

考試科目	教育學(一)	所別	教育學系	考試時間	5月25日(上)午第一節 星期六 下
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一、請詮釋下列一段英文文意主旨，並以個人見解推論作者哲學論證的可能脈絡：

[Yes, one tendency in education today is to shape malleable young people to serve the needs of technology and the postindustrial society. However, there is another tendency that has to do with the growth of persons, with the education of persons to become different, to find their voices, and to play participatory and articulate parts in a community in the making. Encounters with the arts and activities in the domains of art can nurture the growth of persons who will reach out to one another as they seek clearings in their experience and try to be more ardently in the world. If the significance of arts for growth and inventiveness and problem solving is recognized at last, a desperate stasis may be overcome and hopes may be raised, the hope of felt possibility.]

二、試解釋下段英文文意主旨，並引申評論其對教育哲學之涵義：

[Hermeneutics is the claim that all forms of modernity are superficial, and that if one digs deeply enough to get the heart of the matter one discovers that immediacy and totality are equally chimerical. We are at home, or, to be more precise, we are always at home (never without Gadamerian prejudices, a world or lifeworld of established meanings and facts), but every home is provisional and penultimate (never beyond Derridean difference), Our existence is necessary nomadic.]

三、知識經濟時代大學「通識教育」應有何特殊理論基礎之考量與建構？試闡述之。

四、近來我國教育高唱「生命教育」，請嘗試以東方與西方的哲學關鍵概念 (key concept) 為生命教育理論基礎說個道理。

※以上四題各佔 25%

考試科目	教育學(二)	所別	教研所	考試時間	月	日	上	午	第	節
					星期		下			

- 一、領導理論自 1920 年代之後，在教育領域之應用上，權變論與轉型領導的理念開始興起，並產生顯著之影響。試以 Fiedler (費德勒) 的權變論主張與 Bass (貝斯) 所倡行的轉型領導為主，分析兩者之基本主張有何差異。做為一位校長，實務上應用權變論與轉型領導上又有何不同作法？(25 分)
- 二、二十一世紀，世界之經濟發展已進入知識經濟 (knowledge-based economy) 的時代。試以教育行政的觀念，分析知識經濟之理念對教育發展之影響為何？實務上，知識經濟的訴求是否能在教育實施中得以伸展，請敘述你的看法與理由。(25 分)
- 三、多元入學制度已在高中與大學中實施。其間各方褒貶不一，甚而有要求回歸傳統聯考之議。試以批判典範的觀點，分析多元入學制度的利弊得失，及其對未來教育發展的影響。(25 分)
- 四、立法院近年來修定「國民教育法」、「高級中學法」等教育相關法令，將以往官派的校長遴選，改為組成遴選委員會遴選之制度。試以學校權力結構與行政運作之觀點，分析此舉所造成的影響何在？新制度下所產生之校長，其行政角色又有何改變。(25 分)

考試科目	教育學(三)	所別	教育	考試時間	5月25日(一) 星期	下午第 / 節
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(一律依序橫寫，請勿掉換題目順序。)

一、在你的生命史當中，你覺得最能展現自己創造力的一件作品是什麼？這件作品必須屬於教育領域，最好是和教育心理學領域或輔導學領域相關，但可以是理論或實務，也可以是具體的或抽象的。所以，這件作品可能是一篇論文、一個觀念、一個發現、一個教案、一個教學策略、一種教具、或一段個案輔導的過程與結果，等等。請說明這件作品的創意所在及其價值所在。

(25%)

二、如果從建構論 (constructivism) 的觀點出發來看待各大派別輔導理論，你認為哪一個派別最符合建構論的觀點？為什麼？你可以從它的人性觀、知識論、輔導歷程等各方面來分析，並對它提出改進的建議。

(25%)

三、下面這一段話摘自 Kohn (1993, p.785)：

All of this means that getting children to think about learning as a way to receive a sticker, a gold star, or a grade -- or even worse, to get money or a toy for a grade, which amounts to an extrinsic motivator for an extrinsic motivator -- is likely to turn learning from an end into a means. Learning becomes something that must be gotten through in order to receive the reward. Take the depressingly pervasive program by which children receive certificates for pizzas when they have read a certain number of books. John Nicholls of the University of Illinois comments, only half in jest, that the likely consequence of this program is "a lot of fat kids who don't like to read."

