

考 試 科 目	專業英文	所 別	教育行政與政策 1631	考 試 時 間	2 月 23 日(日) 第 1 節
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1. Please translate the following English paragraph to Chinese. (25 PTS)

What will education for the next generation be like? In many ways it is an easy question. The classrooms of the future will be increasingly digitized. E-readers will replace bulky text books, taking huge burdens off students' backs — literally. Teaching methods will be more interconnected, with the Internet playing a substantial part in the process. Students will interact less like competitors and more like a team. In a program that has already been pioneered in Taiwan, teachers encourage students to discuss school projects in online chatrooms. Some forward-thinking Taiwanese teachers are also trying to make their classes more question-and-action based, asking students to tackle puzzles that can be solved in more than one way. These classroom advancement predictions, however, scratch only the surface. In a world radically revolutionized by the Internet, education will face more profound changes than hardware upgrades. In a time when wearable computers and even embedded human computers are no longer merely the subject of science fiction, modern education models based on Victorian traditions and ancient Chinese norms are quickly become outdated.

(Excerpted from Debate over education in the future should start now, The China Post, January 11, 2014)

2. Please answer the following question in English. (25 PTS)

Based on the aforementioned paragraph (Question 1), how would you, as a school teacher, find ways to empower the students to meet the challenge of future learning?

3. Please summarize the following paragraph in Chinese. (25 PTS)

Researchers have been challenged to go beyond socioeconomic status in the search for school-level characteristics that make a difference in student achievement. The purpose of the present study was to identify a new construct, academic optimism which includes three teacher beliefs – trust, collective efficacy and academic emphasis, and then use it to explain student achievement while controlling for socioeconomic status, previous achievement, and urbanicity. The study focused on a diverse sample of 96 high schools. A random sample of teachers from each school provided data on the school's academic optimism, and student achievement scores and demographic characteristics were obtained from the state department of education. A confirmatory factor analysis and hypothesis tests were conducted simultaneously via structural equation modeling. As predicted, academic optimism made a significant contribution to student achievement after controlling for demographic variables and previous achievement. The findings support the critical nature of academic optimism.

(Excerpted from American Educational Research Journal, Vol. 43, No. 3, 2006)

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4. Please summarize the following paragraph in Chinese. (25 PTS)

Principals have traditionally been looked upon as technology leaders in schools. They control budgets and have much influence. One framework of ICT leadership in schools centers on reorganizing the roles of principals to include leading technology integration. Yee (1998, 2000, 2001) investigates ICT leadership through the 'lived experiences' of carefully selected principals in ten ICT-enriched schools in Canada, the USA and New Zealand, and presents a unilateral model of technology leadership. The main ideas are that principals who advocate using ICT to enhance teaching and learning face a myriad of leadership challenges, and that they demonstrate leadership in the way they respond to these hurdles. Flanagan and Jacobsen (2003) further extend principal leadership to include the managing of technology integration. Like Yee (2000), their work is functional in nature – aimed at analyzing the ICT roles of principals – but does not discuss the effectiveness of this type of leadership; this too would have been instructive. Yee's (2000) studies focused on 'middle schools' and does not take into consideration differences which other school levels would provide.

(Excerpted from Management in Education, Vol. 24, No. 2, 2010)



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<p>1. 為確保教育績效之落實，近年來學者對於中小學教師實施定期「教師專業評鑑」，多有所倡議，希望藉此提升教師之專業表現。試以教育行政的觀點，分析在現行臺灣教育體制下，如果實施定期教師專業評鑑制度，應有何種配套措施，方能使其績效有所彰顯。(25 分)</p> <p>2. 學者 Max Weber (韋伯) 認為「科層結構」(hierarchical structure) 為治理組織的最佳方式。綜觀臺灣之公立學校體系，表面上也多具備科層結構的形式。然而，其表現往往卻未如 Weber 所主張的能夠創造佳績。試以教育行政的觀點，分析說明其原因，並敘述又有何因應之道。(25 分)</p> <p>3. 近年來社會變遷快速，為因應內部與外部環境之需求，知識領導 (knowledge leadership) 即成為學校經營中的顯學。試以教育行政之相關理念，說明知識領導的主要策略為何？學校在進行「創新經營」時，又應如何與知識領導加以結合，以創造相輔相成的績效。(25 分)</p> <p>4. 為順利推行十二年國教之政策，教育當局近年積極推動「高中職社區化」之方案。試以教育行政實務的觀點，分析目前推行高中職社區化的利弊得失。其搭配十二年國教之進行，又應有哪些配套措施？(25 分)</p>					
備 註	試 題 隨 卷 繳 交				

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<p>一、教育(education)、課程(curriculum)、教學(teaching)、學習(learning)之概念與內涵為何？試說明之，並舉一實例闡釋四者之關係。(25 分)</p> <p>二、為辦理校長遴選與提升學校辦學績效，近十年「學校評鑑」或「校長評鑑」的實施與相關議題甚受重視，2013 年新北市試辦國中小校長評鑑，初步成效甚獲肯定。就國中小而言，校長評鑑如何實施？校長評鑑指標為何？試就所知說明之。(25 分)</p> <p>三、後現代(postmodern)一詞，係由 post 與 modern 二字組成，有現代之後或是超越現代之意義。後現代主義發軔於 1950 年的建築、藝術與文學的評論，1960 年代成為一股新思想風潮，1970 年代席捲社會科學，1990 年之後，後現代主義風潮逐漸褪去，但其影響至今仍是餘波蕩漾。後現代主義(post-modernism)的涵義和特性為何？後現代主義對教育、教育領導或校園建築有何重要影響？試就所知說明之。(25 分)</p> <p>四、學校教育環境應符應課程與教學需求，並使課程與教學成為教育空間規劃的主軸和核心價值，讓學校建築和校園環境更具教育生命力。教育空間規劃與課程、教學的關係和營運模式為何？試申述之。(25 分)</p>					
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