

考試科目	教育學(-)	所別	教育系(教育哲學組)	考試時間	5月24日 星期六	第一節
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- 一、請從教育學（特別是教育哲學）的觀點論述大學通識教育（general education）的價值、應有的內涵、課程的結構、及教學的特性。(25%)
- 二、請從教育學（特別是教育哲學）的觀點分析台灣地區近一、二十年來有關教育改革的論戰。(25%)
- 三、請說明知識（knowledge）的本質及認識（knowing）的歷程，並據此論述知識教育的必要原則。(25%)
- 四、請說明道德（morality）的本質及倫理（ethic）的特性，並據此論述道德教育的目標、原則與策略。(25%)

備 考 試 題 隨 卷 繳 交

命 題 委 員： (簽章) 年 月 日

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考試科目	教育研究法(一)	所別	教育哲學組	考試時間	5月24日 星期六	第 二 節
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1. 請就「經驗主義」(Empiricism)、「理性主義」(Rationalism)與「康德哲學」(Kant)，分別敘述其知識論的基本主張，如：「何謂知識？」、「知識起源」與「如何獲得客觀知識？」等問題。(30%)
2. 狄爾泰(Wilhelm Dilthey)在其《精神科學引論》(*Einleitung in die Geisteswissenschaften*)一書中特別指出「精神科學」(Geisteswissenschaften)與「理解」(Verstehen)的概念，藉以區分自然與人文學科的不同，請就研究方法論與詮釋學的觀點論述狄爾泰的基本主張。(30%)
3. 請列舉相關例子說明為何教育議題的研究需要質性研究？並請分析質性研究應用於教育可能的限制。(40%)



備 考試 題 隨 卷 繳 交

命 題 委 員 : \_\_\_\_\_ (簽章) 年 月 日

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考試科目	英文	所別	教育系	考試時間	5月24日 星期六	第三節
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Please answer the following questions in English according to the essay. Thank you.

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**“Education minister has homework to do”**

After many twists and turns and endless rounds of speculation, a new candidate was named the next minister of education. With reaction from all sides ranging from shock to delight, it appears that there will be no honeymoon period for the new minister. After May 20, he will need to quickly roll up his sleeves and get right to work. In light of the past 10 years of chaos in education reform and the anxieties this has produced, any new initiatives must take into consideration cultural traditions while excluding ideology. There needs to be a return to standards based on the fundamentals of education. The professionalism of front-line educators must be respected and more emphasis needs to be placed on communicating with parents and the public.

When setting education policy, several factors must be thoroughly analyzed, including the social trends of birthrate decline and a graying population, the increasing number of children born to foreign spouses, the more than 1.2 million children being raised by grandparents and the gradual development of an M-shaped society.

With these in mind, on behalf of parents and education workers, I call for the following actions to be taken:

First, there needs to be a comprehensive review of the reform problems of the past 10 years. A few days ago president-elect Ma restated the commitments he made in his education policy white paper. Therefore, once the minister assumes office, he should establish an “education reform review committee” as soon as possible. The General Report on Education Reform released by the Cabinet’s Committee on Education Reform in 1996 should be reviewed along with each reform measure in order to understand the results and problems of implementation. The more controversial education policies from recent years should be comprehensively reviewed and resolved at once instead of just making minor tweaks.

For example, issues in urgent need of attention include problems with the 2009 high

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school curriculum and the 2006 provisional curriculum, the controversy over multiple or single textbook versions for a single curriculum guideline, the requirement that elementary school students learn Chinese, English and a mother tongue language, and the confusion over different Romanization methods

Other issues that need attention are questions over the fairness and effectiveness of diversified enrollment schemes, the distortion of high school enrollment patterns caused by the junior high school Basic Competency Test's threshold, adjusting the way in which junior high classes are composed either according to standard distribution or by student ability, the proliferation of high schools and universities in spite of a declining birth rate, the compression of vocational education and the weakening of the acquisition of practical skills, adjusting and implementing a practical plan for 12-year compulsory education, determining education budget allocation between the central and local governments and its practical effectiveness, and maintaining positive relations with local education bureaus within their legal and management structures.

