

考試科目

教育學(一)

系所  
組別

教育學系

考試時間

6月27日(上) 星期五

下午第一節

國立政治大學圖書館

一、請分析下列一段文本之內容代表何種當代教育哲學思潮？並請討論此段議題 (issue) 所牽涉之教育哲學相關問題。

【Subjectivity, on the other hand, suggests an individual presence without essence. It underscores the contingency of identity and the facts that individuals consist of a decentered flux of subject positions, highly dependent upon discourse, social structure, repetition, memory and affective investment to maintain a sense of coherence in a world of constant change.】(McLaren & Gironx, 1997) (本題 20%)

二、請分析下列一段文本之內容代表何種當代教育哲學思潮？並請討論此段文本內容所牽涉之教育哲學相關問題。

【Imagination is what, above all, makes empathy possible.... imagination is the one (cognitive capacity) that permits us to give credence to alternative realities....Our imagination helps us wide awake and aware, intensifying our realizations and reminding us that what we know is provisional and temporary. ...All we can do, I believe, is cultivate multiple ways of seeing and multiple dialogues in a world where nothing stays the same.】(Greene, 1995) (本題 20%)

三、牟宗三曾以「自覺」及「感通」詮釋孔子「仁」之意涵，請您「接著說」此一詮釋之「現代 vs. 後現代」教育哲學意義。(本題 20%)

四、請闡述您對「Autopoiesis」與「Self-organization」二詞之理解。(本題 20%)

五、我國高中多元入學方案本意在促進國中教育之正常化，減輕學生之升學壓力，但最近學生之反映，顯示事實似乎背道而馳！請根據您對我國整體教育生態之理解，分析其可能緣由。(本題 20%)

考試科目	教育研究法(-)	系組	所別	教育	考試時間	6月27日(四) 星期 下	午第 2 節
------	----------	----	----	----	------	---------------	--------

- 一、請說明在教育領域中的研究，如何同時超越主觀主義 (subjectivism) 與客觀主義 (objectivism) ? (25%)
- 二、請說明分析、詮釋與批判三者在教育研究當中所扮演的角色。(25%)
- 三、質性研究可用的資料/資訊有那些？當一個研究者想用質性研究方法瞭解現象時，可以用那些方法蒐集這些不同的資料/資訊？ 25%
- 四、一個質性研究者進入研究場域進行研究前，應該有何種準備？ 25%

考試科目	教育研究法(二)	系組	所別	教育所	考試時間	月	星期
------	----------	----	----	-----	------	---	----

1. 面對激烈的升學競爭，教育主管當局推出「多元入學方案」的構想，其目標在降低升學壓力與學校選才多元化。試以一位教育行政研究者的身份，說明將採用何種研究方法與步驟，以檢驗多元入學方案的可行性與是否達成其既定目標。(25%)
2. 學者 Scheurich(1994)強調後現代主義(postmodernism)，認為教育行政領域並無主流理論產生之可能，研究者僅需敘述所觀察的現象，不需耗費時間去發展主流理論。針對此種主張，部分學者如 Evers 與 Lakomski(1996)批評其為無政府狀態，即使做了研究也等於白做。試從方法論的觀點，分析雙方主張的合理性，並說明其理由為何。(25%)
3. 研究者在研究過程中，有時必須使用共變數分析(covariate analysis)進行檢驗，試說明其使用之理由與時機為何？並說明共變數分析之基本步驟為何（不必列出詳細統計過程）。(25%)
4. 近年來教育行政研究中，個案研究法已漸受重視。試說明其優缺點為何？你認為何種教育行政研究，最適合使用個案研究法，理由為何？(25%)

一、試述我國師資培訓政策之走向，並予以行政歷程之理念評述之。  
(25分)

二、行政院長改教育首經提示許多教育改革之方向，然而這些那些教育事項他並沒有提到，可否列表一二，折衷說明其改革之必要性和策略。  
(25分)

三、二〇〇〇年，是時間的大關口，馬上邁向二十一世紀和第三千禧年，面對急速變遷的社會和全球化的世界，您認為新世紀的學校應展現何種新風貌？試從學生學習、教師教學和學校環境申述之。  
。25%

四、民國八十四年教師法通過後，我國的中、小學教師聘任制度，實施至今有何缺失？試以英國的教師聘任制度，說明有何值得借鏡之處？25%

一、就教育的相關領域，論述「多元入學方案」的優劣得失。(12分)

