

00-2

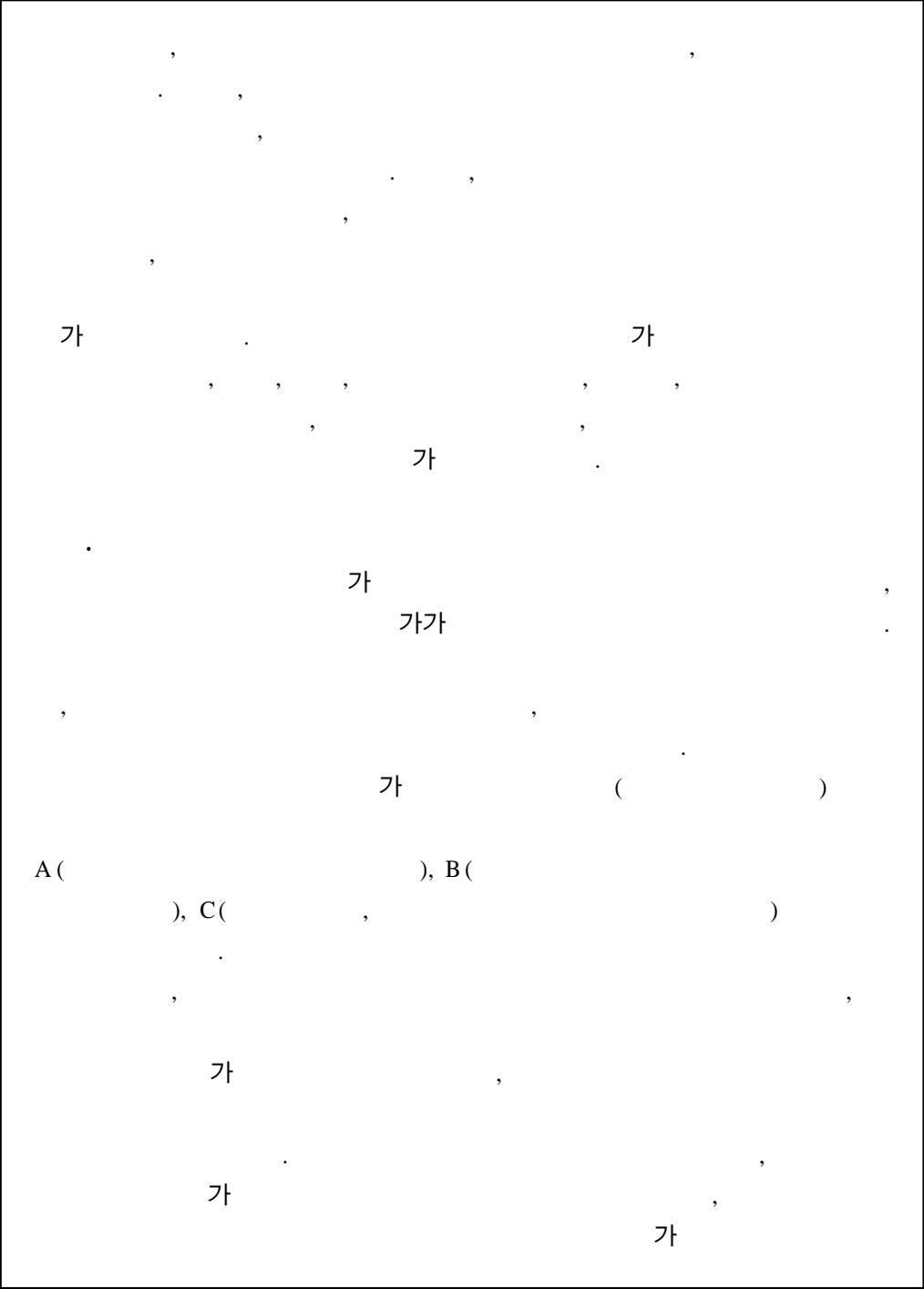
:
:

