

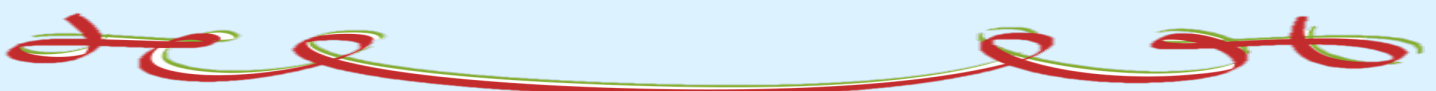
## *Call for Papers for 2023 Special Topics/Issues*

***Bulletin of Special Education** is an academic journal published by the Department of Special Education at National Taiwan Normal University. With a rigorous review system and style guide, the journal is listed as a Tier 1 Core Journal in the Taiwan Social Science Citation Index.*

*The journal accepts submissions for regular issues and is now calling for papers for two special topics/issues in 2023: Convention on the Rights of Persons with Disabilities & Inclusive Education and Technology in Special Education.*

Online submission: <http://bse.spe.ntnu.edu.tw>

Contact: Chen, Assistant Editor, Bulletin of Special Education.



# **Topic 1 for 2023**

## **Convention on the Rights of Persons with Disabilities & Inclusive Education**

**Submission time: now to May 31, 2023.**  
**Expected publication date: November 2023 to March 2024.**

The global trend toward inclusive educational reform began in the 1990s. The Salamanca Statement and Framework for Action on Special Needs Education issued by the United Nations (UN) in 1994 was signed by 92 countries and was the UN's first foray into the development and promotion of inclusive education policies.

Taiwan's Special Education Act, over the 38 years since its establishment in 1984, has gradually shifted toward the goal of promoting inclusive education. Today, the development of special education in Taiwan has entered a stage in which quality is more important than quantity. On December 13, 2006, the UN passed the Convention on the Rights of Persons with Disabilities. In line with the increasing global attention on inclusive education, Taiwan passed the Act to Implement the Convention on the Rights of Persons with Disabilities in 2014. Under Taiwan's Curriculum Guidelines of 12-year Basic Education, all students, including those with disabilities, shall be subject to the same curriculum. Taiwan has kept itself aligned with the global trend of inclusive education over the last few decades. Currently, 87% of students with special needs receive inclusive education in regular classrooms. Attention and dialogue are essential for ongoing improvement of the education system, effective integration of regular and special education, and full participation of students with special needs in class activities, thereby ensuring genuinely inclusive education.

Implementation of the Convention on the Rights of Persons with Disabilities framework requires comprehensive institutional reforms in regular and special education to ensure an inclusive educational environment. This includes changing the purpose of education and structural strategies, improving teaching methods, and supporting the inclusion of all learners. The goal of these types of measures is to ensure that every student has a fair and participatory learning experience and access to a learning environment that meets their individual needs, ultimately facilitating the successful implementation and development of an inclusive educational environment. The quality of inclusive education is closely associated with how the education system operates overall and the broad range of educational activities available. Therefore, several questions are yet to be answered. For example: What is the current situation of inclusive education on site? What are the challenges and how are they being addressed? What changes and improvements are needed in the education system to promote inclusive education? What resources, support, and professional development systems do schools need on site? How can regular and special education be integrated to ensure that teaching and the handling of emotional and behavioral problems of students remains effective?

The journal is calling for papers on (but not limited to) the following topics:

1. Practice of inclusive education: challenges, responses, and outlook
2. Education system and professional development system
3. Administrative system and the availability of school/class placement options for students with special needs
4. Professional growth and training
5. Integration of regular and special education
6. Universal design and reasonable accommodations
7. Differentiated and individualized instruction
8. Classroom management and guidance

## **Topic 2 for 2023**

# **Technology in Special Education**

**Submission time: now to May 31, 2023.**

**Expected publication date: November 2023 to March 2024.**

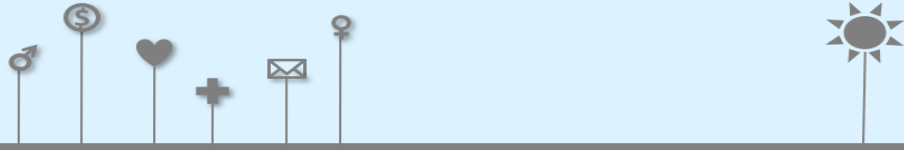
Emerging technologies have improved people's quality of life and have been widely adopted in educational activities. As tools that enable teachers to improve their teaching performance and that enable students to enhance their learning outcomes, various emerging technologies have brought unlimited possibilities to the education sphere. For example, digital learning, artificial intelligence, programming, energy technology, nanotechnology, augmented reality, and virtual reality have all been widely explored in recent years, leading to a wealth of research and practical applications.

In the past, students relied primarily on real-world explorations and operations. However, with the advent of certain technologies, including digital and virtual reality technologies, students now have access to an unprecedented range of knowledge and information. Through the Internet, students have access to content that goes beyond what books can provide. With the help of technology, students can engage in immersive learning experiences comparable to real-world situations. Emerging technologies, when applied to inclusive education, are expected to have beneficial effects on learning progress, behavioral management, and holistic development for students with special needs.

Questions that have yet to be explored concerning the use of technology in special education include: How are new developments and research results in assistive technology being applied to the field of special education? How can emerging technologies be used to expand skillsets and facilitate holistic development in students with special needs? How can we use emerging technologies in the classroom and integrate them into special education courses? How might the effects of these technologies differ between students? How do these technologies affect students' learning outcomes?

