幼兒資訊素養的教育社會學分析

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摘　要

　　幼兒資訊學習在臺灣幼教現場中未獲共識，但資訊科技對於幼兒認知思考、社會性發展與探究自然等能力之提升，成效不容忽視。本研究以幼兒資訊素養為主軸，探討幼兒在資訊科技的近用、應用，以及參與社會面向之表徵，涵蓋接觸資訊科技的機會、操作與使用資訊科技，以及對於資訊科技在其未來成長和參與社會活動等層面之理解及實踐。本研究聚焦在教育社會學的分析角度，且在文獻分析與教師訪談結果的基礎上，以教育機會均等與社會公平正義原則為原則，分別從近用機會、技術本位與主體性等批判面向提出具體的選擇策略以為因應，包括重視幼兒近用資訊科技的機會選擇與認知、超越技術本位對於資訊素養的結構性宰制，以及彰顯幼兒在資訊社會的主體性、行動力與社群性等。

關鍵詞：幼兒、資訊素養、教育社會學

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The Analysis of Young Children's Information Literacy by the Viewpoint of Sociology of Education

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Abstract

Although many early childhood educators had no common consensus on the importance of young children's information learning in Taiwan, information technology could advance young children's performance on cognitive thinking, social development, and natural exploration. Therefore, this article focused on the young children's information literacy, and analyzed the representations of information access, use, and engagement, including opportunities of accessing information technology, operating and using information technology, and understanding the practices of future development and engaging social activities by information technology. Based on the literary and interviews, we proposed some alternatives to face this paradox with the dimensions of accessing opportunities, instrumental basis,

and subjectivity and focused on the principles of equal educational opportunities and social justice, including valuing the alternatives and cognition of young children's information access, beyond the technology-based information literacy dominated by the social structures, and revealing young children's subjectivity, agent, and community conscious.

Keywords: young children, information literacy, sociology of education