Another question is whether the positive aspects of the original teacher training system should be reinstated instead of completely converting into a regular college just for the sake of "transformation." Also, there is an overemphasis on the Science Citation Index, the Social Science Citation Index and the Engineering Village index when writing theses, leading to the neglect of the pursuit of true educational excellence.

Second, a standing "education development committee" should be created. The Committee on Education Reform established in 1994 under Executive Yuan was only temporary. Its creation did not come about through the legislative process and it possessed authority without accountability. There was no way for the committee to plan and supervise policy.

I think we should follow Japan's Central Council for Education model and establish a standing committee by an act of legislature in which members would have term limits. The committee would be able to supervise policy execution and any subsequent revisions in order to ensure the attainment of education vision and goals.

Third, Ministry of Education officials should govern according to the law. In light of the controversial personality characteristics and governing style of the current minister, the public hopes that his successor will use people that are talented, possess

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integrity and, more importantly, are more professional than political.

Besides strengthening personal cultivation in the humanities, sciences and modern corporate leadership skills, the next minister of education must also have a global outlook, show greater concern for problems faced by disadvantaged groups and junior high and elementary schools, and have a firm grasp of the existing local educational environment.

He must also strictly uphold educational neutrality and govern according to the law, respecting the opinions of his subordinates and having the wisdom to employ the right people for the job as opposed to just bringing in his own people.

Besides being able to withstand insults and high stress, the minister should also ideally have a sense of humor and a happy disposition. This will ensure there will be more laughter and less mudslinging in Taiwanese education.

備 考 試 題 隨 卷 繳 交

命 題 委 員 : \_\_\_\_\_ (簽章) \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

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考試科目	教育學(=)	所別	教育學系 (教育行政組)	考試時間	5月24日 第一節 星期六
<p>一、面對臺灣少子化問題、高等教育大眾化和頂尖大學的發展，請以中等教育為範疇，分析中等學校未來的競合關係、學生的升學競爭、教育經費的挹注和義務教育的延伸等等，是否會產生結構性的改變，其因應之道為何？試申述之。(25分)</p> <p>二、高中職多元入學自八十六學年度實施迄今已屆十年，每年皆有變動，最近「一綱一本」和「一綱多本」問題，又成為臺北市教育局與教育部對壘衝突的重大議題。試說明北北基三縣市實施「一綱一本」的可能影響，並就此一教育政策衝突提出解決之道。(25分)</p> <p>三、近幾年，「學校創新經營」(school innovation management)的理念蔚為風潮，試以國立政大附中、宜蘭縣人文國民中小學、臺北縣深坑國小為例(或另擇他校)，從師資遴聘、課程設計、教學方法和空間規畫等方面，比較分析三校的學校創新經營特色。(25分)</p> <p>四、環境心理學(environmental psychology)的研究興起於1950年代，到1970年代達到高峰，其重要概念：密度(density)、擁擠(crowding)、個人空間(personal space)、領域(territoriality)和私密性(privacy)，對學校建築規畫有重要之影響。試要述環境心理學的定義和重要概念，再就環境心理學在學校建築規畫的實際作法(包括整體環境規畫和細部情境設計)加以說明之。(25分)</p>					
備考	試題隨卷繳交				
命題委員：				(簽章)	年 月 日

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考試科目	教育研究法(二)	所別	教育系(教育行政組)	考試時間	5月24日 星期六	第二節
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1. 質化與量化導向的研究方法在教育行政領域中，均被廣泛採用。試以「偏遠地區學校應否廢校合併」為議題，分析若單獨採用質化或量化的研究法，將各會產生何種利弊得失。(25分)
2. 自1950年代之「理論運動」後，邏輯實證論即成為教育行政方法論中之顯學達數十年之久。試就教育之領域，敘述並分析其在方法論上之主張為何？(25分)
3. 近年來大學學雜費多有調升，反對者認為這將危害清寒學生的受教權，贊成者則主張天下沒有白吃的午餐。為研究此一教育行政議題，試以批判典範(critical paradigm)之教育行政研究導向，設計一份研究計畫大綱。(25分)
4. 建構效度 (construct validity) 對於量化問卷極為重要，係指問卷能測量理論的概念或特質之程度而言。試依其特性，說明檢測建構效度之方法有哪些？(25分)

