

親子共讀擴增實境繪本對國小低年級學童認知結構

和閱讀動機的影響

Effects of Children and Parents' Reading of an Augmented Reality Picture Book on Elementary School Students' Cognitive Structures and Reading Motivation

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摘要

本研究旨在評估親子共讀擴增實境（Augmented Reality）繪本對國小低年級學童認知結構和閱讀動機的影響。立意選取新北市某國小一年級學童為實驗組與對照組，研究樣本共 16 對親子，實驗組（8 對）進行親子共讀擴增實境繪本，對照組（8 對）進行親子共讀一般繪本，實驗處理共 18 週，每 3 週共讀一個單元，共 6 個單元。結果如下：（1）親子共讀擴增實境繪本能有效提升國小低年級學童之內在閱讀動機；（2）親子共讀擴增實境繪本能有效提升國小低年級學童之學習成效，實驗組學生認知結構之表現顯著優於對照組學生，實驗組學生認知結構在「概念廣度」、「概念豐富度」之 Cohen's d 值均大於 0.8，表示實際顯著程度為高。研究證實擴增實境繪本有助於提升低年級學童的內在閱讀動機及產生豐富的認知結構，值得作為實務及後續研究參考。

關鍵字：親子共讀、擴增實境繪本、認知結構、閱讀動機

Abstracts

This study was conducted to explore the effects of children and parents' reading of an augmented reality picture book on elementary school students' cognitive structures and reading motivation. A total of 16 child-parent pairs voluntarily participated in this study. The control group received the traditional reading of picture books. The experimental group received the reading of augmented reality picture books. The interview narratives were transcribed into the format of 'flow maps' to evaluate students' cognitive structures. The results of this study revealed that (1) children and parents' reading of an augmented reality picture book did enhance students' internal reading motivation. (2) Two aspects of cognitive structures, extent and richness of concepts, was significant than others (Cohen's $d > 0.8$).