請問你是否同意這一段話的論點？如果同意，請提供它的理論基礎與證據；如果不同意，請提供相反論點並說明該相反論點的理論基礎與證據。

(25%)

四、下面這一段話摘自 Woolfolk (1998, p.342)：

In order to benefit from a discovery situation, students must have basic knowledge about the problem and must know how to apply problem-solving strategies. Without this knowledge and skill, they will flounder and grow frustrated. Instead of learning from the materials, they may simply play with them. The brightest students may make some discoveries, while the others lose interest or just wait passively for someone else to complete the project. Instead of benefiting from a teacher's organized explanation, these "nondiscovering" students may get an inadequate explanation from a fellow student who can't quite communicate his or her discoveries. Everyone may grow frustrated as the teacher seems to withhold the solutions and explanations needed.

請問你是否同意這一段話的論點？如果同意，請提供它的理論基礎與證據；如果不同意，請提供相反論點並說明該相反論點的理論基礎與證據。

(25%)

考試科目	教育學(四)
所別	教育系
考試時間	5月25日(五) 下午第一節

- 一、請闡述資訊訊息之觀念 (Information - Processing Perspectives) 對幼教課程中教學之啓示。 25%
- 二、請敘述並評析之臺灣幼兒教育課程發展史。 25%
- 三、請論述學校社群本位之課程與教學之改革間之關聯性。 25%
- 四、試論影响幼兒教育政策之生態因素，請以臺灣為例論述之。 25%

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試題隨卷繳交

考試科目	教育研究法(一)	所別	教育	考試時間	5月25日上午第2節 星期六 (下)
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一、試由批判主義的觀點討論教育研究的意義與方法。(50%)

二、台北市邊緣有一個人口約八千人的平價住宅區，其中的住戶絕大部分是乏人關切的低收入戶。妳/你身爲一個住在鄰近地區的知識份子，很想爲該社區做點什麼事，但一時自己也不太確定能做什麼事。處在這樣的情境裡，妳/你可以如何進行一個研究以便瞭解社區居民的需求？請詳述研究目的與研究設計，並特別說明如此設計背後的理論理由。(50%)

考試科目	教育研究法	所別	教育學系(教行政組)	考試時間	5月25日 星期六	下午第二節
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- 一、臺灣地區教育行政研究仍以邏輯實證論為主要典範，其主要研究方法為何？試依國內相關研究說明之。另對臺灣地區未來教育行政研究，您有何建議？試述之。25%
- 二、在教育行政研究方法論中，非線性系統理論 (non-linear system theory) 是1990年代以來興起的新典範，試就其基本主張及對研究者的重要啓示說明之。25%
- 三、試以「校長領導」為議題，分別以質的研究和量的研究，各訂一個研究題目，並說明其研究方法。25%
- 四、何謂後設(或統合)分析(meta-analysis)? 試就所知在教育行政或相關研究範疇中擇一分析案例說明之。25%

考試科目	教育研究法(三)	所別	教育學	考試時間	5月25日上午第2節 星期六(下)
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作答說明：一律作答，不必抄題。

一、試比較探索性因素分析 (exploratory factor analysis) 和驗證性因素分析 (confirmatory factor analysis) 在研究目的、適用對象、基本假設、參數估計、和統計套裝程式使用方面之異同點？(共25分)

二、在九年一貫課程的教學評量中，檔案評量 (portfolio assessment，或譯成「卷宗評量」) 觀念的提出是一項很重大的革新。請問：什麼是檔案評量？它與學校過去所慣用的評量方法相比較，有何不同或特色之處？如果您想要探究其實施成效，您會使用何種研究方法來驗證其成效？請說明您的看法。(共15分)

三、教育學要能比照物理學、化學、或生物學等自然科學一樣成為一門科學 (science)，採用實證研究方法來沈澱大量的教育實驗研究結果的知識，可能是促使教育學邁向科學之路的肇始。因此，近二十多年來，開始有教育學者提出「整合分析」 (meta-analysis，或譯成「後設分析」) 的方法學，以用來建立教育學門的知識體，使之漸漸成為一門科學。請問：何謂「整合分析」？其核心概念為「效果量」 (effect size)，它的內涵又是什麼？假設某位研究者從網路中蒐集到五個教育實驗的研究結果，研究主題均是「網路成癮對學業成就之影響」，採實驗研究法來進行，分實驗組 (成癮者) 與控制組 (非成癮者) 兩組來進行，獲致下列五次結果的平均數與標準差如下：

