

教育部教學實踐研究計畫成果報告

Project Report for MOE Teaching Practice Research Program (Cover Page)

計畫編號/Project Number：PSR1080108

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計畫名稱/Title of the Project:

以農業生態旅遊推廣食物與農業教育/

Promoting food and agricultural education through Agrotourism

配合課程名稱/Course Name:

農業旅遊概論/ Introduction to Agritourism

計畫主持人(Principal Investigator)：謝奇明

執行機構及系所(Institution/Department/Program)：

國立中興大學國際農企業學士學位學程

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計畫名稱/Title of the Project

以農業生態旅遊推廣食物與農業教育

一. 報告內文(Content)(至少 3 頁)

1. 研究動機與目的(Research Motive and Purpose)

- (1) 本計畫結合農業旅遊、社區生態資源之意涵、概念、理論與趨勢，使學生瞭解農業生態旅遊之理論與實務層面結合與應用，透過農業生態旅遊課程與實踐，希冀能活化農村旅遊發展，提生農村社區之曝光度與討論性。深度結合社區在地資源與自然環境生態，給許農村社區新的創意思維與多元發展方向，進而活絡農村社區發展。
- (2) 透過農業生態旅遊，可在參與的農村社區內舉辦食農教育活動，由曾參與食農教育課程的大學生擔任助教，並民眾如何種菜及烹飪，藉此讓更民眾了解有關農業的知識及農業於人類社會的重要性，此外，也透過友善無毒的栽種讓更多學員能了解食安的問題，進而讓親子家庭對於農業及社區特色有更多的了解與認識，並能夠推廣農業的永續性。

2. 文獻探討(Literature Review)

- (1) 食農教育：食育與食農教育是在 1990 年代被農林水產省和農山漁村文化協會所推動的農業政策與文化運動中所提出。此項教育已經累積了許多的經驗（圖 1），這一些豐富的經驗應該被學校教育發揚光大，並且讓學生有機會去實踐，了解到食農教育的重要性。首先，希望能先從學校教育做起，先讓學生理解食農教育的本質，及對於作物的基本種植方式相關技巧，也能傳輸一些作物的基本烹飪方式，再由學生自學或是透過經驗去發想自己所種植的作物或食材應該如何烹調或料理，更希望老師能將食農教育其實是屬於環境教育的一環，進行教學及推廣，讓學生了解到其實食農教育並不是只有種菜和料理這麼簡單，這裡頭其實蘊含很多的知識，例如友善環境或是有機種植等環境教育的相關知識。再來希望學校提供場與給學生進行種植作物的空間，若學校沒有足夠的場域，更

希望學校能夠與鄰近合作的社區進行種植實作的部分，不僅能了解作物的種植方式及相關知識，還能讓學生進行直接的農事體驗，成為初學農夫。接著，再以自己的巧思將所種植的作物進行烹調，並且進行食用及分享。最後環境教育必須把學術的看法也要包含在其中，重新檢討食與農的綜合學習相關理論，所以食育與食農教育的概念並非只是附加，而是應包含在整體環境教育的概念當中（朝岡幸彥，2005）。

