷他人。		能在行動中設計具包容性的機制，使弱勢聲音能被聽見。		能從他者的文化語境理解其行為或表徵背後的意義。
人際關係技巧	社交調適	1-4	能在美學討論中，因應不同對象調整語氣、用詞與發言長度。	2-4	能在向外溝通構想或提案時，選擇合適的語言與示意材料。	3-4	能在邀請他人參與藝術活動時，妥善安排時間、場域與溝通方式。	4-4	能在公開發表符號分析時，採用適切的語言與例證以避免誤解。	5-4	能在不同社群或平台發言時，選擇合適的語氣、文字內容與媒材形式。	6-4	能在跨組織合作中，辨識有效的溝通管道、時機與協商方式。	7-4	能在跨文化場合，採取展現尊重並促進互信的溝通方式。
	衝突管理		能在對藝術作品評價產生分歧時，以開放式提問引導討論並避免情緒化衝突。		能在設計方向有爭議時，使用資料或原型進行實驗，以減少主觀爭辯。		能在生活或合作中出現資源分配或價值差異時，協商出雙方可接受的方案。		能在符號引起爭議時，提供脈絡證據並促進理性對話。		面對線上衝突時，能運用終止對話、私訊或公開澄清等策略有效處理。		能在現場出現意見不合或外部干擾時，即時啟動安全與對話機制。		面對文化價值衝突時，能促成跨文化對話與共同尋求解方。
	團隊合作		能在策展展覽或研究美學議題時，有效分工並整合多方觀點。		能在共同執行原型時，履行承諾、支持他人並分享學習成果。		能在社區藝術推動中，協調流程並與他人共同維護成果。		能在符號研究與展示時，與團隊合作，呈現多元觀點。		能在跨時區或遠距協作中，維持穩定的溝通頻率、文件管控與回饋流程。		能在大型專案或展演中，協同分工並負責任地完成任務。		能在多文化團隊中，協助建立共同行為守則並促進協作。
負責任的決定	決策分析	1-5	面對不同詮釋或設計選項時，能分析其美學效果與倫理意涵後再做判斷。	2-5	能依據使用者測試、可行性與資源限制，選擇最合適的設計方向。	3-5	能在選擇藝術媒材、場地或主題時，評估可行性、成本與社群影響。	4-5	能依歷史脈絡與來源證據，分析不同詮釋的可信度與風險。	5-5	能運用數據（如：點閱、互動率、留言內容），分析並優化內容策略。	6-5	能在擬定行動策略時，分析風險、法律與倫理後再做決策。	7-5	能在可能影響不同文化群體的決策前，進行文化風險評估。
	後果評估		能評估自己的詮釋或評論對他人情感、群體記憶或文化認同的可能影響。		能在計畫實施前，系統性評估設計對使用者、社群或環境的潛在後果。		能回顧藝術實踐成效，並評估是否達到预期的學習成果或社會影響。		能在使用或改編符號前，評估其對特定族群或公眾的可能影響。		能預判發佈內容可能引發的社會反應或個人風險。		能在行動結束後，系統地檢視成效、負面影響及後續需求。		能評估專案對不同文化社群的長期影響並調整做法。
	關懷行動		能將美學覺察轉化為關懷行動，例如以藝術回應社群需求或支持弱勢發聲。		能運用設計思考解決真實社會問題，並追蹤其實施成效。		能延續藝術實踐中的關懷行動並持續深化其影響。		能在符號誤讀或造成傷害時，主動說明並採取修正或關懷措施。		能在發現網路霸凌或假訊息時，採取適當行動。		能將藝術或社會參與經驗轉化為持續的關懷行動，例如建立長期支持或追蹤機制。		能主動將跨文化學習回饋社群，促進文化永續與互助。



Cross-Disciplinary Aesthetic Literacy

ft. SEL

Self-Exploration Compass

The Self-Exploration Compass serves as an assessment and feedback tool accompanying the Wayfinding Cards, enabling users to quickly compare observable behaviors and learning indicators across different competency dimensions.

Teachers or facilitators may reference the compass in relation to lesson content and activity goals to guide observation, documentation, and feedback. The descriptors emphasize identifiable behaviors within the learning process rather than outcome-based scoring, making the compass suitable for formative assessment, instructional adjustment, and learning reflection. When used alongside the cards and the matrix, the compass supports a coherent framework linking sensory experience, behavioral expression, and competency development through systematic review and reflection.



