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Abstract
This is an age for digitalised multi-media communication, and many educational materials are made by on this course. This research focuses on young children who have not yet developed the ability in visual cognition but rely on the pictorial platform founded inside educational digital media. Young children’s literacy is limited, and preferably to realize the meanings of pictorial icons only by their appearances while experiencing multimedia material. Even though they are unable to understand the significance of the metaphor beyond the image directly, young children remotely imagine the abstractive meanings according to their own real-life experience. Therefore, to design a suitable digital educational multimedia material, it requires the knowledge of young children’s visual cognition development and the social experience knowledge in order to represent its metaphor beyond the pictorial icons.

This research emphasizes mainly on case studies, which includes three interactive educational CD-ROMs published by Hsin-Yi Foundation in Taiwan. The methodology is to analyze the metaphor of significances on each pictorial platform. This research also interviewed the manager of Hsin-Yi Foundation and, operated an experiment in order to observe and communicate with young children based on these three CD-ROMs.

By concluding of this research, Researcher will generalize few referable points and suggestions in designing the multimedia image and its metaphor, as well as the attitude that young children have toward to the interactive multimedia educational material. Hopefully it will provide and contribute valuable references to designers, child multimedia media publishers and researchers in the field of visual cognition in the future.
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