

e-Picture-Book Creating (e-PBC) in the Children's Literature Classroom

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Abstract

In a class on Children's Literature, an e-Picture-Book Creating (e-PBC) assignment was given to Taiwanese weekend-program undergraduates for the purpose of their learning about picture books, using the software InAlbum, and stimulating critical thinking ability. At the center of this study are the students' responses to the assignment. Three research questions developed to guide the study are: (1) How did the weekend-program undergraduates respond to the e-PBC from the perspective of picture book acquisition?, (2) How did the weekend-program undergraduates respond to the e-PBC from the perspective of critical thinking?, and (3) How did the weekend-program undergraduates respond to the e-PBC from the perspective of multimedia literacy? The collected data included the students' responses to a 6-point-scaled course evaluation questionnaire, e-picture-books and final exam papers. The results of the study revealed that the weekend-program undergraduates tended to strongly agree with the effectiveness of the e-PBC in helping them to learn about children's picture books (M=5.20), to boost critical thinking ability (M=5.38), and to increase multimedia/computer literacy (M=5.00). Therefore, it is hoped that any interested teachers might consider such an assignment in their own teaching settings to increase their students' picture-book comprehension, critical thinking ability, software literacy, and even social concern awareness. Interested researchers might replicate this study or conduct additional research regarding the impact of the e-PBC in other areas. In this paper, selected pictures of the students' e-picture-books are displayed for the purposes of sharing and evidence.

Key words: e-Picture-Book Creating (e-PBC), course assignment, critical thinking, picture book, InAlbum.

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