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學校圖書館推展書目療法服務之研究

—以「心閱讀」計畫為例

A Study of Promoting Bibliotherapeutic Service in
School Library: A Case Study of Mental Health Literacy
Program

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摘要

本研究旨在探討學校圖書館對於推展書目療法服務之需求，研究目的包括：(一)探討學校圖書館推展書目療法服務的目的；(二)分析學校圖書館實施心閱讀的做法和成果；(三)探討學校圖書館對於心閱讀所提供的資源之利用情形。

本研究以質性研究為取向，運用半結構式深度訪談法，採取立意取樣方式，訪談 14 位國小及國中圖書教師，研究結果顯示：(一)受訪者實施目的在於促進學生心理健康、提升自身專業知能以及營造學校圖書館的特色；(二)受訪者運用主題書展、閱讀課、圖書專區、晨光故事、研習、班級共讀、讀書會、協同教學、輔導、社團課程以及共享圖書資源等項目，將書目療法服務融入教學活動，對於學生形成正面影響，施行者本身則是增進專業知能、獲得成就感並且療癒自我；(三)受訪者運用心閱讀所提供的教學資源為圖書、研習、書單、教案、學習單、講義及其他素材，網站資源則為書單、教案、學習單、講義以及活動資訊。

根據研究結果，對心閱讀、學校圖書館界以及圖書資訊界提出研究建議如下：(一)心閱讀：開發教學資源、建立諮詢管道、調整正式溝通文件內容、推廣對象延伸至家長、跨組織合作共享資源、更新網站介面及功能、運用創新行銷策略；(二)學校圖書館界：共享資源、教師增能、親師研習、協同教學、培訓志工、規劃專區、爭取經費支持，以及倡議課程綱要重視心理衛生；(三)圖書資訊界：設立專區、辦理推廣活動、共享圖書資源與場域、合作建置書目療法線上服務平台、圖書資訊系所開設相關課程並提供實習，以及由中華民國圖書館學會辦理研習以培養館員專業知能。

關鍵字：學校圖書館、圖書教師、書目療法、書目療法服務、心閱讀計畫

Abstract

This study focused on the demand of promoting bibliotherapeutic service in school libraries and had three research purposes. First, this study tried to explore the purpose of promoting bibliotherapeutic service in school libraries. Secondly, it intended to analyze the practices and results of implementing bibliotherapeutic service in school libraries. Thirdly, it explored the utilization of the resources provided by Mental Health Literacy Program.

This study took qualitative research as the orientation, adopted semi-structured in-depth interviews, interviewed 14 teacher librarians from elementary and junior high schools through purposive sampling, and reached three conclusions. First, the respondents wanted to facilitate students' mental health, improve their professional knowledge, and create the characteristics of school libraries. Secondly, respondents promoted bibliotherapeutic service and had a positive impact on students by themed book fairs, reading classes, special collections areas, storytelling, workshops, class co-reading, study circle, collaborative teaching, counseling, clubs, and sharing books. The practitioners also improved professional knowledge, gained a sense of achievement, and healed themselves. Finally, the respondents used resources provided by Mental Health Literacy Program were books, workshops, book lists, lesson plans, worksheets, handouts, activity information, and other materials.

Based on the research results, the researcher proposed some suggestions.

- (a) Mental Health Literacy Program: develop resources, provide consultation services, adjust the content of formal documents, extend the promotion to parents, share resources with different organizations, update website interface and functions, and apply innovative marketing strategies.
- (b) School libraries: share resources, empower teachers, hold workshops for parents and teachers, co-teach, train volunteers, establish theme areas, seek financial support, and advocate curriculum guidelines valued mental health.
- (c) Library and Information Science (LIS) institutions: set up theme areas, hold outreach program, share collection and fields, cooperate to build an online platform for bibliotherapeutic service, provide relevant courses and internships by the LIS department, and conduct training courses for librarians by Library Association of the Republic of China (Taiwan).

Keywords: school library, teacher librarian, bibliotherapy, bibliotherapeutic service, Mental Health Literacy Program