The journal is calling for papers on (but not limited to) the following topics:

- 1. Technological development and special education**
- 2. Technological capacity of special education teachers**
- 3. Utilizing emerging technologies and designing special education courses**
- 4. Teaching design that incorporates emerging technologies in special education**
- 5. Utilizing assistive technologies and teaching students with special needs**
- 6. Technology-based learning outcomes of students with special needs**



## 2023 專題/專刊徵稿啟事

《特殊教育研究學刊》為國立臺灣師範大學特殊教育學系所發行，具嚴謹審稿制度及論文撰寫規範之純學術性期刊，且為臺灣人文及社會科學期刊評比暨核心期刊TSSCI第一級刊物。

本刊除持續接受例行性一般來稿之外，另規劃於2023年以「CRPD 與 融合教育」與「科技融入特殊教育」作為專題/專刊主題進行徵稿，歡迎各界先進踴躍賜稿。

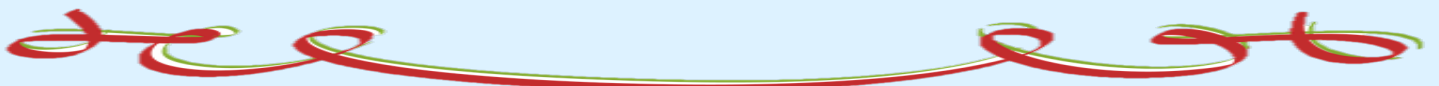
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聯絡人：特殊教育研究學刊 助理編輯 陳助教

TEL: 02-7749-5025

E-mail: e14021@ntnu.edu.tw



## 2023年主題一： CRPD 與 融合教育 (CRPD & Inclusive Education)

收稿期程：即日起至2023年5月31日  
預定出刊期程：2023年11月～2024年3月

國際間在1990年代興起融合教育改革，聯合國在1994年發佈「薩拉曼卡宣言與特殊需求教育行動綱要」(The Salamanca Statement and Framework for Action on Special Needs Education)，多達92國家共同簽屬，是聯合國第一個融合教育政策發展與推動。

臺灣「特殊教育法」自1984年立法至今三十八年，亦朝向融合教育精神與實踐邁進，走過蓬勃發展進而邁入重視品質提升的精緻服務期。2006年12月13日聯合國通過「身心障礙者權利公約(CRPD)」，2014年臺灣隨之通過「身心障礙者權利公約施行法」，宣示融合教育政策與潮流。近年的十二年國教課綱亦在融合教育思維下，所有學生(包括身心障礙學生)均使用相同課綱。數十年來，臺灣教育發展與國際重視融合教育潮流持續並行向前；目前約有八成七的特殊教育需求學生在普通班接受融合教育。教育體系如何持續精進，共構普特融合系統，以有效促使特教需求學生能充分地參與現場活動、進而能達到真正的融合教育實踐？值得更多的關注與討論。

CRPD融合教育理念的真正落實有賴普特系統化改革，行動過程包括：教育理念與結構策略的改變、教學方法的精進、多元學習調整的彈性因應，為所有學生提供公平與參與式學習經驗，及最符合個別需求的環境，以引領融合教育的正向發展與進步。融合教育品質與整個教育系統運作密切相關，涉及範疇廣泛多元，因此，目前融合教育現場的現況為何？有哪些挑戰與有效因應？整個教育系統需要如何的建構與調整，以促進有助融合教育推動的系統共構？學校現場需要如何的資源、支援與專業支持系統？在課程與教學或學生情緒行為處理層面，普教與特教如何能有效實質共融合作？都是值得深入探究的議題。

徵稿議題如下(但不限於以下所列)：

1. 融合教育現場：挑戰、因應、與展望
2. 教育系統與專業支持系統
3. 行政制度與多元安置
4. 專業提升與培訓
5. 普特合作
6. 通用設計與合理調整
7. 差異化與個別化教學
8. 班級經營與輔導

## 2023年主題二： 科技融入特殊教育（Technology in Special Education）

收稿期程：即日起至2023年5月31日  
預定出刊期程：2023年11月～2024年3月

近年新興科技發展迅速，不僅提升人類的生活品質，亦廣泛地運用於教育領域。無論是教師運用新興科技提升教學效能，或是學生學習新興科技增進學習成效，新興科技的發展與運用對整體教育提升提供了更豐富多樣的可能性，舉凡數位學習、人工智慧、程式設計、能源科技、奈米科技、擴增實境與虛擬實境等，在近年均受到關注，展現在教育研究與實務上的成果日益豐碩。

過去學生藉由真實探索與操作所獲得的實際練習機會，現今透過數位科技或虛擬實境等新興技術發展，學生不僅可透過網路獲得更大量的知識訊息，且內容不限於閱讀文本或查看圖像，他們還可透過多元的科技輔助和技術運用，進行近乎真實的互動體驗與獲得學習經驗。基於融合教育的推動與新興科技的發展，期待對特殊教育需求學生的學習促進、行為管理與全人發展等均能產生正面效益。

因此，近年科技輔助有哪些創新研發或成果可應用於特殊教育領域？如何運用這些新興科技發展於提升特殊教育需求學生的多元能力與全人發展？如何將新興科技運用並融入於特殊教育的課程與教學？科技融入對於不同學生有哪些不同影響？學生的具體學習成效如何？上述方向都值得深入探究。

徵稿議題如下（但不限於以下所列）：

1. 科技發展與特殊教育
2. 特殊教育教師的科技運用能力
3. 新興科技運用與特殊教育課程規劃
4. 新興科技融入特殊教育教學設計
5. 科技輔具運用與特殊教育需求學生
6. 特殊教育需求學生的科技學習成效