

國立彰化師範大學 97 學年度碩士班招生考試試題

系所： 輕度障礙教育研究所碩士班

科目： 身心障礙學習策略

☆☆請在答案紙上作答☆☆

共 1 頁，第 1 頁

一、 解釋名詞(共 20%)

1. 後設認知技巧(metacognitive skills) (5%)
2. 合作學習(cooperative learning) (5%)
3. 類化(generalization) (5%)
4. 自我監控(self-monitoring) (5%)

二、 問答題(共 30%)

1. 請說明伴隨眼球震顫(Nystagmus)的弱視生因眼球震顫視功能障礙所造成的閱讀困難為何?並請試述改善其困難的學習策略重點為何?(15%)
2. 請簡述何謂「互惠教學法」(Reciprocal Teaching)?並請以輕度智能障礙學生的閱讀理解教學策略為例，說明其教學過程。(15%)

三、 申論題：請針對以下兩個問題，首先說明題目的內容，接著針對畫線提示的部分，提供您深度而完整的回答。(共 50%)

1. Instead of a traditional and narrow view of intelligence, where students who speak and write well are considered to be the most intelligent, the “multiple intelligences” perspective offers an alternative to our focus on IQ scores that typically identify students’ deficits and ignore their strengths. Please explain what is “multiple- intelligence”? And what is your definition on “who” should be identified as “students with mild handicap”? (25%)
2. Followed by your responsive answers to the above questions, you must agree that educators should create learning atmospheres that offer opportunities to acquire skills across all types of intelligences since regular classrooms will undoubtedly include students with mild handicaps. Please identify one critical skill that students with mild handicaps ought to learn, and how you would provide them strategies to learn that critical skill. (25%)