Abstract: - This study is not only appointing to documentary film, but also means to damage the advancement and development of Taiwan democratic society. To discover its causing reason, it is under the cultural industry in 20 century capitalism and Utilitarian socialism, and the society has become a single dimensional society. The public is accustomed to the governing by capitalism and totalitarian, while the documentary left away from the essence for unveiling the truth, criticizing the injustice, and promoting social advancing practice. For example, the Commercial weekly in 2007 invested to produce the “Honey-Peach Granny”, which made a great waves and ethic questioning of documentary by using the “Honey-Peach Granny” to conduct the open donation and selling the hand-drawings of honey-peach granny. The sold profit was provided into private company. They earned the profit from the shooting of documentary till the publishing just as the same economic mode of general capitalist. But, this profitable “Honey-Peach Granny” documentary did not help the honey-peach granny to improve her daily life and was subjected to the community’s solemn lambasting. Except having the social sympathy and accordingly caught the investment return, it did not criticize the unfair injustice of social system and do nothing in function to the social ideal practice with further deviated from the essence and meaning of documentary. While highlighted the ethic issue of documentary.

Key-Words: - Action research, Documentary film, Implementation

1 Introduction
This research is belonged to the “Collaborative Action Research” due to there are three members engaged into the Action Research, including the researcher himself and the other two teachers (artists) for the Collaborative Action Research. Based on this, the Action Research was belonged to a kind of “Pre-active Action Research”, also a kind of “Collaborative Action Research” which means the researcher was inspired from the aesthetic learning courses and then attempts to developing the education of documentary film production, to conducting the design of courses, to adopting the spiral circulation of 4 elements, Planning & Action & Observation & Self-Reflection, to proceeding the Teaching Activities, for the discussion of aesthetic receiving status of students and execution of thinking review for the professional growth of teachers.

I. Dewey in 1983 indicated that education and teaching are belonged to the kinds of art. The artist needs more or less to have some mechanical skills. However, there will have no original creation, enthusiasm; imagination and personal view if only have skills. Just as Artist, Teacher also needs to have teaching passion, imagination, and wisdom. E. W. Eisner in 1994 also noted there has some meanings in the teaching art, such as the requirements of elaborate arranging of atmosphere and tempo in the teaching, capability for treatment.
This research is belonged to art teaching of documentary film. If teaching is compared to art creation, it emphasize teaching is not a mechanical activity according to fixed principle. Teaching should be the activity with creation, aesthetic feeling, and accommodation. The concept of teaching art is aimed to have the teaching to be inspired or learned from art. Art always demonstrates a new observation from the world and people, inspire our minds and vision, raise spirits. Teaching is also similar to art; its value cannot be replaced by other things. The great street of art has profound Ideological connotations.

E. H. Gombrich in 1995 noted that artworks of each times create fascination to modern people, not only come from the finished portion, also from the uncompleted portion. This is particularly applicable to modern arts. Art is viewed as an independent masterwork without concerning the viewer. Modern arts do not emphasize on these elements, and sometimes it is only a ready-made living product. The author did not “complete” anything while asking the students and collaborating researchers for more attending and annotations, working together for the completion of Action Research of education in documentary film production which was oriented by social critque aesthetics.

From the inspiration of modern art features to the research in teaching art, they proposed the teaching art should emphasize on 3 directions, i.e. philosophizing of art, reflection of social issues, as well as the reflections of personal life or meaning of life, as the teaching axial lines to show the main features of teaching in modern art. Further reach to the 3 teaching reflections, i.e. always reflecting on the teaching essentials, teaching should invite the learner to make thinking together, teaching should integrate the reflection on society and life, by the teacher. As to education, teaching is not only to transfer the prepared discipline knowledge to the students, but also connects the daily life consciously. This connection is not just like ordinary entering the teaching materials into the daily life and makes the students to realize the teaching contents in ways for more easily for subsequent examination to gain high grade. Instead, is to pick up those important agendas which corresponding to society and guiding the students to make the critiques and self-reflection.

2 Research Place, Field and Attendee

The research place and field as well as the attendee of this research are described as follows:

2.1 Research Place and Field

Mei-Mei University of Technology (a pseudonym) is sited at central Taiwan and is managed for more than two decades since its establishment. It has students more than 6,000 and has cultivated civil representatives at various levels, chiefs of Villages & Townships, nearly 1,000 alumni work as public servants, more than 20,000 personnel in the private institutions. Currently there are 3 collages and 17 departments & institutes in the university. The school buildings possess traditional and modern spirits; have advancing facilities and beautiful environment. All the successive presidents paid attentions to construct the environmental educations of friendly campus and artistic spaces. And, it is the paradise of character cultivation and learning encouragement for the students. Currently, it aims to the targets of young, happy, learning, wish, and pursuing excellence. Engaging in academic researches, the professors apply sciences and techniques to cultivate the professionals both equivalent in scientific techniques and cultural accomplishments with the aims of public social benefits.

![Fig. 2.1 Construction dimension of Documentary Film Course](image-url)
The attended students included 30 elective students of Class Mei, Junior in the Department of Communication, Mei-Mei University of Technology. They have different backgrounds in senior high schools or vocational schools, about 1/3 in general division, 1/3 in design division, and also 1/3 in video division. Passed through the freshman and sophomore learning processes of General Education Courses, Fundamental Video Courses, and the Course of Primary Capability in Film Production Techniques, most of the students took especially the Film Production Practical Techniques as the most favorite course (as they love the enjoyment of practical operation) with the corresponding Fundamental Theory appeared in weak interesting. Most parents of students work in agricultures, industries, and commercials with busy daily works. The educational expectations to children of most parents are those of basic requirements, including cultivation of good characteristics, serious learning, avoid collapse, and learned professional skill to have a good opportunity when engaged into the society.