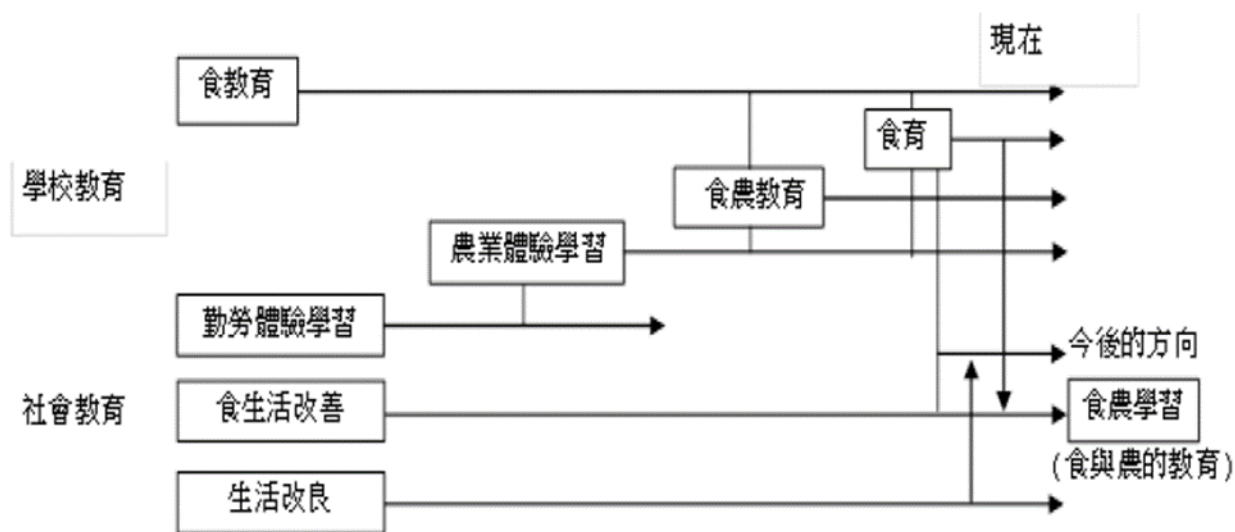


圖 1 食農教育概念圖（朝岡幸彥，2005）

- (2) Agritourism: Agritourism has been recognized as an important sector of tourism. It involves using agricultural resources as tourist attractions, and it has often been seen as a factor contributing to the livelihoods of poor smallholder farmers (Jolliffe & Aslam, 2008). Lobo (2001) and Arroyo, Barbieri, and Rich (2013) described “agritourism as the act of visiting a working farm or any agricultural, horticultural, or agribusiness enterprise for the sake of leisure, education, or active involvement in activities” related to farming. Phillip et al. (2010) and Flanigan et al. (2014) suggested that agritourism has many different definitions and criteria, which resulted in a complicated and unclear picture. Phillip et al. (2010) proposed a theoretical typology to define agritourism. This typology recognized three discriminating characteristics by which agritourism has been or can be defined: (1) whether the product actually relies on a working farm for its basis or not; (2) the nature of the agricultural contact that visitors experience, and (3) whether or not visitors’ agricultural experiences are

authentic. They identified five topologies for defining agritourism, including the following: (1) Non-working farm agritourism (e.g., accommodation in ex farmhouse property); (2) working farm passive contact agritourism (e.g., lodgings in a farmhouse); (3) working farm, indirect contact agriculture, (e.g., serving tourists with farm products for their meals); (4) working farm, direct, staged agritourism (e.g., demonstrations of farming practices or activities); (5) working farm, direct contact, authentic, (e.g., engaging in farm tasks). Flanigan et al. (2014) provided a revised typology in order to define agritourism. They investigated how agritourism is comprehended by players who participate directly. Those include providers (e.g., farmers, on and off suppliers of agritourism products, and farm families) and visitors (including local and tourist markets). Flanigan et al. (2014) provided three key debates to define agritourism using the revised topology (See Figure 2.4). This includes (1) the nature of the interaction between visitors and agriculture, (2) the experiences of working farms and visitors, and (3) working agriculture that is authentic. Flanigan et al. (2014) suggested five typologies to define agritourism: nonworking farm indirect interaction agritourism (e.g., lodgings in ex-farmhouse); non-working farm direct interaction agritourism (e.g., agricultural shows); working farm indirect interaction agritourism (e.g., farmhouse accommodation); working farm direct authentic interaction agritourism (see 圖 2).