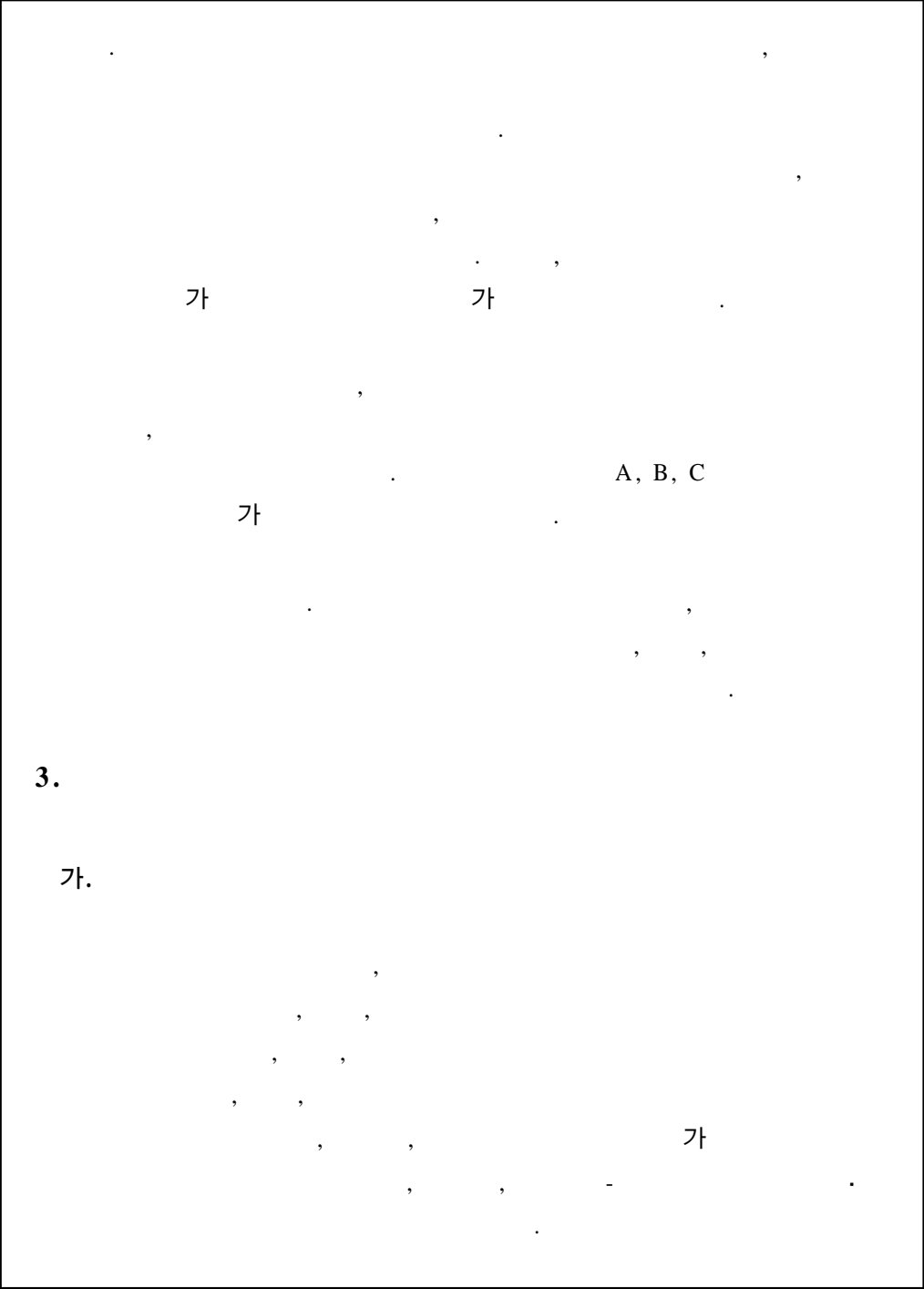
가 가 , 가 ,

2002 7 가 가

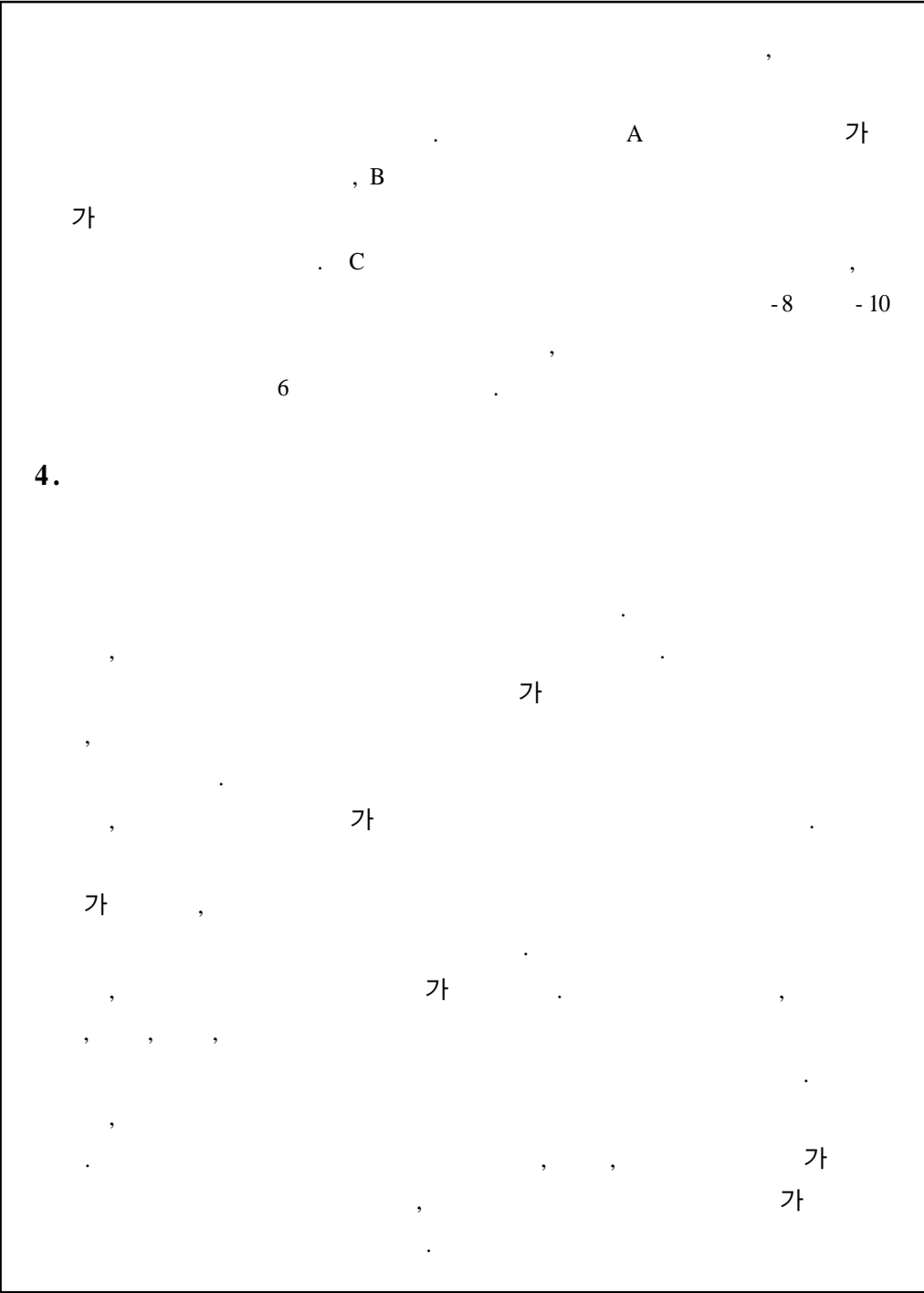
가 , 가 , 가 ,

2000. 10.





