

# 國立花蓮師範學院 國民教育研究所 九十一學年度招生考試試題

## 考試科目：教育學

注意事項：

- (一) 試卷共3頁。
- (二) 請用橫式作答不必抄題。
- (三) 答案請依序寫在答案卷上。
- (四) 試題隨同答案卷一併繳回。

一、選擇題（四選一，請選出最適合的答案，並將答案寫在答案卷上，共11題，

每題4分，共44分）

- 1、您班上學生數學成績的眾數 = 75 中數= 78 平均數= 82。假設有一位學生的成績，您在登錄時，應該是90，而您登記為80，請問這種情況下，上述三種集中量數的正確性為何？  
(1)75不再是眾數 (2)78不再是中數 (3)82不再是平均數 (4)以上皆是
- 2、當一筆資料呈現負偏態(negatively skewed distribution)時，則這一筆資料的中數、眾數與平均數的大小排列順序會是如何？  
(1)中數>眾數>平均數 (2)眾數>中數>平均數 (3)平均數>中數>眾數 (4)眾數>平均數>中數

下表是五位學生智商分數和數學的成績，請依照表格資料回答第3題至第6題

號碼	智商	數學
1	100	70
2	105	85
3	110	87
4	115	90
5	120	95

- 3、若從資料散佈圖（scatterplot）的角度來判斷，則五位學生的智商分數和數學成績的相關為何？  
(1)正相關 (2)負相關 (3)零相關 (4)無法得知
- 4、假設原來的相關係數是0.70，請問智商分數可以解釋數學成績的百分比為何？  
(1)70% (2)49% (3)84% (4)30%

續背面

- 5、假設原來的相關係數是  $-0.70$ (負零點七)，又假設數學的標準差是10，請問估計標準誤 (standard error of estimate)會是多少？  
 (1)小於10 (2)等於10 (3)大於10 (4)無法得知
- 6、假設原來的Pearson相關係數是0.70，現在將1號學生的數學成績改為95，2號學生數學成績改為90，則請問Pearson的相關係數會是多少？  
 (1) 小於0.70 (2)等於0.70 (3)大於0.70 (4)無法處理

下表是不同教學方法對學生數學成績影響的單因子變異數分析統計摘要表，請依照資料回答第7題至第9題，

不同教學方法對學生在數學科成績單因子變異數分析摘要表

變異來源	離均差平方和	自由度	均方	F 比率
組間	150.51	4	37.63	A
組內	87.43	26	3.36	

- 7、表中A的數字是多少？  
 (1) 0.09 (2) 11.20 (3) 34.27 (4) 40.99
- 8、由表得知，本研究共使用幾種教學方法？  
 (1) 2種 (2) 3種 (3) 4種 (4) 5種
- 9、從表判斷，本研究應屬於哪一種研究設計？  
 (1) 獨立樣本設計 (2)相依樣本設計 (3)混合設計 (4)拉丁設計
- 10.發現學習與意義學習都強調 (1)教師的講解 (2)先備知識 (3)解題活動 (4)協同活動。
- 11.Piaget認為失衡是認知發展的重要條件，下列何種方法比較可以引起兒童的認知失衡？  
 (1)講述 (2)批評 (3)對話 (4)觀察。

## 二、解釋名詞（每題7分，共56分）

- 1.legitimate peripheral participation
- 2.Premack principle
- 3.課程管理(curriculum management)
- 4.社會效率說(social efficiency)
- 5.反省思維 (reflective thinking)
- 6.社會控制 (social control)
- 7.社區本位教育 (community-based education)
- 8.雙循環學習 (double-loop learning，由Chris Argyris提出)

### 三、申論題（每題25分，共100分）

- 1.請從文化心理學的角度論述學校體制對「教育機會」的影響，並據以說明在教育革新上的意義。
- 2.隨著資訊融入教學的理念倡議與政策推動，各級學校大力推動網頁建置、課程內容數位化、創意教材研發、討論社群建構等工作。試就理論與實務面向，討論並評述上述現象。
- 3.民初教育思潮蓬勃發展，試舉二個說明其內涵及被倡導原因？目前台灣也有孕育各類型教育思潮之土壤，試建構自己最想提倡之教育主張並說明其內涵與理由？
- 4.我國國民教育經費既患寡又患不均，請問造成這種現象的原因為何？又應如何解決這個問題？（如果能引述文獻或理論，將加分）

