

考試科目	專業英文	所別	教政所 1631	考試時間	3月19日 星期二	第二節
<p>Question 1 (25 pts)</p> <p>Five questions are presented concerning the information in the passages below. Each of these questions is followed by four choices. Please decide which <u>single</u> choice best answers the question, and write it down on your answer sheet.</p> <p>Policy changes in education typically alter at least of the following features of the system: __ (1) __, unit cost, and the extent of public subsidization of the costs. Even when the changes are implemented at only one level of education, their effects may spill over to other levels. For example, raising fees in lower secondary education may reduce enrollments at this level, thereby reducing the pool of potential candidates for the next level. Primary school enrollments also may drop if parents __ (2) __ consideration the availability of subsidized places in lower secondary education when making decisions to enroll a child in primary school. When policy changes favor particular population groups, they also modify the __ (3) __ of the student population. __ (4) __, therefore, policy changes in education almost always affect the __ (5) __ of public spending on education (<i>Excerpted from A. Mingat & J. Tan's Tools for Education Policy Analysis, p.152</i>).</p> <ol style="list-style-type: none"> (A) currency rates (B) return rates (C) enrollments rates (D) exchange rates (A) take into (B) run into (C) fall into (D) jump into (A) compression (B) composition (C) comprehension (D) compulsion (A) In comparison with (B) In all (C) In that (D) In general (A) contribution (B) distribution (C) consternation (D) dissimulation 						
備	考	試題隨卷繳交				
命題委員：		76	(簽章)	年	月	日

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考試科目	專業英文	所別	教政所 1631	考試時間	3月19日 星期日	第 節
<p>Question 2 (25 pts)</p> <p>Please translate the following English paragraph to Chinese.</p> <p>In assessing the impact of a policy change on equity, we can focus only on the impact at the level of education immediately affected by the change, or broaden the perspective to consider also the global impact for the whole education system. The latter treatment is more appropriate in view of the fact that all education systems operate under budget constraints, which implies that tradeoffs exist in the allocation of subsidies across levels of education. For example, using public subsidies to expand access to upper secondary education may improve equity at this level of education. But the policy may worsen equity for the system as a whole if the expansion in access is achieved at the cost of reducing access to primary education, a decline in subsidies per student at this level, or a combination of both effects</p> <p>(Excerpted from A. Mingat & J. Tan's <i>Tools for Education Policy Analysis</i>, p.152).</p> <p>Question 3 (50 pts)</p> <p>(1) Please state the main idea in the essay below.</p> <p>(2) How would you, as educational leader, play the transformational leadership role?</p> <p>"Transformational Leadership," as described by Leithwood, "is a form of consensual or facilitative power that is manifested through other people instead of over other people. "It is composed of the following three elements: (1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and empowerment; and (3) an understanding of change, including how to encourage change in others. Important skills necessary for transformational leaders are the abilities to see the complete picture, to concentrate on continuing school improvement, to foster a sense of ownership within the school community, and to create and work in teams. Hoerr reveals that implementing the team approach is not an easy task. It requires more time, a redefinition of roles, and a shift in accountability since everyone plays an active part in deciding solution. Scholtes offers several guidelines for consideration in creating teams. The more complex an issue is, the more it will require several members or subgroups to divide it into workable components. Various disciplines and areas of expertise can be represented by different individuals. In addition, a group can better sustain the changes produced by a task requiring prolonged efforts. Poplin summarizes future effective leadership by writing, "While our new role of administrator/ servant places leaders at both the top and bottom of the hierarchy, administrator of the future who can tolerate the ambiguity of the role will spark the change that can only happen inside institutions where everyone is growing." (Excerpted from P. E. Snowden & R. A. Gorton's <i>School Leadership and Administration</i>, p. 73)</p>						
備	考	試題隨卷繳交				
命題委員：		77	(簽章)	年	月	日

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考試科目	教育研究法	所別	教育行政與政策所 1631	考試時間	3月18日 星期六	第 3 節
國立政治大學圖書館						
<p>壹、解釋名詞 (20%)</p> <p>一、statistical regression 二、construct validity 三、action research 四、interval scale</p> <p>貳、閱讀所附期刊文章摘要後，請回答下列問題：</p> <p>一、試訂定本研究論文之標題(Title)。5% 二、本研究論文涵蓋哪些變數？並說明其間的關係。10% 三、試說明本研究的主要發現為何？15%</p> <p>Abstract Purpose – Organizational citizenship behavior (OCB) has received much attention in the past decade as scholars have recognized its significant impact on the success of organizations. The current study seeks to enrich our understanding of citizenship behavior in the school setting by identifying the main factors that may enhance this behavior among teachers. Design/methodology/approach – Specifically, the paper examines the direct effect of teachers' participation in decision making (PDM) on their OCB, and the impact of teacher empowerment, as a mediating variable, on this relationship. Data were collected from 983 teachers in 25 junior and 27 senior high schools in Israel. Findings – Hierarchical regression analyses revealed that teacher empowerment played an important role in mediating the relationship between teachers' PDM and OCB. Involvement in decision-making processes induces teachers to take on new roles and have a more direct impact on school life, which in turn might lead them to invest extra efforts in achieving school objectives. Principals and school administrators should acknowledge the importance of empowerment to teachers, and involve teachers in decision making within the managerial arena too. Originality/value – The results of the study contribute to our understanding of the way PDM and OCB interact in schools, and the importance of teachers' sense of empowerment in explaining this relationship. Future research should further investigate the organizational citizenship within schools as little research has been conducted to date.</p>						
備考	試題隨卷繳交					
命題委員：	： 73 (簽章)					

