

擴增實境結合部件識字教學對國小學習障礙學生 識字學習成效之研究

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摘要

本研究旨在探討國小學習障礙學生，在接受擴增實境結合部件識字教學後，其識字學習的立即與維持成效，並探討家長及任課教師對此次實驗教學的社會效度。研究方法採單一受試之跨行為多試探設計，以一名學習障礙學生為研究受試者，進行實驗教學，並以視覺分析、C 統計和意見調查問卷來探討實驗結果、了解學習成效及社會效度。

本研究結果綜合如下：

- 一、經過擴增實境結合部件識字教學後，國小學習障礙學生在識字成效測驗的「整體」及「看字讀音」、「聽詞選字」分測驗成績表現皆具有立即成效。
- 二、經過擴增實境結合部件識字教學後，國小學習障礙學生在識字成效測驗的「整體」及「看字讀音」、「聽詞選字」分測驗成績表現皆具有維持成效。
- 三、經過擴增實境結合部件識字教學後，研究參與者之家長及任課教師均對此教學法持正向肯定的看法。

根據上述研究結果，本研究並提出相關建議，以及未來研究可行的方向。

關鍵詞：擴增實境、部件識字、學習障礙學生、識字學習成效

The Effects of Augmented Reality Combining with Radical Recognition Teaching on Word Recognition for Elementary Students with Learning Disability

Chen, Kuan-Chen

Abstract

The purpose of the study was to explore the immediate and maintained effect of the Augmented reality combining with Radical Recognition Teaching on elementary students with Learning Disability. Besides, it also discusses the social validity of teaching experiment to the students' parents and teachers.

The experiment were multiple probes across behaviors design of the single subject research. In the study, visual analysis, C statistical validity and questionnaire analysis were used to explore the results, the learning effects and social validity.

The results of the study were summarized as followings:

1. The Augmented reality combining with Radical Recognition Teaching had immediate effects on improving the performance of full-scale, word-reading and listen-n-choose of the students.
2. The Augmented reality combining with Radical Recognition Teaching had maintained effects on improving the performance of full-scale, word-reading and listen-n-choose of the students.
3. After using Augmented reality combining with Radical Recognition Teaching, both of the students' parents and teachers were accepted and satisfied with the instruction.

Based on the results above, the study would offer some suggestions and can be the orientation in the future study.

Keywords: Augmented reality, Radical Recognition Teaching, Students with Learning Disability, Effects of Word Recognition.