

解說摺頁對於國小兒童解說效果之研究 -以台北市立動物園無尾熊館為例

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摘要：本研究透過「解說摺頁的設計」、「遊憩體驗」、「學習效果」等三方面，來探討自製解說摺頁，對於國小兒童解說效果之影響。研究地點則是選定在台北市立動物園無尾熊館，並且採用人員以訪問調查(Interview Surveys)方式，針對遊園的國小兒童進行研究。其研究結果如下：1.在解說摺頁的設計方面：在「喜歡圖片上的顏色」、「喜歡裡面的內容敘述」及「圖案與文字搭配良好」等，是國小兒童同意程度較高的項目；相反的，在「吸引國小兒童的標題或句子」、「內容簡短」及「能吸引你並且維持注意力」等，則為國小兒童同意程度較低的項目。更重要的是，研究發現有 59 位國小兒童認為本摺頁具有創意性且想帶回家作紀念；因此，可以證明具有特色的解說摺頁，較可以引起國小兒童的使用，增進其解說效果。2.在遊憩體驗方面：解說摺頁能夠幫助國小兒童在逛無尾熊館時，感覺是「有趣好玩的」以及心情是「愉快的」；而且，國小兒童也同意解說摺頁能夠促進整體感覺的滿意程度。因此，適合使用者的解說摺頁，對於使用者的遊憩體驗上，會有正面的影響。3.在學習效果方面：透過解說摺頁的使用後，發現國小兒童答題的正確性有明顯的提升，尤其在「台北動物園的無尾熊是來自於哪一國家」、「無尾熊一天當中，花最多時間在做什麼事」以及「無尾熊在地球上數量銳減最主要的原因」等測驗題上，其答題情況最為良好，各佔 84.3%、88.7%、91.7%。換句話說，解說摺頁對於國小兒童的學習效果，具有正面顯著性的影響。

關鍵字：國小兒童、解說摺頁、動物園、解說效果、遊憩體驗、學習效果

前言

解說 (interpretation) 是一種教育性的活動，透過不同媒介的解說，包括展覽、演說、導覽、出版品等方式，皆可以達到強化人類對歷史文化、名勝古蹟及壯麗自然資源的欣賞、認識與愛護之目的。也就是說，解說服務是達到資源永續經營目的之重要途徑，透過解說可以促進人們對於人與生態環境、自然資源之整

體認知，進而建立人對於環境保護與建設性的態度。

就各類解說媒體而言，根據研究者張長義 (1985) 等人對墾丁國家公園解說系統之規劃研究發現：解說摺頁與解說牌最容易讓遊客接受，因為這些設備遊客能隨時隨地來使用；而且解說摺頁、解說牌以及解說員三種解說媒體是遊客最為偏好的解說媒體 (張長義、姜蘭虹、楊冠政，1985)。然而，檢視國內相關解說種類

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An Evaluation of the Effectiveness of Interpretive Brochures at Koala House in Taipei City Zoo—A case study of grade school children

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Abstract : The results of the leaflet made personally on the effectiveness of interpretation to elementary children were also analyzed in three aspects, namely "leaflet design and making," "recreational experience" and "effect of learning." It is hoped that the findings of this thesis will provide reference for the design or improvement to leaflets available in Taipei Zoo and other tourist and recreational areas. The Koala House in Taipei Zoo was selected for the study. Based on "interview surveys" as a research method, elementary school children visiting the Zoo were polled by means of questionnaires. A total of 231 questionnaires were received during the survey and 230 of them were considered valid, amounting to a response rate of 100%. The data collected were analyzed with statistic software SPSS and the findings as follows: 1. Leaflet design & making: children polled in the zoo agreed more on descriptions such as "I like the color of the pictures," "I like the description" and "Good graphic design." On the contrary, they agreed less about "Subtitles or sentences can draw the attention of grade school children," "Simple content" and "Attractive to you and hold your attention." More importantly, 59 of the children in the survey found the leaflet very creative and would like to take it home. It proves that a distinctive leaflet is more likely to appeal to grade school children to read it, which creates better effect of interpretation. 2. Recreational experience: The leaflet made the children polled feel "interested and amused" and "delighted" when they visited the Koala House. The children also agreed that the leaflet was satisfactory overall. Thus a leaflet suitable for the users (elementary school children in this case) has a positive impact on their recreational experience. Effect of learning: The leaflet contributes to a significant improvement to the correctness when answering questions, particularly in questions such as "Which country are the koalas in Taipei Zoo from," "What does a koala spends most of the time doing within a day?" and "What is the most important cause of a dramatic decline in the koala population?" 84.3%, 88.7% and 91.7% of the children polled gave correct answers to the three questions above respectively. In other words, the leaflets did have a positive and substantial impact on grade school children's learning.

Key words: grade school children, interpretive brochures, zoo, effect of interpretation, recreational experience, effect of learning.

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