The researcher taught these students in their freshman and sophomore years for the fundamental courses of aesthetics and techniques in photographing and editing and had their attending into the Competition of National Micro-Film with awarding of finalist excellence work. During this period, the researcher established good relationships with these students. From the performance in each film competition, it can be found that these students have confidences, although the hard process, but enjoyed the satisfaction in the achievement and creation of film production. They are eager to have a try in attending for the execution of this research. For establishing the basic data of individual case in the research, in the end of June by 2013, conducted the Student Background Investigation Table for the elective students who attended individual case by fill-in partially-opened questionnaire and sorted after returned as well as considered the research ethic principle for not-to-publish the personal name in the investigation.

3 The design of courses in Documentary Film Production

3.1 Target of Courses Units

The courses design of this research is originated from the inspiration of aesthetics oriented by critique, the 9 characteristics, and the 6 educational meanings. Hereby describe the teaching activities of courses units in this research, as well as the characteristics and educational meanings, as shown in the following Table 3.1.

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>TEACHING ACTIVITIES UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Activity Unit</td>
<td>Teaching Characteristic</td>
</tr>
</tbody>
</table>
| **UNIT 1** | ART TRUTH DIALOGUE- | Through the Negative Aesthetics of Adornes, the Aesthetic Distances, the *Micro Fable* by Adornes, and the Perceptual Theory of Real, makes the audiences familiar with the four, critical thinking oriented, and intellectual and emotional development. (1) Make critique of cognition against oppression of human, social, and occupation. (2) Make critique of cognition against oppression of human, social, and occupation. (3) Make critique of cognition against oppression of human, social, and occupation. (4) Make critique of cognition against oppression of human, social, and occupation. (5) Make critique of cognition against oppression of human, social, and occupation. (6) Make critique of cognition against oppression of human, social, and occupation. (7) Make critique of cognition against oppression of human, social, and occupation. (8) Make critique of cognition against oppression of human, social, and occupation.
| **UNIT 2** | **RATIONALITY AND SENSIBILITY** | Through the rationality of documentary film, aesthetic critical thinking, and the representation of documentary film, makes the audiences familiar with the four, critical thinking oriented, and intellectual and emotional development. (1) Make critique of cognition against oppression of human, social, and occupation. (2) Make critique of cognition against oppression of human, social, and occupation. (3) Make critique of cognition against oppression of human, social, and occupation. (4) Make critique of cognition against oppression of human, social, and occupation. (5) Make critique of cognition against oppression of human, social, and occupation. (6) Make critique of cognition against oppression of human, social, and occupation. (7) Make critique of cognition against oppression of human, social, and occupation. (8) Make critique of cognition against oppression of human, social, and occupation.

3.2 Design of Teaching Activities

According to the Courses Unit Program of this research, integrate the Teaching Activities of documentary film production into the courses. As shown in Table 3.2

<table>
<thead>
<tr>
<th>Table 3.2</th>
<th>Design Table of Teaching Activity in Documentary Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit-1 Period Course</td>
<td>Topic</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>102302</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>102309</strong></td>
</tr>
</tbody>
</table>

3.3 Execution Time

After the completion in the preparation of course materials, the execution time is from Sep. 2013 to Jan. 2014 in a period of 17 weeks. To use two sections in course time (100mins), execute the teaching of documentary film production with the integration of critique oriented aesthetics and simultaneously coordinate with the school specific festivals and vacation as well as the activity arrangements. And, according to the actual situations of teaching, adjust a suitable teaching time of the week. In addition, the courses design of this research is for the students to possess the
preparing knowledge of critique aesthetics. To avoid occupying the teaching hours, will offer the necessary teaching materials to the students before class of courses unit for preparation of students before the class.

3.4 Assess Mode
The assessment of teaching courses in documentary film production of this research adopts the mode by attending observation, interview, and document analysis. It executes the qualitative assessment in the way of multiple assessment by the teacher observation and record, student personal presentation, group discussion, group inter-assessment, learning sheet, work presentation, presentation & share, student role-play, and performances & responses in the class; evaluate whether the student represent the characteristics of documentary film production; utilize qualitative observation and records to realize the educational meanings.

4 Conclusion
In conclusion, the documentary film has its important functions to the society. However, Taiwan documentary has been developed for 100 years so far up to now, while shows a serious crisis in the society by single dimension of cultural industry. The teacher in documentary film production shall pay attention to it and thinks in consideration to instruct what important functions, crisis, and importance are in the documentary film, and takes critical cautiously active facing to the issues and improves them. The researcher is an educational practitioner in documentary and wishes to through critique oriented aesthetics and thinking related theories and literatures for searching the educational route of solution for documentary crisis, relief the documentary crisis for being edged, and return back the born ability of documentary in exposing the truth (the documentary is a mirror: to construct), rational criticize the society and promote the society to become a advancing into ideal social practice (the documentary is a hammer: to construct), and further exert its influence to prevent submergence by the major media in edge. The civilians and students need to be educated to promote the context and meanings of documentary film. Accordingly, the researcher plans to based on Adorno’s negative aesthetics, Marcuse’s liberation aesthetics, Greene’s social imagination aesthetics, as well as Boal’s opposed Theater aesthetics as the idea and concept in the courses design to execute the Action Research of teaching in documentary film, expect to generate in ore sparks based on the teacher-and student interchanging as the subject, to improve the teaching of researcher and to promote the self-professional development, to cultivate students in discipline and sociality, to implement the ideals of social practice of documentary film.

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