國立彰化師範大學 99 學年度碩士班招生考試試題

系所：輕度障礙教育研究所　　　　　　　　　　　科目： 身心障礙學習策略

一、申論題：請用中文回答 (共50%)

1. Teaching students to use *cognitive* and *metacognitive* learning strategies is a common practice for enhancing learning outcomes of students with learning disabilities. Please address the following two questions:
   (1) Define and compare cognitive learning and metacognitive learning. (10%)
   (2) List and explain related strategies for both types of learning. (15%)

2. Please address the following questions regarding *self-directed learning strategies*.
   (1) Define "self-directed learning strategies" and explain why it is important to teach students with disabilities to use them? (10%)
   (2) "Would students with intellectual disabilities benefit from using self-directed learning strategies?" Please state your opinion and rationale behind it. (15%)

二、請寫出下列的中文名稱，並各舉一例說明之(每一小題各 2%，共 10%)

1. Think-aloud
2. Test accommodations
3. Story grammar
4. Self-regulation
5. Concrete-representational-abstract approach

三、問答題：(每一小題各佔 10%，合計 40%)

身為特殊教育教師,就以下的問題,您會如何處理? 請提出您認為最適當的解決方法並說明其理由。

1. 寫作業時,小美常拖拖拉拉,縱使有家長在旁督導也是如此。
2. 小美會唸課文,但若要她說明課文大意時,會有困難。
3. 數學題目「一枝筆 5 元,小明買了 4 枝,付了 50 元,請問要找回多少元?」小美的答案是 5 元 × 4 ＝ 20 元。當鄰座的同學小婷提醒她:「小明付了 50 元」,小美還是不知道要如何做。
4. 小美很想跟同學交朋友,但是她行為舉止讓同學很受不了,反而沒有人想要與她在一起。