가
가
10.5 , 93% , -5, 17.5
109mm, 50% ,
가
가
가 가



•	.....	1
1.	.....	1
2.	.....	2
3.	.....	5
4.	.....	6
•	.....	7
1.	.....	7
2.	.....	10
•	.....	21
1.	.....	21
2.	-	26
•	.....	33
1.	.....	33
2.	.....	36
3.	.....	58

•	.....	63
1.	.....	63
2.	.....	65
•	.....	77
	.....	81
ABSTRACT	.....	93
1.	.....	95
2.	.....	99
3.	.....	105

< - 1>	.....	36
< - 2>	.....	38
< - 3> A :	.....	38
< - 4> B :	.....	39
< - 5> C : ,	.....	39
< - 6> 가	.....	41
< - 7>	.....	42
< - 8>	.....	43
< - 9>	.....	43
< - 10>	.....	44
< - 11>	.....	45
< - 12>	.....	46
< - 13>	.....	47
< - 14>	.....	48
< - 15>	.....	49
< - 16> 가	.....	50
< - 17>	.....	51
< - 18>	.....	52
< - 19>	.....	53
< - 20>	.....	53

< -21>	.....	54
< -22>	.....	55
< -23>	.....	56
< -24>	.....	57
< -25>	.....	57
< -1>	.....	68
< -2>	.....	72
< -3>	.....	73

[-1]	3
-------	-------	---

•

1.

가.

,

가

, ,

7

, ,

-

, ,

가

가

,

-

가 .

가

,

가

,

design system) (editorial

가 ,

, 7

2.

가.

[Empty rectangular box]

[Empty rectangular box]

[Empty rectangular box]

[Empty rectangular box]

[Empty rectangular box]

[Empty rectangular box]

[- 1]

1)

2) 가

가 3

가 5 (가, 가,

)

가 5

가 1

가 5

()

3)

가 5

가

$\left[\begin{array}{c} 2 \\ \cdot \\ 1 \end{array} \right]$
 $\left[\begin{array}{c} 6 \\ \cdot \\ 2 \end{array} \right]$
 $\left[\begin{array}{c} 2 \\ \cdot \\ 2 \end{array} \right]$

4)

, 7

3.

가.

()

가
가
(, 1989).
(1992: 15)
가
(1999: 8)
가
가
가

(, 1998: 22).

가
가

3)

(free style) (grid style)

(, 1996: 5, , 1998: 6).

(格子)

가

가 (margin), (column)

(, 1996: 11).

(post-modernism)

(, 1996: 3 4).

가

가

(, 1998: 20 21).

6

가

가

1) (text)

가

가 (legibility) . 가

, , 가 (visibility)

(readability)

가

(, 1992: 9 10).

'(1992)

가

가 가

'(1998)

(劃)

가

가

가 가

'(1996)

가

70

가 ()

1

8 12cm

가

, 2 3

4 6cm

가

가

가

가

가

가

가

가 10

가

'(1980)

8cm,

5 가 (讀語率)

가

(1982) 10, 11, 12 가 가

30 50%

50%

(visual angle)

(density)

가 30 50cm

(2) 1cm 가

가

가

가

가

가 (中心窩; fovea) , 가 (視角)

가 가 0.7cm

10

2 10, 11 가

가 , 가

가

가 (畫幅比) 가

(1986), (1990), (1993)

‘ (1998) ,
 가 . ,
 . ‘ 가
 , (1999) 가
 가 ,
 .
 가

2) (visual)

‘ communication
 , (1987) , ,
 . , 가
 . ‘

'(1990)

가

(instructional communication)

(emotional communication)

'(1985),

'(1996)

'(1997)

가

가

가

3)

가

(margin)

(white space)

4

(1987: 63)

가

가

가

가

가

가

가 .

가

(Josef Muler-Brockmann)

(Allen Hurlburt, 1976: 90).

4) ()

가

. 2

가

가

가 ,

‘ (1986: 31)

가

(), ,

가

,

,

.

5)

‘

’(1988)

,

.

,

,

,

,

,

,

,

,

.

,

,

,

,

‘

’(1989)

‘

’(1999)

,

,

,

,

.

,

가

,

.

•

-

1.

가.

(cognitive style)

(,

1993, p. 199). Klein

(, 1986, p. 170)

, Witkin

independent-field dependent)

, Kagan, Moss, Sigel

(field

(styles of categorization)

(Anderson, et al., 1979, p. 16).

Witkin

, Kagan(1965)

- (reflection-impulsivity)

, - (relational- analytic) , Kagan
(conceptional style preference)

, Gardner - (constricted- flexible)

, (attentional style)

, Klein - (leveling - sharpening)

가

8 15 가

가

30

가

(Bigge, 1971, p. 148).

Davis Klansmeier(1970)

가

, Dubois

Chohen(1970) Schmidt(1973)

가

가

가

.

, Guyer Friedman(1975)

가

, Klaumerier

(1974)

,

가

, ,

가

가

Fleming(1968)

가

-

가

가

,

가

(1985)

.36(P<.001)

.

가

가

가

가

,

가

, ,

,

,

-

가

.

