創意數位說故事教學之成效

中文摘要

　　本研究的主要目的是探討「創意數位說故事課程」對故事創作的品質、創造力、和作文態度是否有幫助，並瞭解此類課程應用於國小高年級作文教學的可行性及侷限性。研究者採準實驗法之「不等組前後測設計」，以高雄市某國小五年級兩個班級的學童為樣本，安排一班為互動組，另一班為欣賞組，分別接受十二單元共60堂課的實驗課程，互動組接受「創意數位說故事」的課程，著重電子腦力激盪及故事分享等互動歷程；欣賞組接受「欣賞故事並將故事數位化」的課程，著重故事示範與欣賞。

　　本研究的研究工具為「新編創造力思考測驗」及研究者自編的「數位故事評量表」和「作文態度量表」，並蒐集質化資料（包括數位故事作品、學生課程反應的感想、趣味創作練習的資料等）。以獨立樣本單因子共變數統計以及相依樣本t考驗來進行分析，質化資料則是用來輔助量化結果的解釋。

研究結果顯示：

(一)在數位說故事的製作上，互動組與欣賞組有顯著差異，且欣賞組優於互動組。

(二)新編創造思考測驗的結果：在語文流暢力、語文變通力、語文獨創力這些變項上，互動組與欣賞組有顯著差異，且互動組優於欣賞組。但在圖形流暢力、圖形變通力、圖形獨創力和圖形精進力這些變項上，互動組與欣賞組並無顯著差異。

(三)在作文態度改善的結果上，互動組與欣賞組無顯著差異。

(四)無論在數位說故事的製作上、新編創造思考測驗以及作文態度的結果發現，互動組和欣賞組的後測皆高於前測。

(五)創意數位說故事作文教學在國小階段是值得推行的。

研究者根據上述的研究結果提出建議，以作為教育應用及未來研究的參考。

關鍵字：數位說故事、準實驗研究、創造力、課程教學。

Teaching Effectiveness of Innovative Digital Storytelling

Abstract

The main purpose of this research was to explore whether the "creative digital story-telling course" can help to improve story quality, creativity, and writing attitude, and understand the feasibilities and limitations of teaching similar courses to higher-grade students in primary schools. The researcher adopted "nonequivalent pretest-posttest designs" as a quasi-experimental study. Two classes of fifth grade students from a Kaohsiung school were selected as study samples; one class was assigned as an "interactive group", the other as an "appreciation group". Both respectively accepted twelve units in a total of 60 experimental courses. The interactive group took the lessons of "creative digital storytelling" that emphasized the interaction processes during electronic brain-storming, story sharing and so classes. The appreciation group took the courses of "appreciating and digitalizing the stories", which focused on story demonstration and appreciation.

In this study, the research instruments comprised "tests of creativity thinking in composition ", the researcher's self-created "digital story rating scale" and "writing attitude rating scale", and also the collections of qualitative data covering the digital story works, students' reflections in response to the teaching courses, and the data of funny creation exercises. The analyses were conducted by one-way analysis of covariance for independent samples and dependent samples t-test. The qualitative data were used as supplementary explanations for the quantity results.
The research resulted in the following findings:

1. In respect of the production of digital storytelling, there were significant differences between the interactive group and the appreciation group; obviously the appreciation group performed better than the interactive group.

2. In light of the results from the tests of creative thinking in composition, there were remarkable differences between the two groups in respect to linguistic fluency, flexibility and originality; the interactive group was better than the

3. In respect of writing attitude improvement, there was no much difference between two groups.

4. The posttest scores were higher than pre-test scores for both interactive group and appreciation group in all experiments, including the production of digital storytelling, tests of creativity thinking in composition and writing attitude.

5. It is worthy to promote the creative digital storytelling in composition teaching for primary school educations.

The researcher made suggestions in accordance with the above research findings, and served as a reference for educational applications and future studies.

Keywords: digital story selling, quasi-experiment, creativity, course teaching