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Abstract
Digital art soaks into the art field by holding “Digital Power.” It makes art relevant activity use information science and technology in a large amount and changes the existing skills and the matchmaker of creation, for example, the Genius mouse replacing the painting brush and computer screen replacing drawing paper. The content of courses produces a great adjustment, and the teaching way becomes the multimedia teaching from the chalk dust all over the sky. Also, students’ study enters into the diverse and interactive study from “just copying and reciting without thinking.” Logo is a language of computer programs using simple commands. It provides a learning situation without fears that makes learners being able to relaxing and natural learn. It also builds vision-tend learning and instant feedback. These correspond to the procedure of solving-problems in analysis problems, making plans, execution of a project and proving case.

Therefore the dissertation is mainly to explore the learning of art curriculum using Logo. The major purpose of my dissertation is to build efficient and applicable teaching and make learners be able to draw the pictures by procedure; understanding the meaning of color and color repeat theorem; creating the ‘structure of flower’ by combine the procedure with repeat theorem and also make learners be able to enjoy their art works. My dissertation target is one of my teaching classes, which is a junior high school in Tainan city and has 34 people in the class. The main research idea is combine the researcher and an art teacher in teaching. The former one teaches the information curriculum, the other teaches the art curriculum. The design of teaching contents combines Logo and art. The Logo includes know Logo learning environment, basic commands practice and the procedure in assembly basic commands; the artistic course introduces the repetition principle and hue circle of color. Finally, the researcher use cognition, skill and attitude appearances as an assessment standard. We used two studying lists to assess cognition part; practice by class observe list and teacher review art works to assess skill; study attitude self — review, learning response self — review; learning effects self — review; art work self — review to assess attitude. From the studying list and class observed list, we can realized how learners ‘draw the pictures by procedure’; from the structure and colors of teacher review art works, we can realized how learners can ‘understanding the meaning of color and color repeat theorem;’ teacher review art works can help to know the learning status of learners how they ‘create the ‘structure of flower’ by combine the procedure with repeat theorem’. From study attitude self — review, learning response self — review; learning effects self — review; art work self — review, they can help us to know how ‘learners be able to

enjoy their art works and what is the advantages and disadvantages.'

The research finds that learners has slightly difficulties to match colors but on the other hands, they have good performance on 'draw the pictures by procedure'; 'understanding the meaning of color and color repeat theorem;' and 'create the 'structure of flower' by combine the procedure with repeat theorem'. The result can give some information to those who wish to be engaged in the researches in the field.

Advisory Committee Yi-Hsing Chang - advisor

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