

考試科目：教育心理學

注意事項：

- (1)請用橫式作答。
- (2)答案請依序寫在答案卷上。
- (3)試題隨同答案卷一併繳回。

壹、解釋名詞（共八題，每題五分）

- 1.程序性知識（procedural knowledge）
- 2.過度辯護效應（overjustification effect）
- 3.融合教育（confluent education）
- 4.合作酬賞制（cooperative reward structure）
- 5.自我統合（self-identity）
- 6.認知類型（cognitive style）
- 7.心理表徵（mental representation）
- 8.組合智力（componential intelligence）

貳、申論題：（共四題，每題十五分）

- 1.當兒童逐漸把社會上勒索、攻擊暴力等行為帶入學校，並影響其他學生時，請從觀察學習理論的觀點說明這些行為的形成及教師的因應策略。
- 2.評量學生的學習成果，傳統上使用行為目標方法，後來有人提出使用工作分析方法（task analysis），晚近又有人提出使用認知分析方法（cognitive analysis），請評論此三種方法的優缺點。
- 3.請說明維果茨基（Vygotsky）的認知發展論的要義並申論其教育涵義。
- 4.請提二種以認知論觀點為基礎的動機理論說明「為什麼有些學生不肯努力學習？」並申論其教育涵義。

國立花蓮師範學院八十四學年度初等教育研究所招生考試試題

考試科目：初等教育

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申論題（共四題，每題二十五分）

- 一、分析並比較「教育與灌輸」、「教學與訓練」和「權威與紀律」等概念之意義。
- 二、最近「教育鬆綁」的主張受到廣泛注意，試述其意並申論「教育鬆綁」在我國國民教育實務上的可能影響。
- 三、國小新課程標準業已修訂公佈，並將自八十五學年開始實施。新課程標準的內涵與特色為何？請加以評析，並論述如何實施才能落實新課程標準的精神。
- 四、何謂「有效的教學」？請從哲學、心理學、社會學等層面的理論或研究加以論述。

國立花蓮師範學院八十四學年度初等教育研究所招生考試試題

考試科目：國文

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壹、翻譯（共三題，每題十分）

一、古之君子其責己也重以周其待人也輕以約重以周故不怠輕以約故人樂爲善。

二、不尚賢使民不爭不貴難得之貨使民不爲盜不見可欲使民心不亂是以聖人之治虛其心實其腹弱其志強其骨。

三、今之人化師法積文學道禮義者爲君子縱性情安恣睢而違禮義者爲小人用此觀之然則人之性惡明矣其善者僞也。

貳、閱讀理解：請先閱讀下列文字，再簡答問題（共一題，二十分）

題目：孔子東游見兩小兒辯門問其故一兒曰我以日始出時去人近而日中時遠也一兒曰以日初出遠而日中時近也一兒曰日初出大如車蓋及日中則如盤盂此不爲遠者小而近者大乎一兒曰日初出滄滄涼涼及其日中如探湯此不爲近者熱而遠者涼乎孔子不能決也兩小兒笑曰孰爲汝多知乎。

問題：試從「研究角度」分析，並舉教學或生活上之一例說明之。

參、作文（共一題，五十分）

題目：論教育改革

國立花蓮師範學院八十四學年度初等教育研究所招生考試試題

考試科目：英文

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I. Reading Comprehension (*Choose the most appropriate one*) (50%)

A. In our nightly discussions around the fire our conversation narrowed more and more to the immediate problems confronting us, and during them I began to realize that the tension between Osborn and Nace went deeper than I had at first surmised. There was rarely any outright argument between them—they were both far too able mountain men to disagree on fundamentals—but I saw that at almost every turn they were rubbing each other the wrong way. It was a matter of personalities, chiefly. Osborn was talkative, enthusiastic, optimistic, always chafing to be up and at it, always wanting to take the short straight line to the given point. Nace, on the other hand, was matter-of-fact, cautious, slow. He was the apostle of trial-and-error and watchful waiting. Because of his far greater experience and intimate knowledge of K3, Randolph almost invariably followed his advice, rather than Osborn's, when a difference of opinion arose. The younger man usually capitulated with good grace, but I could tell that he was irked.

