

考試科目	英文	所別	教育研究所	考試時間	月 日 上午第
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1. 請將下列英文譯成中文： (25%)

Academics have traditionally had a high degree of autonomy, particularly in their classrooms and research, and only minimal accountability. While most academics are only dimly aware of it, the thrust toward accountability has begun to affect their professional lives. It is likely that this trend will intensify. Institutions, often impelled in the case of public universities by state budget offices, require an increasingly large amount of data concerning faculty work, research productivity, the expenditure of funds for ancillary support, and other aspects of academic life. What is more, criteria for student-faculty ratios, levels of financial support for different types of postsecondary education and for productivity of academic staff have been established. The new sources of data permit fiscal authorities to monitor closely how institutions meet established criteria and adjustments in financial allocations are then quickly implemented. Most of these aspects of accountability are only indirectly perceived by most academics, but they nonetheless have a considerable impact on the operation of universities and colleges, since resources are allocated on the basis of formulas that are measured through the new means of accountability.

2. 請將下列中文釋以英文： (25%)

最後，「可行模式分析」乙文針對可能試辦之模式進行分析與評估，提出了「管理合約」、「民間承包」、「BOT」與「特許學校」四個方案，並以「目標達成」、「法令修改」、「人員衝擊」、「經費負擔」、「經營績效」、「風險程度」、「接納程度」、「民意支持」、「民間參與」與「時代脈動」等十大變項作為模式評估之指標，評估結果並以特許學校可行性最高，依次為管理合約；至於新設學校，亦適合採 BOT 模式。「可行模式分析」乙文結論進一步指出，公辦民營的確是一種冒險，但是值得嘗試。

綜合評論「可行模式分析」乙文，不只文辭暢達、結構謹嚴，而且立論精闢，頗富學術與應用之價值。惟教育制度的改變影響深遠，圍研廣議、多方諮詢與周延評估不可或缺。以下試針對本文主題聊綴數點心得就教方家，或可提供作為未來研究與討論之參考：

二、 Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case (25分, 請注意是擇一)

1. Given the facts that in a random group of pupils who are entering the first grade, two percent will be below the mental ability of the average 4-year-old, two percent will be above the mental ability of the average 8-year-old, and there will be a four-year range in intelligence if the extremes are disregarded, it is safe to assume which of the following for curriculum purposes?
- (A) Variations in the levels of intelligence of the pupils will be reduced by the time they reach the sixth grade.
 (B) The degree of self-confidence of the pupils will be approximately equivalent to their level of mental development.
 (C) The range of mental ages of the pupils will have increased by the time they reach age 12.
 (D) Differences in reading ability of the pupils from the first grade to the sixth grade will vary less than differences in intelligence.
 (E) The variations in achievement revealed by the pupils will be due to differences in their socio-economic backgrounds.
2. According to Kohlberg's theory of moral education, which of the following is considered crucial in moral development?
- (A) Cognitive conflict
 (B) Positive reinforcement
 (C) Interpersonal trust
 (D) Unilateral respect
 (E) Reflection without conflict
3. Which of the following is most compatible with the instrumental or pragmatic conception of educational values?
- (A) There can be no appreciation of a thing apart from experiencing the thing and its meaning.
 (B) There is no difference between saying one likes something and that one values it.
 (C) Human beings do not create values but rather discover preexisting values.
 (D) Education is a process of realizing values already inherent in reality.
 (E) Imagined ideals can never be experienced.
4. A psychology of learning is one of the components considered in curricular development. In one school, several questions were raised during a meeting concerned with educational objectives. Which of the following questions could be most appropriately answered by a clearly formulated psychology of learning?
- (A) Should there be a different education for different groups in society?
 (B) What is the dropout rate of students admitted to the program?
 (C) To what extent are alumni now using the behaviors taught them in the program?
 (D) Can generalized behaviors be taught?
 (E) Do the behaviors proposed coincide with our view of the nature of human beings?
5. "The successful teacher is one who works with, rather than against, the classroom group." This statement most justifiably suggests that the successful teacher must
- (A) manipulate the classroom group by subtle means
 (B) maximize her or his role as leader and authority
 (C) consistently adopt the values held by the classroom group
 (D) understand the social organization that exists within the classroom
 (E) work to strengthen the existing social patterns of the classroom group

