

國立花蓮師範學院八十六學年度 國民教育研究所招生考試試題

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。

一、解釋名詞：（共八題，每題五分）

- 1.自律學習(self-regulated learning)
- 2.智力多元論(theory of multiple intelligence)
- 3.自我價值論(self-worth theory)
- 4.反身性抽象作用(reflective abstraction)
- 5.理性移情(intellectual empathy)
- 6.加一原則(plus-one principle)
- 7.倒攝抑制(retroactive inhibition)
- 8.負誘因(negative incentive)

二、申論題：（共四題，每題十五分）

- （一）何謂動態評量(dynamic assessment)？動態評量的概念在教學上有何重要意義？
- （二）研究指出，兒童在日常生活中經常發展出與學科知識相抵觸的迷思概念(misconception)。請從教學的角度討論教師要採取怎樣的教學策略，有效的改變這種概念。

(三) 試依據艾里克森(Erikson)的心理社會發展論說明：

1. 國小階段的兒童或國、高中階段的青少年的社會或人格發展的主要課題。
2. 在目前國內的學校教育體制與風氣下，該階段的兒童或青少年在面臨該主要課題時，可能遭遇到的不利因素及其可能造成的影響。
3. 負責該階段主要教育工作的老師可掌握那些原則及採行那些具體有效的方法，把不利的影響降至最低以協助學生化發展的危機為契機。(以上二個階段只要選擇其中一個階段作答)

(四) 試從教育心理學研究的主要領域及其所累積的知識說明：

1. 教學的過程包括那些主要任務。
2. 從理論的層面而言，具備教育心理學知識與未具備教育心理學知識的教師在執行這些任務時的表現可能會有那些主要差異。
3. 從實踐的能力而言，為何具備教育心理學知識的教師在執行這些任務時的表現卻往往與教育心理學的原理不一致，甚至反其道而行。

國立花蓮師範學院八十六學年度 國民教育研究所招生考試試題

考試科目：初等教育

注意事項

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申論題：（共四題，每題二十五分）

- （一）請論述教師在職進修教育與教師專業發展、學校組織革新的關係，並對當前國小教師在職進修的制度或措施加以評析，且提出具體的改進建議。
- （二）國民小學教科書已全面開放民間參與編輯，學校可以從審定合格的版本中選擇合適的教科書。請論述教科書的開放選用在課程改革上的意義，及其對國民教育的影響。
- （三）試就台灣從 1950 年至 1990 年之國民教育發展脈絡，詮釋當前國民教育鬆綁之內容及其意義。
- （四）試詮釋教育理論、教育實踐、教育理想、教育現實四者之辯證關係，並舉例論述之。

考試科目：國文

注意事項

- 一、請用直式作答，不必抄題。
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- 三、試題隨同答案卷一併繳回。

一、申論題：（共兩題，每題二十五分）

（一）宋代理學家朱熹〈觀書雜感〉詩云：「半畝方塘一鑑開，天光雲影共徘徊。問渠哪得清如許，爲有源頭活水來。」試由此詩豐富之象徵內涵中，論述如何創造民族文化之積澱與傳承、或個人生命之流衍與開展的活潑生機。

（二）楊子之鄰人亡羊既率其黨又請楊子之豎追之楊子曰嘻亡一羊何追者之眾鄰人曰多歧路既反問獲羊乎曰亡之矣曰奚亡之曰歧路之中又有歧焉吾不知所之所以反也。

試從「學術研究的核心問題及角度選擇」闡述其旨，並舉例說明之。

二、作文：（共五十分）

人才即國力

國立花蓮師範學院八十六學年度研究所招生考試試題

考試科目：英文

注意事項

- (1)請用橫式作答。
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I. Reading Comprehension. Read the following passages; then answer the questions that follow. (3 points each)

A. My determination to use common sense might have been my undoing. One late winter day I discovered under the palm tree by the gate a small pile of Amaryllis bulbs. The yard was desperate for flowers and greenery and I began separating the bulbs to set out for spring blooming. I dug with my fingers under the pile and brought out in my hand not a snake, surely, but a ten-inch long piece of Chinese lacquer. The slim inert reptile was an exquisite series of shining bands of yellow and black and vermilion, with a tiny black nose. I thought, "Here is a snake, in my hands, and it is as beautiful as a necklace. This is the moment in which to forget all nonsense." I let it slide back and forth through my fingers. Its texture was like satin. I played with it a long time, then killed it reluctantly with a stick, not for fear or hate, but because I decided to cure the skin for the ornament on the handle of a riding crop. I salted the hide and tacked it to a sunny wall. I showed it proudly to my friend Ed Hopkins, who was teaching me the Florida flora and fauna.

He said, "God takes care of fools and children."

The snake was the deadly coral snake. Its venom is of the cobra type, killing within a few minutes by a paralyzing of the nerves. The old terror was back again, and it seemed to me that I should never now be able to pass beyond it.