# 國立花蓮師範學院 國民教育研究所 九十一學年度招生考試試題

## 考試科目：教育議題評析

作答說明：

1. 請詳細閱讀下文後，試從各種您能想到的角度評析文章中的現象及其意義。
2. 請寫在答案紙上，採由左而右的方式「橫式」書寫。

## 配給政策

雷大文是胡涵立高中社會研讀學系的系主任。胡涵立高中是一所大都會的中學。因為學生人數眾多，每門課均由多位老師開班授課。例如美國現代史就有三位老師開課。學生們則依簡單的字母輪流方式分配到不同的老師班別。對雷先生而言，這個簡單方法卻衍生出複雜的問題。

第一班是由年輕的傅老師授課，傅老師是略帶幾分理想主義的老師，且深信教育的核心在於刺激學習經驗。在班上，他依賴報紙和電視上的即時資料，且激勵學生們擬定獨立的研究計畫。傅先生認為美國當代史帶給學生的個人意涵是遠比精確歷史現象的掌握來得重要。他評分的標準由自定主題的論文，針對課堂討論及時事的個人日誌所決定。在學生眼中，他是有名的高分傅先生。依往年慣例，他班上學生約有三成可以拿到A，三成拿到B，其餘除了偶爾情況嚴重的個案拿D外，都可得C。傅先生說如果學生明瞭他的作風，必可安全過關。在他的觀念中，青少年難為，且他也不想刁難他們。他相信班上同學將因他的政策而在自我價值的薰陶下學習和成長。

「事實就是事實」可能是第二班威廉老師的座右銘。他相信所有客觀的事件都很重要。威廉先生信賴教科書，且鉅細靡遺的編寫講義。他要求學生了解美國政府的一舉一動和最近的歷史事件，而且他對千篇一律的觀點毫無耐心。在他看來，優秀的公民必須擁有堅強的知識基礎。他告訴他的學生必須對美國歷史瞭如指掌，否則過關無望。為了使學生程度符合要求，學生們必須接受嚴厲且客觀的考試以測試他們對歷史事件真相的明瞭程度。在最近一個四十人的班上，成績呈以下的分布：三人得A，五人得B，十八人得C，九人得E，五人得F。威廉先生聲稱他的考試公平的測試出學生的實力，同學們都稱他為「大刀威廉」。

續背面

第三班的老師賴蘭熹相信生命是為了有限資源奮鬥，而她上課風格正反映出這種信念。如同在未來，她的學生將為了養家活口而努力打拼，而她班上的同學們則必須為自己成就所處的層級而競爭。賴小姐給分的標準是參照一條曲線。而她最近四十人的班級中，有五位得A，十位得B，十五位得C，七位得D，三位得F。這形成一個她相當喜歡的經驗法則。賴老師雙重運用論文和客觀的考試來確保學生成績不至於誤判。她相信這種比例的給分標準避免了徇私的可能，而且忠誠的反映出每位學生的實力。

系主任雷先生接到許多學生、家長及其他有關此事件的老師抱怨。每位老師均被質疑為不公平。根據他抱怨內容，任何一位學生期末成績的表現會因為老師上課風格而有天壤之別。如許多學生美國現代史的成績似乎只是運氣使然，因為這是隨機選擇的結果。雖然這防止了學生搶修歷史學分，但這公平嗎？

節錄並改自於

林延慧、張振華譯(民88)：**教學倫理**。台北：桂冠。

(原著Strike, K., & Soltis, J. E. (1992). *The ethics of teaching*. Teachers College, Columbia University.)

