通往「第三文化」之路——析論透過科技史教學
以提升人文素養的取徑

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摘要

本文從「人文」與「科技」的對立概念出發，旨在探討藉由「科技史」教學
來調和與溝通二者對立的可能性。首先定義「科技」素養與「人文」素養的意
涵，而後探析「兩種文化」對立的相關議題與文獻。經由歸納結果，本文認為
STS 課程理念是消解「科技」與「人文」對立的良方，是通往「第三文化」之
路，也應是科技史教學的可行取徑。科技史教學的進一步發展可從「科學史」教
學的相關論述借鑑。最後，本文提出科技教育運用「科技史」教學以提升人文素
養的策略及教學活動實例，期能有利後續科技史教學活動教案的開發及教學成效
的實證研究。

關鍵詞：人文素養、科技史、科技教育

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The Way to "Third Culture": The Approach of Promoting Humanistic Literacy Through the Integration of History of Technology into Technology Teaching

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Abstract

This article is set out from the opposite culture concepts between "humanities" and "technology". The issues of the "Two Different Culture" were discussed and analyzed to clarify the concepts and arguments between these two cultures. The article then focalized on the possibility of harmonizing and communicating these culture oppositions through the use of history of technology in technology education curriculum. Moreover, this article argues that the rationale of STS curriculum is a feasible approach to eliminate the opposition between "humanities" and "technology", and to pave the way that leads to "The Third Culture". The experience of teaching history of science in science was also introduced to help integrating history of technology curriculum by using STS rationale. Finally, this article introduces a learning activity which demonstrates the feasibility of integrating history of technology in technology education curriculum.

Key words: history of technology, humanistic literacy, technology education

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