

摘要

本研究旨在探討美術館教學法作為一種創新教學策略，應用於醫學人文課程中的實施成效。課程以視覺思考策略（visual thinking strategies，VTS）為核心進行設計與導入。本研究針對六大人文學習主題以 VTS 圖像選擇原則選定 27 幅畫作，讓學生進行 VTS 體驗。學生於課程結束後回饋表示，透過觀察與討論藝術作品的歷程，不僅獲得了寶貴的藝術接觸經驗，也逐步培養出多元視角與多項人文能力。學生課後回顧選定的畫作，有 25 幅在量性問卷結果上驗證達標，而全數皆在課程觀察或質性訪談時反映出期待的人文主題討論內容。本研究為臺灣首次將 VTS 系統性地引入醫學教育之教學實踐，結果顯示，藝術作品的融入不僅具有啟發性，更展現出在培養醫學生人文素養與能力方面的實質價值。此一教學模式為醫學教育中人文能力的發展提供了一條具潛力且具備可行性的創新途徑。

關鍵詞：美術館教學法、教學實踐、視覺思考策略、創新教學、醫學人文教育

Abstract

This study aims to explore the effectiveness of incorporating museum-based education as an innovative teaching strategy within a medical humanities course. The course was designed and delivered with visual thinking strategies (VTS) at its core. This study selected 27 paintings, based on the VTS image selection principles, across six major humanities learning themes for students to engage in VTS sessions. Student feedback following the course indicated that the process of observing and discussing artworks not only offered valuable exposure to art but also helped cultivate diverse perspectives and multiple humanistic competencies. In their post-class reflections on the selected paintings, 25 were validated as meeting the target through quantitative survey results, while all of the works were confirmed in classroom observations or qualitative interviews to have elicited the expected humanities-themed discussions. This study represents the first systematic introduction of VTS into medical education in Taiwan. The findings indicate that the integration of artworks is not only inspiring but also offers tangible value in fostering medical students' humanistic literacy and competencies. This teaching model presents a promising and feasible approach to advancing the development of humanistic competencies in medical education.

Keywords: museum-based education, teaching practice, visual thinking strategies, innovative teaching, medical humanities education