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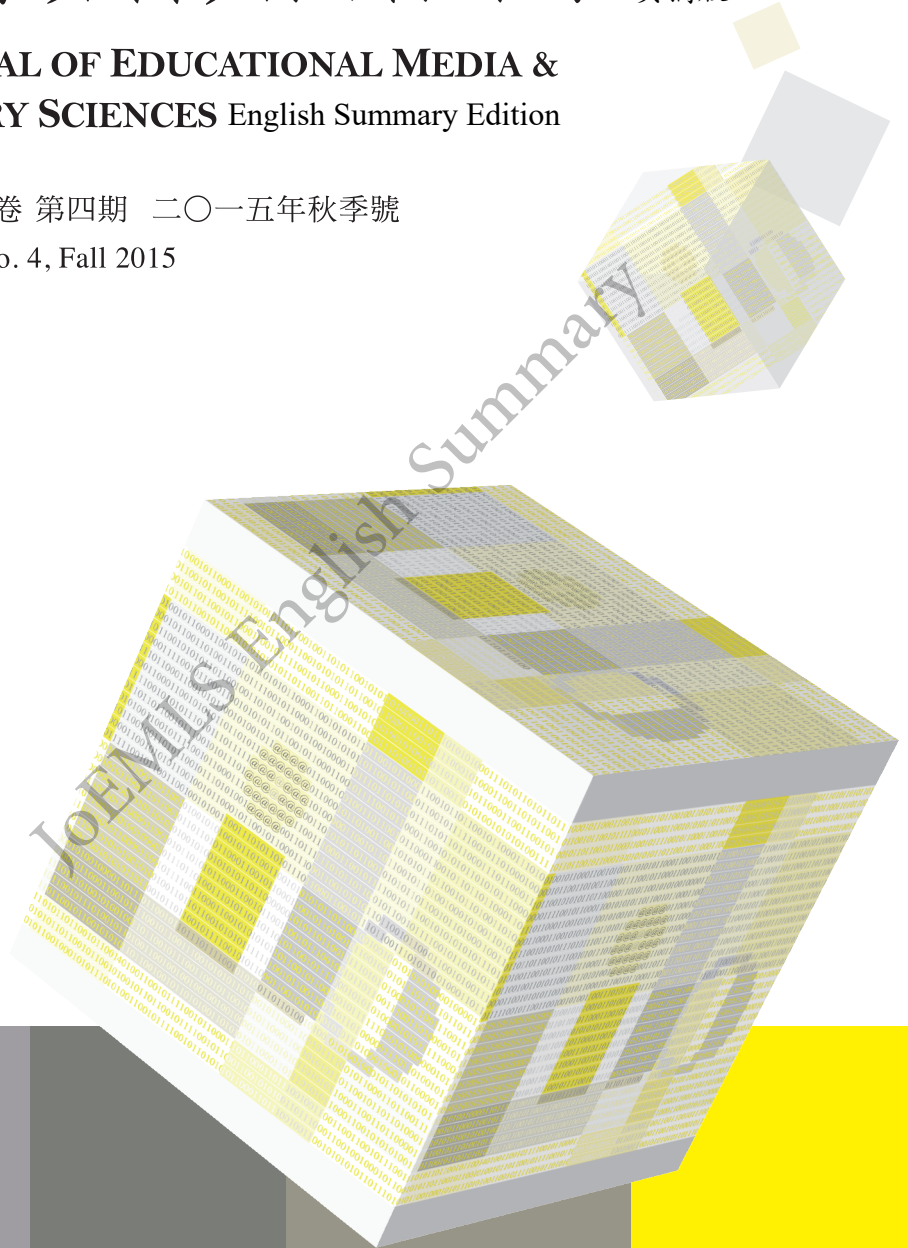
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教育資料與圖書館學，始於1970年3月創刊之教育資料科學月刊，其間於1980年9月更名為教育資料科學，改以季刊發行。自1982年9月起易今名，而仍為季刊，每年冬(1月)、春(4月)、夏(7月)與秋季(10月)各出刊一期，合為一卷。現由淡江大學出版中心出版，淡江大學資訊與圖書館學系和覺生紀念圖書館合作策劃編輯。本刊為國際學術期刊，2008年獲國科會學術期刊評比為第一級，2015年獲科技部人文社會科學研究中心評定為教育學門專業類A級期刊。並廣為海內外知名資料庫所收錄(如下英文所列)。

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The *JoEMLS* is an Open Access (OA) Dual, double-blind reviewed and international scholarly journal dedicated to making accessible the results of research across a wide range of Information & Library-related disciplines. The *JoEMLS* invites manuscripts for a professional information & library audience that report empirical, historical, and philosophical research with implications for librarianship or that explore theoretical and practical aspects of the field. Peer-reviewed articles are devoted to studies regarding the field of library science, information science and IT, the book trade and publishing. Subjects on instructional technology and information communication, pertaining to librarianship are also appreciated. The *JoEMLS* encourages interdisciplinary authorship because, although library science is a distinct discipline, it is in the mainstream of information science leading to the future of **InfoLibrary**.

