

Designing a Motivated Tangible Multimedia System for Preschoolers

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Abstract : The paper examined the capability of a prototype of a tangible multimedia system that was augmented with tangible objects in motivating young preschoolers in learning. Preschoolers' learning behaviour is highly captivated and motivated by external physical stimuli. Hence, conventional multimedia which solely dependent on digital visual and auditory formats for knowledge delivery could potentially place them in inappropriate state of circumstances that are frustrating, boring, or worse, impede overall learning motivations. This paper begins by discussion with the objectives of the research, followed by research questions, hypotheses, ARCS model of motivation adopted in the process of macro-design, and the research instrumentation, Persuasive Multimedia Motivational Scale was deployed for measuring the level of motivation of subjects towards the experimental tangible multimedia. At the close, a succinct description of the findings of a relevant research is provided. In the research, a total of 248 preschoolers recruited from seven Malaysian kindergartens were examined. Analyses revealed that the tangible multimedia system improved preschoolers' learning motivation significantly more than conventional multimedia. Overall, the findings led to the conclusion that the tangible multimedia system is a motivation conducive multimedia for preschoolers.

Keywords : tangible multimedia, preschoolers, multimedia, tangible objects

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