

摘要

我國國民中小學攝影教學應用自 2006 年以後，已經有良好的起步，迄今已至少有 24 個教學案例完成。本研究透過對攝影教學相關議題與教學案例進行整理、歸納與評論，再對 12 位案例教師進行半結構式深度訪談，探討國民中小學推行攝影課程之現狀與遭遇到的困難。研究結果顯示，攝影教學的動機主要與個人興趣或數位攝影易學易用的特性有關。而在教學上普遍面臨學生資訊能力不足，以及難以理解照片的多元意涵。具體的說，他們對影像的閱讀僅停留在表象與主觀的層次，缺少省思與批判的意識。此外，案例教師對於應用構圖法則培養美感的看法分歧，且學生多有模仿範例照片的現象。這些問題或可透過學校行政支援、課程統整、分階段教學，或是教師跨領域增能加以克服。最後，根據研究結果提出結論與建議，包含提升專業知能、加強基礎研究與建立系統化教學模式等。

關鍵詞：攝影教學、半結構式訪談、影像閱讀、構圖法則、課程統整

Abstract

The introduction of photography into primary and secondary school curricula has made good progress in Taiwan. Since 2006, at least 24 teaching cases in this field have been completed. This paper conducts a comprehensive review of the cases, supplemented with in-depth semi-structured interviews with 12 case teachers, exploring the realities and difficulties of teaching photography. The findings reveal that the motivation for teaching photography is closely related to personal interest or to the readily accessible characteristics of digital photography. In general, students face difficulties in information technology skills, and in understanding the potential multi-layered meanings of a photograph. That is, their reading of an image is at a superficial and subjective level, lacking reflective and critical perspectives. Moreover, while teachers' ideas about utilizing composition rules to promote aesthetic sense are at different levels, it is not rare that students tend to imitate the composition of exemplary photographs. These difficulties may be overcome by various approaches, such as support from schools, curriculum integration, a two-stage teaching model, or professional development in cross-curricular skills. In conclusion, a few comments and recommendations are given, including acquiring professional competence, conducting basic research, and developing a systematic strategy to teach photography.

Keywords: photography teaching, semi-structured interview, image reading, composition rules, curriculum integration