

課程大綱:(尊重智慧財產權，請使用合法教科書，不得非法影印!)

課程代碼：1004		科目代碼：SPED3124		
課程名稱	Research on Theories and Practice of Special Education (特殊教育理論與實務研究)	必/選修	必修	班級:特碩一 授課教師：許馨仁 Email: hsinjen.hsu@mx.nthu.edu.tw
		課程類別	系專門	
開課單位	特殊教育學系	學分數	3	
先修課程	無			
課程概述	本課程以特殊教育近期新興議題之一的大腦與學習為核心，從神經的基礎探討學習的本質，並以此為基礎探討身心障礙兒童之障礙本質和相關理論基礎。課程中將延伸討論近期相關研究的結果，透過不同的觀點充分討論相關理論在實務上的應用。			

課程內容

第01週	Introduction & course requirements
第02週	Neurological basis of learning and development
第03週	Neurological basis of learning and development
第04週	Neurological basis of learning and development
第05週	Neuropsychological methods for studying children with special needs
第06週	Neuropsychological methods for studying children with special needs
第07週	Lab hours: (Assignment due at 5pm on 11/8: lab assignment & article summary of Lust et al 2011) G1 (13:20~14:10) G2(14:25~15:15) G3 (15:30~16:20)
第08週	Lab hours: (Assignment due at 5pm on 11/8: lab assignment & article summary of Lust et al 2011) G4 (13:20~14:10) G5(14:20~15:10) G6 (15:20~16:10)
第09週	<u>Keynote speech : At least one Q from each student</u> (Assignment due at 5pm on 11/15)
第10週	(no class)
第11週	Journal article discussion: Language impairments (Group 1)
第12週	Journal article discussion: Reading impairments (Group 2)
第13週	Journal article discussion: Reading impairments (Group 3)
第14週	Journal article discussion: ASD (Group 4)
第15週	Group discussion: poster preparation
第16週	Final project: poster sessions

評量方式：

1. Attendance:10%
2. Journal article presentation: 20%
3. Journal article critique & question: 30% (5% points each)
4. Lab & assignment: 15%
5. Keynote speech: 5%
6. Final project poster presentation: 10% (Group)
7. Final project paper: 10% (Individual)

生成式人工智慧倫理聲明：禁止使用
 經仔細考量後，本課程授課教師認為不宜於此門課程當中使用生成式人工智慧於課堂學習當中。因本課程的內容於生成式 AI 中尚有諸多錯誤，且容易影響學生對基礎核心知識之判讀。根據本校公布之佈的「大學教育場域 AI 協作、共學與素養培養指引」，本門課程採取禁止使

用，以下為相關的監管機制修讀本門課程之學生應注意本門課不得繳交使用生成式人工智慧所產出的作業、報告或個人心得。若經查核發現，教師、學校或相關單位有權重新針對作業或報告重新評分或不予計分。

修讀本課程之學生於選課時視為同意以上倫理聲明。

課程參考文獻

1. Bishop, D. V., Holt, G., Whitehouse, A. J., & Groen, M. (2014). No population bias to left-hemisphere language in 4-year-olds with language impairment. *PeerJ*, 2, e507. (1-2)
2. Bradshaw, A. R., Woodhead, Z. V., Thompson, P. A., & Bishop, D. V. (2020). Investigation into inconsistent lateralisation of language functions as a potential risk factor for language impairment. *European Journal of Neuroscience*, 51(4), 1106-1121.
3. Guttorm, T. K., Leppänen, P. H., Poikkeus, A. M., Eklund, K. M., Lyytinen, P., & Lyytinen, H. (2005). Brain event-related potentials (ERPs) measured at birth predict later language development in children with and without familial risk for dyslexia. *Cortex*, 41(3), 291-303.
4. Tzeng, Y.-L., Hsu, C.-H., Lin, W.-H., Lee, C.-Y. (2018). Impaired Orthographic Processing in Chinese Dyslexic Children: Evidence from the Lexicality Effect on N400. *Scientific Studies of Reading* 22(1), 85-100.
5. Luyster, R., Wagner, J.B., Vogel-Farley, V., Tager-Flusberg, H., & Nelson, C.A. (2011). Neural correlates of familiar and unfamiliar face processing in infants at risk for autism. *Brain Topography*, 24, 220-228.
6. Keehn, B., Vogel-Farley, V., Tager-Flusberg, H., & Nelson, C.A. (2015). Atypical hemispheric specialization for faces in infants-at-risk for autism spectrum disorder. *Autism Research*, 8, 187-198.