

考試科目	教育研究法(一)	所別	教育學系 (教育行政組)	考試時間	5月9日(大)第2節
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- 一、近年來台灣地區正面臨著出生人口逐年減少之問題，就教育層面而言，因少子化衍生學校規模過小的問題，將導致教育投資使用效益偏低，進而產生教育資源浪費的情形。學校應講求最適經營規模的發展，依據合適的經營規模觀點對校數進行調整，以期更加符合經濟效益，有效統整教育資源，降低政府財政的浪費。請針對此以議題設計研究架構並說明其統計方法。30%
- 二、請閱讀以下期刊部分全文節錄，並簡要說明該篇有關真誠領導研究的目的、研究方法與研究發現。20%

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Authentic leadership in English education: what do college teachers tell us?

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510

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Abstract

Purpose – The purpose of this paper is to report on an investigation into the perceived prevalence of authentic leadership behaviours in Sixth Form College (SFC) Principals. This research compares four different models of institutional leadership and considers which are viewed by teachers as the more common in daily practice. In doing so, the research will also touch upon the relevance of values in contemporary educational leadership.

Design/methodology/approach – The research methodology adopted a mixed methods approach that elicited the views of teachers using a structured questionnaire approach together with co-constructed conversations with participants. The research involved 53 teachers from five SFCs spread across England.

Findings – The findings generated from this research exercise suggest that college Principals exhibit transactional behaviours far more often than those actions associated with either transformational, distributed or authentic leadership models. This outcome may be explained in terms of the pressures acting on SFCs in an increasingly competitive and uneven education market. In short, Principals act pragmatically and instrumentally to achieve their short-term goals.

Originality/value – This work follows on from previous research into servant leadership in the SFC sector. This is a sector of the English education system that attracts little coverage in the academic literature as research tends to be undertaken in the much larger schools or General Further Education sectors. Given this context, the paper represents an useful starting point for further research.

Keywords Authentic leadership, Sixth Form College, Principal behaviours

Paper type Research paper

備註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。
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考試科目	教育研究法(一)	所別	教育學系 (教育行政組)	考試時間	5月9日(六)第2節
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Methodology

The research methodology adopted a mixed methods approach that combined quantitative and qualitative tools. The process of generating research data was complicated by the fact that the researcher worked at a SFC in a middle management role. As a consequence, assurances of confidentiality and non-disclosure of participation were deemed obligatory in order to obtain data. Although there may be certain advantages in being a researcher-practitioner in terms of ease of access to the research environment, such a position carries attendant obligations in terms of protecting participants. The sample was based on a form of opportunistic sampling, whereby 53 teachers from five SFCs were approached and invited to participate. In order to reduce regional disparities, teachers from two SFCs in the North of England and three from the South were invited to participate in the research. Importantly, it should be noted that the research took place during a period of strained relations between the teaching profession and Government with changes to teachers' pensions and conditions of service being implemented. In short, morale within the sector was not high and this contextual point should be taken in to account when discussion of leadership and management is undertaken as institutional leaders are often viewed as the harbingers of change and unwelcome news.

The research was divided into two stages. The first stage involved a questionnaire that was sub-divided and sought to address the research questions: "which model of

leadership is closest to the style of the principal?" and "what is the purpose of leadership?" Within the first part of the questionnaire, 12 statements were offered, three for each model of leadership. These statements included prompts such as: "inspires, enthuses and motivates me to get the job done", which could be associated with transformational models of leadership, "organises this institution along functional lines rather than personality-based lines" which we could link to distributed forms of leadership, and "is the key authority figure" which would relate to transactional leadership and "acts openly and honestly and builds trust" and "leadership is clearly based on values" which are tied to authentic leadership. The second part of the questionnaire asked participants to identify those actions that were viewed as important features of leadership behaviour. For example, statements such as "the purpose of leadership is to ensure financial security" and "the purpose of leadership is to transform teaching and learning in the classroom" were used as prompts to generate responses. The use of statements to engender responses was effective as these statements tended to generate a firm yes or no response, with developmental anecdotes. In both sections, space was allocated for participants to develop these thoughts through extended prose. The questionnaire had been designed to generate discussion points for development in follow-up conversations. These conversations enabled participants to generate their initial thoughts in much greater depth. This co-construction approach reflected the ideas of Habermas (1976) and the construction of knowledge by equals through an "ideal speech situation". Given the fact that the researcher was also a fellow SFC teacher, the idea of a conversation of equals was viewed as preferable to the practise of the interviewer-interviewee model advocated by positivist researchers.

The primary purpose of this phenomenological study was therefore to provide an insight into leadership and how it was perceived by those directly affected and to whom it gave meaning. There are, of course, limitations associated with a relatively small-scale study, with only participants from five of the 94 SFCs involved. However, this study was not designed to create a model of the sector as such but to contribute to the shortfall in research that has been undertaken previously (Lumby, 2002a; Stoten, 2011a, b) and to encourage further work to be undertaken. The comments generated from the research conversations were analysed in relation to the four models of leadership presented and then coalesced into emergent themes which informed the discussion below.