—James Ramsey Ullman, "Top Man"

1. This passage is chiefly concerned with ____
a. the problems of leadership
b. the friendship of two men
c. a conflict of personalities
d. the benefits of experience and knowledge
2. The "leader" of this group of men is ____
a. Osborn
b. Nace
c. the narrator
d. Randolph
3. The narrator appears to be all of the following *except* ____
a. observant
b. partial
c. objective
d. serious
4. The "problems" referred to in the first sentence have to do with ____
a. political differences within the group
b. group tensions
c. climbing a mountain
d. the relationship between two men
5. The difference between Osborn and Nace might best be described as ____
a. courage versus cowardice
b. eagerness versus prudence
c. enthusiasm versus indifference
d. immaturity versus maturity

B. A fox fell into a well and had to stay there without any prospect of getting out. A thirsty goat came to the well and, when he saw the fox, asked him if the water was good. The fox was delighted with this opportunity, sang the praises of the water at great length, told how good it was, and invited the goat to come on down. The goat jumped in without stopping to think it over, because he had his mind nothing but his thirst. As soon as he had quenched his thirst, he began to reflect along with the fox about how to get out. The fox said he had a good idea how to save them both. "If you will brace your forefeet against the wall and bend your horns over against it, I'll run up your back and pull you up after me." The goat readily fell in line with this second suggestion also, and the fox jumped up from between the goat's legs, went up his back, and then, by standing on his horns, reached the mouth of the well and started away. When the goat complained that he was breaking their agreement, the fox turned around and said, "My good fellow, if you had as many brains as you have hairs in your beard, you wouldn't have gotten down there before you thought about how you would get out."

—Lloyd W. Daly (translator and editor), *Aesop Without Moral*

1. The fox in this fable is all of the following *except* ____
 a. persuasive b. unscrupulous c. predatory d. imaginative
2. In walking away from the well after he is out, the fox does which of the following?
 a. Repays cooperation with gratitude b. Forces the goat to be more self-reliant
 c. Teaches the goat not to jump in wells d. Gives stupidity its just reward
3. The fox's final remark can be termed which of the following?
 a. Half true and half lying b. Quite true but quite heartless
 c. Reasonable and fair d. Harsh but not wholly cruel
4. The goat was at a disadvantage in two respects; he was both trusting and ____
 a. shortsighted b. honest c. helpful d. unlucky
5. Which of the following best states the moral of this fable?
 a. He who risks his life for a stranger merely risks his life.
 b. An evildoer will get punished for his tricks.
 c. We should not treat bad people the same way we treat good people.
 d. People of sense do not undertake anything until they see where it leads.

II. Re-write the following sentences by using a word in a different part of speech for the one in italics: (15%)

Ex. I doubt the *truth* of the story. (Use an adjective.)

Ans. I doubt if the story is true.

1. To my *amazement* I found them all gone. (Use the adjective form.)
2. Though the ant is small, it is as *intelligent* as the elephant. (Use the noun form.)
3. What is the *difference* between these two patterns? (Use the adjective form.)
4. The defenders *successfully* repelled every attack on the city. (Use a verb.)
5. The first *publication* of the book was early in 1946; the *revision*, a year later. (Use the verbs.)

III. Translate the following passage into Chinese: (15%)

...The Greeks held that the free man, the real man, the complete man, must be something more than a mere breadwinner, and must have something besides the knowledge necessary to earn his living. He must have also the education which will give him the chance of developing the gifts and faculties of human nature and becoming a full human being. They saw clearly that men were breadwinners but also that they were, or ought to be, something more: that a man might be a doctor or a lawyer or a shopkeeper or an artisan or a clerk, but that he was also a man, and that education should recognise this and help each individual to become, so far as his capacities allowed, what a man ought to be. That was the meaning of a liberal education, and that is its aim—the making of men; and clearly it is different from a technical education which simply enables us to earn our bread, but does not make us complete human beings.

—Sir Richard Livingstone, *A Complete Human Being*

III. Composition (20%)

Robert M. Hutchins, the late Chancellor of the University of Chicago, says, "Freedom of inquiry, freedom of discussion, and freedom of teaching—without these a university cannot exist. Without these a university becomes a political party or an agency of propaganda." Is this danger present in Taiwan colleges today? Write an essay about 250 words to state your opinion.