Cross-Disciplinary Aesthetic Literacy		Social Emotional Learning (SEL)						
		Aesthetic Critical Thinking and Conscious Awareness	Design Thinking and Creative Ideation	Artistic Inquiry and Daily Practice	Symbol Literacy and Contextual Application	Digital Media and Web Literacy	Arts Engagement and Social Action	Cross-Cultural and Diverse Interpretation
Self-Awareness	Physical & Emotional Awareness	1-1 Able to recognize and describe one's physical sensations and emotional responses during artistic experiences or creation, using them as a starting point for reflection.	2-1 Able to notice fatigue, frustration, or creative highs during brainstorming and prototyping, and adjust pace or rest when needed.	3-1 Able to observe bodily changes and emotional responses when integrating arts into daily routines (e.g., voice or movement practice) and keep a record.	4-1 Able to notice intuitive emotional or bodily reactions when interpreting symbols or images, and reflect on their possible causes.	5-1 Able to recognize visual fatigue, emotional fluctuations, or social anxiety during prolonged digital browsing or creation.	6-1 Able to be mindful of personal physical boundaries and emotional limits during artistic or social practice, and set appropriate safety boundaries for oneself and others.	7-1 Able to notice bodily and emotional responses that arise during intercultural encounters or performances.
	Self-Recognition	Able to identify personal aesthetic preferences, values, and creative tendencies through appreciation and creation.	Able to recognize personal strengths, habitual thinking patterns, and areas for growth through iterative work and feedback.	Able to observe one's interests, limitations, and developmental trajectory through sustained creative or observational practice.	Able to discern personal beliefs and cultural orientation through preferred symbols and imagery.	Able to recognize one's online communication style, susceptibility to certain content, and information preferences.	Able to develop a clearer sense of social stance, sense of responsibility, and motivation through participatory practice.	Able to recognize one's cultural position and biases, acknowledging how these factors shape interpretation.
	Identity	Able to recognize how one's identity and cultural background influence perception and expression in artistic reflection.	Able to consciously apply or reflect on personal cultural and identity-based materials in design, avoiding stereotypical representation.	Able to identify cultural elements that shape one's identity in daily life and explore or express them through art.	Able to identify symbols related to one's group or identity in interpretive work and reflect on their significance.	Able to intentionally present or safeguard personal identity information in digital creation.	Able to recognize how identity shapes one's role and influence in social engagement.	Able to approach one's identity with openness and reflect on its positioning in multicultural contexts.
Self-Management	Impulse Control	1-2 Able to manage sudden impulses during improvisation or public discussion, allowing time for oneself and others to think.	2-2 Able to note spontaneous ideas or criticisms instead of reacting or arguing immediately, and make decisions after thoughtful evaluation.	3-2 Able to manage time and minimize distractions in daily artistic practice to maintain continuity.	4-2 Able to pause emotional reactions to provocative or controversial images and analyze their context rationally before responding.	5-2 Able to avoid impulsive replies when facing online criticism or controversy, taking time to verify facts first.	6-2 Able to regulate impulses and act strategically when engaging with emotionally charged social issues.	7-2 Able to withhold immediate reactions when misunderstandings arise from cultural differences and actively seek mutual understanding.
	Emotion Regulation	Able to stabilize emotions through self-awareness and breathing adjustments when an artwork evokes strong feelings, allowing reflection to continue.	Able to remain composed when encountering design challenges or rejection, learning from feedback and exploring alternative solutions.	Able to apply appropriate strategies to regulate emotions when experiencing frustration or anxiety during the creative process.	Able to balance emotional responses to symbolic content by grounding reflection in factual and contextual information.	Able to manage emotions and maintain healthy psychological boundaries when facing negative news or online criticism.	Able to remain composed and help stabilize the atmosphere during tense or emotionally charged live events.	Able to use coping strategies to keep communication open and constructive when emotional fluctuations arise from cultural misunderstandings.
	Goal Management	Able to set learning goals for in-depth aesthetic appreciation and reflection and carry them out step by step.	Able to set clear and measurable goals, milestones, and expected outcomes for design tasks.	Able to develop feasible plans for personal artistic study and monitor progress effectively.	Able to define the scope and focus of analyzing a target symbol in order to stay on topic and maintain relevance.	Able to plan publication schedules, content outlines, and feedback mechanisms for digital projects.	Able to set both short- and long-term goals for actions and outline concrete, actionable steps.	Able to establish explicit goals related to cultural learning and mutual respect within cross-disciplinary projects.
Social Awareness	Awareness of Others	1-3 Able to notice and understand others' perspectives and emotional cues during group discussions about artworks.	2-3 Able to actively observe and empathize with users' real needs in user-centred design processes.	3-3 Able to observe and respond appropriately to the needs and reactions of community members in participatory art projects.	4-3 Able to understand and respect how different communities interpret the same symbol in diverse ways.	5-3 Able to understand users' habits and perceptions across different digital platforms and adapt content presentation accordingly.	6-3 Able to sensitively perceive participants' needs and safety concerns during social or collaborative engagement.	7-3 Able to recognize others' discomfort or confusion in cultural expression and respond with sensitivity.