備 考 試 題 隨 卷 繳 交

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備 考 試 題 隨 卷 繳 交

命 題 委 員 : ( 簽 章 ) 年 月 日

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考試科目	教育學(三)	所別	教育系 (教育心理與輔導組)	考試時間	5月24日 星期六	第一節
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1. 在現今教育環境詭譎多變的情況下，不論是學生家長、學校或社會大眾對稱職教師的認定有著令人相當沉重的負擔，試問若想持以正向的態度因應此教育制度的變革，教師要積極增長那些知能以扮演好經師與人師的角色？25%
2. 研究發現為預防青少年的外在行為問題如攻擊或非行行為等或內在情緒困擾如憂鬱等，自我調節 (self-regulation) 能力的強度具有關鍵的作用，試問為提昇此種能力，教師在課堂中可以採用那些策略？請詳細說明之。25%
3. 多年來中輟生輔導，一直是全國各縣市教育局及各國、高中職學校輔導工作推行的重點項目之一，就數據來說實施成效似有提昇，但若由輔導現場深入瞭解，不論輔導方案如何變革，實施瓶頸仍未見顯著的突破，試問為何會如此？若想有所改善應自何處切入才是？試說明之。25%
4. 為避免懲罰對學生身心發展的傷害，部令各級學校教師積極推行正向管教，試問要實行此種作法可能面臨的困境有那些？若想落實所應掌握的突破之道？試詳細說明之。25%

備 考 試 題 隨 卷 繳 交

命 題 委 員 : \_\_\_\_\_ (簽章) \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

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考試科目	教育研究法(三)	所別	教育(教育心理學) (輔導組)	考試時間	5月24日 星期六	第 2 節
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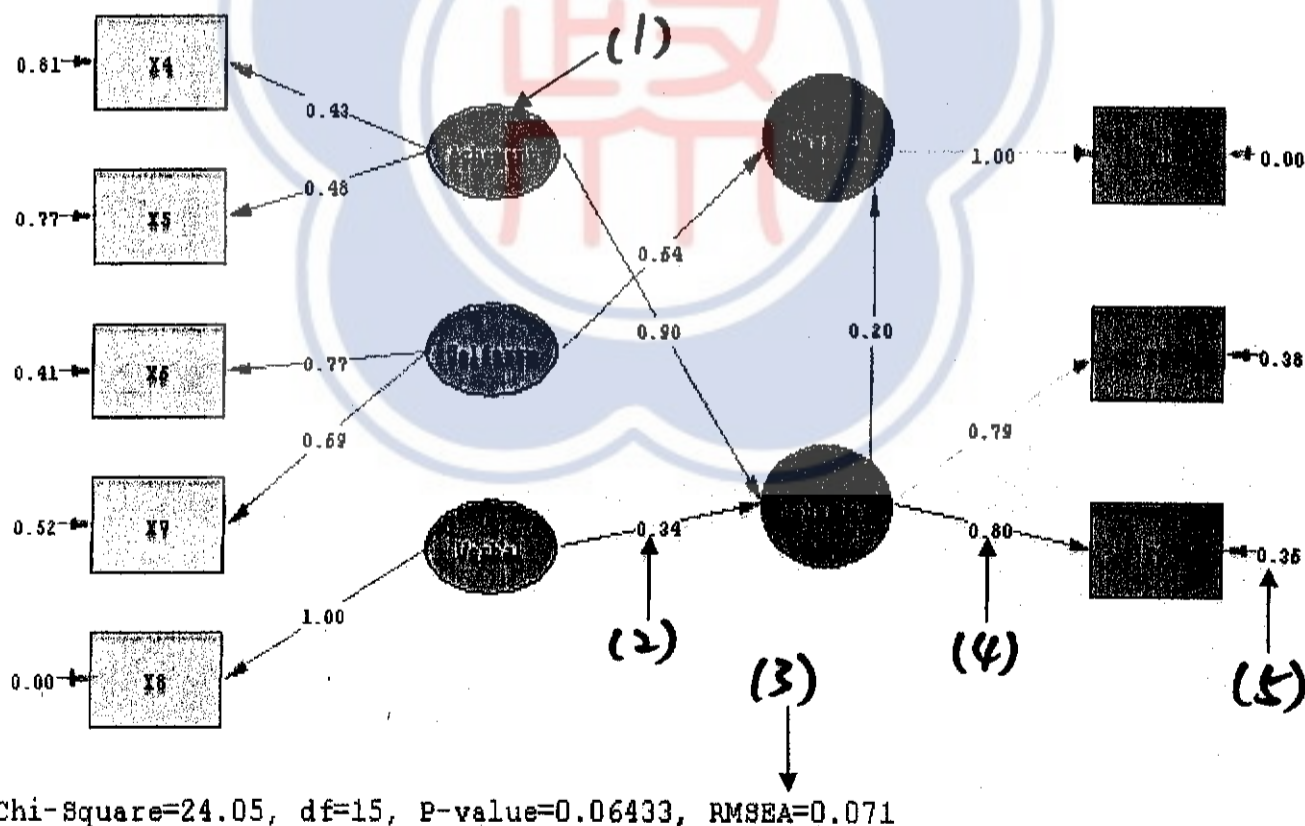
作答說明：一律作答，不必抄題，每大題 25 分。