— Marjorie Kinnan Rawlings, *Cross Creek*

1. This passage tells us a number of facts about its author. Which of the following is not one of them?
 - a. She likes flowers.
 - b. She likes small snakes.
 - c. She kills a snake for its skin.
 - d. She is studying plants and animals.
2. Why does the coral snake fail to bite the author?
 - a. She handles it gently.
 - b. It is inert because of the winter cold.
 - c. It is drowsy because of the heat.
 - d. It is too small to bite.
3. The "nonsense" referred to in line 8 is which of the following.
 - a. what she has been told about coral snakes.
 - b. Her irrational fear of snakes.
 - c. Her ignorance of the habits of snakes.
 - d. The timidity she feels about handling snakes.

4. Why does the author play with the tiny snake for "a long time"(line 9)?
- Because she likes its color.*
 - Because she enjoys the feel of it.*
 - Because she is ridding herself of old fears.*
 - Because she has trouble making up her mind to kill it.*
5. Which of the following gives the sense, or meaning, of Ed Hopkins' remark?
- "You are a brave, clever woman."*
 - "You're lucky to be alive."*
 - "A child knows more about snakes than you."*
 - "Some people are more religious than others."*
6. To judge from the passage, Chinese lacquer is ____.
- only used on miniature objects*
 - bright-colored and polished-looking*
 - confined to yellow, black, and red colors*
 - used mainly in making necklaces*
7. Why did the author apply salt to the hide and tack it to a sunny wall?
- To preserve the colors*
 - To keep it from shrinking*
 - To cure it properly*
 - To scare away other snakes*
8. When did the "old terror" (line 15) return?
- When she found the snake*
 - When she killed the snake*
 - When she heard her friend's remark*
 - When she sat down to write about the incident*

B. That spring Longfellow School announced that a track meet was to be held, one school to compete against another, *everybody* to participate.

Here, I believed, was my chance. In my opinion I would be first in every event....

The time came at last for me and three other athletes, one of them a Greek, to go to our marks, get set, and go; and I did, in a blind rush of speed which I knew had never before occurred in the history of athletics.

It seemed to me that never before had any living man moved so swiftly. Within myself I ran the fifty yards fifty times before I so much as opened my eyes to find out how far back I had left the other runners. I was very much amazed at what I saw.

Three boys were four yards ahead of me and going away.

It was incredible. It was unbelievable, but it was obviously the truth. There ought to be some mistake, but there wasn't. There they were, ahead of me, going away.

Well, it simply meant that I would have to overtake them, with my eyes open, and win the race. This I proceeded to do. They continued, incredibly, however, to go away, in spite of my intention. I became irritated and decided to put them in their places for the impertinence, and began releasing all the mysterious vital forces within myself that I had. If so, I decided, I would shame my betrayer by winning the race in spite of the betrayal, and once again three fresh life and energy into my running. There wasn't a great distance still to go, but I knew I would be able to do it.

Then I knew I wouldn't.

The race was over.

I was last, by ten yards.

Without the slightest hesitation I protested and challenged the runners to another race, same distance, back. They refused to consider the proposal, which proved, I knew that they were afraid to race me. I told them they knew very well I could beat them.

It was very much the same in all the other events.

When I got home I was in high fever and very angry. I was delirious all night and sick three days.

— William Saroyan, "The Fifty Yard Dash"

9. To judge from this passage, the narrator is all of the following *except* ____.
- | | |
|---------------------------------|--------------------------------|
| <i>a. an experienced runner</i> | <i>c. a rather slow runner</i> |
| <i>b. quite egotistical</i> | <i>d. exceedingly stubborn</i> |
10. As a track-and-field athlete, the narrator apparently was ____.
- | | |
|-------------------------------|---|
| <i>a. well coached</i> | <i>c. fairly competent in everything but field events</i> |
| <i>b. a complete newcomer</i> | <i>d. too large and heavy for the dashes</i> |
11. On the basis of the evidence in the passage, the narrator had a great deal of ____.
- | | |
|-----------------------------------|-------------------------------------|
| <i>a. running experience</i> | <i>c. secret, internal vitality</i> |
| <i>b. support from his school</i> | <i>d. self-confidence</i> |
12. Which of the following is the best or most likely explanation for the boy's condition following the track meet?
- | |
|---|
| <i>a. The day must have been very hot and long.</i> |
| <i>b. He was physically exhausted and emotionally upset.</i> |
| <i>c. He caught a cold in the chilly April air.</i> |
| <i>d. He only pretended to be ill, to excuse his failure.</i> |

C. Very early, the Indian boy assumed the task of preserving and transmitting the legends of his ancestors and his race. Almost every evening a myth, or a true story of some deed done in the past, was narrated by one of the parents or grandparents while the boy listened with parted lips and glistening eyes. On the following evening, he was usually required to repeat it. If he was not an apt scholar, he struggled long with his task; but, as a rule, the Indian boy is a good listener and has a good memory, so that the stories were tolerably well mastered. The household became his audience, by which he was alternately criticized and applauded....

