數位說故事在成語教學的創新應用

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摘要

　　本研究將數位說故事融入成語的創新教學上，國小五年級學生了解成語的意義後，依據此成語典故來創作數位成語故事。從數位成語故事的實作中學習如何正確應用成語，幫助學生建構學習，啟發其學習興趣與動機，加深對成語的記憶。再透過數位說故事評量表，對認知、情意、技能中的八個向度進行學習成效調查，結果發現，數位成語故事的教學活動對學生的學習具有正面的成效。其中，以認知面的表現最優秀，學習者除了可以正確了解成語典故和涵義，還能清楚利用自己的想法和創意表達出來。在情意面上，藉由數位說故事的新方式，提升其學習動機，並且透過分享的活動來欣賞他人的創作。但從觀察與訪談中發現，由於製作數位成語過程中遇到種種的困難與干擾，此活動對學習動機雖有提升作用，但以此種方式進行學習亦會減弱部分學生的學習意願。技能面的整體表現良好，但在聲音、語言及步調的標準差稍微偏高，顯示學生其語言表達流暢度與運用合適的音量和速度來呈現故事這兩部分是有所差異的。並從觀察與訪談中發現可進一步探討製作成語故事的過程，關於科技、互動、動機、環境等面向對學習的影響，並提出相關建議。

關鍵詞：成語數位學習、科技融入教學、數位說故事

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An Investigation on Learning Chinese Idioms with Digital Storytelling

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Abstract

Taiwan has started the trend of teaching by digital storytelling in recent years. Researches showed digital storytelling enabled students learn with enjoyment. This study integrated digital storytelling as the innovative teaching of Chinese idioms by using MS Photo Story. The purpose of the study was to explore a way that can increase students' learning interests and motivation, thus enhance their memory to Chinese idioms by the practice of telling their own stories. There were 5 fifth grade students from Cha-Yi County participated in this activity to make animated Chinese idiom stories with computer. This research used a digital storytelling evaluation rubric to assess eight aspects of learning effectiveness including cognitive, affective, and psychomotor skill performances. The results found that digital storytelling has positive learning effects to students. From observations and interviews with students, the research concluded the influences and suggestions to concern about technology, interaction, motivation, and environment in the future study.

Keywords: Chinese idioms e-learning, integrated technology into teaching, digital story telling.

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