三、 Please translate the following paragraph to Chinese (25 points)

Our tendency to take immaturity as mere lack, and growth as something which fills up the gap between the immature and the mature is due to regarding childhood comparatively, instead of intrinsically. We treat it simply as a privation because we are measuring it by adulthood as a fixed standard. The fixed attention upon what the child has not, and will not have till he becomes a man. This comparative standpoint is legitimate enough for some purposes, but if we make it final, the question arises whether we are not guilty of an overweening presumption. Children, if they could express themselves articulately and sincerely, would tell a different tale; and there is excellent adult authority for the conviction that for certain moral and intellectual

考試科目	教育哲學組	所別	教育研究所	考試時間	六月廿三日 上午九時 - 十二時
	教育學(1)		博士班		星期二

一、試比較理想主義與實驗主義對心物關係之見解及影響其對教學方法之主張，並評論其得失。 25%

二、試解釋下列各名詞並指明出自何哲學派別或哲學家： 25%

- (一) 我思故我在
- (二) 存在先於本質
- (三) 經驗改造
- (四) 符合真理
- (五) 不具內容的思維是空虛的，不具概念的直觀是盲目的

三、柏拉圖(Plato)巨著「共和國」(The Republic)一書中有名的「洞穴寓言」(Cave allegory)對於西方哲學思想有深遠的影響，請試分析其內容及其隱含的教育哲學問題，並加以評論。(25%)

四、請以「主體性」、「知識」、「道德」及「教育」四個問題為焦點，比較分析「現代主義」(Modernism)與「後現代主義」(Postmodernism)之立場差異，並加以評論。(25%)

考試科目

教育學(二) 別

考試時間

星期 月 日 上午 下午 第 節

一、中央政討的教育政策經常發生「人在政在，人去政息」或「朝令夕改」的現象。試申述：(一)其所以致此的原因和(二)有效克服之道。(25%)

二、試對近幾年來國內所推展的「高中及大學多元入學方案」之主要內涵及其所衍生之重大問題加以評析。(20%)

三、行政院教育委員會對台灣教育改革的理念和目標有那些，試分述之。你個人對這些理念和目標的看法怎樣？(25%)

四、教育部以「邁向終身學習社會」為題，發表白皮書，包括理念、目標、建理以及以項行動方案，請就此詳加說明，同時，你對此白皮書的看法如何？(25%)

考試科目	教育學(三)	所別	教育	考試時間	6月23日(1)下午第1 星期
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- 一、請在閱讀下列文章段落之後，完成兩件事：(一)請猜測該文的作者是誰，若猜不出其作者的名字，請猜測其所屬的學派；(二)請精確摘述該文的大意，但文辭必須中文化，不要逐字翻譯。
(16分)

We may make an event contingent upon the behaviour without identifying or being able to identify, a prior stimulus. We did not alter the environments of the pigeon to elicit the upward movement of the head. It is probably impossible to show that any single stimulus invariably precedes this movement. Behaviour of this sort may come under the control of stimuli but the relation is not one of elicitation. The term 'response' is, therefore, not wholly appropriate but is so well established that we shall use it in the following discussion.

A response which has already occurred cannot, of course, be predicted or controlled. We can only predict that similar responses will occur in the future. The unit of a predictive science is, therefore, not a response but a class of responses. The word 'operant' will be used to describe that class. The term emphasises the fact that the behaviour operates upon the environment to generate consequences. The consequences define the properties with respect to which the responses are called similar.

