考試科目事業英文所别教政所考試時間 2月24日(四第 / 節

1. Please summarize the following English paragraph in Chinese. (25 pts)

Parents' associations and civic groups yesterday urged the Ministry of Education not to allow students to be assigned to schools by the drawing of lots in the new 12-year compulsory education program. "How can we teach the next generation that only hard work pays?" Alliance on Obligatory Education convener Wang Li-sheng asked, adding that the drawing of lots for students of similar ability would not only be unfair, but also against the spirit of developing students' abilities and interests. He said a poll by the Taipei Teachers' Association showed that up to 89 percent of teachers and 64 percent of parents were against the drawing lots to assign schools. Chen Tieh-hu, chairman of a national association of senior high school students' parents, said the drawing of lots would mean that students' futures would be decided on luck, "and if the ministry does not come up with better mechanisms, it may lead to students being unwilling to study harder." Students should not become the "lab rats" of an unclear education policy, he said. Expressing concern over plans for the 12-year compulsory education program that is scheduled to begin next year, the groups accused the ministry of implementing it too quickly with measures not fully planned out. Taipei High School Parents' Association Union chairperson Chao Hsiao-lung said that curriculum guidelines for the program have yet to be determined, "so the school administration and teachers still face uncertainties about the new program." The groups urged the ministry to put forward more supplementary measures to ease concerns. In response, the ministry restated that its goal is to avoid the use of lot-drawing as much as possible. It said planning for the 12-year compulsory education program was at an advanced stage and it would be introduced in August next year, as scheduled. (Excerpted from Groups unhappy at plans to draw lots for school places, Taipei Times, January 26, 2013)

2. Please answer the following question in <u>English</u>. Based on the aforementioned paragraph (Question 1), please provide the strategies to ensure that the 12-year compulsory education program will be done successfully. (25 pts)

考試科目事業英文

教政所考試時間 2月24日(日)第

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

Research on technological leadership began in the U.S. in the 1990s and has since gained significance. To be an experienced and capable technological leader, the principal must be trained in the following five areas: (1) Vision, planning and management: As the most important foundation of technological leadership, a technological leader must develop a vision of how school reform will be affected by technology. The development of this vision requires that the principal understand the direction and trends of technology development, as this understanding will strongly influence the principal's effectiveness. The principal must maintain a very clear technological vision, as well as understand the potential uses of technology in the classroom. (2) Staff development and training: Ford (2000) showed that planning and establishing resources for staff development are the most important responsibilities of a technological leader. In staff development, the leader must prepare the newest models and material. (3) Technological and infrastructure support: When instructors and staff require assistance, technological leaders must supply skilled support to preserve equal access to technological resources and appropriate technology-use environments. This must be a technological leadership skill of the principal. (4) Evaluation and research: Effective principals must administer procedures for measuring the growth of each individual teacher by rating instructors. They also must set technological targets and introduce professional development plans. An effective principal will gauge instructors' performance by the results of studies on technological effectiveness. Simultaneously, principals should study students' grades and encourage instructors to implement technology to improve academic performance. (5) Interpersonal and communication skills: Interpersonal skills are important in technological leadership, and these skills actually override technological skills. When new technology is implemented in a school, the leader must be able to provide support; thus, proper communication is the first skill that academic technology leaders must have. A complementary relationship is required between a principal's communication skills and his or her closely correlated individual technological leadership skills. (Excerpted from Educational Technology & Society, Vol. 15, No. 2)

4. Please answer the following question in English. Based on the aforementioned paragraph (Question 3), as an elementary school principal, how do you play the role of technology leadership? (25 pts)

