

聽覺障礙學生知識結構之探究

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摘 要

本文旨在探討知識結構的重要概念及其對啟聰教育的實務應用。教學的歷程，教師與學生都要共同參與，教學的目標即在溝通教材的知識結構與學生的知識結構，教學者愈瞭解學生的知識結構，愈能增進教學效果。本文分為兩部分加以論述，首先介紹知識結構在認知心理學的位置地圖、知識結構理論模式及其相關概念；第二部份將深究知識結構量化的方法及在啟聰教育的應用。限於篇幅，將分兩期刊載。

關鍵詞：知識結構、語意組織、聽覺障礙、認知心理學

Abstract

The present paper explored the key concept about knowledge structure and the instructional activities to facilitate deaf students' development of knowledge. Teaching activities involved teaching and learning. The more teachers know about the knowledge structure, the more students' knowledge changed. The present paper divided into two parts: the first part introduced the historical perspectives of knowledge structure in cognitive psychology, theoretical models, and key concepts. The second part explored several techniques for representing, conveying, and acquiring structural knowledge. A discussion of the first part was presented in this issue.

Keywords: knowledge structure, semantic network, hearing impairment, cognitive psychology

壹、緒論

教學與學習是一體兩面，教學者一般指的是教師，學習者一般指的是學生。教學的歷程，教師與學生都要共同參與，否

則不能稱為教學活動。

Shavelson (1972) 指出教學的目的，即在溝通學習材料的知識結構與學生的知識結構，教學者愈了解學生知識結構，愈能增進學習效果。傳統的紙筆測驗只能測