

國立花蓮師範學院國民教育研究所 九十二學年度

博士班入學考試試題

考試科目：課程與教學

注意事項：

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

第一題：

試從認知或學習的情境取向(situated approaches)，說明其對九年一貫課程的意義。(30 分)

第二題：

美國教育學者布魯姆(Bloom)將教育目標分成三大領域：認知、技能與情意。其中認知領域又分為六個層次：知識(knowledge)、理解(comprehension)、應用(application)、分析(analysis)、綜合(synthesis)、評鑑(evaluation)等。請以李白的「自遣」這首詩為例，概述各認知思考層次的定義、分析各層次之間的關係，及說明出題的原則與試題特徵。(40 分)

李白 自遣

對酒不覺暝，落花盈我衣，醉起步溪月，鳥還人亦稀。

第三題：

資訊科技(Information Technology, IT)的應用，在近年教育改革的呼聲及政策推動下，儼然成為一種不容漠視的新興議題，同時也是各級學校教育所一致重視的方針。試由課程的四種定義：課程即目標、課程即計畫、課程即科目、課程即經驗，解讀資訊科技所扮演的可能課程角色，並評述其利弊得失。(30 分)

國立花蓮師範學院國民教育研究所 九十二學年度

博士班入學考試試題

考試科目：教育政策與行政

注意事項：

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第一題：

試說明「經驗-分析」、「詮釋-理解」及「社會批判」三大教育研究取向對「理論與實踐」之關係，各持何種觀點？並比較彼此之異同。(40 分)

第二題：

台灣社會的變遷非常迅速。請說明台灣社會變遷的可能方向，並建議在教育上我們應有的因應措施。(30 分)

第三題：

請由教育財政學的觀點，評述十二年國教的實施。(30 分)

國立花蓮師範學院國民教育研究所 九十二學年度

博士班入學考試試題

考試科目：英文教育名著

注意事項：

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填答說明：閱讀下列各題英文段落，並請以中文 (1)敘述文中主旨，及 (2)評論其內容(兩者各佔配分之一半)。

第一題(12 分)

The primary focus of social theory of learning is on learning as social participation. Participation here refers not just to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in the practices of social communities and constructing identities in relation to these communities. Participating in a playground clique or in a work team, for instance, is both a kind of action and a form of belonging. Such participation shapes not only what we do, but also who we are and how we interpret what we do.

第二題(14 分)

As the culture is shifting from testing to assessment much more formative assessment will be needed in order to convince students that assessment has two main purposes. First, showing students their strong points, their weaknesses and their growth, and second, guiding students towards the achievement of the learning goals. Research on new assessment has yielded the following conclusions:

New assessment methods are less threatening to most students than the traditional exams and are perceived as being fairer.

Students do find meaning in assignments such as projects, group exercises, and portfolios and peer-assessment because of their authenticity and their greater fit in powerful learning environment.

Although such assessments appeal more to students' internal motivation, grades remain on students' minds.

Changing assessment methods encourages changing learning methods and results

in students shifting from pure memorization to real learning.

A majority of studies concerning new assessment methods show high validity and reliability.

Assessment, such as peer-assessment, can be successful in any discipline area and at any level.

第三題(12 分)

Management practices must harmonize with the principles that govern the operation of natural systems. Enlightened managers will use words and stories to identify and describe how practices in every part of the organization may become consistent with nature's principles. By adhering to practices characteristic of nature's system, companies will experience success. Each part of the organization, each individual and each system, must embody the principles adhered to in life systems. In so doing, the organization becomes a web of relationships that produces results which exceed the sum of its parts. The pattern embodied in that web of relationships is the "spirit in the walls," as Scania's people say. Nurture this spirit, and the organization will flourish.

Further, by nurturing the spirit that prevails in nature's system, organizations will contribute immeasurably toward lessening the dissonance between human thinking and "the way nature works" that is the root of most problems in modern society. For this way of thinking gave rise to the highly mechanical view of business that led, after the 1950s, to the practices we refer to as "managing by results." These MBR practices focus attention of achieving unlimited homogeneous growth of quantitative target, not on the creative and sustainable pursuit of unlimited qualitative enrichment with limited means. Accordingly, today's managers ignore all properties and relationships in their organizations that cannot be quantified. Values and nonquantifiable patterns are passed over in favor of simply accumulating more and more of quantifiable "bottom-line" targets.

第四題(12 分)

That teachers do not depend greatly on the school hierarchy for technical assistance is supported by responses to a national survey conducted by the NEA (1967). When questioned about activities which might "contribute to professional growth," respondents showed limited enthusiasm for school-based programs. In-school activities received modal ratings as "some contribution" or "little or no contribution," whereas external activities (usually college-based) were evaluated more

positively; in three instances they were modally ranked as making a "great contribution". It is noteworthy that respondents indicate greater enthusiasm for continuing university study than for their preservice instruction. It may be true, as some suggest, that pedagogical instruction makes more sense after one has taught awhile. There may be another factor as well; summer and part-time courses for teachers often provide a forum for the exchange of information among experienced teachers and may thereby benefit from the preference for exchanges with peers. Teachers, in any event, do not seem unduly impressed with the supervisory resources available within school districts.