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EDITORIAL

In and Beyond This Issue

2015 Cross-Strait cum Hong Kong and Macao Library and Information Science Journal Development Forum was just held in early November in Zhengzhou City, Henan Province, China. This is the second editors conference following the first Conference held in Macau in 2014. Participants in this conference are mostly journal chief editors and scholars in information and library science fields from Mainland China, Hong Kong and Macau, as well as representatives of *Journal of Educational Media & Library Sciences (JoEMLS)* and *Journal of Library and Information Science Research (JLISR)* from Taiwan. Experiences of scholarly journal editing and publishing are shared and relevant theories are discussed; issues regarding experiences and development of scholarly journal management in different environments are also raised. This conference is expected to be held in Hong Kong and Taiwan in the future, for maintaining the interaction and communication regarding the trend and research of library and information science journals. In this 2015 conference, **Library and Information Science Journals Boycott of Academic Misconduct Joint Action Initiative** is issued, in which the assertions include:

“Academic misconduct is a stumbling block to academic prosperity. Academic misconducts involving plagiarism, multiple submissions, data falsification, pseudo co-authorship, hiring of ghostwriters, etc., not only damage academic images, but also deter academic innovation and development. What we need is to reinforce research ethics, build decent academic atmosphere, boycott academic misconducts, and defeat academic corruption. All of these need collective participation and efforts from academic fields, journal publishing fields and global societies.” In addition to the assertion above, four statements are also proposed:

1. All participants should have a deep awareness of the negative effects that academic misconducts have on academic development. We have to form a consensus, gather strength, and build an academic environment of honoring academic integrity, valuing research ethics and boycotting academic misconducts, for contributing positive energy to the academic development of library and information science.

2. Authors, editors, and manuscript reviewers should be trained to be able to distinguish and recognize various academic misconducts and phenomenon. Techniques of academic misconduct inspection should be introduced. Editorial boards and academic integrity institutions should actively involve in identifying

academic misconducts, have a strict control over academic misconducts during the whole process of editing and publishing, and act as a gatekeeper blockading any papers involving academic misconducts.

3. Editorial boards of journals should actively make policies and regulations regarding academic misconducts. Announcing the statement, and once academic misconducts are identified, the institutions the authors are belonged to should be officially notified, and the misconducted authors should be punished by not being able to submit manuscripts within a certain period of time. Information regarding authors with academic misconducts should be openly shared; names of these authors should be listed; author integrity databases should be built. All of these are to manifest the resolution to punish academic misconducts.

4. Journal editors should strengthen their sense of responsibility and duty to boycott academic misconducts, value work ethics of journal publishing, avoid any activities that defy academic ethics, devote to building academic standards, develop strict guidelines regarding academic research and behaviors, maintain orders of scientific research, and promote healthy development of library and information science research.

From the content of the Initiative mentioned above, we can see that editorial boards of journals of library and information sciences across the Straits have already been aware of the importance and urgency of fighting for research ethics. Once the gatekeepers of journals have common concerns, it is expected of collective efforts for defeating academic misconducts in the near future.

In this issue (Volume 52, Issue 4), four manuscripts are published, including “The Perceptions of ‘Healing’ in BL (Boys’ Love) Reading and the Situational Triggers” by Chieh-Yu Chang and Chi-Shiou Lin, “A Study of Measurement Invariance on E-reading Strategy Scale” by Chao-Hsiang Hung, Po-Lin Chen and Ming-Ning Yu, “Evaluating Learning Effectiveness of an Information Law Course in a Blended Learning Environment Based on the Kirkpatrick Model” by Nai-Cheng Chang and Jason Tien Chou, and “Preliminary Analyses of Transmedia Adaptations of Pictorial Narratives and Aesthetic Pole Interpretations: Reflections on Theory” by Yu-Chai Lai. Twelve manuscripts have gone through the review process, with eight others being rejected, and four accepted. The rejection rate is around 66.6%. Eight manuscripts are currently under review. Please look forward.

Jeong-Yeou Chiu
JoEMLS Chief Editor



The Perceptions of “Healing” in BL (Boys’ Love) Reading and the Situational Triggers

Chieh-Yu Chang^a Chi-Shiou Lin^{b*}

Abstract

Boys’ Love (BL) is a fiction genre now enjoying high visibility and popularity among the young women in Taiwan. Inspired by the reader response theory, this study adopted a grounded theory approach to analyze female readers’ perception of “healing” generated from BL reading. Based on the in-depth interviews with 22 readers, this study revealed three types of “healing” perception and four types of situations that prompted the emergence of the feelings. The three types of “healing” perception included the perceptions induced from the descriptions of interpersonal relations in the stories (i.e., the feeling of sweetness from reading about romantic love, coziness from reading about family love and friendships, and the pain and joy of looking back at the self’s past), perceptions triggered by storylines or story characters (i.e., feeling relieved, feeling soothed, feeling of completion and satisfaction, feeling hilarious, feeling pampering toward story characters), and perceptions triggered by visual or audio sensations. The four types of situations for the emergence of the healing perception included the matching of textual characteristics and readers’ romantic experiences, the matching of textual characteristics and readers’ life experiences, an atmosphere of tenderness and softness induced by textual characteristics, and the reading of derivative creation based on other popular original fiction works that bring about satisfaction and completion. Based on the findings, this paper further discusses on the significance of the healing effects generated from everyday pleasure reading as well as the contribution of the analysis approach used in this study for future genre reading research.