- 二、請在閱讀下列文章段落之後，完成兩件事：(一)請猜測該文的作者是誰，若猜不出其作者的名字，請猜測其所屬的學派；(二)請精確摘述該文的大意，但文辭必須中文化，不要逐字翻譯。
(17分)

Suppose I investigate two children upon entrance into school, both of whom are twelve years old chronologically and eight years old in terms of mental development. Can I say that they are the same age mentally? Of course. What does this mean? It means that they can independently deal with tasks up to the degree of difficulty that has

been standardized for the eight-year-old level. If I stop at this point, people would imagine that the subsequent course of development and of school learning of these children will be the same, because it depends on their intellect. . . . Now imagine that I do not terminate my study at this point, but only begin it. . . . Suppose I show . . . [these children] have various ways of dealing with a task . . . that the children solve the problem with my assistance. Under these circumstances it turns out that the first child can deal with problems up to a twelve-year-old's level. The second up to a nine-year-old's. Now are these children mentally the same?

When it was first shown that the capability of children with equal levels of mental development to learn under a teacher's guidance varied to a high degree, it became apparent that those children were not mentally the same and that the subsequent course of their learning would obviously be different. This difference between twelve and eight, or between nine and eight, is what we call the zone of proximal development.

- 三、請在閱讀下列文章段落之後，完成兩件事：（一）請猜測該文的作者是誰，若猜不出其作者的名字，請猜測其所屬的學派；（二）請精確摘述該文的大意，但文辭必須中文化，不要逐字翻譯。（17分）

If intelligence is adaptation, it is desirable before anything else to define the latter. Now, to avoid the difficulties of teleological language, adaptation must be described as an equilibrium between the action of the organism on the environment and vice versa. Taking the term in its broadest sense, "assimilation" may be used to describe the action of the organism on surrounding objects, in so far as this action depends on previous behaviour involving the same or similar objects. In fact every relation between a living being and its environment has this particular characteristic: the former, instead of submitting passively to the latter, modifies it by imposing on it a certain structure of its own. It is in this way that, physiologically, the organism absorbs substances and changes them into something compatible with its own substance. Now, psychologically, the same is true, except that the modifications with which it is then concerned are no longer of a physico-chemical order, but entirely functional, and are determined by movement, perception or the interplay of real or potential actions (conceptual operations, etc.). Mental assimilation is thus the incorporation of objects into patterns of behaviour, these patterns being none other than the whole gamut of actions capable of active repetition.

- 四.近年來，青少年犯罪的類別及數量逐年遞增，面對此現象，許多人針對學校輔導工作的推行成效，大加批評。試問事情果真是如此嗎？政府投下大筆經費於輔導工作六年計畫及現行之青少年輔導計畫，難道真的都沒有成效嗎？試提出五項最具代表性的成因，深入剖析當前學校輔導工作無法落實的最大瓶頸之所在，並依此提出積極解決之道。（25分）

- 五.多項研究發現，教師對學生的情緒教育與知性教育佔有同等重要的地位。若因自己的不在意，忽視了此主題。在不覺中會做出傷害學生的行為。試自 Lazarus 的情緒理論，Ellis 的情緒理論，Becker 的情緒理論，Adler 的情緒理論，及柯式習慣情緒理論，說明教師激起情緒反應的背後成因。並據

考試科目	教育研究法(-)	所別	教育	考試時間	6月23日(1)午第2 星期
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一、請比較「哲學研究(精神、導向、方法)」與「歷史研究(精神、導向、方法)」之間的異同，並舉例說明哲學研究的結果與歷史研究的結果如何互動？ (25分)

二、假設你對台灣的學校教育進行一個初步的觀察之後發現下列現象：學生的成績的個別差異似乎隨著年級的增高而逐漸擴大。請問：針對此一現象，下列五種不同的派典(paradigms)將分別提出哪些不同的研究問題及其配合的研究方法？(一)實證主義；(二)結構功能論；(三)衝突論；(四)符號互動論；(五)俗民誌方法論。 (25分)