가

(Schunk, 1989)

(Jonassen & Grabowski, 1993, p. 419)

가

가

가

가

가
47.7%,
36.6%, 29.5%,
27.8% (, 1992, p113).

가 , 가 (, 1997).

가

(, ,)

71.0%, 72.0%가 76.0%, 74.0%,
(, 1999).

가 (1997)

가
가
(Ashton, 1984; Dembo & Gibson,
1985).
가

가
(1999)
가' 22.0%가
가
가

2. -

가 , -
Smyth(1995)

가 가

가 .

가 .

가

(, 1999, p. 16:).

가

, 가

가

가

가 .

(1993)

가

가

(, 1997: 103-104) 가 .

가 .

, - 가 .
, 가 . , , , ,
, , , ,
, . 가 .
- 가 , 가
가

(1999)

(1999)

, 52.0%

가 가 (24.0%)

가 가 (55.0%)

가 가

(1999:39)

가 가

(Smellie, 1989),

가 가

가 가

가 32.0% 가
가 30.0%

가 3 54.8%

34.1%가

가 26.8%

54.6%가

, 33.9%가

가

가

가

•

가

가

,

가

가 가

,

16

,

가

, ,

3

가

가

가

,

1.

가

,

,

,

가

.

, 가 , , 가
, , , 가
, , (가
) , , 가 가
, 가
가 . 가
, 가
가 , , , , , .
, , , , , .
가 , 가 .
, , , , , .
가 , 가 .
가 . 가
, , , , , .
가 . 가
, , , , , .
가 . 가

가 . 가 . 가 .

2.

2
 가 10 가 28 가 .
 가 10 , 1 , 10

< -1 >

가	가	가
	가	, , ,
		, ,
		,
		,
		,
		,
		,
		, , , , , ,
		,

가.

6

가

가

가 (A, B, C)

< - 2 >

	A	B	C
			,
		가	.
			,
			가
			가

< - 3 > A :

		()				
A1	()	1996. 3			1	6
A2	2.1	1999. 3				4
A3	()	1984. 2 2000. 2 (7)				
A4	Le bilan de competences	1993	GROUPE DEMOS			GROUPE DEMOS

< -4> B :

		()				
B1	2.1	1999. 3				4
B2	()	1997. 3				3
B3	PLANT AND SOIL SCIENCE AND TECHNOLOGY	1997	Interstate Publishers, Inc.			Ronald J. Biondo, Jasper S. Lee
B4	Technology for the Automotive Trade Volume 2	1989	GTZ	Colin Brazier	H. Gerschler	Max Bohner 7
B5	Hydraulik	1995	PDC		Liber Utbildning AB	Steinar Haugnes
B6	Business Studies		Harper Collins Publishers		Collins Educational	Renee Huggett

< -5> C : ,

		()				
C1	()	1996. 3			1	2
C2	()	1996. 3				1
C3	()	1996. 3				3
C4	가 ()	1997. 3			1	2
C5	2.1 ()	1999. 3				3
C6	新機械工作 1	平成11	中央印刷株式會社		實教出版株式會社	吉川昌範
C7	Food Preparation & Cooking	1996			Nelson	Anthony O'Reilly

가

7

가

1)

가

가

가)

< -6 >

가

가

가

62.2

가

가

가

39.2 37.0

가

가

가

가

40.8

가

< -6>

가

	50	62.2	35	75.1	
	50	39.2	35	74.0	
	50	37.0	35	74.6	
	50	40.8	35	40.8	
	50	44.8	35	73.9	

< -7>

가

가

74.3, 72.3

38.6, 35.0

(family)

가

가

가

가
가

< -7 >

()	50	40.8	35	73.1
()	50	38.6	35	74.3
	50	35.0	35	72.3
	50	38.0	35	73.1

)

가

(,) 가 가 .

, 가 , 가

, 가

< -8 >

45.2 72.6

70.6

38.4

< -8>

()	50	45.2	35	72.6
()	50	38.4	35	70.6
	50	41.8	35	71.5

< -9>

45.3, 66.2

가
가
가

< -8>

가

가

< -9>

(,)	50	47.8	35	67.4
(,)	50	42.8	35	65.1
	50	45.3	35	66.2

)

< -10>

가 40.6 , 72.9 .

가 .

35.8, 71.1

가 .

< -10>

(,)	50	40.6	35	72.9	
	50	35.8	35	71.1	
	50	38.2	35	72.0	

< -11>

가 . 가

37.3

62.2

가

< - 11>

	50	40.0	35	63.4	
	50	34.6	35	61.1	
	50	37.3	35	62.2	

가 가 < - 10> <
 - 11> , 가
 가 가 .
 가 . ,
 , .
 , ,
 .
 ()
 .
 가 ,
 - .
 .
) ()
 . 가 .

< - 12> ,
 39.6, 41.4,
 41.0 , 73.3
 가 가
 가 76.6
 가 가

< - 12>

()	50	39.6	35	76.6
	50	41.4	35	70.0
	50	41.0	35	71.4
	50	40.6	35	73.3

< - 13> 가 .
 38.0 , 41.8,
 가 71.5 ,
 < - 12>, < - 13>
 < - 10>, < - 11> 가
 , , ,
 ,

가

가

가
가

< - 13 >

()	50	41.8	35	71.1	
()	50	38.0	35	72.0	
	50	39.9	35	71.5	

가

가

)

< - 14 >

	50	39.4	35	68.9
	50	40.6	35	58.9
	50	42.2	35	63.1
	50	35.4	35	58.0
	50	44.6	35	70.6
	50	41.8	35	69.7
	50	40.0	35	64.8

< - 14 >

39.4 68.9

가

40.6, 58.9 ,

가 . ,

, 35.4, 58.0

가 .
 40.0, 64.8
 가
 < -15>
 60.4 가 가 가 .
 42.0 , 가
 76.2
 가 .