Keywords: *Boys’ Love (BL), Pleasure reading, Healing reading, Women’s reading*

SUMMARY

Introduction

Boys’ Love (BL) is a fiction genre that draws high visibility and popularity among female readers. BL works are romantic fantasies about love between two

^a Graduate Student, Department of Library & Information Science, National Taiwan University, Taipei, Taiwan

^b Associate Professor, Department of Library & Information Science, National Taiwan University, Taipei, Taiwan

* To whom all correspondence should be addressed. E-mail: chishioulin@ntu.edu.tw

males created by women for women (Levi, 2010; McLelland, 2000a; Pagliassotti, 2010). Why female and predominantly heterosexual fandom is attracted to BL stories has been a topic of interest to researchers. Previous studies showed that women were attracted to BL because they were able to reverse the male gaze in BL reading and transcend the various gender constraints imposed on them in the rather patriarchic world (Chang, 2007; Chou, 2009; He, 2013; Lin, 2011; McLelland, 2000b, 2001). In other words, women often experience the pleasures of “transgression” from reading BL works (Lin, 2011).

However, observing fan postings about BL works in popular Internet forums one may find that the pleasures of BL reading include more than transgression. For example, the fans in Taiwan often describe certain BL works as “healing” and “soothing”, indicating a rather complicated and varying mixture of reading effects ranging from tranquility, warmth, sweetness, coziness, and sometimes, jubilation and exultation. And the sources of pleasures may or may not be transgressional. Existing studies have yet to systematically examine this type of reading perceptions. Hence, what constitutes the perceptions of healing and what triggers the healing perceptions become the inquiries of this study.

This study adopted a reader response theory approach to examine BL readers’ reading experiences. The theory calls for a research focus on the interaction between texts and readers rather than treating textual and reader characteristics as predictors. Informed by the theory, this study strived to discern different types of feelings that are labeled as “healing” and the different situations that prompted the feelings. The situations refer to various conditions where the encountering of a text and a reader results in a positive, soothing, and healing feeling for the reader. This approach helped to reveal what types of healing perceptions were experienced by the participants and how/why the perceptions emerged in the reading processes.

Research method

This study employed a grounded theory approach to study the healing effects of BL reading (Strauss & Corbin, 1992/2001). Purposive sampling and snowball sampling techniques were used to recruit voluntary study participants who self-identified as having experienced the healing power of BL reading. The theoretical sampling technique was further used to sensitize the analysis. Readers who consumed mainly texts or images, as well as readers who read mainly original stories as opposed to those who read mainly derivative works based on popular titles, were systematically compared and contrasted.

By the end of the data collection and analysis, 22 female readers were included in the study. Semi-structured interview was used to collect narrative

data. The participants ranged between 22 and 30 in age. All of them were unmarried, and some of them had never had a romantic relationship. Half of them were college students, and the other half were college graduates and above. All of them have been reading BL for a rather long time, ranging from 3 years to more than 10 years. The types of BL works consumed varied from person to person, ranging from texts, manga, animation, radio dramas, etc.. A few of the participants also engaged in amateur creation of BL works.

Findings

1. The Perceptions of Healing in BL Reading

Through the iterative and constant comparison of participant narratives, the analysis revealed at least ten different perceptions that were usually referred to as “healing.” The ten perceptions can be further categorized into three majortypes:

(1) The healing perceptions induced by the interpersonal relations portrayed in the stories

Most of the participants who experienced this type of healing perceptions were touched either by the romantic love or the familial bonds and friendship/comrade portrayed in the stories. Thus, they experienced the **sweetness of romantic love** and the **coziness of family love and friendship**. One participant reported that she enjoyed and relived her own regrettable past in reading sad and sorrowful stories in order to reexamine the becoming of the self. Such a practice was also defined as healing by this particular participant. This unique perception was called the **joy and pain of looking back at one’s past** in our analysis.

(2) The healing perceptions induced by storylines or by story characters

Healing perceptions may also be caused by textual characteristics, mainly the storylines or the story characters. First, the pace of a highly dramatic story may help release tension and induce the **feeling of reliefs**. The descriptions of the soft and tender elements permeating many BL stories may induce the **feeling of comfort and soothing**. The happy ending of a story, which is usually a prerequisite of a popular BL work, can bring about the **feeling of completion and satisfaction**. Humorous tones that are usually observed in popular BL stories may cause a **feeling of hilarity**. Finally, the loveable story characters may induced a **feeling of pampering love** from the readers, and that was also described as very healing by the participants.

(3) The healing perceptions triggered by visual or audio sensations

This type of feelings include the **infatuation in beautiful male figures and voices** as well as the **feeling of warmth triggered by pictorial performances**, e.g., the tenderness or peaceful atmosphere conveyed in a still or moving image. These two perceptions are specific to readers who consume manga, animation, and radio drama.

