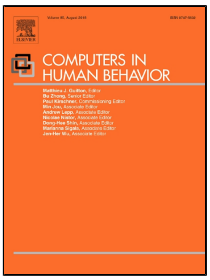
Accepted Manuscript



An Investigation of the Development of an Animated E-book: A Gender Difference Approach

Sherry Y. Chen, Chih-Hung Chang, Tzu-Chi Yang, Jen-Hang Wang

PII:	S0747-5632(18)30295-4
DOI:	10.1016/j.chb.2018.06.018
Reference:	CHB 5570
To appear in:	*Computers in Human Behavior*
Received Date:	09 August 2017
Accepted Date:	16 June 2018

Please cite this article as: Sherry Y. Chen, Chih-Hung Chang, Tzu-Chi Yang, Jen-Hang Wang, An Investigation of the Development of an Animated E-book: A Gender Difference Approach, *Computers in Human Behavior* (2018), doi: 10.1016/j.chb.2018.06.018

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

ACCEPTED MANUSCRIPT

An Investigation of the Development of an Animated E-book: A Gender Difference Approach

Sherry Y. Chen [a *], Chih-Hung Chang [b,] Tzu-Chi Yang [c], Jen-Hang Wang [d]

[a,b,d] *Graduate Institute of Network Learning Technology, National Central University, Taiwan*

[c] *Institute of Information Science, Academic Sinica, Taiwan*

**sherry@cl.ncu.edu.tw*

Abstract: *Two empirical studies, i.e., preliminary study and main study, were included in this research. In the preliminary study, we developed a prototyped animated e-book system (PAES) that incorporated animation films into an e-book and examined how females and males reacted to design features provided by the PAES. The results from the preliminary study showed that gender differences significantly affected students' reactions to the PAES. Accordingly, the main study attempted to develop an animated e-book system (AES) that could accommodate gender differences based on the results from the preliminary study. The results from our main study showed that gender differences had no significant effects on students' learning performance and learning perceptions though females and males demonstrated different learning behavior. In other words, both females and males could equally benefit from the AES. Briefly, the major contribution of this research was to provide guidance on how to develop an animated e-book from a gender difference perspective. Such guidance can help designers to develop a versatile animated e-book that can support the needs and preferences of both females and males.*

Keywords: Electronic Books, Animation Films, Gender Differences

ACCEPTED MANUSCRIPT

Download English Version:

https://daneshyari.com/en/article/6835670

Download Persian Version:

https://daneshyari.com/article/6835670

Daneshyari.com