二、試述「青少年時期是人生的最風期」的真與偽，並證明其在教育實踐的意義。(13分)

三、名詞解釋：(25%)

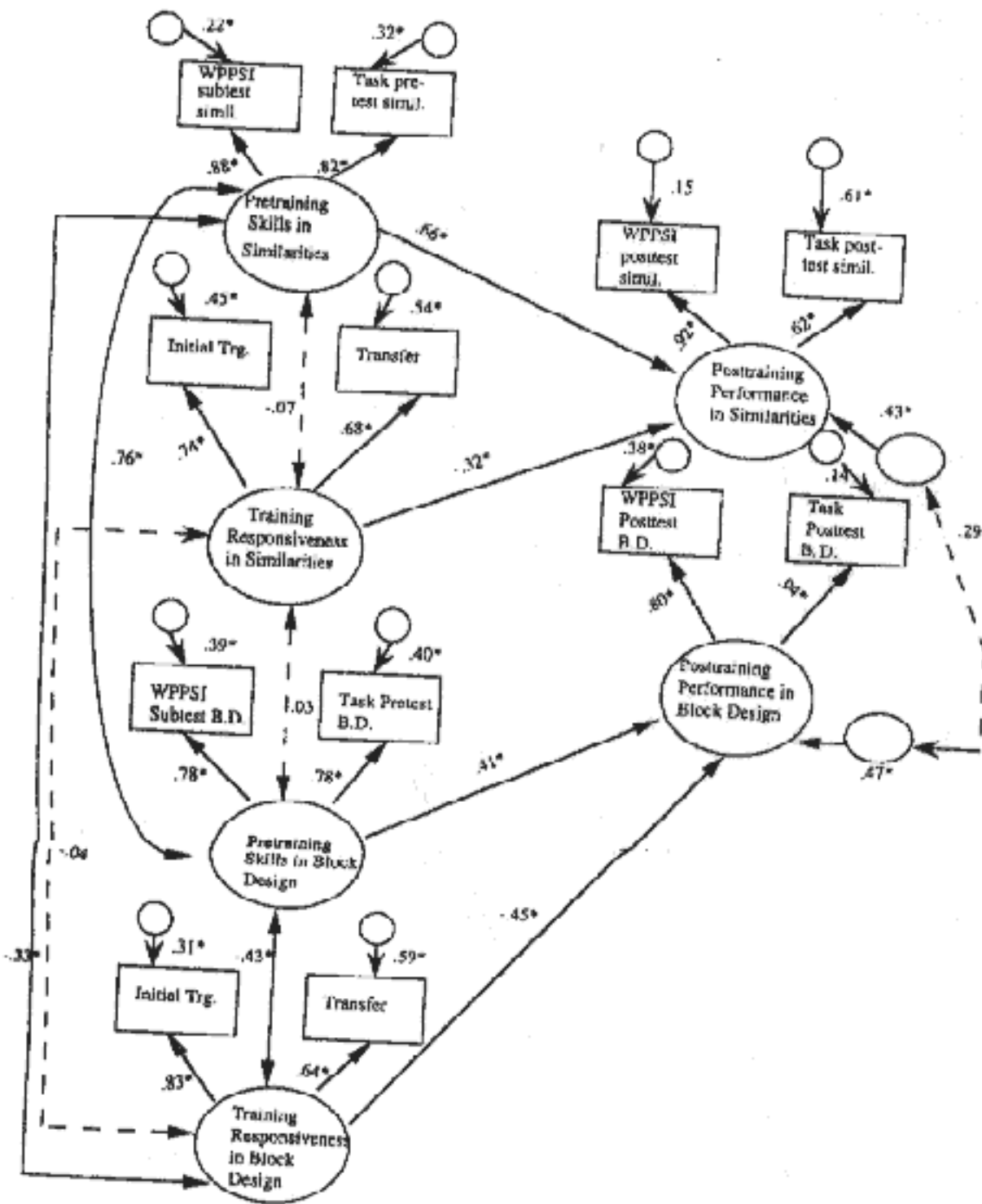
- (一) 學習者中心之心理學原則 (learner-centered psychological principles)
- (二) 自我調節學習 (self-regulated learning)
- (三) 合作學習 (cooperative learning)
- (四) 鷹架 (scaffolding)
- (五) 檔案評量 (portfolio assessment)