實驗組		控制組	
M=12	SD=4	M=10	SD=8
M=18	SD=6	M=15	SD=6
M=16	SD=5	M=10	SD=6
M=15	SD=6	M=12	SD=6
M=20	SD=8	M=16	SD=8

註：M為平均數，SD為標準差

請問：該研究者根據蒐集到的資料所計算出的平均效果量是多少？您如何解釋此數據的涵義？(共40分)

四、單一樣本 (single subject sample) 與大樣本 (large sample) 所適用的研究方法有何異同之處？請從研究的適用時機、研究設計、待答問題、統計分析方法、和工具使用等方面來比較之。(共20分)

考試科目	教育研究法(四)	所別	教育	考試時間	5月25日上午 星期六 (下) 第2節
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考試科目：教育研究法（四） 所別：教育系（幼教組）

- 一、 假設你正在進行一項變異數分析，並發現變數 A、變數 B，以及互動項(interaction of A and B)都顯著。請根據你的研究經驗或引用文獻或自行推理，(1) 假設相關變數的名稱，(2) 圖示這個變異數分析的結果，並 (3) 進行解釋。(25分)
- 二、 有人說：「Intelligence, aptitude, and personality test scores are, basically and strictly speaking, ordinal.」(1) 你認為此一說法是否正確？為什麼？(2) 這個說法是否會為研究者帶來困擾？為什麼？(25分)
- 三、 試(1) 列點比較質性研究法與量性研究法的差異，並(2) 指出整合這兩種研究法的可能作法。(25分)
- 四、 實地觀察法是幼教研究常用的資料蒐集方法之一。試以科學研究的觀點，列點說明研究者進行實地行為觀察時，必須特別留意的事項。(25分)



考試科目	專業英文	所別	教研所	考試時間	5月25日上午第3節 星期六(下)
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**Question 1 (25 points)**

*After the following passage, five questions are presented concerning the information in the passage. Each of these questions is followed by four choices. Decide which single choice best answers the question, and write it down on the answer sheet.*

Since the publication of Charles Darwin's *The Origin of the Species*, evolution from one species to another, called speciation, has been generally thought of as a gradual accumulation of small changes, conceived as a long line of forms an animal passes through as it evolves from species A to species B. Though the fossil record does not depict such gradual speciation, Darwin and most paleobiologists attributed this to the incompleteness of the fossil record. Recent theories about speciation, however, are revising this view.

Ernst Mayr popularized the idea of allopatric evolution, literally "evolution in another place." He maintained that most speciation occurs in small populations of animals geographically isolated for any number of reasons (the formation of islands and mountains, etc.) In a small population, favorable genes can be more quickly spread and selected for under the model of natural selection. More recently, in the 1970s, Stephen Jay Gould and Niles Eldredge formulated the theory of "punctuated equilibrium," which maintains that, in accordance with the allopatric model of evolution, new species are formed rapidly on a geologic time scale (thousands of years). They contend that in most cases, after a new species has formed, it remains in that form for a long period of time (a few million years). Thus, as Gould illustrates, the history of life forms is more accurately characterized as a staircase than a continuous incline, with short periods of speciation interrupting longer periods of stasis. While this theory preserves the idea of slowness of evolution with respect to our lifetimes (changes in even an isolated population would not be noticeable in a single generation), it argues that speciation occurs suddenly on the geologic time scale. Most importantly, this model helps explain why the fossil record does not show gradual evolution from one species to the next.

- (1) What is the author's main purpose in the passage?
- (A) to disprove Darwin's theory of Natural Selection
- (B) to explain current theories of speciation
- (C) to discuss the history of evolutionary thought
- (D) to discuss the history of life forms
- (2) What does the term "allopatric" mean?
- (A) geographical
- (B) popular
- (C) small populations
- (D) displaced