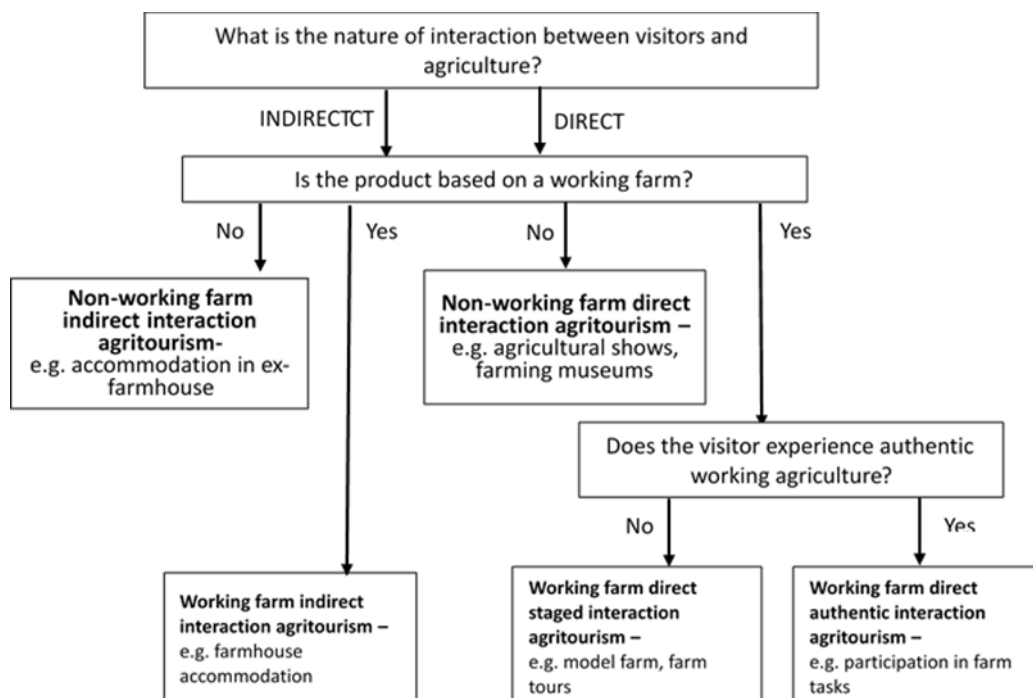


圖 2. A revised typology for defining agritourism (Flanigan et al., 2014)

Agritourism might include outdoor recreation, educational experiences, entertainment, direct sales and hospitality services. Agritourism offers a unique experience in providing educational experiences and introducing the public into farming and agricultural operations. Agritourism provides recreation, entertainment which sometimes may be designed to generate income and also preserve the culture.

3. 研究問題(Research Question)

- (1) 本計畫規劃導入農業旅遊概論課程，結合社區自然資源，建構主題式遊程以活化農村旅遊發展，尤其實施寓樂於教，透過食農教育之”體驗(從做中學)”優於強調“教育”，是否可翻轉教室教學模式並改善傳統教學以受惠於師生？
- (2) 學生可於課程中思考該農村社區有哪些場域及活動是值得去維持與開發的，以為該農村社區提供有形及無形的價值，並為師生、學校、社區提供合作共榮的機會。此外，身為農業主修學生是否可藉由此計畫，以協助農村社區推廣友善環境耕作及食農教育，並達到社區與學校共贏局面？

4. 研究設計與方法(Research Methodology)

- (1) 本計畫之至泰安社區移地教學，進行農業生態旅遊之實務操作與學習（包含黑豆之栽種與收成、豆腐 DIY、協助帶領遊客解說導覽等）；泰安鐵道文化古蹟與生態導覽解說示範，及觀光遊憩服務系統座談（解說站的確認與建立）；實地訪談泰安社區之遊憩設施（如公園、綠地、廣場、運動場、活動中心、寺廟等）、居民的主要休閒遊憩活動、居民的外出旅遊活動
- (2) 本計畫結合質性與量化研究，以調查並探討參與社區與學生於計畫中不同相關權益人如社區農民與學生，檢測其參與活動（食農教育）所獲致之相關認知效益及未來參與支持等，以做為未來相關推廣計畫之參考。

5. 教學暨研究成果(Teaching and Research Outcomes)