2. The Situations in Which the Healing Perceptions Arise

The analysis revealed four situations in which the encounter of a text and a reader resulted in positive, joyous and soothing perceptions for the participants.

- (1) A match of the textual characteristics with the reader's romantic experiences or expectation

A work that portrays romantic love in ways that meets reader's real-life experiences or expectation may prompt a variety of healing perceptions aforementioned, e.g., sweetness of romantic love, joy and pain of one's past love. For participants with or without a real-life romantic experience, the relationships described in the stories spoke to their expectations for love and intimacy and induced strong sense of comfort, soothing, and the feeling of satisfaction and completion. Many of the participants expected their love relationships to be cozy and tranquil, to have a great mutual understanding with partners, to be mature and independent in the relationship, to have a strong sense of mutual belonging, to have a happy ending for the relationship, and finally, to be approved and accepted by the families. Stories fulfilling those requirements were often perceived to be more healing than others.

- (2) A match of the textual characteristics with reader's life experiences

When a reader sees things beyond romantic love that echo her life experiences or expectations, such as story characters' adorable personality or working attitudes, a sense of comfort, relief, or satisfaction may arise. Further, some stories may be capable of soothing readers for the portrayal of suffering and struggling characters, vicariously through whom readers gain comfort and strengths to face their own challenges.

- (3) An atmosphere of tenderness and softness induced by textual characteristics

Texts and images that were perceived as tender and soft may more likely induced the feelings of healing, although what were perceived as tender and soft varied from participant to participant. It could be the style of writing or illustration, story characters or narratives that incur a feeling of cuteness, or the portrayals of male figures as being warm, beautiful, and delicate rather than muscular and cold.

- (4) Extended and prolonged reading in the consumption of derivative works

For participants who read derivative works, their admiration for and enjoyment from reading the original were extended and prolonged. Further, the derivative works often tell a story that meets readers' expectation for the fate of the story characters. Thus, it can provide them with a sense of completion and satisfaction.

Conclusion

The contribution of this study is the articulation of the fuzzy expression of "healing" from reading BL works. It shows that the healing perceptions are constituted by at least ten different sensations, and the healing perceptions are rooted in different contexts and have difference causes. While some of the perceptions appear to be highly specific to the genre of BL, others are more likely to be observed in other pleasure reading genres. For example, the healing perceptions induced by familial love, friendship and comrade, by audio or visual performance that incur the feeling of tenderness and softness and by the positive traits and attitudes of the story characters. Further, the reader response theory approach employed in this study has offered an alternative yet fruitful path for the genre reading research. Future research may focus more on observing the interactions of texts and readers to fully unveil how different reading effects come about in pleasure reading and genre reading.

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A Study of Measurement Invariance on E-Reading Strategy Scale

Chao-Hsiang Hung^a Po-Lin Chen^b Min-Ning Yu^{c*}

Abstract

The study tested age invariance of the E-Reading Strategy Scale (ERSS) with multi-group structural equation modeling (MG-SEM) to compare age differences among the pupils, junior high, and senior high students in terms of e-reading strategy status. Data collected from Taiwan by stratified random sampling whose final sample size was 3,908, including 1,122 pupils, 1,601 junior high students, and 1,185 senior high students. The theoretical model of ERSS was a four-factor structure (searching and capturing, analyzing and understanding, using and communicating, reflecting and applying) with 11 Likert's scale items. The results showed that the ERSS had good fit index, acceptable reliability and validity. In the tests of invariance, there was factor loading invariance existed between pupils and junior high school students. However, just configuration invariance was existed between junior and senior high school students, and between pupils and senior high school students. The weights of item changed a lot on the junior high school students. In overall, all level student performance well on basic e-reading strategy, but still had much room to improve on advanced e-reading strategy. The results of the study increased the validity of age comparisons of ERSS and its applications. Further results and implications were discussed and proposed.

Keywords: *E-reading strategy, Measurement invariance, Multi-group structural equation modeling*

SUMMARY

Printed text reading strategies have been valued and studied for a long time in international and domestic educational fields, involving large-scale tests, such as PISA, to evaluate students' abilities of using reading strategies. In recent years, there is a shift of reading preferences from print materials to digital platforms (such as Google, Wiki, Facebook and blogs), but digital reading differs a lot in essence from printed text reading, and the time amount of using digital texts is much more than printed text reading, so Yu (2013) asserts to develop evaluation tools exclusively for investigating digital reading strategies. Digital reading reflects

^a Ph.D. Candidate, Department of Education, National Chengchi University, Taipei, Taiwan

^b Assistant Professor, Department of Applied Psychology, Hsuan Chuang University, Hsinchu, Taiwan

^c Professor, Department of Education, National Chengchi University, Taipei, Taiwan

* To whom all correspondence should be addressed. E-mail: mnyu@nccu.edu.tw

the abilities of individuals' problem solving in digital environments, as well as the abilities of individuals' participating in societies and global communities. With the popularity of digital products, digital reading has naturally become a hot issue worth investigating.

