

以漫畫編劇及展演促使學生以設計情境應用來學習知識

Use of Comic Playwriting and Acting to Encourage Students to Learn Knowledge by Designing Scenarios

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摘要

學生於多情境下思考應用知識，可能會使知識的應用能力提升。但教室中很難為每個學科架設情境式教學環境，讓學生在多場景中編劇並展演是一個可行的方式，如此會讓學生在如真實情境中學習知識。

本論文提出了一個支援多情境佈置之漫畫式戲劇的編劇與展演系統，學生們能利用提供的情境與道具依據課文編出知識應用的劇情，編劇過程中使用具體場景能吸引學生思考結合更多的應用環境，提升應用知識的能力。此外，讓學生在自己創造的場景展演，更能使學生身歷其境，增加對於學習情境的印象。

本方法經應用於國小高年級英語課程一年後，研究訪談及問卷的結果顯示，漫畫情境舞台的戲劇式學習系統中，多樣化的場景道具使編劇學習活動更有樂趣、戲劇故事使句型有更多變化，能提升學生的學習動機，並主動尋找課外的相關元素，刺激創造力，提升學生在情境下應用知識的能力。

關鍵字：情境學習、戲劇式學習、漫畫、應用知識、真實情境

Abstract

Students may enhance their ability of knowledge application when thinking of applying knowledge in the multiple scenarios. But it is difficult to build a situated learning environment for every subject. For this reason, scripting and acting in

multiple scenes may be a feasible way to learn knowledge as in authentic situations

This paper proposes a comic panel drama system with multi-scenario stages which students can script and act. In this system, students can create story of knowledge application with the use of scenarios and props. On the other hand, it can encourage students to think how to combine more environmental elements and enhance the ability of knowledge application in the process of scripting through providing specific scenarios. Moreover, students can act in the film created by themselves to feel immersive and increase the impression of scenarios of learning.

After applying this research method in English class for the higher grades of elementary school for a year, the results of research interviews and questionnaires show that it has more pleasure in the learning activities of scripting and more variation of sentences in story by the help of various scenarios and props. As the result of the factors mentioned above, this method can prompt students' learning motivation, encourage them to search for elements relating to the class, inspire their creativity and enhance the ability of knowledge application.

Keywords : Situated Learning, Drama Learning, Comic, Knowledge Application, Real Contextual