My uncle, who educated me up to the age of fifteen years, was a strict disciplinarian and a good teacher. When I left the teepee in the morning, he would say: "Hakadah, look closely to everything you see", and at evening, on my return, he used often to question me for an hour or so....

Sometimes my uncle would waken me very early in the morning and challenge me to fast with him all day. I had to accept the challenge. We blackened our faces with charcoal, so that every boy in the village would know that I was fasting for the day. Then the little tempters would make my life a misery until the merciful sun hid behind the western hills....

My uncle used to send me off after water when we camped after dark in a strange place. Perhaps the country was full of wild beasts, and, for ought I knew, there might be scouts from hostile bands of Indians lurking in that very neighborhood.

Yet I never objected, for that would show cowardice. I picked my way through the woods, dipped my pail in the water and hurried back, always careful to make as little noise as a cat. Being only a boy, my heart would leap at every crackling of a dry twig or distant hooting of an owl, until, at last, I reached our teepee. Then my uncle would perhaps say: "Ah, Hakadah, you are a thorough warrior," empty out the precious contents of the pail, and order me to go a second time.

— Charles A. Eastman, *Indian Boyhood*

13. The first paragraph and the last paragraph, respectively, are what kind of writing?
- Expository and narrative*
 - Descriptive and expository*
 - Both are narrative*
 - Both are expository*
14. The careful training in memorization described in the first paragraph suggests that the history of the tribe is ____.
- brief but entertaining*
 - chiefly for classwork*
 - an oral history*
 - mainly a contribution to alertness*
15. If the entire "household" felt competent to criticize and applaud a boy's storytelling, we can assume all of the following *except* ____.
- The whole family was involved in a boy's education.*
 - All the adults had mastered the tribe's stories and legends.*
 - The family applauded only if the boy was eloquent and amusing.*
 - The family teepee functioned as a kind of classroom.*
16. The purpose of the day's fasting was apparently to ____.
- teach the boy to be indifferent to food*
 - teach the boy fortitude*
 - observe a religious rite*
 - allow everyone a chance to tease and tempt*
17. The water-carrying episode can best be explained as ____.
- training in bravery*
 - a test of scouting ability*
 - a severe punishment*
 - training in woods lore*

II. Vocabulary. Write the letter of the word or phrase closest in meaning to the italicized word.
(2 points each)

- Try as they may, his adversaries will never be able to *obliterate* the good he has done.
 - repeat*
 - remove*
 - print*
 - restudy*
- I was *exasperated* at his numerous demands for money.
 - aggravated*
 - amused*
 - embittered*
 - complimented*
- The president had very *pragmatic* reasons for making his decisions.
 - unusual*
 - modest*
 - practical*
 - outstanding*
- An *ethereal* music came from the harp on the mountain.
 - loud*
 - soft*
 - unearthly*
 - ugly*
- Diversity* is a characteristic of American society.
 - Materialism*
 - intolerance*
 - Tolerance*
 - Variety*
- Ignorance can *inhibit* one from reaching out to people of different cultures.
 - encourage*
 - prohibit*
 - discourage*
 - distract*
- Tom and his sister have very *disparate* life-styles.
 - similar*
 - different*
 - unusual*
 - strange*
- He has invented an *ingenious* device for getting better mileage from automobiles.
 - new*
 - clever*
 - old-fashioned*
 - thoughtful*
- He is noted for his *adroit* use of words.
 - angry*
 - fair*
 - honest*
 - skillful*
- Many young people have a *predilection* for rock music.
 - distaste*
 - talent*
 - liking*
 - concern*

8. They say that variety is the ____ of life.
A. sense B. sparkle C. sauce D. spice
9. His face was lined and ____ but his eyes were bright and alert.
A. crinkled B. wrinkled C. rumpled D. tangled
10. The length of the ____ that prisoners serve is different but their problems on coming out of prison tend to be the same.
A. punishment B. termination C. sentence D. service

III. Translate the following paragraphs into Chinese: (16%)

A. I try to imagine what democracy means to people in China who dream of it. I don't think they are envisioning electoral colleges, First Amendment rights or civil lawsuits. I imagine that their dreams of democracy begin with a feeling in the chest, one that has been restrained for so long it grows larger and more insistent, until it bursts forth with a shout. Democracy is the right to shout, "Listen to us."

—Amy Tan, "Democracy"

B. Marriage takes some kind of sacrifice, not dreadful self-sacrifice of the soul, but some level of compromise. Some of one's fantasies, some of one's legitimate desires have to be given up for the value of the marriage itself. Marriage requires sexual, financial and emotional discipline. A man and a woman cannot follow every impulse, cannot allow themselves to stop growing or changing.

—Anne Roiphe, "Why Marriages Fail"

IV. Translate the following paragraph into English: (10%)

年輕人沒有不好照鏡子的，在店舖大玻璃窗前照一下都是好的，總覺得大致上還有幾分姿色。這顧影自憐的習慣，逐漸消失，以致於有一天偶然攪鏡，突然發現額上刻了橫紋……

—梁實秋，〈中年〉