四、校園中，人際關係困擾雖經輔導人員以 RT 或 REBT 的諮商技巧予以協助，唯在遇到個人十分在乎議題的關鍵點，常又拉回到原點。關於此，主張 TA 療法的學者認為那是因為未自個案的 Racket system 作切入的緣故。試問何謂一個人的 Racket system？它是如何形成的？會對個人人際關係帶來何種的影響？若要修正此 Racket system，所應掌握的原則為何，試說明之。(25分)

五、多元入學方案的推行，係為了減輕學生的升學壓力，沒想到卻遭受到社會各界的批評，試問到底此方案的實施，會對學生的身心發展與成長，帶來哪些壓力或不便？未來，為了營造一個有益於學生快樂成長與學習的環境，若將此方案與教、訓、輔三合一整合實驗方案所強調之初級、次級及第三級預防相結合，

考卷隨答單紙一起交

國立政治大學圖書館



請根據上圖回答下列各題 (25分)

1. 為何有些用橢圓形有些用長方形? 各有何特性?

2. 請用該種模式所慣用的符號寫在各變項與各參數之旁

3. 一般用來檢定該種模式適合度的是什麼指標, 舉出三種最常用, 其臨界值如何

Predictor	$\beta^a$	$\beta^b$	$R^2$	$\Delta R^2$
Avoidance of help seeking				
Step 1: Achievement goals and perceptions of competence			.39***	
Task-focused goals	-.30***	-.12		
Extrinsic goals	.24***	.16*		
Relative ability goals	.14*	.07		
Social competence	-.05	.03		
Cognitive competence	-.20**	-.13*	.49***	.10***
Step 2: Attitudes toward help seeking		-.24**		
Benefits		.19**		
Threat from peers		.16*		
Threat from teachers				
Adaptive help seeking				
Step 1: Achievement goals and perceptions of competence			.44***	
Task-focused goals	.59***	.39***		
Extrinsic goals	-.04	-.01		
Relative ability goals	.01	.01		
Social competence	-.01	-.05		
Cognitive competence	.05	.02	.48***	.04***
Step 2: Attitudes toward help seeking		.31***		
Benefits		-.04		
Threat from peers		.00		
Threat from teachers				

請根據上表回答下列各題。(15分)

- 第一方程與第二方程各叫什麼模式
  - 在第一方程中 task-focused goals 及 relative ability goals 其係數有星號，在第二方程中沒有星號，請試著說出可能原因。
  - $R^2$  代表什麼意思，单独的 R 是怎麼求出的，如果有  $R^2$ ，那是代表什麼意思，標準化的  $\beta$  及未標準化的  $\beta$  各有何特性？
- 三、根據 APA (American Psychological Association) 的 publication manual，引用別人的圖或表，如何在圖或表下註明出處？(10分)

- 四、**問題情境**：有一位糊塗的研究人員接受政大教育研究所的委託進行研究，但是他沒有事先評閱文獻即進行隨機資料的蒐集，結果已蒐集到  $N$  位受試者各有  $P$  個變項資料（亦即這是一個  $N \times P$  的長方形矩陣資料）。已知政大教育研究所的委託研究問題是：企圖發展一套量化的決策模式，以便錄取最具學術發展潛力的學生成為博士班研究生。
- 請問**：在已知條件的限制下，你會建議該研究員採用何種統計方法，來分析上述已蒐集到的資料？你所建議的資料分析程序為何？試說明之。（ $>5$ 分）

- 2、試比較調查研究法（survey method）中，採用郵寄問卷（mail survey）、打電話（telephone survey）、和網路調查（internet survey）等方式之優缺點為何？在考量這些方式的優缺點後，假如前一題研究問題改由委託你來進行，你會傾向使用何種方式（限郵寄、電話、網路三種方式選一種來作答）來進行調查，以蒐集到能夠滿足你研究需求的資料？你的理由是甚麼？試說明之。（ $>5$ 分）



一. Each of the questions below is followed by five suggested answers, select the one that is best in each case. (25 points)

1. Students often want to provide input and have some control over curricular planning and implementation. The students' stress on involvement in curricular decision-making is likely to be most indicative of

- (A) a wish to limit the role of the school
- (B) a need to help control their own destiny
- (C) a lack of belief in the educational system
- (D) a desire to return to a simpler social order
- (E) an increased interest in the economics of education

