

應用數位學習及媒體影片來教育國小學習障礙的學生

自然生態學

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摘要

大部分有學習障礙的學生是發生在口語表答或者無法組織所讀的內容並應用於日常生活常識上，有鑑於現在科技的發達，電子書以及數位板的使用，學生們可以不用翻書就能輕易地閱讀，或者利用聲光影音、影片的方式來啟發他們對學習的興趣。過去的學生有學習障礙的情況發生時，常被置之不理或無法用更好的方法來解決是礙於科技的發達，現代的學生可以以各種方式來發現這些有學習障礙的學生，可以透過測試以及基本的口語表答或符號辨識等方法測驗出學習障礙的狀況。基於筆者本身是新北市國小特教班的老師，筆者選出班上三位有學習障礙的學生作為此篇研究的參與者，研究方法以五週為基準。第一週以播放 CD-ROM 光碟故事方式讓三位有學習障礙的學生進入狀況，使其能夠學習自然生態學的字彙。第二週選用 videodisks 影音光碟的方式，其內容更能融入現在學校的課程內，使這些有學習障礙的學生產生興趣並了解自然生態。第三週選用 hyperlinked multimedia 超連結媒體的方式，使這些有學習障礙的學生能透過在網際網路上自由瀏覽，內容也包含聲光影音，使其能夠更易了解自然生態學的字彙。第四週選用 computer simulations 電腦模擬動畫的方式，讓有學習障礙的學生能清楚地知道自然生態裡各種狀況的形成，學生可以透過動畫發現自然生態的變化，進而了解內容及知識。第五週利用網上 YouTube videos 的方式使這些有學習障礙的學生整合先前所了解的自然生態學內容，搭配不同作者所製作的影片逐一地來讓他們進入狀況並融會貫通。經由五週的研究測試，筆者發現這三位有學習障礙的學生最後能跟得上一般課堂上的學生，其成績也明顯地進步，實驗證明透過數位學習真的能夠啟發有學習障礙學生的興趣，讓他們可以不斷反覆地閱讀及練習，克服學習障礙的困難，進而能夠被廣泛地應用在所有的學生身上。

關鍵字：學習障礙、數位學習、聲光影音

The application of media video on ecological education for primary school students with learning disability : a case of primary students with learning disability

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Abstract

Technological advancement is happening in all spheres of life. One area that has gained tremendously from improved technology is education especially with the target being children with learning disabilities. Teachers may have a problem dealing with special students because of the challenge of meeting the diverse needs of these students. The common myth that students with learning disabilities cannot use technology as well as ordinary students is misplaced. In fact, technology has been found to level the classroom environment for students with learning disability. Research has proven that assistive technology, which refers to the gadgets and software, used to help students with disability understand their lessons have been useful to teachers.

Teachers can now personalized learning needs for each student to enhance their learning and comprehension unlike before. Using technology and gadgets makes perfect sense in teaching children with disability because they are drawn to these gadgets and have a better understanding than their teachers' have when it comes to use them. These technologies give students with learning disability different learning opportunities that were previously closed to them. Students are able to turn pages without struggling when they use E-readers. In addition, voice software is useful since it help students answer questions without having to write. Teachers are able to target each student's special needs using technology devices, a reality that was not possible before.