

國立中興大學圖書資訊學研究所

碩士學位論文

國小圖書教師對兒童智識自由看法之探究－

以 LGBTQ+性平書籍為例

Exploring elementary school teacher librarians'  
perspectives on children's intellectual freedom: A  
case of LGBTQ+ related books

指導教授：宋慧筠 Hui-Yun Sung

研 究 生：黃筠珊 Yun-Shan Huang

中華民國一一年六月

## 摘要

本研究旨在探討國小圖書教師於兒童智識自由上扮演的角色、實踐方法、過程中遭受的挑戰、以及個人意識掙扎心理處境，以彌補臺灣於圖書教師相關研究中所缺乏之兒童智識自由相關研究主題缺口。本研究為質性研究，以 LGBTQ+性平書籍議題為例，透過訪談法蒐集資料，並利用質性主題分析法進行資料整理與分析。研究對象包含 17 位任職於臺灣之國小圖書教師。本研究獲得的研究結果顯示：(一) 圖書教師認為自身於兒童智識自由上所扮演的角色分別為引導者、促使者、合作者、資訊提供者、館藏提供與把關者。(二) 圖書教師透過閱讀課、主題書展、尋找共同參與夥伴、協作教學、與校內單位合作、協助尋找與提供資源、館藏管理與提供等方式來實踐兒童智識自由。(三) 圖書教師於兒童智識自由上所面臨的挑戰包含來自家長及政府機關等學校外部挑戰，以及學校氛圍及校內工作人員等內部挑戰。(四) 圖書教師於兒童智識自由上所面臨的個人意識掙扎心理處境包含擔心是否對兒童價值觀造成影響、適齡性問題、以及是否該重視少數兒童需求等。

依據研究結果提出建議。實務方面，對學校圖書館館藏的建議包含：組成學校內部書籍採購會議、相關教育機構或圖書館機構提供書籍搭配課程單元內容指南、教育部推薦書單汰舊換新。對圖書教師的建議包含：參與相關增能研習活動、於課程及活動前事前了解家長想法、尋找並建立長期合作夥伴關係。此外，建議未來研究可限縮某一特定年齡層之國小兒童為討論對象、將家長納入研究對象的選擇、探討其他爭議性書籍相關議題等。

**關鍵詞：**圖書教師、國小兒童、智識自由、性平書籍、質性研究

## Abstract

This study aims to explore the role that elementary school teacher librarians play for supporting children's intellectual freedom, practical methods for implementation, challenges encountered, their self-consciousness, and psychological struggles. In order to fill the gap of a lack of research on children's intellectual freedom in school librarianship in Taiwan, this study adopted a qualitative approach and used LGBTQ+ controversial books as examples for exploration. Interviews were used for data collection, and the researcher followed a thematic analysis procedure for organizing and analyzing the data collected. Study participants included 17 elementary school teacher librarians in Taiwan. Main findings derived from this study are summarized as follows: (1) Teacher librarians considered that their roles for supporting children's intellectual freedom were: guides, facilitators, collaborators, information providers, and collection managers. (2) Teacher librarians put children's intellectual freedom into practice through conducting reading classes, hosting book fairs, looking for collaborators, getting involved in collaborative teaching, cooperating with school offices, looking for and providing information, and managing and providing collections. (3) Challenges that teacher librarians encountered for supporting children's intellectual freedom came from outside of the school (e.g., parents and government agencies) and within the school (e.g., school atmosphere and school staff). (4) The self-consciousness and psychological struggles that teacher librarians experienced for supporting children's intellectual freedom related to influence on children's value, age appropriateness, and needs of minority children.

Based upon the findings derived from this study, practical implications and suggestions for future research are provided. Practical suggestions for school library collections include: calling for internal meetings to discuss collections acquisition, providing a guide for matching books with the course content by relevant educational institutions or library institutions, an updated book recommendation list by the Ministry of Education. Practical suggestions for teacher librarians include: participating in relevant workshops to strengthen professional knowledge, communicating with parents about their thoughts in advance of activities, and building long-term partnerships with school staff. Furthermore, it is suggested that future research limit the age range for child participants, incorporate perspectives of parents, and explore other issues related to controversial books.

**Keywords:** Teacher librarians, School children, Intellectual freedom, LGBTQ+, Qualitative research