2. Which of the following is most consistent with the goals of multicultural education?

- (A) The promotion of an interdisciplinary approach to the social sciences
- (B) The study of discrimination against minority groups
- (C) The development of awareness and appreciation of the diversity among people
- (D) The endorsement of the melting-pot concept of the United States
- (E) The enforcement of desegregation policies in the schools

3. In experimental research it is usually necessary to define such constructs as intelligence in terms of scores on a particular test. Analogous to such operationalism of variables is the recommendation that curriculum developers and instructional planners should

- (A) sequence topics logically
- (B) emphasize the higher cognitive operations
- (C) provide a variety of learning activities
- (D) state objectives in behavioral terms
- (E) set educational goals in a democratic manner

4. A research finding indicated a correlation coefficient of .94 between an intelligence test and a creativity test. Which of the following statements provides the most accurate interpretation of this finding?

- (A) Intelligence and creativity are synonymous.
- (B) The two tests were probably measuring the same thing.
- (C) Intelligence cannot be used to predict scores on the creativity test.
- (D) A high degree of intelligence is necessary in order for one to be creative.
- (E) The creativity test is unreliable.

5. According to the views of most humanistic psychologists, the process of evaluating student progress should be

- (A) completely done away with in the schools
- (B) done very carefully by the teacher so as to avoid arousing undue anxiety
- (C) carried on with each student individually
- (D) introduced only after the person is mature enough to be able to understand what is happening
- (E) begun early and then abandoned as soon as the child has mastered the basic tools of learning

二. Please translate the following English paragraph to Chinese. (25 points)

The literature strongly suggests that the educational administrator is responsible for school policy, curricula, and program. Furthermore, the administrator is involved in crisis resolution, maintains the status quo, and assumes a reactive rather than proactive stance with respect to educational innovations. In short, the primary role of the school administrator is seen as calming the waters within the institution and among individuals. Perhaps it is these tasks that led Sergiovanni to conclude that educational administrators may, in fact, not be leaders at all; they essentially carry out the ideas of leaders. This view creates added conflict in defining administrators and leaders. For the purposes of leadership training in education, however, there is general agreement that such programs are designed to produce leaders, not administrators.

Educational administrators today are, for the most part, trained for their eventual leadership positions. Educational leaders attend colleges of education and typically receive their specialized or advanced training in departments of educational administration. Students attending these institutions learn about theories of administration, school structure, policy formation, government involvement, legal jurisdiction, and analyze the required skills for dealing with personnel. The qualities and characteristics associated with good leaders are also evaluated and reviewed, but the student experiences these qualities in a theoretical and objective manner.

三. Please translate the following passage into English: (25分)

面向二十一世紀，知識已成為現代經濟的主要資源，也是維持國家競爭力的主要基礎，能夠掌握並運用先進的知識與技術，便能擁有強大的競爭力，為此各國政府莫不積極進行教改，以因應銳不可擋的世界潮流。在「知識經濟」的世紀，大學除了扮演知識的傳授、創新與運用的角色，培養知識人才；同時也應從全方位培養知識人才，使其兼具人文知識與科技知識，以避免知識偏枯所帶來的嚴重困境。且因大學教育已經由精英教育發展為大眾教育，甚至普及教育，由階段性教育發展至終身教育，大學不僅成為創新知識與發展新技術的重要場所，並與產業的競爭力、經濟的發展、社會的進步息息相關。

四. Please translate the following passage into Chinese: (25分)

Ten key characteristics of charismatic leaders:

1. *Self-confidence.* They have complete confidence in their judgment and ability.
2. *A vision.* This is an idealized goal that proposes a future better than the status quo. The greater the disparity between this idealized goal and the status quo, the more likely that followers will attribute extraordinary vision to the leader.
3. *Ability to articulate the vision.* They are able to clarify and state the vision in terms that are understandable to others. This articulation demonstrates an understanding of the followers' needs and, hence, acts as a motivating force.
4. *Strong convictions about the vision.* Charismatic leaders are perceived as being strongly committed, and willing to take on high personal risk, incur high costs, and engage in self-sacrifice to achieve their vision.
5. *Behavior that is out of the ordinary.* Those with charisma engage in behavior that is perceived as being novel, unconventional, and counter to norms. When successful, these behaviors evoke surprise and admiration in followers.
6. *Perceived as being a change agent.* Charismatic leaders are perceived as agents of radical change rather than as caretakers of the status quo.
7. *Environment sensitivity.* These leaders are able to make realistic assessments of the environmental constraints and resources needed to bring about change.