

國立台東大學九十七學年度

「特殊教育學系碩士班」招生考試試題

共 4 頁

教育研究法

- 注意事項：(1) 請用橫式作答。
(2) 答案請依序寫在答案卷上（需標示題號，不必抄題）。
(3) 試題隨同答案卷一併繳回。

問答題（共 100 分）

- 一、請在影響內在效度的各種因素（internal validity threats）中選出五種說明之，並簡述如何以適當的研究設計控制這些因素。(25%)
- 二、假設有一個研究，其研究問題是「感覺統合治療可以提昇一年級學習障礙兒童的注音能力嗎？」研究者以「真實的實驗設計(true experimental design)」，回答此研究問題，有一個實驗組和一個對照組。請問：
- (2.1) 本研究自變項為何？(2%)
 - (2.2) 自變項有幾個水準？(1%)
 - (2.3) 依變項為何？(2%)
 - (2.4) 請寫出本研究的研究假設(5%)
 - (2.5) 虛無假設為何？(5%)
- 研究者在研究報告中寫道，「實驗組和對照組後測的平均值差異考驗結果為 $t=1.32, p>.05$ 」
- (2.6) 請您簡單寫出「 $p>.05$ 」是什麼意思？(5%)

(2.7) 並寫出研究者根據此研究結果，對研究問題的回答。(5%)

三、請就研究對象、研究方法、研究設計、資料分析及未來研究等對下列研究摘要作評析。(25%)

The purpose of the study is to examine the related factors of high school students with mental retardation and the effects of self-determination program. There were two stages of the study: the survey and the experiment study. In the survey study, the subjects were 560 10th, 11th, 12th students with mental retardation of vocational high school special class and Special school of higher level vocational high school in Taiwan. Class mentor completed self-determination scale, community independent life skill scale and Chinese adaptive behavior scale for the first stage of the study. There are some related background variables, namely, placement, gender, grade, level of mental retardation, attend style, placement of junior high school, parents' education

(第一頁試題結束，請翻頁繼續作答)

level, mother's education level, family social-economic status, community independent life skill and adaptive behavior. At the second stage of the study, there were 9 students with mental retardation of vocational high school special class as subjects. The findings of the study were as followings:

The Survey Finding:

The relation between self-determination and related background variables:

There are very significant relations between self-determination and level of mental retardation, and between self-determination and community independent life skill. When applying the stepwise multi regression to analysis the predictability of the related variables towards the self-determination, it revealed the sequence entering the stepwise regression as the following: community independent life skill, placement,

grade, adaptive behavior, parents' social-economic status, accompanied disabilities. The total predictability was exact.

The difference of self-determination on different background variables as follows:

Vocational high school special class students with mental retardation received a higher score on self-determination than student with mental retardation in special high school. There was no significant difference of self-determination on gender. There was no significant difference of self-determination on grade. There was a significant difference of self-determination on the level of mental retardation. There was no significant difference of self-determination on attend style. There was a significant difference of self-determination on placement of junior high school. There was no significant difference of self-determination on family social-economic status. There was a significant difference of self-determination on community independent life skill. There was a significant difference of self-determination on adaptive behavior.

The discrimination of high and low self-determination groups on different background variables. All background variables can exactly(99.75%) discriminate the high and low self-determination groups.

The Experiment Study Finding:

Self-determination instructional programs can improve self-determination, adaptive behavior and community independent life skill. After intervention, there was up trend on decision-making and daily problem-solving, and maintain effect for immediate and after 4 weeks.

四、假若欲自編〈國小六年級學童中文閱讀理解測驗〉，請就測驗設計架構、文體安排、編製過程做說明與探討。(25%)

(本試題結束)