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- (3) According to the passage, what is the main advantage of the punctuated equilibrium model?
- (A) It takes advantage of the allotropic model.  
 (B) It challenges the theory of natural selection.  
 (C) It explains why evolution is not noticeable within our lifetimes.  
 (D) It is consistent with the fossil record.
- (4) According to the theory of punctuated equilibrium, how long does it generally take for a species to evolve into a different one?
- (A) millions of years  
 (B) thousands of years  
 (C) hundreds of years  
 (D) a single generation
- (5) Why does Gould characterize the history of life forms as a staircase?
- (A) through time, life forms become more complex and better adapted to the environment  
 (B) a staircase well represents the discontinuity of geographic isolation  
 (C) a staircase represents the relative abruptness of speciation events  
 (D) a staircase represents the gaps in the fossil record

### Question 2 (25 points)

*Please translate the following English paragraph into Chinese.*

Respect the child. Be not too much his parents. Trespass not on his solitude. But I hear the outcry which replies to this suggestion: Would you verily throw up the reins of public and private discipline; would you leave the young child to the mad career of his own passions and whimsies, and call the anarchy a respect for the child's nature? I answer,-- Respect the child, respect him to the end, but also respect yourself. The two points in a boy's training are, to keep his nature and train off all but that; to keep his nature, but stop off his uproar, fooling, and horseplay; keep his nature and arm it with knowledge in the very direction in which it points.

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**Question 3 (25 points)**

*Please read the following two questions carefully. After reading, answer the questions on the answer sheet separately given either in English or in Chinese. You are asked to (1) briefly state the main concepts delivered in the questions, (2) respond to the questions and make comments. However, you should **NOT** in any case try to translate the English questions into Chinese to make your answer. Neither should you copy the questions onto the answer sheet. In either case you get no credit for your answer. Your in-depth knowledge and skills in performance a critical analysis of the aspects of educational issues stated in the question will determine your score.*

The language of emotion provides clues about the emotional life of a culture. Consider, for example, comparisons often made between the United States and Japan. In America, parents teach their children to be independent, self-reliant, and assertive. But in Japan, children are raised to fit into the community because “the nail that stands out gets pounded down.” These cultures foster different conceptions of the individual in relation to others. In the United States—and many other Western countries, too—people have an independent view of themselves as distinct, autonomous, and self-contained. In much of Asia, Africa, and Latin America, however, people hold a collective or interdependent view of themselves as part of a larger group in which social connections are more important than individual self-expression. These different outlooks are evident in the language of emotion. So, while Americans are quick to express jealousy, anger, pride, and other “ego-focused” emotions, non-Westerners are more likely to feel sympathy, shame, respect, and embarrassment—“other-focused” emotions that promote interpersonal harmony rather than conflict. Also, there are some striking cultural differences in the display rules that determine when it is appropriate for people to express their feelings. The release of anger sparked by insult, jealousy, frustration, or a physical attack is a prime example. People all over the world exhibit similar patterns of autonomic arousal, but cultures teach us whether to manage that arousal by exploding it by suppressing our rage. In Japan, an angry outburst is seen as a shameful loss of control, so it is better to publicly “grin and bear it”. Yet among the Yanomamo Indians of the Amazon jungle, loud public displays of anger are common. Indeed, Yanomamo who are angry will often scream at the top of their lungs and launch into a barrage of personal insults: “you bucktooth!”

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**Question 4 (25 points)**

Based on a study of several hundred teachers who teach in multiracial and multilingual schools, the portrait of "star" urban teachers revealed a host of behaviors and attitudes that dismiss what many educators say makes master or effective teachers. Star teachers develop an ideology—that is, a pervasive way of believing and acting. These teachers do not use theory to guide their practice; they do not refer to the axioms or principles of Piaget, Skinner, or the like. Star teachers do not consider the research on teacher effectiveness or school effectiveness. They are generally oblivious to and unconcerned with how researchers or experts in various subjects organize the contents in their disciplines. Rather, they have internalized their own view of teaching, their own organization of subject matter, and their own practices through experience and self-discovery. Their behaviors and methods are not forms of knowledge learned in university courses. Almost everything star teachers do that they regard as important which is something they believe they learned on the job after they started teaching. Star teachers reflect on what they are doing in the classroom, why they are doing it, and the best way to do it. These teachers are also guided by the expectations that inner city and poor children can learn, think, and reflect. They appear to be mavericks and confident in the way they organize and operate their own classroom. They are sensitive to their students and teach in ways that make sense to their students, not necessarily according to what researchers or administrators and colleagues have to say about teaching. These teachers seem to be driven by their own convictions of what is right and not by how others interpret the teacher's role or teacher's pedagogy.