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高職特教班「網路使用資訊教育課程」應用成效之研究

The Efficacy of a Self-Developed Internet Application Curriculum for
High School Students with Mild Mental Retardation

中文摘要

本研究為一年期的研究計畫，主要目的在於延續過去兩年的研究成果（即：94 年度國科會補助專案「高職特教班輕度智障學生網路使用行為調查研究」(NSC94-2413-H-018-006)，以及本年度（95 年度）補助之「高職特教班輕度智能障礙學生網路相關不良適應行為處遇成效之研究」(NSC95-2413-H-018-002))，針對高職特教班輕度智障生之身心特質與教育需求，發展一套以認識網路功能、瞭解網路禮節、分析優質網站特質、區辨網路的正用與濫用、以及防範網路情迷等為單元主題之本土化智能障礙學生資訊教育課程。本研究將以三大階段的執行，完成各項研究問題：第一階段先透過文獻探討、學者專家與實務工作者訪談、以及本年度國科會專案行動研究的成果，編製課程內容初稿予以評鑑分析；第二階段進一步設計包含前述所有單元主題的完整教材（預計包括：教師手冊、課本、作業單/習作練習、教學評量與記錄、教學媒體等）進行一學期班級實驗教學研究；第三階段商請試用本課程之高職特教班教師與學生，評析其內容，以瞭解課程

內容之可行性與適切性。期望藉由有系統的規劃→驗證→探討→修正的過程，使我國第一套專為高職特教班輕度智障學生所量身打造的網路使用資訊教育課程，能依據實證研究結果，更加落實啟智教育的推展，與有效教學的實踐。高職特教班自民國八十三年設班以來，至今已有一定之規模，且有近四千位學生就讀於該種班級。這群輕度智障學生雖有智能上的障礙，但並不影響其網路使用的能力，反倒是因為個案較沒有課業的壓力、認知發展遲滯現象、不正確的認知、資訊教育及性教育的缺乏、父母親管教態度的偏頗等因素，致使其衍生出許多網路使用的不良適應行為，此現象對於這群人際關係欠佳、且未能洞察社會陷阱的輕度智障學生無異於雪上加霜，也將更不利於其未來的就業轉銜與生涯發展。有鑑於高職特教班輕度智障生網路素養的薄弱，以及相關課程與教材的短缺，實有必要增進其網路使用資訊教育的知識、技能與態度，消極面在於防止網路使用不當所衍生的各種社會問題，積極面則在全面預備輕度智障青少年能成功扮演「網路公民」的角色。本研究擬以質量並重的方式，完成所有研究目的之探討。首先，依據過去兩年研究的累積成果，針對高職特教班輕度智障學生網路行為與網路知能最欠缺的部份，設計一套適性的「網路使用資訊教育課程與教材」。接著採行「不等組前後測設計」模式，將四所高職特教班高一學生隨機分派為實驗組及控制組，進行「網路使用資訊

教育」課程教學。俟實驗教學結束後，再邀請實際參與實驗教學活動的各校教師以及學生代表，針對本研究所設計的課程與教材內容加以評析，提供相關意見，以利後續課程內容之修正。

關鍵字：高職特教班；輕度智能障礙學生；網路使用行為；資訊課程

Abstract

The proposed study is a 1-year project intends to extend the previous research efforts in understanding the Internet application behaviors (NSC94-2413-H-018-006) as well as an analysis of the effectiveness of a combination of cyber education and sex education program for treating high Internet Addiction Disorder (IAD) tendency high school students with mild mental retardation (NSC95-2413-H-018-002). The proposed study aims at exploring the fitness of a self-developed cyber education curriculum, and the maintenance effects of this curriculum. There are nearly four thousand students with mild and moderate mental retardation who currently enrolled in the special education program in senior vocational high school. Owing to the educational goals of these students are based on the future vocational transition, less academic pressure and more leisure time available were observed among them. It is highly possible that they may lack of the ability to detect some maladaptive behaviors as a Internet users. Consequently, problems such as IAD or inappropriate sexual assault may be found. These maladaptive use of Internet will be a direct harm for these students in terms of their future career development and vocational transition. A well-developed cyber education curriculum, therefore, is needed for improving these students' conception as well as attitude toward Internet application. The study will be conducted both quantitatively and qualitatively. An instruction will be applied to enhance the overall effects of the curriculum. For the purpose of examining the experimental effect, a pretest-posttest control group experimental design will be applied to both the experimental group and the control group participants. In addition, an interviews and a satisfactory survey will be conducted to acquire the feedbacks of teachers and students who involved in this study. Statistical methods such as one-way analysis of covariance, as well as content analysis of interview

results will be used for data analysis purposes.

Keywords : Special Education Program in Senior High School; Students with Mild Mental Retardation; Internet Application Behavior; Cyber Education Curriculum.