

考試科目	教育研究法	所別	1621 幼兒教育研究所	考試時間	2月26日(日)第一節
------	-------	----	-----------------	------	-------------

一、何謂「準實驗設計」(quasi-experimental design)? 試舉例說明之。(10%)

二、下表是一份未完成的變異數分析表。試補充完成，並說明之。(15%)

變異來源	平方和	自由度	均方和	F 值
組間	320	8		
組內	400	40		
總和	720	48		

三、民國 101 年元月幼托整合政策正式啟動，成為台灣幼兒教育的轉戾點，請列出五項值得研究的問題，並說明理由。(15%)

四、列出五個與質化研究相關的概念，並解釋說明該概念的運用層面。(20%)

五、請說明以下英文段落的意義：(15%)

This monograph concerns the psychological processes underlying the development of executive function, or the conscious control of thought and action. It has long been clear that these processes change considerably in early childhood, transforming a relatively stimulus-driven toddler into a child capable of flexible, goal-directed problem solving. However, the nature of these processes has remained elusive. In a programmatic series of 9 experiments, the authors examine circumstances that help or hinder executive function in 3- to 4-year-old children. The results provide the basis for a revision of their Cognitive Complexity and Control (CCC-r) theory, according to which there are age-related increases in the complexity of the rules that children can formulate and use when solving problems. The revised theory (a) specifies more clearly the circumstances in which children will have difficulty using rules at various levels of complexity, (b) provides a more detailed account of how to determine the complexity of rules required in a task, (c) takes account of both the activation and inhibition of rules as a function of experience, and (d) highlights the importance of considering intentionality in the study of executive function.

考試科目	教育研究法	所別	(621) 幼兒教育研究所	考試時間	2月26日(日)第一節
------	-------	----	------------------	------	-------------

六、請說明以下英文段落之主旨：(10%)

The division between what is child-guided and what is adult-guided experience is not a rigid one. Rarely does learning come about entirely through a child's efforts or only from adult instruction. In any given subject, how a child learns will vary overtime. For example, young children begin to build their speaking and listening skills through spontaneous and natural conversations (child-guided experience). However, they also learn syntax and vocabulary from the adults around them, and teachers often make a point of introducing new words and structures (adult-guided). Children also differ individually in how they like to learn. Some do a lot of exploring and thinking through problems on their own, while others very readily ask adults for information or help. But every child learns in both modes.

七、請陳述如何進行一項質性取向的幼兒教育研究？(15%)

考 試 科 目	幼兒教育	所 別	1621 幼兒教育研究所	考 試 時 間	2 月 26 日(日) 第三節
---------	------	-----	-----------------	---------	-----------------

- 一、 幼兒教育研究在晚近二十年受到教育社會學的影響甚深，特別是許多學者受到法國社會學家 Michel Foucault 與 Pierre Bourdieu 的影響，(1)請簡述兩位學者的論點為何？(2)如果以幼兒園的現場作為田野，你會如何運用這兩位學者論點來分析。(共二十分)
- 二、 針對幼教政策的意識型態分析，大致上可以區分為(新)左派與(新)右派的立場，(1)請簡述左派與右派的主張以及彼此之間的差別？(2)立法院於民國一百年立法院通過「幼兒教育及照顧法」，請先簡述本法的內容，並延續第一個子題分析該法的意識型態是站在哪一派的主張之上。(共二十分)
- 三、 童年研究的興起強調開展一種動態的關係研究，在成人/兒童、兒童/兒童的持續比對中，認真看待所有的孩子，並思索不同脈絡下的兒童/人類圖像，特別是回到根本的主體的辨識、權力關係的形成和拆解等面向。(1)請比較 Rudolf Steiner(1861~1925)與 Maria Montessori(1870-1952)論述中的兒童圖像。(2)延續第一個子題，請問教師與幼兒的權力關係為何？請舉例子說明。(共二十分)。
- 四、 跨文化比較研究一直是幼教研究中的重要領域之一，如 Tobin 比較日本、中國與美國幼兒園一天所再現的集體信念，以及 Walsh 比較美國與日本幼兒園中對於身體、自我的建構與被建構。如果以台灣的脈絡為例，請指出台灣的幼兒園再現出哪些文化議題，這些議題與 Tobin 指出的美國、中國與日本幼兒園有哪些不同？(共二十分)
- 五、請摘要式翻譯以下內容大意並加以分析：(共二十分)

The Reggio Emilia Approach is an educational philosophy focused on preschool and primary education. The Reggio Emilia philosophy is based upon the following set of principles: (1) Children must have some control over the direction of their learning; (2) Children must be able to learn through experiences of touching, moving, listening, seeing, and hearing; (3) Children have a relationship with other children and with material items in the world that children must be allowed to explore and (4) Children must have endless ways and opportunities to

考 試 科 目	幼兒教育	所 別	1621 幼兒教育研究所	考 試 時 間	2 月 26 日(日) 第三節
---------	------	-----	-----------------	---------	-----------------

express themselves.

The Reggio Emilia approach to teaching young children puts the natural development of children as well as the close relationships that they share with their environment at the center of its philosophy. Early childhood programs that have successfully adapted to this educational philosophy share that they are attracted to Reggio because of the way it views and respects the child. Parents are a vital component to the Reggio Emilia philosophy. Parents are viewed as partners, collaborators and advocates for their children. Teachers respect parents as each child's first teacher and involve parents in every aspect of the curriculum.

Reggio Emilia's approach to early education reflects a theoretical kinship with John Dewey, Jean Piaget, Vygotsky and Jerome Bruner, among others. Much of what occurs in the class reflects a constructivist approach to early education. Reggio Emilia's approach does challenge some conceptions of teacher competence and developmentally appropriate practice. Another characteristic that is counter to the beliefs of many Western educators is the importance of the child's ability to negotiate in the peer group. One of the most challenging aspects of the Reggio Emilia approach is the solicitation of multiple points of view regarding children's needs, interests, and abilities, and the concurrent faith in parents, teachers, and children to contribute in meaningful ways to the determination of school experiences. Teachers trust themselves to respond appropriately to children's ideas and interests, they trust children to be interested in things worth knowing about, and they trust parents to be informed and productive members of a cooperative educational team. The result is an atmosphere of community and collaboration that is developmentally appropriate for adults and children alike.