

- 一、請在閱讀下列短文之後，寫一段約 300 字的大意摘要（切勿逐字翻譯），然後簡單評論這一段短文（可以指出不足之處、錯誤之處、獨特之處或啟發之處）。

Building Confidence. The research on self-efficacy that was reviewed earlier in the chapter established the importance of learners' confidence in their willingness to engage in learning. The question to be addressed here, then, is how to instill confidence in learners who believe they are unable to do, or fear they will fail if they attempt, a given learning task. Keller (1987a) suggested three strategies. First, instructors can create a positive expectation for success by making it clear just what is expected of students. Sometimes, fear of failure is simply fear of the unknown. Because students can be overwhelmed by a detailed discussion of performance requirements and evaluative criteria, Keller recommends progressive disclosure, or telling students what is expected of them as they are ready and able to understand the requirements. In addition, students can be shown how complex, seemingly unreachable goals are made more manageable by their being broken down into subgoals and small steps.

As we have seen from self-efficacy theory, students gain confidence in their own abilities when they actually experience success at challenging tasks. Therefore, a second strategy for building confidence is to provide success opportunities for students. This does not mean that students should never experience failure. Quite the contrary—failure experiences can be constructive, as long as (1) there is a good match between the challenge of the task and the learner's capabilities, (2) the learner's performance is self-initiated, and (3) the learner attributes failure to the poor use of strategies inherent to learning (Clifford, 1984).

Learners are also likely to gain confidence when they are given just enough assistance to perform a task that they are not quite capable of achieving on their own. If you recall from Chapter 7, Vygotsky proposed the "zone of proximal development" as that realm between what learners can achieve on their own and what they can achieve given assistance. Any learning task in this zone will be a challenge, but not an insurmountable one. Moreover, the teacher's goal concerning such tasks should be to gradually reduce his or her assistance until the learner is capable of independently performing the task.

(Driscoll, 2000, p. 329)

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試科目	心理學	系別	教育系 ¹²	考試時間	7月5日(正) 星期六 下午第一
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- 二、請將下列表中的概念連結成一幅概念圖：將每一個概念圈起來當作節點，概念（節點）與概念（節點）之間用虛線、直線、單箭號、雙箭號或其它方式連結起來，成為一種結構。請在每一條連結線的旁邊註明意義（例如：「影響」、「造成」、「導致」、「產生」、「包含」、「分離」、「合成」、「表徵」、「互動」等等）。也可以將表中的概念當作連結線的註解，此時就不必把那個概念圈起來。

認知發展論、訊息處理模式、環境刺激、注意、辨認、同化、調適、基模、短期記憶、長期記憶、平衡、失衡、適應、學習、建構、結構、複誦、精緻化、提取、反應、控制歷程、發展階段、感官登錄、感覺動作期、具體運思期、前運思期、形式運思期、容量保留概念、物體恆存概念、自我中心。

(25%)

- 三、請介紹一本你讀過的、最欣賞的心理學（包括輔導學）書籍。請說明：（一）該書的主要結構與內容；（二）你的主要心得；（三）你對該書的評論（請盡量顯現你的心理學專業素養）。

(25%)

- 四、請用心理學（包括輔導學）的理論或概念（可以使用單一學派或綜合使用多學派的概念），來解析你過去的成長歷史（可以是學習經驗、親子關係、師生互動、同儕關係、認知發展、人格發展、或情緒發展等層面）。請盡量顯現你的心理學專業素養。

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試科目	教育概論	系別	教育系	考試時間	7月5日 星期六	下午
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一、簡答題：每小題 5 分，共 40 分

1. 何謂正式課程(formal curriculum)與潛在課程(hidden curriculum)？
2. 何謂「教育券」？
3. 請簡要評述建構式數學。
4. 何謂「雙軌制學制」與「單軌制學制」？
5. 根據我國師資培育法等相關法令之規定，通過教師資格初檢取得實習教師資格者應經過教育實習階段，而教育實習事項包含那些？
6. 試說明近年來世界各主要國家所進行的教育改革運動，其主要背景或促動的因素是什麼？
7. 請就「國民教育九年一貫課程綱要」，說明其主要內容，並說明其強調之精神何在？
8. 請簡要說明美國學者 Gardner 所主張的多元智能理論內容重點。

二、申論題：每題 15 分，共 60 分

1. 請根據我國教師法的相關規定，說明中小學教師具有哪些權利與義務？
2. 請說明你所認為理想的教育內涵是什麼？並根據你所持的觀點說明一位理想的教育工作者應有的基本知能與作為有哪些？
3. 試由教學與學習的互動過程之相關因素，說明在學校教育情境裡要為學生營造一個具有效能的學習環境應從那些途徑著手？請舉例說明之。
4. 目前台灣的經濟發展已形成貧富懸殊日益明顯的社會，為實現社會正義公平及教育機會立足點的真正均等的教育理想，請問在教育政策上應如何推動改革的措施？