備

考試科目

教育行政

别教育行政些政策研究意 時間 二月74日(日)第

- 一、1990年代之後,教育行政的發展與演進受到「非均衡系統模式」 (non-equilibrium system model)的影響,最引人矚目的首推混沌理論 (chaos theory)與複雜理論(complexity theory)。複雜理論形成時間較 晚,卻有取代混沌理論之勢,並逐漸躍身成爲研究組織變革的一股新 興勢力。試述複雜理論的基本主張,並說明在教育組織上如何應用? (25分)
- 二、20世紀以來教育領導理論的發展,約可分爲五個主要類型:(1)特質論 走向(1940年代之前),(2)行爲論領導走向(1940至1960年代),(3)權 變論領導走向(1960至1980年代),(4)整合型領導走向(1980年代之 後),(5)功能型領導走向;其中,整合型領導係1980年代之後的新興 領導理論之一。整合型領導理論數量極多,依其內涵可分爲七群組, 請要述其義並例舉相關教育領導理論說明之。(25分)
- 三、近幾年,受少子女化之影響,學校整件政策與議題極受關注,甚至引 發學生集體下跪與抗爭事件。就教育行政與政策而言,教育局處如何 研訂學校整併的原則、程序與配套措施?試就所知說明之。(25分)
- 四、數位時代,雲端運算(cloud computing)開啟資訊科技新紀元,2010年 爲臺灣雲端運算元年,2012年教育部提出教育雲端推動計畫,擬打造 符合雲端運算之教學系統,未來教育雲端與「未來教室」或「智慧教 室」結合,對教師教學和學生學習模式會有很大變革和影響。試以中 小學教室爲例,說明如何規劃和運用「未來教室」或「智慧教室」, 以提升教學與學習成效?(25分)

所别教育行政五政集科考試時間 2月24日(日)第 3 考試科目教育學

- PISA (the Programme for International Student Assessment) 國際 學生能力評量計劃,為經濟合作暨發展組織(OECD)自 1997 年起籌劃, 並 由所有 OECD 會員國與其他非會員國的夥伴國家(地區)共同合作執行。試 就基北區特色招生即將仿 PISA 考題,只考閱讀理解素養和數學素養 2 科作 為入學依據,分析其政策之利弊得失。25%
- 我國大學校院系所評鑑即將採取自我評鑑方式,試分析其評鑑制度改革 對於高等教育的影響。25%
- 下列資料為 OECD 教育概覽的指標架構相關資料,試申論其內涵。25% 三、

The following matrix describes the first two dimensions:

	Education and learning outputs and outcomes	2. Policy levers and contexts shaping educational outcomes	3. Antecedents or constraints that contextualise policy
I. Individual participants in education and learning	1.I. The quality and distribution of individual educational outcomes	2.I. Individual attitudes, engagement, and behaviour to teaching and learning	3.I. Background characteristics of the individual learners and teachers
II. Instructional settings	1.II. The quality of instructional delivery	2.II. Pedagogy, learning practices and classroom climate	3.II. Student learning conditions and teacher working conditions
III. Providers of educational services	1.III. The output of educational institutions and institutional performance	2.III. School environment and organisation	3.III. Characteristics of the service providers and their communities
IV. The education system as a whole	1.IV. The overall performance of the education system	2.IV. System-wide institutional settings, resource allocations, and policies	3.IV. The national educational, social, economic, and demographic contexts

試 科

教育學

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The indicators that are published in Education at a Glance 2012 fit within this framework, though often they speak to more than one cell.

Most of the indicators in Chapter A, The output of educational institutions and the impact of learning, relate to the first column of the matrix describing outputs and outcomes of education. Even so, indicators in Chapter A measuring educational attainment for different generations, for instance, not only provide a measure of the output of the education system, but also provide context for current educational policies, helping to shape polices on, for example, lifelong learning.

Chapter B, Financial and human resources invested in education, provides indicators that are either policy levers or antecedents to policy, or sometimes both. For example, expenditure per student is a key policy measure that most directly affects the individual learner, as it acts as a constraint on the learning environment in schools and learning conditions in the classroom.

Chapter C, Access to education, participation and progression, provides indicators that are a mixture of outcome indicators, policy levers and context indicators. Internationalisation of education and progression rates are, for instance, outcomes measures to the extent that they indicate the results of policies and practices at the classroom, school and system levels. But they can also provide contexts for establishing policy by identifying areas where policy intervention is necessary to, for instance, address issues of inequity.

Chapter D, The learning environment and organisation of schools, provides indicators on instruction time, teachers' working time and teachers' salaries that not only represent policy levers which can be manipulated but also provide contexts for the quality of instruction in instructional settings and for the outcomes of individual learners. It also presents data on the profile of teachers, the levels of government at which decisions in education systems are taken, and pathways and gateways to gain access to secondary and tertiary education.

國家教育研究院一〇〇到一〇一年曾對全台民眾進行調查,發現民眾對 四、 免試入學、就近入學政策看法分歧,七成民眾還擔心十二年國教會導致教育 品質下降,但對免學費政策沒有爭議,達到八成以上支持率。試就民意調查 結果分析教育部十二年國教政策執行後的爭議之處,並提出對於該政策的 建議。25%