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考試科目	教育研究法	所別	教育行政與政策所	考試時間	3月18日 星期六 第3節
<p>參、台灣少子化的人口結構趨勢，被總統府列為國家安全隱憂，教育部長杜正勝特別指示部內開始專案研究，推測十年到十五年後演變的社會環境，研擬出因應少子化效應的教育政策白皮書，請就該研究主題撰擬一份具體的研究計畫。40%</p> <p>肆、請依據各子題提供的元素，根據 APA 第五版寫作格式寫出參考書目。10%</p> <p>作者 Vandenberg, G., Knapp, S., & Doe, J. 文章篇名 Role of reference elements in the selection of resources by psychology undergraduates 期刊 Journal of Bibliographic Research 期數 5 頁數 117-123 資料引用來源網址 http://jbr.org/articles.html 期刊出版年 2001 資料取得時間 October 13, 2001</p>					
備考	試題隨卷繳交				
命題委員：	： 74 (簽章)				

國立政治大學圖書館

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考試科目	教育行政	所別	教育行政與政策研究所 1631	考試時間	3月18日 星期六 第四節
<p>國立政治大學圖書館</p> <ol style="list-style-type: none"> 1. 理性決策理論為Herbert Simon 所提出。主張決策本身係具備有邏輯條理的理性活動，各個步驟均應理性且有次序的執行。其理論對一般組織（如商業機構）之運作影響甚大，然在教育組織如學校中，產生之結果與成效卻是褒貶互見。試以教育行政的觀點，分析學校決策若採用理性決策模式，其可能效果不彰的原因何在？又應如何加以修正作為？（25分） 2. 學校組織文化對於團體成員之作為與績效，有其一定之影響力。其形成具有不同之階層，試加以敘述說明有哪些階層。並請以「推行教師評鑑」為例，分析校長應如何去重塑該校之組織文化，以減輕教授之抵制而使政策順利進行。（25分） 3. 自一九九四年推行教育改革以來，「廣設大學」以舒緩升學壓力已成既定政策。實行以來，社會批評聲浪不斷，其中又以大學生素質日益低落為最嚴重。試以教育行政的觀點，分析造成此種後果的癥結何在？未來又應如何因應？試說明你的策略。（25分） 4. 依據教師法的規定，教師應「從事與教學有關之進修」，然而實施至今，效果並未突顯，除了對己身頗有助益的學位課程（如在職碩士班），教師進修意願並不強烈。試以教育行政的觀點，敘述其原因何在？未來又應如何變革以符所需？（25分） 					
備考	試題隨卷繳交				
命題委員：	： 75 (簽章) 年 月 日				

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考試科目	學校經營管理	所別	教育行政與政策研究所	考試時間	3月19日 星期日	第三節
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- 一、學校經營是一門很複雜的學問，不論是學校本位經營或學校創意經營，皆需以學校願景為導向，以辦學理念為依歸，結合行政、課程、教學和空間，融合學校行政、教師(會)、家長會和班聯會，運用校內外各項人力資源和經費，隨著時間的發展逐步形成組織文化，並創立學校特色和建構學校歷史。二十一世紀，教育面臨許多更嚴峻的挑戰，您認為一所新世紀優質學校的經營，應有何理念和策略？試舉例說明之。(25分)
- 二、學校與社區公共關係之推展，對學校發展至為重要。一般而言，學校行政者在社區中常打交道的單位，包括：(1)家長會，(2)學校義工，(3)校友會，(4)社區教育團體，(5)政治團體。其面對之道為何？試說明之。(25分)
- 三、近幾年國民中小學校務評鑑積極推展，試就學理敘述學校評鑑的要義，並就實務說明其運用策略。(25分)
- 四、學校建築是學校經營與管理的重要事項，試先要述學校建築規畫(the school building planning)的意義，並擇二項您認為最重要的學校建築規畫原則並舉例說明之。(25分)

備 考 試 題 隨 卷 繳 交

命 題 委 員： 78 (簽章)

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