(1) 教學過程與成果

本計畫適用對象為中興大學國際學生，並以英語為教學媒介語，以及課後以英語和學生討論所教課程內容的能力，期許學生以國際觀點及永續性角度進一步瞭解具有在地特色的台灣農業生態旅遊。本課程使學生認識與熟悉臺灣農業生態旅遊及食農教育，並掌握該課程欲推廣之知識，繼而能引起興趣並實際採取行動參與農業生態旅遊與環境維護。本課程將農業生態與旅遊內容以單元方式全英介紹，由相關領域教師與社區人士對於將一般與專業知識深入淺出介紹給有興趣之學員，使其從中獲取對於以農業與社區資源為基礎的農業教育旅遊之相關知識，並能應用所學於社區生態維護與農業旅遊之實際參與中。相關課程與科目為全英授課（及部分中文課程支援），對於有興趣從事生態旅遊者，透過本課程可增加相關知識與實際旅遊之學習與應用，另將透過綜合座談會及共識營，彙整社區人士及專家學者意見，針對社區農業生態旅遊資源的文化創意加值、農產行銷企劃、以環境永續方式來開發農村面貌，藉以提升社區環境景觀等議題，聘請專家學者開設一特別講座。本課程教學滿意度為 4.51 分（滿分 5），意見與評語如：

- i 受益單元: Creation of a trip; Fieldtrip and community visit; Teaching style
- ii 原因: It is practical; We learn many things about Agritourism field; Good learning experience; An excellent teacher

(2) 教師教學反思（調查以英文呈現）

University exist to serve the community and educate students to become an important aspect of economic and social development. USR program through the university educate the students that they can help and make a difference in the community by recognize opportunities and be proactive in the community. University listen to the community and are conscious of their influence on the decision-making process in terms of economic, environmental, social, and cultural problems in the community. Thereby the university benefits by achieving it goals of strengthening relationship between community and university providing opportunities for research and development which is beneficial to both parties. Therefore, universities are considered an essential pillar of society. USR promotes a true interdisciplinary work between faculties, students and community based

on ethical learning, teaching, training and management that concern universities. Furthermore, USR develops a participative dialog with community pursuing sustainability. There by university is able to benefit by achieving it requirement of its mission, goals, objectives, and lines of action. Vazquez et al. (2014), indicated that USR can be seen to improve and better university reputation. Thereby creating a better brand image for the university and faculties. Furthermore, USR practice in CBAT helps establish a long-term collaborative relationship and partnership between university and the local community. The instructor indicated; *“Most important of all, we have tried to establish a long-term collaborative relationship and partnership between NCHU (university) and the local community.”*

(3) 學生學習回饋 (調查以英文呈現)

外籍生回饋如下：

“I was able to develop and better my skills in interacting and communication. It also improved my interpretation skills.

“I learned how to do the interpretation. I also had this self-realization that doing this makes me feel good.”

“This program is a good project for student to participate. We learn, increase and improve our skills and knowledge and experiences on agriculture related aspects better in than a classroom sitting. We can help the community by using our knowledge and expertise.”

“I think it is fun and meaningful. So if my friends want to participate in this program I would encourage them.”

6. 建議與省思(Recommendations and Reflections)

- (1) 本計畫以「農業生態旅遊」體現“從泥巴到嘴巴、從產地到餐桌”實現產地與餐桌零距離之「食農教育」意涵。
- (2) 未來在合作場域(如泰安社區)可強化在地農產品銷售及品牌化(如芋頭、及稻米/泰安一號)、生物碳與黑豆之循環經濟體驗、並針對不同季

節、不同族群（銀髮族、家庭親子旅遊、單車族、個人背包客、攝影/網紅、國外遊客）實施創意遊程。

- (3) 如德國農村每年減少 2% 農民人口，其農民 50% 全職且農民經營咖啡店、活動及騎馬服務，故 15% 農村人口是外來者（少於 5% 不會有新想法），未來泰安社區可與中興大學合作共同導入農業服務人力，以持續創新農業生態旅遊之永續發展，期待共創三贏（社區、學校、產業）。

二. 參考文獻(References) (僅選取重要文獻列出)

Arroyo, C. G., Barbieri, C., & Rich, S. R. (2013). Defining agritourism: A comparative study of stakeholders' perceptions in Missouri and North Carolina. *Journal of Tourism Management*, 37, 39-47.