	Respect and Acceptance	Able to accept and respect aesthetic judgments different from one's own without immediate rejection or ridicule.	Able to respect diverse creative ideas during group brainstorming and extract feasible elements from them.	Able to respect the varied experiences and modes of expression of community or family members in artistic practice.	Able to avoid cultural appropriation or oversimplified representation of others' symbols in intercultural discussions.	Able to respect others' identities and perspectives in online interactions, avoiding discriminatory or offensive content.	Able to respect the voices of diverse communities and avoid imposing personal values on discussion.	Able to appreciate different cultural practices without forced comparison or value judgment.
	Empathy and Inclusion	Able to empathize with the emotions and intentions of creators or audience by understanding their circumstances.	Able to incorporate multiple and diverse needs into design proposals, creating solutions that embrace difference.	Able to approach others' diverse ways of living with inclusiveness and reflect such diversity in artistic work.	Able to understand the feelings and intentions of symbol creators or users through their historical and cultural contexts.	Able to understand the contexts of diverse online communities without judging others from a single perspective.	Able to design inclusive mechanisms within collective actions to ensure that marginalized voices are heard.	Able to interpret others' behaviors and representations through the lens of their cultural context and underlying meanings.
Relationship Skills	Adaptive Social Interaction	1-4 Able to adjust tone, wording, and speaking length to suit different participants during aesthetic discussions.	2-4 Able to select appropriate language and visual aids when presenting ideas or proposals to external partners.	3-4 Able to plan suitable timing, venues, and communication approaches when inviting others to participate in art activities.	4-4 Able to use clear language and relevant examples in public presentations of symbol analysis to avoid misunderstanding.	5-4 Able to choose suitable tone, wording, and media formats when communicating across different communities or platforms.	Able to identify effective communication channels, timing, and negotiation approaches in cross-organizational collaboration.	Able to adopt communication methods that show respect and build mutual trust in intercultural settings.
	Conflict Management	Able to use open-ended questions to guide discussion when differing opinions about artworks arise, avoiding emotional confrontation.	Able to use data or prototypes to mediate design disagreements and reduce subjective debate.	Able to negotiate mutually acceptable solutions when differences in resource allocation or values arise.	Able to provide contextual evidence and facilitate rational dialogue when symbols become contentious.	Able to manage online conflicts or comment disputes using strategies such as ending discussions, private messaging, or public clarification.	Able to promptly activate safety protocols and dialogue mechanisms when disagreements or disruptions occur in live situations.	Able to facilitate intercultural dialogue and co-create solutions when cultural value conflicts emerge.
	Teamwork and Collaboration	Able to collaborate on exhibition planning or aesthetic research through effective task division and integration of diverse perspectives.	Able to fulfill commitments, support team members, and share learning outcomes during collaborative prototyping.	Able to coordinate processes and co-maintain outcomes with other participants in community-based art initiatives.	Able to work with team members to research and present symbolic meanings that reflect multiple viewpoints.	Able to maintain clear communication routines, document management, and feedback cycles in cross-time-zone or remote collaborations.	Able to coordinate with others and complete assigned responsibilities in large-scale projects or performances.	Able to help establish shared norms and foster collaboration in multicultural teams.
Responsible Decision-Making	Decision Analysis	1-5 Able to evaluate different interpretations or design options by analyzing their aesthetic effects and ethical implications before making a decision.	2-5 Able to select suitable design directions based on user testing results, feasibility, and resource constraints.	3-5 Able to assess feasibility, cost, and community impact when choosing artistic media, venues, or themes.	4-5 Able to analyze interpretation credibility and risks using historical context and source evidence.	5-5 Able to use data—such as views, engagement rates, and comments—to analyze and refine content strategies.	Able to assess risks, legal factors, and ethical considerations before making strategic decisions in social or artistic actions.	Able to conduct cultural risk assessments before making decisions that may affect different cultural groups.
	Consequence Evaluation	Able to evaluate how one's interpretation or critique may affect others' emotions, collective memory, or cultural identity.	Able to systematically assess potential consequences of a design on users, communities, or the environment before implementation.	Able to review artistic outcomes and evaluate whether intended learning or social effects were achieved.	Able to evaluate potential effects of using or adapting symbols on specific groups or the public.	Able to anticipate potential social responses or personal risks before publishing content.	Able to systematically review outcomes, unintended effects, and follow-up needs after completing an action.	Able to assess a project's long-term impacts on different cultural communities and adjust approaches accordingly.
	Acts of Care	Able to transform aesthetic awareness into acts of care, such as responding to community needs or amplifying marginalized voices through art.	Able to apply design thinking to address real social issues and track the effectiveness of implemented solutions.	Able to sustain and deepen caring actions originating from artistic practice.	Able to proactively respond to symbolic misinterpretation or harm through clarification and corrective or empathetic measures.	Able to take appropriate action when encountering cyberbullying or misinformation.	Able to translate artistic or social participation experiences into ongoing care-oriented initiatives, such as long-term support or follow-up mechanisms.	Able to share intercultural learning proactively with the community, fostering cultural sustainability and mutual support.

