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## HOW CHILDREN'S RELATE TO STORY BOOK CHARACTERS

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### Abstract:

The study used an innovative approach to explore children's storytelling ability, focusing on how well they comprehend stories instead of how well they tell them. The study, entitled The Emergence of the Ability to Track a Character's Mental Perspective in Narrative, was published in the July issue of Developmental Psychology.

### KEYWORDS:

Endosulfan, hepatopancreas, dissolved oxygen, waterborne, dietetic value.

### INTRODUCTION:

Children around the ages of three to five are fairly limited in their verbal abilities, and many previous studies have relied on methods requiring children to tell a story orally, potentially underestimating what they can do. I believe children as young as age three to five are developing in important ways with respect to their narrative ability; we just need new ways to look at it.

In essence, rather than looking at how children are able to tell stories, it looked at how children understand stories, and whether, like adults, children build up a 'mental model' of the story. By this, I mean, are children, like adults, able to build up a model of the story in their mind and 'step into the mind,' so to speak, of a character. It turns out, from the results of our study, that indeed this is one important way in which children appear to be developing with respect to their understanding of stories during the preschool years.

Augmented reality (AR) technology has been used to develop different kinds of educational and entertainment applications. AR allows the user to experience the real world with computer generated content embedded into it. The user can not only view virtual content but also interact with it in real time.

An approach of augmenting a traditional medium with virtual content was realized with the MagicBook. Various implementations of the MagicBook paradigm range from computerized "pop-up books" that allow the user to see animated 3D content and associated sound and books that allow users to interact with the virtual content, to books in which the user can seamlessly move inside the books' virtual content, being fully immersed in a virtual environment. Augmented books have caught the attention not only of researchers but also of educators as a means to enhance books with interactive visualization and simulation, animation, 3D graphics and sound. Such features added to a physical book can enhance the users learning experience by actively exploring and manipulating the medium. Using these tools and presentation methods can lead to a better understanding of complex dynamic processes or 3D structures and overcome limitations of conventional educational media. Besides the realization of a more adequate representation of specific types of content, interactive 3D visualizations may motivate learners and enhance engagement, supporting immersive learning. Instead of only displaying and interacting with book content on computers, a book created using AR technology enables the integration of tangible user

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interaction, which can support learning and collaboration between users. Users can navigate through the book by turning pages of a physical book. Integration of other interaction tools may allow users to further interact with certain elements and actively become part of the story. Learning and comprehension can be supported by interaction, self directed learning, exploration and collaboration. Loftin argues that educators generally agree that experience is the best teacher. However, in reality students are seldom given the opportunity for direct experience of what is to be learned. Incorporating new media in education can augment the reading and learning experience. With an interactive book there is a range of factors contributing to the user experience, from technological implementation to the integration and design of interactive parts. In this paper we will mainly focus on the latter.

### AR STORY BOOK

Augmented story books can be realized for expressive activity, for example letting children create their own stories and pictures by using AR-technology. Some researchers also discuss different ways of non-linear story telling allowing the reader to pick different paths in a story or to change the plot according to the path taken. The type of learning system analyzed here is targeted at what Marshall et al call an 'exploratory activity' where a learner explores a model embodied in the system. Naturally the story itself determinates whether a book is engaging. While McKenzie identifies non-linear and interactive stories and activity books as options for ARbooks, the stories used in this study, while being interactive, followed a sequential story line. The stories allow the readers to interact with given story elements. The readers have to complete tasks but do not change the actual plot. The BBC is running a project evaluating the use of AR books for early literacy in classrooms. In collaboration with this project, we use two of these AR books to study children reading and interacting with the books in single and pair settings outside of classrooms. Our aims were to explore how children interact with and handle the augmented books, how the integration of interactive story elements may enhance the reading and learning experience, and how the books support collaborative learning. We have analyzed videos from eight pairs and six individuals, focusing on their collaborative behavior (pairs only), engagement with the story, and difficulties in interacting with the system. We will first describe the system and our study design. Then we will describe and discuss our findings focusing on issues regarding the design of AR based story books.

### The Story Book

We used two story-books. "Big Feet and Little Feet" (referred to as 'chick story') tells the story of two little chicken who have been left behind and have to overcome several obstacles to find their mummy. The other book "Looking for the sun" (referred to as 'sun story') has four insect characters (and thus four paddles) who try to find the sun. The chick story had been specifically written for the AR-Jam while the sun story was adapted from an existing book by a children's book author. The stories start with text pages on the computer. The children can choose to read the stories or click on the listen button to have the story read to them by a prerecorded voice. When there are more text pages they click on a "Next" button. After each text section a short instruction tells the children to close the screen-window which leads to the interactive sessions. Here the children have to solve different scenarios and interact with content displayed on the book-pages and paddles. The pages usually have 'hot spots' next to the markers, indicated by a grey outline or other drawings. Placing paddles on a hot spot usually triggers certain events. The chicken has to sneak past the fox without waking him up. When they are getting too close, the fox starts moving and growling.

After completing these sequences the readers have to mouse-click on "Next scene" to get to the next text page or to click on "Play again" to repeat the interactive sequence. As each interactive sequence is represented on separate book pages the children have to turn the (physical) pages before starting with a sequence. In the sun story one sequence stretches over 4 different pages requiring the children to flip pages during one interactive sequence.

Having two stories, we decided to employ both of them. This would allow a comparison and provide us with more insight into relevant design issues. Pilot study observations indicated that the sun story somehow lacked flow and engaged the children less. We included this story in the study, as we hoped from a comparison to better understand what exactly the problems were.

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