

# 中文摘要

**關鍵詞:**藝術教育、真實認知、數位影像、魔戒首部曲

本研究在於探討，2002年時數位科技在視覺技術上的發展，將帶給2002年學童真實認知的影響。在文本選擇上以奇幻電影【魔戒首部曲】，作為本研究數位電影的代表。研究對象取樣為桃園、台北、基隆三地，共三校四班一二六名學童。

本研究探討主題為「國小高年級兒童觀看【魔戒首部曲】後，數位影像是否使兒童的主觀真實產生改變？」以及「其觀看數位影像時，如何分辨擬真的影像？」經由文獻探討與問卷結果，再對於影像與真實間進一步的分析與詮釋。

而就「國小高年級兒童觀看【魔戒首部曲】後，數位影像是否使兒童的主觀真實產生改變？」這一個議題的研究結果顯示。在面對數位影像時，受試學童在真實認知上，所產生混淆的比率並不高，故今日的科技，並未能全面影響受試學童的真實認知。

但對於不同手法所處理的場景，卻反映出認同比率上的差異，且不同場景所節錄出來視覺角色，其對於數位影像的認同度，存有著有明顯程度的認同差異。

根據研究結果，2002年數位科技影響受試學童有下列幾點:

- 1.實景拍攝畫面遠較虛擬影像具說服力
2. 數位影像為視覺重心時，說服力較弱
- 3.受試學童以文字與影像進行抽象邏輯思考
- 4.與生活經驗越相輔，認同度越高
- 5.合於演譯式邏輯思考
- 6.時間與空間的距離越大時，受試學童越能夠接受數位影像

本文亦根據研究結果，對於藝術教育提出建議。當代藝術教育中，由於數位

科技的影響，藝術教育工作者，應當多了解虛擬影像在青少年間的影響力，並須注意到虛擬影像是否會造成真實認知的混淆。在大量虛擬數位視覺圖像的衝擊下，藝術教育培養兒童辨認真偽的能力，將成爲了教育中一個重要的課題。

# Abstract

**Keywords: Art Education. Digital Imagery. Children's Cognition Reality. The Fellowship of the Ring**

The research concerns how the development of visual technic in the digital technology affect children's cognition reality in 2002 . I chose the fantasy movie "The Fellowship of the Ring" as an text for the representation of the digital film. It takes three schools, four classes, 126 children in Tauyuan 、 Taipei and Keeling as research sample.

The subject of the research discusses "whether the digital imagery make the children of the elementary school, they are about to 11-12 years old,. after watching "The Fellowship of the Ring" whose subject reality change or not?"and " When they are watching the digital imagery , how to distinguish the stimulate image?" According to the result of corpus and questionnaire to analysis and interpretation the relation of the image and the truth.

The result of issue discusses "whether the digital imagery make the children of the elementary school, they are about to 11-12 years old. after watching "The Fellowship of the Ring" whose subject reality change or not?" shows : the confusion rate is not high, when the examine children is facing the digital imagine, so today's technology can't affect children's cognition reality entirely.

But dealing with scenes with different techniques make the cognition rate different; and cutting visual characters from different scenes to the cognition rate of digital image exists apparent cognition difference.

According to the result of the research, there are some points about the digital technology affect the examine children:

1. Realistic shooting frame is more persuasive than stimulate imagine.
2. When digital imagery is to be the visual barycenter, that's less persuasive.
3. The examine children's abstract logic thinking in words and imagines.
4. The more correspondence with the living experience, the cognition rate is more higher.
5. Be consilient with deductive logic thinking.

6. The distance of the time and space is larger, the examine children's rate of accepting digital imagine is higher.

According to the results of research, I offer some suggestions for art education. In contempory art education , because of the affection of technology, the art educator should understand more the stimulate imagine influence on teenager, and care whether stimulate images would make the confusion of reality cognition. Under the impact of mass stimulate digital virtual image, art education develop children's ability of recognize the truth or false will become one of an important theme in education.