國立花蓮師範學院

國民教育研究所  
多元文化教育研究所  
國小科學教育研究所  
民間文學研究所  
鄉土文化研究所  
幼兒教育學系碩士班  
視覺藝術教育研究所  
生態與環境教育研究所

九十學年度招生考試試題

## 考試科目：英文

注意事項：

- (一) 試卷共7頁，請用橫式作答。
- (二) 答案請依序寫在答案卷上。
- (三) 試題隨同答案卷一併繳回。

### I. VOCABULARY 30% (*In the following sentences supply the most appropriate word from the list given.*)

1. After Jane's accident she was badly scarred but the plastic surgeon did a marvelous skin \_\_\_\_ and now you can hardly see any trace of it.  
(A) transfer                      (B) change                      (C) graft                      (D) transplant
2. The victory celebrations to \_\_\_\_ the end of the war were held in an atmosphere of hysteria.  
(A) maintain                      (B) mark                      (C) point                      (D) indicate
3. He was a timid man in most ways but at the \_\_\_\_ of his car he was a devil.  
(A) governor                      (B) steering                      (C) wheel                      (D) rudder
4. The history of China reveals the extraordinary fondness of the Chinese for tradition and the \_\_\_\_ with which the Chinese cling to established customs.  
(A) tenacity                      (B) rapacity                      (C) capacity                      (D) elasticity
5. The customs officers were on the \_\_\_\_ for someone trying to smuggle illicit goods.  
(A) guard                      (B) patrol                      (C) look                      (D) watch
6. I think you'd better \_\_\_\_ these three sheets of paper together before they get separated.  
(A) stamp                      (B) staple                      (C) stipple                      (D) strangle
7. Be careful with those fireworks; they are \_\_\_\_ to go off unexpectedly.  
(A) probable                      (B) possible                      (C) easy                      (D) liable
8. We were watching an excellent news broadcast on television when unfortunately there was a sudden \_\_\_\_ in transmission.

- (A) break                      (B) cut                      (C) stoppage                      (D) blank
9. The hair of several firemen was slightly \_\_\_\_ in their attempts to put out the fire.  
(A) singed    (B) scorched    (C) burnt    (D) blazed
10. "What \_\_\_\_ did they employ when they selected this picture as the prize-winner?"  
(A) way    (B) regulation    (C) criterion    (D) measurement
11. Before the invention of refrigeration, the \_\_\_\_ of fish and meat was a problem.  
(A) keeping    (B) preservation    (C) maintenance    (D) protection
12. Having read through the \_\_\_\_ of the play with some care, the producer began to think how he would cast it.  
(A) script                      (B) proof                      (C) edition                      (D) publication
13. Oh bother; I've spilt the ink and haven't got any \_\_\_\_ paper.  
(A) wiping                      (B) soaking                      (C) cleaning                      (D) blotting
14. She wasn't, \_\_\_\_ speaking, beautiful in the accepted sense but she was certainly very attractive.  
(A) plainly                      (B) strictly                      (C) truly                      (D) harshly
15. There's always \_\_\_\_ for improvement however much you've already done.  
(A) place                      (B) occasion                      (C) room                      (D) area

**II. Read the passage and the answer choices that follow it. Choose the best answer to complete each blank. (12%)**

The independence or detachment of the creative individual is at the heart of his capacity to 16 risks and to expose himself 17 the probability of criticism from his fellows. Does this mean that he is a nonconformist? Yes, but 18 in the popular sense of the word. One of the interesting findings 19 in recent research is that the creative individual as a rule chooses to conform in the routine, everyday matters of life, such as speech, dress and manners. One gets the impression that he simply is not prepared to waste his energy in nonconformity about trifles. He reserves his independence for 20 really concerns him—the area in which his creative activities occur. This 21 him sharply from the exhibitionists who reject convention in those matters that will gain them the most attention.

—John W. Gardner, *Creativity*

16. (A) take                      (B) make                      (C) put                      (D) do
17. (A) for                      (B) to                      (C) with                      (D) into
18. (A) not necessary                      (B) necessary not                      (C) not necessarily                      (D) necessarily not
19. (A) including                      (B) comprising                      (C) consisted                      (D) contained
20. (A) which                      (B) that                      (C) what                      (D) as
21. (A) extinguishes                      (B) identifies                      (C) distinguishes                      (D) justifies

**III. Reading Comprehension. Read the following passages; then answer the questions that follow.**  
(22~35, 2 points each; 36~45, 3 points each)

**A.                      The Road Not Taken                      Robert Frost**

Two roads diverged in a yellow wood  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth.

