

## 歷史建築的影像再現與創新- 混合教學在數位影片特效課程的應用研究

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### 摘 要

本研究旨在探討混合教學模式於數位影片特效課程之應用，並以虎尾地區的歷史建築為教學實踐案例。課程設計結合線上自主學習與實體課堂互動，透過傳授、應用及實踐三個系統化階段，提升學生在數位特效技術、創意思維及社會實踐能力的表現。研究透過行動研究法進行課堂觀察、量化問卷調查、質性訪談及外部業界專家評估，綜合分析課程成效。研究結果顯示，混合教學模式不僅有效縮短學生間的學習落差，提升其自主學習與創新能力，更能促使學生將課堂所學與產業需求緊密結合，並深化對地方歷史文化的認識與認同感。本研究成果可作為未來數位特效課程跨領域教學設計與實踐之重要參考。

**關鍵詞：**混合教學、數位影片特效、歷史建築、影像再現、社會實踐

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# **" Image Reproduction and Innovation of Historical Buildings: An Application Study of Blended Learning in a Digital Video Effects Course"**

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## **Abstract**

This study explores the application of a blended learning model in a digital video effects course, using historical buildings in Huwei as practical case studies. The course design integrates online autonomous learning and face-to-face classroom interaction through a systematic three-stage framework: teaching, application, and practice. This approach aims to enhance students' proficiency in digital video effects techniques, creativity, and social practice abilities. Using action research methods—including classroom observations, quantitative questionnaires, qualitative interviews, and external evaluations by industry experts—the effectiveness of the teaching approach was comprehensively assessed. Results indicated that blended learning effectively reduced learning disparities among students, enhanced their autonomous learning and innovative thinking, strengthened the connection between classroom learning and industry requirements, and deepened students' understanding and appreciation of local historical culture. The findings of this study can serve as a valuable reference for future cross-disciplinary teaching and curriculum design in digital effects courses.

**Keywords: Blended Learning, Digital Video Effects, Historical Buildings, Image Representation, Innovation, Social Practice**

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