三、請分析比較「哲學詮釋學」(philosophical Hermeneutics)、「批判詮釋學」(critical Hermeneutics)、「解構詮釋學」(deconstructive Hermeneutics)三者之方法論主要歧異論點，並推論其對教育學方法之影響(implications)。 (25%)

四、您認為「方法論的多元主義」是否意謂「方法的無政府主義」(Anything goes!)？在此一議題下，教育哲學領域的研究又如何論證(justify)其研究方法的正當性(認知意義與價值意義)？ (25%)

考試科目	教育研究法(二)	所別	教研所教行組	考試時間	星期	月	日	上午	第	頁
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- 一. 批判典範(critical paradigm)應用於教育行政相關研究中，其所關注的焦點為何，所採用的主要方法又為何。(25分)

二. 中央日報記者楊永妙十月三十一日報導：美國在臺協會文化組組長唐占晞昨日表示，針對小留學生滯美就讀公立中小學」問題，美國會最近通過一項法案，將對外國籍、就讀美國公立中小學學生收取學費，中央研究院院長李遠哲認為，此舉將使我國籍的小留學生人數減少。

唐占晞指出，「小留學生」已經對美國造成了嚴重的問題，這項新法案，針對所有就讀於小學、初中、高中的外籍小留學生，採取收學費的措施。他表示，目前尚未收到美國政府的正式公文，但俟該法令正式發布，就會立即實施。

相關人士指出，我國留美學生年齡呈下降的趨勢，加上以觀光名義赴美就讀的小留學生，「年輕」、「多金」就成為小留學生的特色。但這些「未成年」的小留學生，往往因缺乏父母照顧，間接形成美國社會中的問題，讓美國政府頭痛不已，「以價制量」的措施，其實只是美國政府針對小留學生問題採取的對策之一。

- 試以方法論的觀點，說明持開放系統理論與持封閉系統理論的學者在研究上述案例時，在假設與實施上有何差異？(25分)

- 三. 請舉例說明實證研究中，有哪些可能的研究問題應被判為「不可為的」(undoable)？又，面對「不可為的」研究問題時，研究者的態度應該如何調整？30%

- (四. 請說明「理論觸覺」(theoretical sensitivity)在計質與計量研究(qualitative and quantitative studies)上的重要性。20%

考試科目	教育研究法(三)	所別	教育系	考試時間	月 日 星期	上午第 下午第
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作答說明：全部作答，不必抄題。

- 一、在典型相關分析裡，何謂重疊指數(redundancy index)？(10分)
- 二、在多變量變異數分析裡， Λ 值的分子與分母為何？(10分)
- 三、在因素分析裡，因素負荷量、共同性、特徵值互相間的關係為何？(10分)
- 四、請用下列符號繪出線性結構關係模式(LISREL)圖：(20分)
 η 、 ξ 、 δ_1 、 ϵ_1 、 γ 、 λ_{x1} 、 Y_1 、
 Y_2 、 λ_{x2} 、 λ_{y1} 、 λ_{y2} 、 δ_2 、 ϵ_2 、 X_1 、 X_2
- 五、在單因子的條件下，區別分析與多變量變異數分析之間有何關聯？請說明之。(10分)
- 六、何謂特徵方程式(characteristic equation)？它在整個多變量分析統計學中所扮演的角色為何？請說明之。(20分)
- 七、已知有37名受試者在5個變項上的變異數共變數矩陣如下列S矩陣所示，請問：其中第二個和第五個變項間的相關係數為何？第三個和第四個變項間的相關係數為何？請計算之。(20分)

$$S = \begin{matrix} & \begin{matrix} x1 & x2 & x3 & x4 & x5 \end{matrix} \\ \begin{bmatrix} 36 & 24 & 21 & 27 & 36 \\ 24 & 25 & 21 & 18 & 12 \\ 21 & 21 & 49 & 63 & 42 \\ 27 & 18 & 63 & 81 & 54 \\ 36 & 12 & 42 & 54 & 144 \end{bmatrix} \end{matrix}$$