一、教育部宣稱：當前的國中基本學力測驗一年舉行兩次，無論學生選考哪一次的考試分數，都可以作為採計升學高中職的依據。您認為這種作法公平嗎？為什麼？(25分)

二、在 SPSS 統計套裝程式中，為何區別分析 (discriminant analysis) 會成為典型相關分析 (canonical correlation analysis) 的一種特例，請說明其中的理由？(25分)

三、整合分析 (meta analysis) 是一種社會科學的研究方法。請評述：(1) 何謂整合分析？(2) 它的適用條件為何？(3) 這種研究方法有何優缺點？(25分)

四、請根據下列的路徑關係圖報表，說明各編號的名稱內容，並嘗試解釋這個報表的結果：(25分)



備 考 試 題 隨 卷 繳 交

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school curriculum and the 2006 provisional curriculum, the controversy over multiple or single textbook versions for a single curriculum guideline, the requirement that elementary school students learn Chinese, English and a mother tongue language, and the confusion over different Romanization methods

Other issues that need attention are questions over the fairness and effectiveness of diversified enrollment schemes, the distortion of high school enrollment patterns caused by the junior high school Basic Competency Test's threshold, adjusting the way in which junior high classes are composed either according to standard distribution or by student ability, the proliferation of high schools and universities in spite of a declining birth rate, the compression of vocational education and the weakening of the acquisition of practical skills, adjusting and implementing a practical plan for 12-year compulsory education, determining education budget allocation between the central and local governments and its practical effectiveness, and maintaining positive relations with local education bureaus within their legal and management structures.

Another question is whether the positive aspects of the original teacher training system should be reinstated instead of completely converting into a regular college just for the sake of "transformation." Also, there is an overemphasis on the Science Citation Index, the Social Science Citation Index and the Engineering Village index when writing theses, leading to the neglect of the pursuit of true educational excellence.

Second, a standing "education development committee" should be created. The Committee on Education Reform established in 1994 under Executive Yuan was only temporary. Its creation did not come about through the legislative process and it possessed authority without accountability. There was no way for the committee to plan and supervise policy.

I think we should follow Japan's Central Council for Education model and establish a standing committee by an act of legislature in which members would have term limits. The committee would be able to supervise policy execution and any subsequent revisions in order to ensure the attainment of education vision and goals.

Third, Ministry of Education officials should govern according to the law. In light of the controversial personality characteristics and governing style of the current minister, the public hopes that his successor will use people that are talented, possess

考試科目	英文	所別	教育系	考試時間	5月24日 星期六	第三節
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integrity and, more importantly, are more professional than political.

Besides strengthening personal cultivation in the humanities, sciences and modern corporate leadership skills, the next minister of education must also have a global outlook, show greater concern for problems faced by disadvantaged groups and junior high and elementary schools, and have a firm grasp of the existing local educational environment.

He must also strictly uphold educational neutrality and govern according to the law, respecting the opinions of his subordinates and having the wisdom to employ the right people for the job as opposed to just bringing in his own people.

Besides being able to withstand insults and high stress, the minister should also ideally have a sense of humor and a happy disposition. This will ensure there will be more laughter and less mudslinging in Taiwanese education.

備 考 試 題 隨 卷 繳 交

命 題 委 員 : ( 簽 章 ) 年 月 日

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