

摘要

隨著免費線上視覺資源與數位工具的普及，視覺藝術教師資源運用更高效，但科技導向課程規劃仍具挑戰，尤其在 COVID-19 疫情期間。近年來，香港藝術文化博物館迅速發展，2019–2022 年間相繼開放翻新的香港藝術館、M+ 視覺文化博物館及香港故宮文化博物館，為博物館教育創造新機遇。基於此，我們提出「視覺藝術教師策展教學法」，並對香港中小學進行研究，以教師為「數位策展人」透過虛擬展覽促進學生學習。採用設計本位研究法（design-based research），涵蓋 2021–2022 學年度，共 6 位教師與 331 名學生參與。研究分三階段：（1）教師培訓；（2）虛擬展覽與學習活動設計；（3）透過訪談與問卷評鑑成效。結果顯示，學生學習顯著改善，包括：（1）促進自主積極學習、（2）強化學習情境的營造、（3）透過社群媒體分析促進同儕學習與互動。研究亦為提升教師專業能力及推動數位藝術教育提供洞見。

關鍵詞：虛擬展覽、專題學習、視覺藝術、策展教師、線上學習

Abstract

With the easy availability of free online visual resources and digital tools, visual arts teachers are better equipped to use these resources, but they also face challenges in planning a technology enabled curriculum; this was especially apparent during the COVID-19 pandemic. Hong Kong has seen rapid museum development, with the openings of the renovated Hong Kong Museum of Art (2019), M+ Museum (2020), and the Hong Kong Palace Museum (2022), paving the way for new opportunities in museum education. Amidst these technological and social changes, we proposed a visual arts teacher-curator pedagogy and conducted a study to investigate the effectiveness of the pedagogy in Hong Kong's primary and secondary schools. This pedagogy empowers visual arts teachers to assume the role of a digital museum curator, facilitating student learning through virtual exhibitions. The study used design-based research and involved six teachers and 331 students during the 2021–2022 academic year. The first phase focused on training teachers in the teacher-curator pedagogy. The second phase involved implementation, where teachers, supported by the investigator, developed two virtual exhibitions and online activities. The third phase evaluated the pedagogy's impact through teacher interviews and student questionnaires. The study revealed a substantial improvement in student learning including (1) motivating students towards self-directed and active learning, (2) enhancing the creation of learning contexts, and (3) facilitating peer learning and interaction through social media. The study also provides insights for strengthening teachers' autonomy and capacity, contributing to effective pedagogical practices that promote online learning in visual arts.

Keywords: virtual exhibition, thematic learning, visual arts, teacher-curator, online learning