

# 國立花蓮師範學院九十學度博士班入學考試試題

所 別	國民教育研究所（政策與行政組、課程與教學組）
考 試 科 目	英文教育名著
填答注意事項	1.本試卷共有三頁含四題。每題 25 分，共 100 分。 2.請在答案卷上作答，否則不予計分。 3.請用橫式作答並依序標明題號，但不用抄題。 4.考試完畢之後，試題卷及答案卷一併繳回給監試人員。

填答說明：閱讀下列各題英文段落，請略述其重點，並就所知加以引申說明（中文作答即可）

1.

In the development of the child as a social being, language has the central role. Language is the main channel through which the patterns of living are transmitted to him, through which he learns to act as a member of a 'society' – in and through the various social groups, the family, the neighborhood, and so on – and to adopt its 'culture', its modes of thought and action, its beliefs and its values. This does not happen by instruction, at least not in the pre-school years; nobody teaches him the principles on which social groups are organized, or their systems of beliefs, nor would he understand it if they tried. It happens indirectly, through the accumulated experience of numerous small events, insignificant in themselves, in which his behavior is guided and controlled, and in the course of which he contracts and develops personal relationships of all kinds. All this takes place through the medium of language.

4.

The definition of curriculum has long been identified with the Latin derivative *currere*, which is associated with the idea of running a racecourse. To use the metaphor in the context of schooling, we can imagine ourselves running through a course, completing the requirements of the race, and receiving some certificate of participation and completion, one that might also contain a judgment of and a reward for distinguished or meritorious participation. Along the way, professionally trained personnel assist the participants with the development of the skills needed to perform in the course, coaching and prodding their students to meet its demands, sometimes with success and sometimes not. Those personally staked in the race, including the parents and the community of the participants, make their own observations about the race and in most cases do their best to assist as well. The race, after all, is an ongoing one with no real end line, but with no clear effects in the life destinies of the participants.

2.

Thus the "obvious" strategy of staff development fails more often than it succeeds. Implementation, whether voluntary or imposed, is a process of relearning. The foundation of relearning is interaction. Learning by doing, concrete role models, meetings with resource consultants and other implementers, practice of the behavior, the fits and starts of cumulative, ambivalent, gradual self-confidence are all crucial. Training approaches to implementation are successful when they combine concrete teacher-specific training activities, ongoing continuous assistance and support during the process of implementation, and regular meetings with peers and others. These processes of sustained interaction and staff development are crucial. The more complex the change, the more interaction is required during implementation. People can and do change, but the process requires social energy. Local agencies and schools can help generate extra energy by supporting continuous staff development opportunities for teachers, administrators, and others.

3.

No single approach to the measurement of any construct is universally accepted. Because measurements of a psychological construct are always indirect, based on behaviors that are perceived as relevant to the construct under study, there is always the possibility that two theorists who talk about the same construct may take select very different types of behavior to define that construct operationally. Let us take the case in which the test developer wants to assess the students' skill in long division. Since no one can look directly into the students' heads and see how much long division they know, the test developer must designate some behaviors the students can display to permit inference about the extent of their knowledge in this subject. One reasonable approach is to require the students to solve a series of division problems; another approach is to ask them to describe sequentially the steps involved in performing long division; still another is to ask them to detect errors in a solution to a problem in long division. Obviously different measurement procedures would result from these different operational definitions and might well lead to different conclusions about the students' levels of knowledge.

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所 別	國民教育研究所（政策與行政組）
考 試 科 目	教育政策與行政
填答注意事項	1.本試卷共有一頁，三題，每題皆為申論題。第一題 40 分，第二、三題各 30 分，總分為 100 分 2.請在答案卷上作答，否則不予計分。 3.請用橫式作答並依序標明題號，但不用抄題。 4.考試完畢之後，試題卷及答案卷一併繳回給監試人員。

一、近年來，美國「整體革新」(systemic reform)或澳洲「未來學校」(Schools of the Future)的教改模式，已逐漸獲得國際教育學界的重視。請您選擇美國或澳洲的教改模式，簡單說明該教改模式的內容，並分析探討該教改模式是否適用於我國的教育界，適用與不適用均須說明理由。

二、試列舉當前流行的兩套思潮，並說明這些思潮的大致內容及其對我國教育的可能影響。

三、試比較民國八十年代教改運動前後，學校內部權力結構與運作方式的變化，並討論其利弊得失。

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考 試 科 目	課程與教學
填 答 注 意 事 項	1.本試卷共有一頁，三題，每題皆為申論題。第一題 40 分，第二、三題各 30 分，總分為 100 分 2.請在答案卷上作答，否則不予計分。 3.請用橫式作答並依序標明題號，但不用抄題。 4.考試完畢之後，試題卷及答案卷一併繳回給監試人員。

一、試針對國家課程(national curriculum)與學校本位課程(school-based curriculum)二者，就其發展背景、目標定位、內涵要素、及相關實務推動等層面，分析說明異同之處，並抒己見。

二、何謂信度(reliability)？何謂效度(validity)？請就傳統式評量及實作評量的角度，論述比較之。

三、試敘述情境學習(situated learning)的性質，並申論其在學校教育上的意義。