

摘要

本文主旨在於探討融入完形理論的攝影教學課程「影像美學」對於學習攝影成效的影響。效益評估是以學生歷程檔案作為對象，透過一系列的程序如共同評量、檢討會議與三角驗證等提升研究之可信度。研究的結果發現，學生在三個評量向度「攝影技術」、「理論分析」與「理論應用」或是總體學習成效都有明顯的成長，且學習效果量都達到高度或至少中偏高的效果。但學生在「理論分析」向度表現明顯優於其他向度，顯示理論與實踐之間出現差距。最後，本文因應文獻討論與研究結果，修訂教學計畫，並對後續攝影教學與研究提出建議。

關鍵詞：完形理論、攝影教學、三角驗證

Abstract

The general aim of this paper is to justify the claim that integration of Gestalt theory into photography curriculum can be helpful in improving students' understanding and practice in photography. A set of empirical procedures, including a joint evaluation and a triangulation strategy, has been adopted to assess student performance. The adoption of these procedures is to ensure the credibility of research findings. An effect size measure has been used for evaluating student portfolios, as it is an accurate and appropriate approach to reporting and interpreting the effectiveness of educational intervention. Assessment results of the student work show an overall positive effect on the assessment dimension of Photographic Technique, Theory Analysis and Theory Application. The effect sizes are of large or moderate-to-large magnitude. However, the findings also reveal that there is a gap between theory and practice in applying Gestalt principles, in that student learning outcomes are particularly favorable to the Theory Analysis dimension. Finally, in considering the results of literature review and portfolio assessment, the researcher makes revisions to the teaching program, and offers a few suggestions to future studies.

Keywords: Gestalt theory, photography curriculum, triangulation