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註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	教育研究法(一)	所別	教育學系 (教育行政組)	考試時間	5月9日(六)第2節
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三、階層線性模式 (hierarchical linear modeling, 簡稱為 HLM) 或是多層次分析 (multi-level analysis) 是近一、二十年來開始流行的統計方法。請針對學校組織的巢狀特性，說明該方法在學校效能領域研究的應用。25%

四、下表為單因子變異數分析摘要表，請針對空白處說明其計算公式，並計算出結果後填入數值。25%

In the case where there are more than two levels of the independent variable the analysis goes through two steps. First, we carry out an over-all F test to determine if there is any significant difference existing among any of the means. If this F score is statistically significant, then we carry out a second step in which we compare sets of two means at a time in order to determine specifically, where the significance difference lies. Let's say that we have run the experiment on group learning and we recognize that this is an experiment for which the appropriate analysis is the between-subjects one-way analysis of variance. We use a statistical program and analyze the data with group as the independent variable and test score as the dependent variable.

Our results might look something like the following:

<u>source</u>	<u>D.F.</u>	<u>Sum of Squares</u>	<u>Mean Squares</u>	<u>F Ratio</u>	<u>F Prob.</u>
Between Groups	2	<u>(B)</u>	<u>(C)</u>	<u>(E)</u>	.0002
Within Groups	<u>(A)</u>	1583.40	<u>(D)</u>		
Total	29	2975.87			

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考 試 科 目	教育學(一)	所 別	教育學系教育行政組	考試時間	5月9日(六) 第一節
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1. 在少子化的趨勢下，近年各縣市出現學校學生人數急遽減少之現象，因而產生是否應將人數過少學校，進行併校或廢校之爭議。在活化教育資源之使用，卻同時希望確保教育公平之前提下，解決此問題有何種策略與作法？實施時又應具備何種配套措施？試分析之（25分）
2. 面對社會快速之變化，學校組織必須改變傳統做法，以接受新的變革挑戰。因應策略之一，即是將學校轉換成學習型組織。試依據學習型組織的意涵與主張，分析實務上，台灣中小學成為學習型組織的策略與作法為何？（25分）
3. 近年來，部份家長堅持不願意將子女送入一般學校就讀，而選擇「在家教育」之形式。此種主張在社會上引起諸多爭議，正反雙方意見皆有。試以教育行政的觀點，說明在義務教育階段，實施在家教育可能產生之問題為何？在相關政策上又應如何調整？（25分）
4. 在相關教育變革模式中，R-D-D-A 模式乃是學者所強力推薦的模式，其是 Research, Development, Diffusion, 與 Adoption 四個英文字縮寫。試以教育行政之觀點，說明做為學校領導者如果採用 R-D-D-A 模式的主張，應具有的先決條件為何？又應採取何種策略與步驟，以確實達到 R-D-D-A 模式所設定之目標。（25分）

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考試科目	教育學(二)	所別	教育學系 教育心理學 輔導學	考試時間	5月9日(六)第一節
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一、請在閱讀以下的論述後，提出你對 mind-as-a-container 的觀點，並說明你支持或反對此一論述的理由為何？(25分)

Learning as acquisition represents a mainstream view according to which learning is “mainly a process of acquiring desired pieces of knowledge” (Paavola, Lipponen, & Hakkarainen, 2002, p. 24). It highlights a psychological concept of knowledge (cf., Hyman, 1999) and sees knowledge as possessed within an individual’s mind-as-a-container (cf., Popper, 1972). Consistent with this view, a consistently held belief in education has been that students have to learn all basics first, in order to innovate later. Under this view, “efficiency” in maximizing an individual’s personal knowledge becomes an important criterion in judging whether instruction is effective. To this end, some instructional design models have strongly emphasized the importance of employing well-defined procedures, clear scripts and rules, and componential tasks (cf. Reigeluth, 1999) in order to help students master certain pre-specified knowledge/skills. Growth of individual knowledge is usually the chief goal.

二、請試從教育心理學的觀點闡釋教師應如何設計及營造一個鼓勵並支持創新的學習環境？有什麼樣的原則(principles)可供參考或運用？(>25分)

三、請以兩個不同的諮商理論取向，說明「家庭」對個體心理困擾所產生的影響。(25分)

四、近年來，青少年因感情所引發的傷害與殺人事件頻傳，帶給社會大眾與學校單位強烈地衝擊與震撼。請分析青少年陷入感情危機事件之原因，並提出諮商輔導人員可行之因應策略。(25分)

備

註

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- 二、試題請隨卷繳交。

考試科目	教育研究法(二)	所別	教育學系教育心理與輔導組	考試時間	5月9日(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、近年來，政府各部門相繼推動「大數據分析」(Big Data Analysis) 研究，一時之間，坊間也出版相當多的相關書籍。請問：

(1) 大數據分析的概念，到底具有何種不一樣的特徵或特色？造成它與過去所談論的「次級資料庫分析」概念大不同，請說明之。

(2) 在教育研究上，大數據分析對我們有何啟示？請說明之。(25分)

二、正向心理學 (positive psychology) 是二十一世紀的研究顯學之一，對教育學的影響亦十分深遠。請說明什麼是「正念教育」(Mindfulness Education)？在研究方法上，它採行什麼樣的研究方法或策略來進行研究？(25分)

三、請說明什麼是「後設分析」(meta-analysis)？試舉出一個研究主題或範例，並說明你會如何應用這種方法來進行研究的程序或步驟？(25分)

四、請說明什麼是「評分規準」(scoring rubrics)？試舉出一個可以應用這種方法的評量實例？並說明你該如何做，才能提高實施這種評量方法的信效度？(25分)

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