Measurement Invariance (MI) is very important to standardized testing, because it usually involves large-scale testing and comparison of score differences. Without knowing MI, any score differences cannot be attributed to exact causes, including real differences, estimation differences, or tested subjects' different response patterns to manifest variables (test questions). A careless explanation or attribution might cause serious errors. In this study, multi-group structural equation modeling (MG-SEM) is adopted for the MI testing procedure to investigate the age differences of digital reading strategies. A series of nested models of comparison is adopted in the estimation procedure to examine step by step the different levels of MI hypotheses. In another word, MI estimation is not a matter of all-or-none statistical decision-making, and not to be completed in one single step; it involves a testing procedure from gradually identical to completely identical (Chiu, 2011). Through comparisons of groups at different levels of education, it is to test the external validity of digital reading strategies among students of different ages.

The cross-sectional data collection approach is adopted in this study, aiming at Taiwanese students at levels of elementary, middle, and high schools, as well as vocational schools. Stratified sampling is involved, and surveys are delivered according to percentages of school numbers. After omitting invalid surveys, the total valid surveys include 1,122 ones from 12 elementary schools, 1,601 from 21 middle schools, and 1,185 from 12 high and vocational schools, with a total of 3,908 students. As to the gender distribution, 1,830 males (46.8%) and 2,078 females (53.2%) consists of the picture.

The scale of digital reading strategies includes four factors and eleven items, with factors of "search and retrieval", "analysis and comprehension", "use and communication", and "reflection and application". The tested participants are asked to rate the items with responses ranging from "never" to "usually so", which are then given with points of one to four. The higher scores mean that the tested participant has a higher frequency of using that digital reading strategy.

The version of SPSS 21 is adopted for descriptive statistics, relationship analysis and analysis of variance (ANOVA), SEM is adopted for advanced analysis to examine the scale's composite reliability (CR) and average variance extracted (AVE), and MG-SEM is used to examine if the digital reading strategy scale has an identical relation at different levels of education.

The results of MI test reveals that the digital reading strategy scale has a

factor loadings invariance in the sampled groups of both elementary and middle school levels, meaning that to these two sampled groups, the weighting of items in latent variable is identical. In another word, every manifest behavior has an identical importance to digital reading strategies. In the subsequent testing of scalar invariance and invariant measurement residual, there is no identical relation between the groups of elementary and middle school levels, meaning that there are differences between the intercept of digital reading behavior and the item reliability. In addition, since there is only factor loadings invariance but no invariant measurement residual between the sampled groups of elementary and middle school levels, it suggests that there is an identical weighting of every facet of the digital reading strategy scale, but the observed scores cannot be used for direct cross-group comparison, only good for evaluation of digital reading strategies among students in the same sampled group. The biggest difference is that, the sampled group of high and vocational school has only achieved configuration invariance with the other two groups. In another word, although the same tool and the same theoretical framework is applied, it has no problem for measurement and analysis of samples at the same educational level, but it might be affected by measurement bias if used for cross-group comparison of digital reading strategies of students at different educational levels or advanced analysis involving combined samples. It is advised not to do that.

According to the analysis results, compared with students at elementary and middle school levels, high school and vocational school students have relatively more mature digital reading strategies, especially for basic digital reading strategies. The comparisons reveal that students at all educational levels have relatively insufficient abilities for advanced digital reading strategies. Advanced digital reading strategies are essential for working in a digital era, and should be developed as early as possible for landing on ideal job positions. Internet is full of not only abundant information, but also highly interactive content. It is suggested to develop students' teamwork skills and digital reading and learning through practices.

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JoEMLS English Summary



Evaluating Learning Effectiveness of an Information Law Course in a Blended Learning Environment Based on the Kirkpatrick Model

Nai-Cheng Chang^{a*} Jason Tien Chou^b

Abstract

The purpose of this study was to apply the Kirkpatrick four-level model (reaction, learning, behavior, result) to evaluate the learning effectiveness of those students who studied the general education digital materials of “Information Law” in a blended learning environment. The study used a mixed-method approach, including a mainly quantitative online questionnaire, followed by semi-structured interviews. The results demonstrated that the students had a high overall satisfaction towards the course (reaction level), positive learning outcomes (learning level), and a positive behavior transfer after learning, which could occur either immediately or after a period of time (behavior level). The students had high efficiency and a positive contribution to their organizations and the information society after learning information law (result level). Based on the Kirkpatrick model, the results provided favorable evidence for the students’ learning effectiveness and the course’s value.

Keywords: Information law, Information literacy, Kirkpatrick model, Blended learning, E-Learning, General education

SUMMARY

With the application of information technology and the growing importance of the Internet, substantive and profound concepts of information literacy have been developed. Among these, the Information Law materials and curriculums have highlighted their importance. Education on Information Law has therefore become a crucial element for understanding information society and the technology industry, as well as for being a good modern digital citizen. The courses of information literacy for college students in Taiwan are mostly offered as general education courses, and the teaching style has been developed towards incorporating traditional teaching methods with an e-learning platform environment.

