

探討多媒體教學對國中生認知負荷與專注力之影響

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摘要

The study is to discuss the influence of multi-media teaching to junior high school students on cognitive load and the concentration, the media tool of multi-media are single-gun projector and computer broadcast teaching, to accomplish the tentative teaching confirms the effectiveness of learning and understanding response from the students as the reference of the multi-media teaching and the research in the future. For the fulfillment of this research, the study employed the literature review and the quasi-experiment research. First of all, to explored the relevant literature, in order to construct living construct living multi-media teaching content. Further developed instructional activities. After the experiment was implemented, the data was collected by the method of average, standard division, ANCOVA and independent samples t test. Finally, the following conclusions: The single beam projector-aided instruction in learning consequence of teaching is better than computer-aided broadcast instruction in learning consequence of teaching. Then there is no obvious contrast on both in learning consequence. The single beam projector-aided instruction in learning consequence of teaching is better than computer-aided broadcast instruction in learning consequence of teaching. Two types of teaching are both positive and they both help students to learn by concluding the learning tests of the students. Students of different gender and the grades at school of the students don't result the differences of concentration from single beam projector-aided instruction and computer-aided broadcast instruction. There is no obvious contrast on the students' concentration and cognition load while the teachers are teaching by single beam projector-aided instruction and computer-aided broadcast instruction.

關鍵字：single beam projector-aided instruction, computer-aided broadcast instruction, learning performance, concentration, cognition load