## 國立政治大學 106 學年度 碩士班 招生考試試題

第1頁,共2頁

考試科目教育學系 新別教育學系 考試時間 2月19日(日)第二	考試科目	3-2-34 4	系所別	教育學系	考試時間>	月19日(日)第二
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近年來蒙特梭利教育學(Montessori-Padagogik)、耶納教育實驗(Jenaplan-Padagogik)、鄉村教育學校之奧登華得學校(Odenwaldschule)及賀曼--李茲學校(Hermann-Lietz-Schule)與華德福學校 (Waldorfschulpadagogik) 〉等教學方式與理辦學理念紛紛引進國內,試比較其內容與特色後做出分析。(25%)

## 請閱讀以下段落後,評析其中要點以及您的看法為何。(25%)

Some of these schools are aimed at the increasingly large, mobile, global middle class, while others recruit local students whose parents are seeking high status English language education and qualifications for their children. Furthermore, working with a different direction of flow the national, public schools systems in countries like Canada, New Zealand and Australia, are marketed by their governments to recruit fee-paying, overseas school students, from as young as five. In the case of New Zealand: "The spectacular growth of its export education industry – as indicated by student numbers and estimates of foreign currency earnings – has been accompanied by domestic and international government policies facilitating this trend'. This is what Martens and Starke call 'trade driven policy in education' Small country, big business? New Zealand as an education exporter, and a group of like-minded countries, including New Zealand (the so-called 'Contact Group'), have been in the forefront of moves within the World Trade Organisation to facilitate the international deregulation of educational services.

註

一、作答於試題上者,不予計分。

二、試題請隨卷繳交。

## 國立政治大學 106 學年度 碩士班 招生考試試題

第2頁,共2頁

考試科目 教育學 系所別 教育學系 考試時間 2月19日(日)第二節

三、學生如果不考試就不讀書,離開教室就不學習,畢業後就不成長,這就是教育的大失敗。請論述:如何可以讓學生主動學習、自主學習和終身學習(請注意這三個概念的共通性)?論述時,請包含動機理論、認知理論和具體教育方法。(25%)

四,

- ·請創作一篇短文,將下列 12 個專有名詞盡量嵌進你的短文當中。短文的整體意義必須和教育或心理學相關,但短文題目由你自己訂定。短文的文體不拘,可以是論述、描述或故事等。(本題的評分標準將同時考慮:嵌進文中的專有名詞數量與適切性、以及短文的整體意義)(嵌進專有名詞時,不必再附英文)
  - 1. 智力累進觀(incremental view of intelligence)
  - 2. 前導組體 (advance organizer)
- 3. 「性向-處理」交互作用(aptitude-by-treatment interaction)
- 4. 意元集組 (chunking)
- 5. 概念構圖 (concept map)
- 6. 擴散思考 (divergent thinking)
- 7. 功能固著 (functional fixedness)
- 8. 結構鬆散的問題(ill-structured problems)
- 9. 精熟取向 (mastery oriented)
- 10.觀點取替 (perspective-taking)
- 11.基模(schema)

註

12.情境學習(situated learning) (25%)