^a Associate Professor, General Education Center, Tatung University, Taipei, Taiwan

^b Associate Professor, Graduate Institute of Science and Technology Law, National Kaohsiung First University of Science and Technology, Kaohsiung, Taiwan

* Principal author for all correspondence. E-mail: ncchang@ttu.edu.tw

Currently, tools of assessing the effectiveness of e-learning hardly discuss learner behavior change after learning; also, they often ignore the social impact of learners behavior change to the institutions. The Kirkpatrick four-level (reaction, learning, behavior, result) framework is one of the most dominant schemas for evaluating the effectiveness of training programs. The Kirkpatrick model was chosen for its simplicity in its structure. In terms of learning outcomes, the reaction level in the Kirkpatrick model is to evaluate whether the learners are satisfied with the instruction; the learning level is to evaluate what knowledge has learned and what skills have developed or improved after learning; the behavior level is to evaluate what learners' attitudes and skills have changed as a result of the course; and the result level is to evaluate the institutional changes/student outcomes in terms of costs, and quality and quantity improvements in instructions. The purpose of this study is to present findings of learning effectiveness of the digital information literacy materials "Information Law", initiated by the Ministry of Education (MoE) for higher education in Taiwan, using the Kirkpatrick four-stage framework.

Research Design and Implementation

The study population consisted of 220 students in Tatung University (Taiwan) who took the Information Law course from the 2013 Fall to 2015 Spring semesters (two academic years). The course evaluation was conducted in four semesters and produced a total of 212 (96% of the study population) online questionnaires which were used to evaluate the level 1 thru level 4 in the Kirkpatrick model. The study used a mixed-method approach, including a mainly quantitative online questionnaire, followed by ten semi-structured interviews with students who took the course between 2012 fall semester and the 2014 fall semesters in order to evaluate level 3 and level 4. Moreover, empirical data collected from the course tasks and self-evaluation was used to evaluate level 2.

The online questionnaire was mainly based on the questionnaires design of numerous real world case studies that implemented the Kirkpatrick model (2006); also, the researcher referred to the design of questionnaire in Johnston (2010) and researcher's earlier research results (Chang, 2014). The interviews were carried out face-to-face from November 2013 to June 2015 with 10 respondents who were randomly selected. Kirkpatrick suggested the evaluation of behavior (level 3) and results (level 4) required at least three to six months after the training course. However, the researchers extended the time to 24 months because the researchers wished to observe if the improved performance of students had been sustained.

Results and Discussion

1. Student satisfaction in the reaction level

In reaction level of the Kirkpatrick model, results of the percentages

favorable (strongly agree and agree) to the course were between 84% and 94%. This demonstrated favorable evidences of course effectiveness and its value. Two students who were not able to cope well with the pace of e-learning left the course in the middle of the semester. Five students earned a failing grade due to the absence of group assignment discussions. Students with low motivation and willpower or poor study habits to succeed in a self-study course would fall behind.

2. Student learning effectiveness in the learning level

The survey showed that before taking the course, about 70% students had less than 50% familiarity with course materials. After completing the course, in learning level, results of the favorable percentages were between 90% and 94%. Furthermore, qualitative data collected from a variety of sources supported the findings from the questionnaire that most students had learned the knowledge, developed skills and had changed attitudes. The research found that a blended-learning approach could be an ideal method in teaching and learning Information Law. The research also found that most students had substantial media literacy; they had no difficulty using the Learning Management System (LMS), except that more than 80 percent of the students thought Facebook was rather a friendlier platform than LMS for collaborative learning.

3. Student behavior transfer after learning in the behavior level

The behavior level is to see whether the knowledge, skills and attitudes learned in the course transferred to study and daily life. Measuring behavior is complex. Behavior may change over short intervals. Nevertheless, the methodologies used in this study were reasonable assessments of the student behaviors. It was interesting to see how the behavior changes of the interviewees in 3-24 months after the course. These were consistent with the responses found from the questionnaire. It was understandable that students would always immediately or afterward transfer the knowledge, skills and attitudes learned to study and daily life whenever there is need. In behavior level, results of the favorable percentages are between 93% and 94%. Students who took the Information Law course have permission from LMS to access digital course materials before graduation whenever necessary. This is the advantage of e-learning with re-useable digital materials that might not be available in conventional class instruction.

4. Student contribution to their organizations and the information society after learning in the result level

Lee (2008) thought that it was difficult to evaluate the result level; yet, the results of this level would be significant to the institutions and the society. The results would be able to infer the economic benefits of the course, and to assess whether the course was worth the investment. In the level 4, results of

the percentages favorable were between 90% and 93%. The results showed that the course accomplished the course objectives which indicated improved quality, productivity and profit. Furthermore, students reported many benefits of the course to their study and daily life, and that they would recommend it to their friends. At the same time, they thought it should be continuously offered to students each semester.

The quantitative and qualitative evidence from four levels demonstrated the positive course value and the reinforcement was provided to the Tatung University and the MoE. One recognized way to demonstrate value is the Return of Expectation (ROE). Furthermore, this study could inspire more online teaching and learning activities and more uses of LMS platforms and in return, could demonstrate reasonable Return on Investment (ROI) to the University in terms of cost evaluation versus potential benefits. The MoE, a stakeholder as well, initiated and promoted the information law digital learning materials. The outcomes of this study also demonstrate a reasonable ROE and ROI for the MoE.