< -15>

	50	60.4	35	76.9	
	50	42.0	35	75.7	
	50	51.2	35	76.2	

2)

A, B, C

가
 .
 6
 가)

< -16> 가

6

, A 58.0, B 60.0, C 61.5
가 .

, ,

가 .

A 82.0, 80.0 B 74.5,
71.0 C 73.0, 79.0 A

가 가

B, C .

A 78.5, B 72.5, C 75.8 A 가 가
, B

가 .

< - 16 > 가

	A				B				C			
	30	58.0	35	82.0	30	60.0	35	74.5	30	61.5	35	73.0
	30	32.0	35	74.0	30	34.0	35	73.5	30	34.0	35	75.0
	30	30.0	35	80.0	30	32.0	35	71.0	30	31.5	35	79.0
	30	34.0	35	78.0	30	32.0	35	71.0	30	37.0	35	76.0
	30	38.5	35	78.5	30	39.5	35	72.5	30	41.0	35	75.8

가 A 38.5, B 39.5, C 41.0

C A , B

, 가

가 .

< - 17 >

A 32.7, B 33.3, C 35.0 , A

74.0, B 71.3, C 76.7

. , A
 34.0, 80.0 ,
 28.0, 72.0 가

가

< - 17 >

	A				B				C			
	30	36.0	35	70.0	30	34.0	35	73.0	30	38.0	35	75.0
	30	34.0	35	80.0	30	36.0	35	71.0	30	36.0	35	78.0
	30	28.0	35	72.0	30	30.0	35	70.0	30	31.0	35	77.0
	30	32.7	35	74.0	30	33.3	35	71.3	30	35.0	35	76.7

)

< - 18 >

A 44.0, B 44.0, C 40.0

C A , B

C

가 가 C

A, B, C

A , 80.0 가 ,

, C
77.0 A 76.7, B 75.3

< - 18 >

	A				B				C			
()	30	44.0	35	80.0	30	44.0	35	76.0	30	40.0	35	78.0
	30	34.0	35	73.3	30	34.0	35	74.5	30	34.5	35	76.0
	30	39.0	35	76.7	30	39.0	35	75.3	30	37.3	35	77.0

< - 19 >

39.0, B 40.0, C 44.5

A

C

A 57.5, B 71.0, C

76.0

< - 19 >

	A				B				C			
	30	44.0	35	50.0	30	44.0	35	72.5	30	47.0	35	76.0
	30	34.0	35	65.0	30	36.0	35	69.5	30	42.0	35	76.0
	30	39.0	35	57.5	30	40.0	35	71.0	30	44.5	35	76.0

)

< - 20 >

A
 29.0, B 35.0, C 36.3
 , A 26.0 B 32.0, C 34.0
 가

< - 20 >

	A				B				C			
	30	32.0	35	66.0	30	38.0	35	71.0	30	38.5	35	80.0
	30	26.0	35	76.0	30	32.0	35	65.5	30	34.0	35	80.0
	30	29.0	35	71.0	30	35.0	35	68.3	30	36.3	35	80.0

C 가 ,
 80.0 A, B
 . A
 66.0 B 71.0, C 80.0

< -21> , A
 29.0, B 30.0, C 35.5 A
 B, C
 A 60.0, B 68.8, C 74.5
 가 가

< -21>

	A				B				C			
	30	30.0	35	60.0	30	34.0	35	70.0	30	39.0	35	76.0
	30	28.0	35	60.0	30	26.0	35	67.5	30	32.0	35	73.0
	30	29.0	35	60.0	30	30.0	35	68.8	30	35.5	35	74.5

)

< -22> , A
 32.0, B 34.0, C 36.5, A
 34.0, B 34.0, C 38.5, A 34.0,
 B 34.7, C 38.2
 가 가

, A 가 84.0
 B 73.5, C 79.0 , B
 66.0 ,
 B ,

B A

가

< - 22 >

	A				B				C			
	30	32.0	35	84.0	30	34.0	35	73.5	30	36.5	35	79.0
	30	34.0	35	66.0	30	36.0	35	66.0	30	39.5	35	80.0
	30	34.0	35	68.0	30	34.0	35	69.5	30	38.5	35	77.0
	30	33.3	35	72.7	30	34.7	35	69.7	30	38.2	35	78.7

< - 23 >

A 34.0, B 38.0, C

39.5 ,

A 32.0, B 32.0,

C 35.0 ,

< - 22 >

A

62.0, B 72.0, C 75.0

가

A, B C

, A, B

< - 23 >

	A				B				C			
	30	34.0	35	62.0	30	38.0	35	71.5	30	39.5	35	75.0
	30	32.0	35	62.0	30	32.0	35	72.5	30	35.0	35	76.0
	30	33.0	35	62.0	30	35.0	35	72.0	30	37.3	35	75.0

)

< - 24 >

A

34.0, B 36.0, C 37.0

, , ,

가

C

A

60.8, B 67.4, C 75.0

, 가 ,

가

< - 24 >

	A				B				C			
	30	30.0	35	74.0	30	32.0	35	62.5	30	34.0	35	79.0
	30	34.0	35	40.0	30	36.0	35	68.9	30	36.0	35	71.0
/	30	36.0	35	40.0	30	40.0	35	73.0	30	39.0	35	78.9
	30	26.0	35	65.0	30	28.0	35	65.6	30	32.0	35	72.0
	30	40.0	35	74.0	30	42.0	35	68.5	30	42.0	35	73.0
	30	38.0	35	72.0	30	38.0	35	66.0	30	39.0	35	76.0
	30	34.0	35	60.8	30	36.0	35	67.4	30	37.0	35	75.0

< - 25 > , A, B, C 60.0 .
 A 36.0, B 38.0, C 36.0
 , 가 C 가
 , A 가

< - 25 >

	A				B				C			
	30	60.0	35	76.0	30	60.0	35	75.0	30	60.0	35	81.0
	30	36.0	35	78.0	30	38.0	35	76.0	30	36.0	35	74.0
	30	48.0	35	77.0	30	49.0	35	75.5	30	48.0	35	77.5

6

가 .