Flanigan, S., Blackstock, K. & Hunter, C. (2014). Agritourism from the perspective of providers and visitors: A typology-based study. *Journal of Tourism Management*, 40, 394-405.

George, E. W., Mair, H., & Reid, D. G. (2009). Rural tourism development: Localism and cultural change (Vol. 17). Channel View Publications.

Hall, D. R., & Kirkpatrick, I. (Eds.). (2005). *Rural tourism and sustainable business (Vol. 26)*. Channel view publications.

Jolliffe, L., & Aslam, M. (2009). Tea heritage tourism: Evidence from Sri Lanka. *Journal of Heritage Tourism*, 4, 331-344. 10.1080/17438730903186607.

Lobo, R. (2001). Helpful agricultural tourism (agritourism) definitions. Retrieved from www.sfc.ucdavis.edu/agritourism/definition.html

Phillip, S., Hunter, C., & Blackstock, K. (2010). A typology for defining agritourism. *Journal of Tourism Management*, 31(6), 754-758.

Sidali, K. L., Spiller, A., & Schulze, B. (Eds.). (2011). Food, Agri-culture and Tourism: Linking Local Gastronomy and Rural Tourism: Interdisciplinary Perspectives. Springer Science & Business Media.

Torres, R. M., & Momsen, J. H. (Eds.). (2011). Tourism and Agriculture: New Geographies of consumption, production and rural restructuring. Taylor & Francis.

三. 附件(Appendix)

課程計畫書

*開課時段	<input checked="" type="checkbox"/> 上學期 <input checked="" type="checkbox"/> 下學期 <input type="checkbox"/> 寒假 <input type="checkbox"/> 暑假 <input type="checkbox"/> 其他(請說明_____)		
*授課教師	謝奇明		
*開課系(所)	國立中興大學國際農企業學程		
*中文課程名稱	農業旅遊概論		
*英文課程名稱	Introduction to Agritourism		
*課程屬性	<input checked="" type="checkbox"/> 系所必修(國際農企業學程) <input type="checkbox"/> 系所選修(_____系所) <input type="checkbox"/> 共同科目 <input type="checkbox"/> 通識課程 <input type="checkbox"/> 學程(_____學程) <input type="checkbox"/> 其他_____		
*學分數	__3__學分(如無學分數, 請填「0」)		
*上課時數	總計__3__小時(__3__小時/週)(實習時數不計入)		
實習時數	總計__0__小時(_____小時/週)		
*授課對象	<input type="checkbox"/> 專科生(_____年級) <input checked="" type="checkbox"/> 大學部學生(__2__年級) <input type="checkbox"/> 碩士生 <input type="checkbox"/> 博士生		
*過去開課經驗	<input checked="" type="checkbox"/> 曾開授本門課程 <input type="checkbox"/> 曾開授類似課程 <input type="checkbox"/> 第一次開授本門課程		
*預估修課人數	30		
*授課語言	<input type="checkbox"/> 中文 <input checked="" type="checkbox"/> 英文 <input type="checkbox"/> 其他(_____文)		
*教學目標	Students gain opportunities to understand agricultural tourism from the industrial perspective through fieldtrips; learn how to design and plan a rural tour; learn how to proposal an interpretative program, and delivery an effective interpretation.		
*教學方法	Lecture in class and in our cooperated communities, group discussions, field trips, and reports and presentations		
*成績考核方式	In-class participation: 10% Group Assignment I (paper): 25% Group Assignment II (paper + presentation): 50% Self and peer evaluation: 15% ※ Regular attendance is expected, and student will be withdrawn from the course if more than 3 absences.		
*課程進度	請簡述每週(或每次)課程主題與內容, 自行依照所需增減表格		
	週次 (堂次)	課程主題	備註
	1	Introduction of Syllabus (Selection of class leader/representative)	
	2	Introduction of leisure farm in Taiwan	
	3	Demand and supply side of the rural (or general) tourism Cases study of leisure farm in Taichung, Taiwan	
4	Creative thinking: Agricultural product development (I)		