Conclusions

The research suggested that the Kirkpatrick model to be a workable instrument to measure effectiveness of an Information Law course and to evaluate if the knowledge gained have been maintained and made useful for further study and life-long learning. This study has demonstrated innovative teaching and learning of Information Law which could enhance digital teaching ability and learning effectiveness.

The total results of the favorable percentages were between 84% and 94%. The quantitative and qualitative evidence from four levels demonstrated that overall students were satisfied with the design and delivery of the Information Law course in the e-learning environment (reaction level); students had positive learning effectiveness of the course (learning level); students had positive behavior transfer after learning (behavior level); students had positive contribution to their organizations and the information society after learning (result level).

The New World Kirkpatrick Model is an upgrade of the Kirkpatrick model, it further clarifies the meanings of the four levels. New elements in the upgraded model include engagement, relevance, confidence, commitment, reinforces, encourage, reward, monitor and so on. We suggest that future research could include these new elements to further examine the learning effectiveness of the Information Law course in an e-learning environment.

It is foreseeable that innovation and use of information technology, such as 3D printing, cloud computing, big data repository, help in the creation of human well-being. They could also bring new risks and problems, and must take

precautions in advance to develop or revise laws and regulations to cope with. Thus, instructors should always update the content and bring students the latest Information Law knowledge of the information society. In addition, we are facing a new realm of the theory and practice of teaching and learning, for example, MOOCs and flipped classroom. Therefore, the instructors should continue to experiment more innovative teaching methods for the Information Law courses.

The educators need to pay attention to the negative impact of information technology on the students. The study suggests that in addition to building the rule of law through various outreach activities, extensive Information Law education is the most fundamental way in order to achieve excellence in digital citizenship.

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Preliminary Analyses of Transmedia Adaptations of Pictorial Narratives and Aesthetic Pole Interpretations: Reflections on Theory

Yu-Chai Lai

Abstract

Transmedia narratives are a key topic of communication research. Transmedia adaptations occur when a narrator transposes an original work by using various media platforms. Considering pictorial turn, this study employed the intermediality of an animated work that was adapted from an award-winning picture book as an example to propose an analysis for theory building. After examining the literature on transmedia narratives, intermediality, and aesthetic communication, this study proposed analyses for the dimensions of transmedia adaptations of pictorial narratives and aesthetic pole interpretations. Focusing on the three layers of the artistic pole, aesthetic pole, and interactions and effects, this study cited the cases of award-winning picture books and adapted animated works as the basis for reflecting on aesthetic communication. The artistic pole of transmedia adaptation was used as an example of how a narrator employs intermediality by citing the pictures, plot, or art forms from an original work to reinvent structures and then adapts them according to intermediality. If the aesthetic pole views the adapted animated work after reading the picture book or forms an expectation of the adaptation because of intermediality, then when the audience watches the adapted animated work, their imagination could be stimulated by the intermediality (i.e., picture book graphics and scene depictions). For transmedia narrative interaction, the aesthetic pole must “fill blanks” or “negate” to continue to view the adaptation. For filling blanks, because of intermediality, the aesthetic pole must construct an “intracompositional intermediality” to connect with the visual and audio links of the same work or construct “extracompositional intermediality” to associate the original work with the transmedia adaptation. For negation, when viewing the adaptation (i.e., presentation of picture book graphics, added music, or theme song), the aesthetic pole must gradually adjust his or her expectations to engage with the transmedia universes.

Keywords: *Intermediality, Aesthetic communication, Transmedia narrative, Pictorial narrative, Picturebook*

SUMMARY

Transmedia storytellers resort to distinguished types and multi-modalities to re-interpret works according to natures of different media (Grishakova &

Ryan, 2010; Kress, 2010; Toolan, 2010). Since media plays an important role, transmedia narrative studies have focused on investigating what narrative resources the media can provide for guiding transmedia storytellers' interpretation process, as well as audience's comprehension and responses (Jones, 2009; Kress, 2010). Aesthetic communication process can be categorized as the artistic pole, the aesthetic pole and interaction and effects (Iser, 1971, 1972, 1978). Aesthetic communication plays an important role as reader-response criticism mentioned the subjectivity and activity of readers (Iser, 1978). From 1990, scholars want to elaborate the aesthetic communication model by the pictorial turn. The article discusses pictorial narrative and tries to elaborate the aesthetic communication model by visual texts.

Transmedia narratives include transpositions from one platform to the multi-platforms (Jenkins, 2006; Robillard, 2010). Transmedia storytellers want to expand contents by different genres to construct story networks or story universes (Jenkins, 2006). Some scholars of transmedia narratology also mentioned the contexts of convergence culture and re-visited the role of "media" (Evans, 1998; Grishakova, 2010).

A study integrating theories of transmedia narratives and aesthetic responses, would help investigate the transposition process and consideration at the artistic pole, as well as the transmedia participation at the aesthetic pole.