, , C

81.0

.

3.

가.

.

1)

가

,

,

,

가

.

,

,

가

.

,

가

,

.

,

,

,

,

.

가

.

가

.

2)

,

, , 가 ,

. , , , 가 .

3)

, 가 .

, , , , -

4)

, , , 가 ,

가 .

가 .

5)

가

가

가

가 .

1)

가

, , ,
 , 가
 , 가
 가
 , A, B, C
 가

2)

, 가 ,
 , 가
 ,
 ,
 ,

3)

, 가
 ,
 A
 , A 가 B, C

C

4)

,
,
,
A, B, C
A C
가 ,
가 가

5)

,
, ,
,
, 가
, 가
, 가

•

1.

‘ ‘ ‘ () 가
‘ ‘ ‘ 가

가.

가

가

가

(line-up)

가

가

가

. 가

가 .

. -

-
가

2.

가 ,

, 가

, 가

, ,

, 가

, ,

가.

가

가
가

가

2

가

2

가 .
 , 가 .
 10.5 , .
 가 (density) (visual angle) 가
 30cm 50cm (視覺野) 2
 1cm 가 가 가
 가 가 가
 가 가 가 (線彫)
 性) 가 가 가
 , 93% ,
 , -5% 가 ,
 가 가 가
 가 .
 - 10
 109mm
 , 50% 60%
 , 10 11 가 8cm 12cm
 ,
 가 ,

1/2

17.5

가

가

(-1, 6-2).

< -1> ()

						/
/	40	24	12	10.5	10.5	8.5

)

(, , ,)

가

).

가

(6-3

가

(7-1, 7-2, 7-3, 7-4).

4

가

가

)

가

가

가

() 가

가

가 가

가 (1).

,

(2).

.

(catch phrase)가

,

(3).

,

가

,

가 2

1

. 1

2

가

(4).

.

(

5-1, 5-2, 5-3).

,

.

가 가 (negative)

(4).

가

,

,

.

(-2, 7-4).

< -2 >

				.	가 .

* PANTONE COLOR

,
,
. , 가 , ,
, 가 .
,
가
, 1, (1)
•
,
가
(-3, 6-2).

< -3 >

					1.	(1)	•

가
()

2)

가 가

가

가) (A)

가

가 가 A
B, C ,

5-1, 5-2, 5-3).
(B)

A 가
(6-1, 6-2, 6-3).
(C)
A, B

C 가

•

,
(TV,
)

가
가 .

가

, 가 가 .

가 가 ,
가 .

가 ,

(1996).
(1997).
(1990).
(1990).
(1993).
(1996).
(1992).
2 (1999).
22 (1997).
(1992).
(1999).
(2000).
(1996). “ ”.
(1997). “ ”.
(1998). “ ”.
(1990). “ ”.

(1990). “ ”.

(1993). “ ”.

(1990). “ ”.

(1985). “ ”.

(1999). “ ”.

(1998). “ ”.

(1987). “ ”.

(1982). “ ”.

(1992). “ ”.

(1998). “ ”.

(1996). “ Readability ”.

(1987). “ Communication ”.

(1980). “ 가 ”.

(1989). “ ”.

(1996). “ ”.

(1991). “ ”.

(1986). “ 가 ”.

(1993). “ ”.

(1999). “ 가 ”.

(1988). “ ”.

Allen Hurlburt.(1976). *Publication Design*. Ny:Van Nostrand Reinhold co.

Anderson, J. R., & Reder, L. M.(1979). An elaborative processing explanation of depth of processing. In L. S. Cermak & F. I. M. Craik(Eds.). *Levels of processing in human memory*. Hillsdale, NJ:Erlbaum.

Ashton, P.(1984). Teacher efficacy : A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35, 28-32.

Bigge, M. L., & Hunt, H. P.(1976). *Psychological foundations of education*. N. Y. : Harper International Press.

Dembo, M. H. & Gibson, S.(1985). Teachers' sense of efficacy : An important factor in school improvement. *The Elementary School Journal*, 86(2), 173- 184.

Fleming, E., Anttonen, G.(1971). Teacher expectancy or my fair lady. *American Educational Research Journal*, 8.

Jonassen, D. H., & Grabowski, B. L.(1993). *Handbook of individual instructional media*. N. Y.: Harper & Row, Publishers.

Schunk, D.H.(1989). Self-efficacy and cognitive skill learning. In Ames, C & Ames, R(Eds.). *Research on motivation in education.. 3. Goals and cognitions*. Academic press, 13-44.

ABSTRACT

A Fundamental Study of Editorial Design System Development for the Vocational Textbook in High School

Korea Research Institute for Vocational Education & Training

Research-in-Charge : Jong-Sung Lee

Research Staff : Jong-Woo Kim

Hyang-Jin Jung

1. General

This research was performed to introduce systematic concepts for overall applications in editing design unique to printing and advertisement, and thereby applying them to textbooks. The purpose of the research is to develop an editing design system in order to develop textbooks of vocational high school course guided by the Seventh Education Course into more effective, interesting and structured ones from a student's point of view, thereby providing preliminary information and application method of the system to respective textbook. The research consisted of a review on purpose and role of textbook, applications and configuration methods of editing design, analysis of motives of vocational high school students, teaching and

learning methods, and a comparison of design systems between indigenous textbooks in current use and those used abroad. The results of the review helped to establish principal direction for an editing design system for vocational high school textbooks and suggestions for applications.