Then took the other, as just as far,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet know how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I--  
I took the one less traveled by,  
And that has made all the difference.

22. In deciding which road to take, it is apparent the poet \_\_\_\_.  
(A) found it easy to decide                      (C) found it difficult to decide  
(B) refused to decide                      (D) postponed his decision
23. The road the poet took was \_\_\_\_.  
(A) narrower              (B) wider              (C) more worn              (D) not used as much
24. The leaves in the wood were \_\_\_\_.  
(A) green              (B) black              (C) yellow              (D) brown
25. From what he says in the third stanza, the poet will probably \_\_\_\_.  
(A) return to take the other road              (C) not return to take the other road



(B) not care about returning (D) regret taking the road he followed

26. By the end of the poem, the poet is probably satisfied because \_\_\_\_.

- (A) he expects a great failure (C) other choices will come his way  
(B) he took the less traveled road (D) he has a chance to take the other road

**B.** The small platform became increasingly crowded and by quarter to nine (half an hour after the train was due) there was hardly space to move. Mostly the people were farmers and their wives going in to the local market town for market day. The elderly taxi which was all that the district boasted rattled and screeched its way into the station yard and shuddered to a halt just as the train finally rumbled into the station. Mrs. Smith, a stout elderly woman whom I knew well by sight, tumbled out clutching a shabby bag, a mackintosh and various parcels. *Puffing and panting*, she shoved her way through the crowd till she reached the engine, and, to my intense amusement, climbed up into the cab.

"Bill," she bellowed above the noise of the train. "Sarah's had the baby--it's a boy!"

All the would-be passengers left out a cheer and I realized that of course Mrs. Smith was the engine driver's aunt.

"Thanks!" said Bill. The engine gave out an ear-splitting whistle and we hastily climbed in.

Bill's delight in his fatherhood expressed itself by the speed at which he drove the train and never have I had such a terrifying journey by rail.

27. The train \_\_\_\_.

- (A) was due at a quarter to nine (C) had been due at a quarter past nine  
(B) was already late at a quarter to nine (D) was nearly on time

28. The platform \_\_\_\_.

- (A) became more and more crowded (C) was already very crowded  
(B) needed increased space (D) became less crowded after quarter to nine

29. Mrs. Smith \_\_\_\_.

- (A) ran all the way to the station (B) was given a lift to the station  
(C) managed to get to the station in spite of the fact that there was only one taxi  
(D) came to the station by the only available taxi

30. The author \_\_\_\_.

- (A) knew Mrs. Smith but not to speak to  
(B) disliked Mrs. Smith because she was stout and elderly  
(C) had never seen her before  
(D) thought she was being a nuisance

31. Mrs. Smith \_\_\_\_.

- (A) fell down after she got out of the train  
(B) fell over her parcels because she was clumsy

- (C) got out of the taxi as quickly as possible
- (D) bumped into the taxi driver who was carrying her parcels

32. "puffing and panting" (line 6) means that \_\_\_\_.

- (A) the engine was letting off steam
- (B) the passengers were too crowded
- (C) Mrs. Smith was out of breath
- (D) Mrs. Smith was carrying too many parcels

33. Mrs. Smith had come to the station \_\_\_\_.

- (A) to boast that she was the baby's aunt
- (B) to tell the engine driver that his wife had had a baby
- (C) to stop the train because of the baby
- (D) to take the news to the local market town

34. The passengers, when they heard the news, \_\_\_\_.

- (A) were all smiling
- (B) clapped loudly
- (C) shouted "Hurrah!"
- (D) let themselves become very cheerful

35. Because Bill had become a father \_\_\_\_.

- (A) the author was terrified of traveling by train
- (B) he made the train go so fast that the author was terrified
- (C) the author never traveled by train again
- (D) the author determined never to go by rail if he could help it

C. If Perseus and Hercules were the greatest of Greek heroes, the most fascinating was someone named Atalanta, who surprisingly was a woman—a beautiful young woman who loved adventures as much as the most dauntless hero, and who could outshoot and outrun and outwrestle any man in one of the great ages of Greek heroism.

