

國立清華大學第 23 屆新進人員研究獎得獎人簡介

李元萱副教授的研究主題著重數位文本閱讀素養與基於網路環境的學習，特別是21世紀素養能力，包括閱讀理解、批判思考、科技中介溝通與合作。利用國際學生評量計畫資料，李老師發現網路閱讀為學習者重要的閱讀行為。此外，不同的線上閱讀行為類型與學習者之後設認知知識、及其紙本與數位的閱讀素養有所連動。因而提出如何以學習者為中心的網路閱讀探究計畫，增進學生從事網路資訊閱讀的頻率，繼而提升其網路閱讀時的後設認知技巧覺察與閱讀素養表現。

李老師以電腦輔助合作學習之腳本引導理論為基礎，獨立發展了 Collaborative Questioning, Reading, Answering, and Checking (C-QRAC) 之合作學習腳本，做為引導大學生使用電資通訊設備，促進彼此合作與溝通之多元觀點的批判性思考能力。李老師也從師資生的角度來檢視學童的素養表現，期望能提供師資培育實質的建議與訓練。藉由增進師資生的 21 世紀素養能力，讓這群未來教師能潛移默化的透過其信念與教學模式影響學童的素養表現。目前，李老師利用科技知識中介工具，記錄學習者的多文本閱讀學習歷程。希望透過科技知識中介工具的介入，增進學習者多文本閱讀時之認知、後設認知、與行為策略的應用，幫助學習者對訊息來源的正確評估、選取值得信任的文本、整合情境資訊、進行跨文本觀點論述。

Professor Lee's research journey in enhancing people's 21st literacy starts with the exploration of Programme for International Student Assessment (PISA) database, which shed light on her endeavors to understand the mechanism of multiple-document reading and to provide interventions for students' 21st literacy development. Since then, she developed the Collaborative Questioning, Reading, Answering, and Checking (C-QRAC) collaboration script as objective guidelines to foster students' metacognition and empower them to use these competencies to achieve their goal in active online learning. She also examined the 21st literacy issue from the preservice teachers' perspectives and provided suggestions for teacher education and training. She is devoted to advancing the understanding in both the theory and application of critical thinking and digital reading literacy, particularly the studies of web-based multimodal multiple text reading, to assist students' participation in the society. In her ongoing project, she develops the "epistemic cognition monitoring multiple-document reading interactive system" to 'facilitate students' online search and reading. She uses the system-prompted epistemic monitoring and the note-taking algorithms to strengthen students' multimodal multiple document reflection and justification. Her goal is to induce learners to think about the correctness and credibility of the information and the active process of multiple justifications through the use of multiple-document reading interactive systems and through working collaboratively with the web-based epistemic agent.