

摘要

遊戲在兒童學習階段扮演著重要的任務，透過多元的遊戲互動，培養孩童群體關係與多元創造潛能，再加上近幾年美感教育越受教育界重視，因此本研究重點在探討混齡班級幼兒園教師如何運用繪本互動遊具，促進學齡前兒童的美感教育。本研究採用使用者研究與設計實作法相結合，開發出一款互動遊具原型「聽！是誰在唱歌」。之後，本研究將這個遊具原型設計帶入三個不同的混齡班級，進行教學現場實驗和使用評估。研究結果顯示，互動遊具配合多感官遊戲敘事能夠提高老師的教學成效、激發孩童的積極參與、促進混齡兒童之間的互動與合作，並增加孩童對美感教育相關活動的興趣。最後，本研究提出此互動遊具在設計上可改善之處，以及在教學上的挑戰與困難。此外，研究也提出了未來互動遊具的設計建議，並期望能夠為混齡班級幼兒園教師提供一個新的美感教學工具與方法。

關鍵詞：遊戲敘事、美感教育、幼兒教育、互動式遊具設計、使用者體驗

Abstract

Games play an important role in children's learning stages. Diverse forms of interactive play nurture children's social relationships, foster diverse thinking, and unlock creative potential. As aesthetic education has gained increasing attention in education in recent years, this study focuses on exploring how teachers in mixed-age preschool classes can use interactive picture books to promote aesthetic education for preschool children. This study combines user research and design implementation to develop a prototype of an interactive play apparatus named *Listen! Who's singing!* The next step involves bringing this prototype into three different mixed-age classes for teaching field experiments and use assessments. The research results indicate that the interactive play apparatus, combined with multisensory game narratives, can enhance teachers' teaching effectiveness, stimulate greater engagement with children, promote interaction and cooperation among mixed-age children, and increase children's interest in aesthetic education. Finally, the study suggests areas for improvement in the design of this interactive play apparatus and highlights challenges and difficulties in its use in teaching. Furthermore, the research provides design suggestions for future interactive play apparatuses and aims to offer a new aesthetic teaching tool and method for teachers in mixed-age preschool classes.

Keywords: storytelling game, aesthetic education, childhood education, interactive toy design, user experience