Her father, bitterly disappointed that she was not a boy, left her on a wild mountainside to die, but a she-bear took charge of her, nursed her, and she grew into an active, daring girl. Kind hunters then found her and took her to live with them, and she became more than their equal in all the arduous aspects of a hunter's life.

When a terrible animal began to ravage the country of Calydon, its king in great distress sent for help from the bravest young men of Greece, and a splendid band of heroes sailed off to kill the animal, a huge boar. With them as a matter of course went Atalanta, though many of the heroes resented her presence and felt it beneath them to be accompanied by a woman.

Upon reaching Calydon, the brave band quickly surrounded the fierce animal. Only to have it quickly kill three of their number. Atalanta, however, kept her head and managed to wound it with an arrow, after which another brave young hunter killed it.

At a great funeral games not long afterward, Atalanta appeared among the contestants, and in a wrestling match defeated the young man who was to be the father of the hero Achilles. Her father, now becoming reconciled to having a daughter, wished to find a husband for her, something not at all to her wishes. As a way of disposing of her many suitors, she agreed to

marry whoever could beat her in a foot race, knowing well that no young man could do so.

After she had defeated many eager suitors, a young man named Melanion arrived. He knew very well he could not match Atalanta in a foot race, so through the help of goddess of love, Aphrodite, he had managed to possess himself of three beautiful golden apples of Hesperides.

When his race with Atalanta began on the appointed day, Atalanta shot away from the starting line like an arrow and began to outdistance him. At that he rolled one of his apples directly in front of her. She slowed to stoop and pick up the lovely object, and this allowed him to pull even with her. A moment more and he threw a second apple, this time somewhat to one side. She had to swerve to reach it, and this allowed him to forge ahead of her. Almost at once, however, she caught up with him—and the goal was very near. Melanion rolled his last golden apple across her path then, far into the grass. Once more she could not resist. As she picked up the apple, her suitor, winded and gasping, touched the goal. Atlanta was his. Her free days of adventures, hunting, and athletic victories were ended.

--Condensed and adapted from "Atalanta" in *Mythology* by Edith Hamilton

36. Cruelty was a frequent feature of ancient life as it is in modern life. This passage describes cruel behavior by \_\_\_\_.
- (A) Atalanta's father only                      (C) both Atalanta and her father  
(B) Atalanta only                                (D) neither Atalanta nor her father
37. We can infer from the behavior of Atalanta's father following her birth that \_\_\_\_.
- (A) children were seldom wanted              (C) he was not her real father  
(B) baby girls were never welcome            (D) baby boys were often more welcome than girls
38. We may assume that, with respect to speech, Atalanta \_\_\_\_.
- (A) spoke only the language of bears              (C) could speak human language instinctively  
(B) learned speech from the hunters              (D) never learned how to speak
39. We can assume from this story that Atalanta never \_\_\_\_.
- (A) fought as a warrior                              (C) actually killed animals  
(B) forgave her unfeeling parents                (D) actually got married
40. Why, in all probability, did many of the young heroes sailing to Calydon resent Atalanta's presence?
- (A) They feared her strength.                      (C) They felt women were poor hunters.  
(B) They doubted her courage.                    (D) They felt she tarnished the adventure.
41. We can gather that Atalanta, after reaching maturity, was all of the following *except* \_\_\_\_.
- (A) arrogant                      (B) swift                      (C) strong                      (D) courageous
42. It can be deduced from the story that in ancient times young women \_\_\_\_.
- (A) often went hunting                              (C) always chose their own husbands  
(B) seldom raced or wrestled                      (D) all had many suitors

43. Why did Atalanta stop to pick up the golden apples?
- (A) She was poor and they were valuable.
  - (B) The goddess Aphrodite forced her to do so.
  - (C) They were too beautiful to resist.
  - (D) She actually desired to marry Melanion.
44. Apparently, her suitors came to race with Atalanta because \_\_\_\_.
- (A) they wished to win great renown
  - (C) she was beautiful and desirable
  - (B) her father was a rich king
  - (D) they believed themselves swifter than she
45. Melanion won the race through what means?
- (A) His ability to cheat
  - (C) His cleverness
  - (B) His great speed and endurance
  - (D) His persistence and piety