	5	Creative thinking: Agricultural product development (II)	
	6	Concepts of service quality, and evaluation of service in leisure farms	
	7	Case study of Wen Shan Farm (field trip)	
	8	Effects of the Agritourism to agriculture, agribusiness and tourism development	
	9	Mid-term paper: Group Assignment I (paper)	
	10	Sustainability game in flipped classroom/翻轉教室	
	11	Cases of TaiAn community (natural and cultural resources)	
	12	Tour design and planning of agritourism (I)	
	13	Tour design and planning of agritourism (II)	
	14	Tour design and planning of agritourism (III)	
	15	Cases of TaiAn community (Experiential activity and interpretation)	
	16	Planning of Interpretation with agritourism activities and tours (I)	
	17	Planning of Interpretation with agritourism activities and tours (II)	
	18	Final presentation (Including Interpretation) Group Assignment II	
*學生學習成效	心得報告、自我評量、線上測驗、課程問與答、分組討論		
*預期個人教學成果	由學校教學評量評估之		
*學習成效評量工具 (如前後測、學生訪談、問卷調查等)	會使用訪談及問卷調查、Self evaluation and peer evaluation 請見 appendix：Rubric for evaluation of students' performances		
*其他補充說明 (如課程參考網址)			

備註：請列出本計畫擬搭配之申請課程。

Appendix:
Rubric for evaluation of students' performances

Criteria	Weak = 3 score (Below Standard)	Average = 6 score (Meets Standard)	Good = 8 score (Exceeds Standard)	Excellent = 10 score (Far Exceeds Standard)
Opinions & Answer	<ul style="list-style-type: none"> -Opinions are vague or unclear. -Does not respond appropriately to the assignment -Answers the questions with little clarity -Response includes an answer, but does not contain any or contains only very minimal reasoning or rationale (regardless of correctness) 	<ul style="list-style-type: none"> -Opinions are general -Answers the questions with some clarity 	<ul style="list-style-type: none"> -Opinions are interesting and related to the assignment appropriately -Clearly answers the question -Contain an answer and reasoning or rationale (regardless of correctness) 	<ul style="list-style-type: none"> -Opinions are creative, informative, and fit the core concepts of the assignment -Clearly organized -Summarized statement
Proof & Extension	<ul style="list-style-type: none"> - Provides little or irrelevant proof from the lecture to support answer -Makes a vague connection to the answer using own ideas or experiences 	<ul style="list-style-type: none"> - Provides some relevant proof from the lecture to support answer -Makes a connection to the answer using own ideas or experiences 	<ul style="list-style-type: none"> - Provides relevant proof stated in the lecture to support answer. -Makes an meaningful connection to answer using own ideas or experiences 	<ul style="list-style-type: none"> -Provides relevant proof stated and implied in the lecture to support answer. -Students incorporates information from the lecture or class notes into the answer. -Makes an insightful connection to answer using own ideas or experiences
Writing structure & style	<ul style="list-style-type: none"> -Lack of writing structure and coherence -Many spelling, punctuation, and grammatical errors with many awkward sentences 	<ul style="list-style-type: none"> -With some writing structure -Some spelling, punctuation, and grammatical errors with some monotonous sentence 	<ul style="list-style-type: none"> -Suitable and organized writing structure -Very few spelling, punctuation, and grammatical errors and easy to understand 	<ul style="list-style-type: none"> -Logical and well-structured layout -Virtually no spelling, punctuation, and grammatical errors and pleasant to read