This study is a theoretical proposal of analyzing theoretical constructs for discussing transmedia narratives and aesthetic communication. The study takes into consideration of the settings of animation and movies adapted from picture books, as well as the pictorial return, thus based on animation adapted from picture books, the author tries to analyze the interpretation process at both the artistic pole and the aesthetic pole in transmedia visual narratives. This study also involves preliminary observation of examples, such as analyzing picture books and adapted animation with both artistic quality and intermediality. The in-depth interview approach involving 30 participants is integrated with the theoretical proposal for applying theories in text analysis and in-depth interviews.

1. Adaption consideration at the artistic pole in transmedia visual narratives—using the intermediality to extend story networks

Adaptors can consider the different natures of transmedia platforms and distinguished multimodality, and transpose picture books into animation according to the different natures of communication technologies. Transmedia storytellers can also adapt according to typed languages and audience's expectations toward narratives. They can also add personal interpretation, intermediality and aesthetic quality at the artistic pole, as the foundation for adapting works. When engaging in transmedia transposition for visual narratives, adaptors can choose key

fragments based on story themes, and consider condensing, extending, enlarging or actualizing these fragments. When adapting picture books into animation, adaptors need to consider the intermodality of animation, and re-create according to the different natures of communication tools and software. When adaptors extend story networks, they need to take into consideration of the plots, codes, compositions and other manifest features of the original works, and connect story versions from different platforms through intermediality. Adaptors also need to invoke audience's association of original works through intermediality. Adaptors can refer to original works' images and texts, and transpose the original works' frames into consecutive images and narratives.

2. The horizon and five sense experiences at the aesthetic pole of transmedia transposition of visual narratives—taking intermediality into consideration

The audience at the aesthetic pole would form narrative expectations from viewing the text and image presentation and focusing on visual elements. That is, audience would form expectations for manifest features (such as images, composition and character features), or associate the plot development of adapted version based on original works' plots. Audience can incorporate previous experiences of viewing works, refer to previous intermediality, and invoke five senses association.

3. Interaction and effects at the aesthetic pole of transmedia transposition of visual narratives—the focus of discussion would be “filling blanks” and “negativity” triggered by intermediality

(1) Process of filling blanks

Based on personal life experiences, the audience fills blanks after reading the stories. They can fill the blanks of texts and modify things not detailed in adapted version based on typed knowledge; they can combine visual elements to form specified physical features, and organize the sequences of text and images into a meaningful system (Prince, 1982; Thomas, 2010).

Transmedia storyteller can represent characters, settings and time/space background, based on clues in text and images of original works. They have to attend to the effect of “matching on action” if similar characters and settings are extracted from original works; they can use the composition relation in single frame to indicate the importance of each visual elements or items; they can use sequenced frames to indicate narrative sequences, for the audience to associate the cause and effect relations (Doloughan, 2010; Herman, 2002; Lewis, 2001; Pratt, 2009).

When the audience view the transmedia picture books and adapted animation, they can connect visual elements through intermediality. They can

interpret the cause and effect relationship, animation transformation and time course, based on features such as characters, actions, settings, sound effects of the same stories. They can thus enjoy multiple-dimension experiences by incorporating audio and visual elements.

The audience can also form the intermediality by viewing other works and using their typed knowledge. They can modify the relations between adapted animation and original picture books, or refer to the clues in original works.

(2) Negativity and intermediality—the focus of investigation would be audio elements

Picture books are mute media, but audience can develop audio association for texts and images through intermediality. When audience are viewing transmedia animation, they have to overthrow previous association toward sounds, and then they can communicate with adapted texts and extend transmedia participation. Audience can rely on conventional sound effects (such as sounds of water ripples, waves, and fish bubbling) and typed languages as the starting point of intermediality, and evaluate if audio and visual elements match with each other. If audio elements of adapted works can invoke audience's intermedia interpretation, audience can more easily develop negativity and adjust previous imagination, and enter transmedia universes.

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林信成、陳瑩潔、游忠諺，「Wiki協作系統應用於數位典藏之內容加值與知識匯集」，教育資料與圖書館學 43卷，3期(2006)：285-307。【Sinn-Cheng Lin, Ying-Chieh Chen, and Chung-Yen Yu, “Application of Wiki Collaboration System for Value Adding and Knowledge Aggregation in a Digital Archive Project,” *Journal of Educational Media & Library Sciences* 43, no. 3 (2006): 285-307. (in Chinese)】
範例2－參考文獻(References)
林雯瑤、邱炯友(2012)。教育資料與圖書館學四十年之書目計量分析。教育資料與圖書館學，49(3)，297-314。【Lin, Wen-Yau Cathy, & Chiu, Jeong-Yeou (2012) A bibliometric study of the *Journal of Educational Media & Library Sciences*, 1970-2010. *Journal of Educational Media & Library Sciences*, 49(3), 297-314. (in Chinese)】

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JoEMLS 總編輯室 joemls@www2.tku.edu.tw

台灣與其他地區 joyo@mail.tku.edu.tw (邱炯友 主編)

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