

考試科目	專業英文	所別	教育行政與政策 1631	考試時間	3月6日(六)第3節
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**1. Please translate the following English paragraph to Chinese. (25 pts)**

Principals' technology leadership is strongly correlated with teachers' integration of educational technology, and technology leadership is necessary for effective utilization of technology in schooling. The article describes a study that empirically investigated teachers' perceptions of elementary schools principals' technology leadership practice in seven cities in Taiwan for understanding the implementation of technology leadership. This study used structural equation modeling with prospective data to test for model fit. The findings identified the four constructs (i.e., vision, staff development, infrastructure support, evaluation and research) comprising principals' technology leadership. The findings also show that interpersonal and communication skills are important antecedents to principals' overall effective technology leadership. Four themes (e.g., budget shortage, technology facilities, staff development, and leadership problems) which emerged from the transcript data were the practical problems that principals faced while they implemented technology leadership in their schools. The results suggest that principals who embrace technology will effectively lead their schools to acquire educational resources to enhance student engagement and learning.

**2. Please answer the following question in Chinese. (25 pts)**

Based on the aforementioned paragraph (Question 1), how would you, as a school principal, play the technology leadership role?

**3. Please summarize the following essay in Chinese. (25 pts)**

**4. Please make comments on the following essay in Chinese. (25 pts)**

Leadership is a key element for successful educational reform or innovation. For effective technology use in school districts' instructional programs, strong leadership must be provided at both the school and district level (Cory, 1990). Integrating educational technology into classroom instruction requires basic changes to current school models (Kinnaman, 1994), and principals must effectively model technology leadership (Ross, 1993). Principals are the key players in the educational change process (Ross & Bailey, 1996) and need to know the importance of effective school management and improving classroom instruction (MacNeil & Delafield, 1998). Thus, the principal's technology leadership proficiency is paramount to the current needs of public education. Researchers have suggested that if school leaders are to help their institutions apply technology in beneficial ways, their leadership should: (1) empower the principal's team members (e.g., teachers, staff members), (2) identify the principal's role during technology integration, (3) understand the interconnectedness and complexity of the principal's technology role, and (4) establish baseline information at the beginning of the principal's technology integration process (e.g., Bailey, 1997; Ford, 2000; Inkster, 1998; Kearsley & Lynch, 1994). Principals who

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effectively lead technology integration within their schools typically perform well in leadership and management, vision and goal setting, student learning, teaching, professional development and training, operations and infrastructure support, and assessment and evaluation (ISTE, 2001). Effective leadership is a key element for the success of any educational innovation or new school instructional program (Cory, 1990). Effective principals should be actively involved in all aspects of educational technology (Inkster, 1998). Furthermore, Stegall (1998) suggests that principals' technology leadership is essential in elementary schools. A critical technology leadership element is the ability to develop and articulate a vision of how technology can produce educational change (Kearsley & Lynch, 1994). More importantly, technology leadership skills are necessary for principals to pursue new and emerging educational technologies for their schools (Bailey, 1997). Recent educational literature is replete with studies related to technology leadership (Anderson & Dexter, 2000; Appalachia Educational Lab, 2000; Bailey, 1997; Brush, 1998; Ferris & Roberts, 1994; Jewell, 1998; Keating, Stanford, Self, & Monniot, 1999; Kowch & Walker, 1996; Robinson, 1994; Thomas & Knezek, 1991). For example, Aten (1996) stated that technology leadership supports effective instructional practices through a combination of interpersonal skills, knowledge of a variety of current technology applications, and the vision to anticipate future technology-based solutions for education. Murphy and Gunter (1997) also suggested that leadership should model and support computer technology to result in more effective curriculum integration of technology by teachers. Kearsley and Lynch (1994) noted that the manner in which technology is implemented is more important than any intrinsic educational process characteristics. They go on to say that technology is a powerful tool that supports school reform and facilitates student learning. The potential benefits of good leadership can include improved academic achievement by students, improved student attendance and reduced attrition, better vocational preparation of students, more efficient administrative operations, and reduced teacher/staff burnout and turnover. More than ever, principals play a critical role in implementing and improving technology education in their schools.

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試題隨卷繳交

考試科目	教育行政	所別	教政所 1631	考試時間	3月6日(9)第二節
<p>1. 轉型領導(transformative leadership)為近年新興領導理論最受矚目與最多被研究者。試就其基本理念與主張，分析轉型領導與傳統領導理論之特質論、行為論、與權變論三種走向之間，有何<u>相同與差異</u>之處。試分別敘述之。(25分)</p> <p>2. 世界各國教育經費的運作方式大致可分為統收統支制、經費獨立制兩種，我國目前採用的則為統收統支制。試以教育行政的觀點，分析如果我國改為經費獨立制，可能<u>遭遇的問題</u>為何？又應有何種<u>配套措施</u>？(25分)</p> <p>3. 根據現行師資培育法之規定，修畢職前教育課程者，必須另加教育實習課程半年，成績合格者方能參加教師證書考試。根據此種設計，試分析說明目前我國教育實習制度在實務上產生的<u>問題</u>有哪些？又應有何種<u>改進措施</u>？(25分)</p> <p>4. 知識管理的主要目標乃在分享與創造知識，以使組織之運作更加活化。知識管理的理念近年在企業界推行頗有成效，但在教育組織中卻相形失色。試說明其<u>原因</u>何在？並分析學校在實務上有那些推行知識管理的<u>策略與作法</u>。(25分)</p>					
備註	試題隨卷繳交				

考試科目	教育學	所別	1631 教育行政與政策研	考試時間	3月6日(7)第4節
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- 一、「教育」(education)與「訓練」(training) 概念不同，試列表比較分析，並就當前臺灣中小學教育的實施情形，各舉一例說明何者為「教育」？何者為「訓練」？(25分)
- 二、教育之推展，有賴行政(administration)、政策(policy)與策略(strategy)之運用，試先要述三者之涵義，並舉一教育實例說明三者的關係與運用。(25分)
- 三、教育部將於今(99)年 8 月底辦理第八次全國教育會議，試擬一重要教育議題，就「現況說明」、「問題分析」與「發展策略」，分別說明之。(25分)
- 四、歐美先進國家推展優質學校(quality school)行之有年，成效斐然，臺灣也不遑多讓。就校園環境而言，優質校園營造 2010 年的新指標，論者分為安全健康(包括安全校園、健康校園)、人文藝術(包括人文校園、藝術校園)、自然科技(包括自然校園、科技校園)、學習資源(包括學習校園、生活校園)等四項。優質校園營造如何為之？試擇一項新指標，舉例說明之。(25分)