The results of the research were made with a thorough review and analysis of related literatures and publications. In addition, a textbook analysis workshop was held three times in order to receive expert consultations, and also interviews and seminars were conducted. Furthermore, a planning team consisting of advisory professors and research staff for the practical application of the editing design system was organized for the purpose of the research.

2. Analysis on the Editing Design System for Vocational Textbook.

A. Analysis Framework

Contents of the analysis framework include the following five categories. First, text domain with regard to readability was chosen to evaluate appropriateness of letter size, letter space, and sentence length and line space. For text composition features, letter font, application and level of visual composition of letter groups were reviewed. Second, visual domain covered brightness of printing color and shape correctness from the printing manuscript's point of view. Appropriateness of visual content and expression was also reviewed for the application features. Third, layout domain encompassed

appropriateness of typesetting and space efficiency for composition features. For representation features, efficiency of visual and text explanation, and production of open page were reviewed.

Fourth, review on composition domain included consistency of page connection and comparison of the effect between pages to evaluate superficial organizational structure. For representation features of composition domain, evaluation on the level of efficiency to help understand and memorize textbook contents in part, and the level of progressive steps of visual understanding in regards to the contents was performed. Fifth, analysis on augment features included various visual effects such as cover page, pictures, diagrams, figures, character, and numbering system. Evaluation for print setting, paper quality and binding method was also made to determine if they properly supported the textbook contents.

B. Analysis on Vocational Textbook

Analysis on vocational textbook was conducted at workshops participated by a group of experts for editing design and textbook. The workshops reviewed analysis reports developed by the expert group. Analysis tools utilized average analysis to figure out the overall status of indigenous vocational textbooks in comparison with equivalent textbooks used abroad. Average analysis by group was adopted to compare the level of editing design of indigenous and overseas textbooks. Classification for analysis on vocational textbooks was divided into three types such as A (theory book for introduction to vocational textbook), B (vocational textbook primarily consisting of explanations of principle and structure) and C (vocational textbook

primarily consisting of suggestion, process and result from practice). The classification was based on the amount of visual and text contents required by a vocational textbook and its particular requirements.

The results of the analysis from the review of composition domain found the following indications. First, it was found that adjustment of font and typesetting was needed according to the representation method emphasizing textbook characteristics and difference of print setting. It was also found that there was an absence of efficient applications of printing manuscript level, various visual effects and representation method. Analysis on layout domain found that an immediate reconsideration on basic typesetting, space, and page composition was required. Review of textbook composition domain also found inefficiency in visual effects in regards to the representative content and lack of consistency. Furthermore, overall problems with the cover page editing, presentation and choice of pictures, absence of character application were pointed out. All these findings made it necessary to adopt new editing design in association with textbook contents.

In addition, results from the analysis on vocational textbook type found that no differences in font, adoption of script shape and text typesetting was made without consideration of difference in textbook classification type. It was particularly noted that immediate attention to readable parts of vocational textbook with large amount of contents must be provided. Analysis on the visual manuscript status and its application to visual domain found improvement of visual manuscript correctiveness was necessary. In addition, lower levels of application

technique in expression genre and the application method adopted by indigenous textbook in comparison with those of overseas textbook made it necessary to introduce advanced and systematic applications of visual effects.

Review on composition (flow) domain found that editing consideration according to the above classification in A, B and C type of vocational textbooks was regarded more efficient. It was found that efficient application of an editing design system took direct effect not only on strengthening structural efficiency of textbooks, but also expressing textbook contents. It was also found that cover pages of indigenous textbooks needed effective application of visual effects according to textbook classification. In particular, flexible adoption of print setting and choice of paper quality according to textbook type must be taken into consideration

3. Development of Editing Design System for Vocational Textbook and its Application Method

A. Development Direction of Editing Design System for Vocational Textbook

Principal direction and proposition of an editing design system for application within the limits of vocational high school textbooks were set up as follows: First, editing design system strengthening principal role and function of textbooks. Second, editing design system considering vocational high school student's characteristics. Third, editing design system supporting teaching activities of vocational high school teachers. Fourth, editing design system with a concrete

application system focusing on vocational textbook characteristics. Fifth, editing design system consisting of objective completeness, which enables application to other general textbooks. And fifth, editing design system considering connection and application to other teaching and learning media.

B. Application Method of Editing Design System of Vocational Textbook.

Evaluation of the results from literature analysis, vocational textbook analysis and the aggregation of expert group opinions played a major role in determining the basic principles for the application method of the editing design system.

Application of the editing design system according to composition domain was made as follows. For text application, font for main content chose new serif font whose readability was better, and font for title was based on gothic font. Basic typesetting was established by applying main content 10.5 point, letter space 93%, word space -5, sentence space 17.5 point, sentence length 109mm, content occupancy ratio 50%. and paragraph division with a letter back writing. In order to secure consistency and balance of overall textbook flow, font application was determined within limited numbers. Size application was made to aid visual discernment from large domain to small domain.

