



Questionnaire1

پرسشنامه وان - مرجع پرسشنامه ایران

پیوست ت: پرسشنامه مورد استفاده در جلسه مصاحبه گروهی برای سنجش اعتبار الگو

در صورتی که قرار باشد افراد آسیب دیده‌شنوایی در دوره اول دبستان، آموزش متناسب با نیازهای خود را در نظام تربیت رسمی و عمومی دریافت نمایند، چه ویژگی‌هایی باید برای برنامه‌درسی آنان مد نظر قرار گیرد اما در الگوی طراحی شده لحاظ نشده است؟

عنصر	سوال مورد نظر	ویژگی مورد نظر شما برای حذف و یا لحاظ نمودن در الگو
منطق	چرا فرا گیران باید یاد بگیرند؟	
اهداف	به سمت چه هدف‌هایی یادگیری انجام می‌شود؟	
محتوا	چه چیزی باید یاد گرفته شود؟	
روش	چه چیزی باید یاد گرفته شود؟	
ارزشیابی	چطور می‌توان از تحقق یادگیری اطمینان حاصل کرد؟	
مکان	یادگیری در چه مکانی رخ می‌دهد؟	
مواد و منابع	یادگیری با کمک چه چیزی رخ می‌دهد؟	
معلم	معلم چگونه یادگیری را تسهیل می‌کند؟	
زمان	یادگیری در چه زمانی رخ می‌دهد؟	
گروه‌بندی	یادگیری با کمک چه کسانی اتفاق می‌افتد؟	

پست الکترونیکی:

سمت شغلی:

شماره تماس:

Abstract

The aim of this study was the attempt to provide the realization of the sixteen-value proposition of fundamental transformation document or in other words, the realization of the qualitative dimension of educational justice; and to improve the accountability of the educational system to strengthen the academic ability of hearing impaired students. For this purpose, the needs and the capabilities of hearing impaired students were recognized based on Human Integrated Developmental approach (Developmental, Individual Differences and Relationship-based, DIR). Then, the strengths and weaknesses of available intended curriculum were determined. In order to enable the actualization of the potential target population and to address difficulties, some positions were targeted in the form of the characteristics of component curriculum (the answer to two main and five subsidiary questions). The strengths and weaknesses were determined through descriptive case study; and the techniques of conceptual analysis and expertise-based evaluation were used to determine the characteristics of component curriculum and validate the model. The required data were gathered through qualitative content analysis, individual and group semi-structured interview, questionnaire. Afterwards, the data were analyzed through the techniques of conceptual interpretation and reflective analysis. Also, four measures related to GABA and Lincoln, as well as Gall and Borg and Gall criteria were used to validate the model. Understanding the strengths and weaknesses of intended curriculum will allow us to say that differences in the nature of the needs of hearing impaired are ignored in the official curriculum, despite the existence of necessary potentials in the ideal curriculum. In fact, "permission approach" discourse prevailed in educational system rather than integrative-inclusive approach. Regarding the overall established principles for program rationale in the second question (individual differences, emotional interactions and evolution), the characteristics of Acker's nine-components were determined in such a way that the coordination of the curriculum of the first three years of primary school for hearing impaired students to achieve to developmental-interactive capacities in the expected age range i.e. the central mission of tenth component (rationale) is achieved.

Keywords: Hearing impaired (deaf), Model, Desing, Curriculum, Development, DIR.

کاربر گرامی: در صورتی که نیاز به پرسشنامه استاندارد و جامع دارید به سایت
مادسیج مراجعه کنید و نام پرسشنامه خود را جستجو کنید.