Visual domain approach was made so that visual distraction on technique, genre, display layout and size comparison might not be made. Layout part represented how flexibly the application of typesetting and space could be made on a grid. Composition (Flow) of

vocational textbook strengthened division and flow by applying clear visual effects such as consistent application of color and application of character to illustration, and thereby helping students systematically understand its contents. Textbook cover page analysis was approached by means of composition method based on average ratio, which was conveniently applied. Analysis on Inner page was done by a choice of asymmetric format, which was different from the cover page to emphasize textbook content. Introduction was primarily arranged with text. Content arrangement was provided to help reading through a packaged arrangement of chapters from top to bottom to provide better visual flow, and immediately understand at the sight. The arrangement was previously made from the left to the right. Character was consistently organized by providing typography of chapter name and illustration, and other contents beside major contents were differentiated by illustration character and background color. In order to make it easy to understand sequential flow of textbook numbering system, font, illustration size and color except for Korean letters were suggested for differentiation purpose. The page numbers of cover pages were positioned at both ends of each bottom space together with repetitive printings of main and small chapter titles at both ends of the pages top spaces to provide a sense of stability and balance..

Application method for each vocational textbook type according to different classification method was conceived primarily based on the different characteristics of the textbook subject, visual amounts and text amounts required for a limited number of pages. For A type textbook primarily consisting of text, the typesetting was conceived on

the basis of readability and B type textbook was conceived to provide small size visuals so as not to make it difficult reading the main content while trying to understand the text content. C type textbook contained large amounts of various visuals. It was therefore suggested that the letter space be adjusted from -8 to -10 for a tighter setting so that the text typesetting could be grouped with a visual, and six column division grid be principally applied to suggest various sizes of visual.

4. Recommendations

It is recommended that the following policy matters be taken to develop textbooks for vocational high schools effectively and systematically.

First, it is required to secure a differentiated and various types of textbook development. Liberalization of existing regulations concerning textbook development is suggested so that creativity of textbook editing design and variety of textbook development may be exercised.

Second, specialized editing designer is required to participate in textbook development process. It is necessary that role of the design expert be emphasized in the process of textbook writing and editing stages, and editing designer resource responsible for supervision over the overall process at the level of central administration office be secured.

Third, budget increase for textbook development cost is necessary. It is suggested to significantly increase the expense budget for textbook

editing, layout, illustration, photo, cartoon and etc., enough to reach a level of attracting students' interests.

Fourth, policy-based support at a national level for the development and application of textbook editing design system is needed. Systematic national support is required to conduct research and development on editing design for its introduction and application to textbook

1.

: 2000 3

: _____

: _____

가	가	가				
1. (Text)	1- 1. 가	1- 1- 1.	10			
		1- 1- 2.	10			
		1- 1- 3.	10			
		1- 1- 4.	10			
			40			
	Comments :					
	1- 2.	1- 2- 1. ()	10			
		1- 2- 2. ()	10			
		1- 2- 3.	10			
			30			
	Comments :					
				70		
	2. (Visual)	2- 1.	2- 1- 1. ()	10		
			2- 1- 2. ()	10		
			20			
Comments :						
2- 2.		2- 2- 1. (,)	10			
		2- 2- 2. (,)	10			
			20			
			40			

가	가	가				
3. (Lay- Out)	3- 1.	3- 1- 1. (,)	10			
		3- 1- 2.	10			
			20			
	Comments :					
	3- 2.	3- 2- 1.	10			
		3- 2- 2.	10			
			20			
	Comments :					
				40		
	4. ()	4- 1.	4- 1- 1. ()	10		
4- 1- 2.			10			
4- 1- 3.			10			
			30			
Comments :						
4- 2.		4- 2- 1. (	10		
		4- 2- 2. ()	10			
			20			
			50			

가	가	가				
5.	5- 1.	5- 1- 1.	10			
		5- 1- 2.	10			
		5- 1- 3.	10			
		5- 1- 4.	10			
		5- 1- 5.	10			
		5- 1- 6.	10			
			60			
	Comments :					
	5- 2.	5- 2- 1.	10			
		5- 2- 2.	10			
			20			
	Comments :					
				80		
				280		
:						

2.

: 2000 3

가	가	가
1. (Text)	1-1. 가	1-1-1. ,) (
		1-1-2.)가 (
		1-1-3.
		1-1-4. 가
	1-2.	1-2-1. 가 ()
		1-2-2. () : , , , , (), () ,
		1-2-3. ,

가	가	가	
2. (Visual)	2-1.	2-1-1. () ,	
		2-1-2. () 가	
	2-2.	2-2-1. (,)	
		2-2-2. (,)	
	3. (Lay- Out)	3-1.	3-1-1. (,)
			3-1-2. ,
3-2.		3-2-1. 가 .	
		3-2-2.	

가	가	가
4. ()	4-1.	4-1-1. () 가 가
		4-1-2. ,
		4-1-3.
	4-2.	4-2-1. (가
		4-2-2. () ,

3.

<	1>		
<	2>		
<	3>		
<	4>		
<	5-1>	A	
<	5-2>	A	(1)
<	5-3>	A	(2)
<	6-1>	B	
<	6-2>	B	(1)
<	6-3>	B	(2)
<	7-1>	C	
<	7-2>	C	(1)
<	7-3>	C	(2)
<	7-4>	C	(3)

< 1>

< 2>

< 3>

< 4>

< 5-1 >

< 5-2>

< 5-3>

< 6-1>

< 6-2>

< 6-3>

< 7-1 >

< 7-2 >

< 7-3>

< 7-4 >

00-2

2000 10

2000 10

2 15-1 (135-949)

: [http:// www.krivet.re.kr](http://www.krivet.re.kr)

: (02) 3485-5000, 5100

: (02) 3485-5200

16-1681 (1998. 6. 11)

ISBN 89-8436-127-5 93370

5,000

: (02) 3444-1095, E-mail: jslee@krivet.re.kr