國立花蓮師範學院國民教育研究所九十四學年度

博士班入學考試試題

考試科目：教育政策與行政

注意事項：

(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。

1. 試說明「以問題爲中心的政策分析」模型之內涵，並舉一項教育政策爲例詮釋之。(30 分)

2. 依組織變革之歷程觀點，學校組織是否具備變革能力（change capacity）是學校教育改革能否成功之關鍵因素；請從台灣地區當前教育政策環境（policy environment）之角度，評析影響基層學校組織變革能力之因素。(40 分)

3. 試解讀教育基本法之精神與重要內涵，並詮釋該法公佈對台灣教育體系發展代表那些重要的意義？(40 分)

4. 當代之教育政策倡導實施學校本位經營，賦予學校較大之機構自主性（institutional autonomy），鼓勵基層學校提供符合學校情境特性之教育內容；另一方面，教育行政機關在制定教育政策後，要求基層學校必須承擔起政策實施之績效責任（school accountability），常定期對基層學校實施校務評鑑。請評析學校本位經營制度與學校績效責任制度二者是否能並行不悖。(40 分)

國立花蓮師範學院國民教育研究所九十四學年度

博士班入學考試試題

考試科目：課程與教學

注意事項：

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(三)、試題隨同答案卷一併繳回。

1. 請從研究對象的性質，申論教育研究的目的與方法。(50 分)

2. 台灣的課程研究趨勢，與世界潮流及歐美之學術社群發展，有那些彼此符應、互相驗證的現象?或者，二者各有特色，無法相提並論?試述其理並論證之。(50 分)

3. 您想要了解二種不同班級人數（大班、小班）和二種不同教學方法（教師中心、學生中心）對教學成果的影響。一般而言，在教學的研究實驗設計中，有三種常見的分組設計方法，分別是「完全隨機化多因子設計」（completely randomized factorial design）、「隨機化區組多因子設計」（randomized block factorial design）、「分割設計區」（split-plot design）。 請就本例說明這三種不同設計方法，並比較這三種設計之異同。(50 分)

國立花蓮師範學院國民教育研究所九十四學年度

博士班入學考試試題

考試科目：英文教育名著

注意事項：
(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。

答題說明：閱讀下列四題英文段落，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)

1. To say that the subject matter of educational science is "education as fact" or "educational reality" is merely to use a conventional oversimplification; in no way does it mean that the subject matter of the science consists solely of educational actions. Rather, the "*principal subject matter*" of educational science includes the aims or purposes of education (ideals), subjects (educators) and objects of education (educands), as well as means (educational actions and institutions). Summarizing, one can speak of educational situations or "fields" in which the different types of subject matter are not only interconnected, but also related to the surrounding socio-cultural environment as a whole.

Education is a very broadly-based and complicated field of study. Some of its subareas are also the subject matter of other sciences, in particular psychology and sociology. Attempts have been made to eliminate the confusion resulting from this by differentiating between the *material object* and the *formal object* of educational science. The material object is considered to be the concrete subject matter which a science studies (for example, mankind or a particular social structure); the formal object is "the particular consideration with which this subject matter is regarded; every science is characterized by its specific formal object, while the same material object may be common to a number of sciences. (14 分)

2. Many methods of didactic education assume a separation between knowing and doing, treating knowledge as an integral, self-sufficient substance, theoretically independent of the situations in which it is learned and used. Recent investigations of learning, however, challenge this separating of what is learned from how it is learned and used. The activity in which knowledge is developed and deployed, it is now argued, is not separable from or ancillary to learning and cognition. Nor is it neutral. Rather, it is an integral part of what is learned. Situations might be said to co-produce knowledge through activity. Learning and cognition, it is now possible to argue, are fundamentally situated. (12 分)

3. Commercial activities now shape the structure of the school day, influence the content of the school curriculum, and determine whether children have access to variety of technologies. Moreover, it appears from a number of citations that there is an emerging trend whereby marketers attempt to bundle together advertising and marketing programs in schools across a variety of media and thus gain a dominant position in the schoolhouse market. The effort to integrate more fully the schoolhouse into corporate marketing plans by securing control over as many school-based advertising media as possible may well be the trend to watch over the next decade. If so, we can expect schools to serve as launch pads for marketing campaigns that resemble high-profile movie releases complete with multiple tie-ins for a variety of products and services aimed at children and their families. At a time when commercialism in schools and classrooms is increasing dramatically, educators have been largely silent or, worse, cheerleaders for these trends. The failure of the education community to critically describe the character and quality of schools and their programs is not worthy of a profession that would lay claim to the legacy of John Dewey. (12 分)

4. Testing is a mere appendage to what is tested: learning. And learning, going back to the ancient definition, is all about the interaction between a student and a teacher, not a student and a test, nor a student and a standard. The scholar Alfie Kohn makes a more direct attack on the testing movement: "Standardized testing," Kohn writes, "has swelled and mutated, like a creature in one of those old horror movies, to the point that is now threatens to swallow our schools whole." Kohn and the many other opponents to the swelling emphasis on standardized tests address what is lost in districts that have made higher scores the highest good in their work. It is true that where test scores go up, administrators are generally applauded; where they do not go up, administrators are often fired. School leaders who wish to do more-particularly those who wish to tap the power of their teachers in order to breathe new life into

instruction - too often must become resisters of, even rebels against, an easy status quo that mistakenly presumes testing to be simple, honest, and effective in measuring the success of our schools. The choice here is not between embracing or rejecting the value of standardized tests. Rather, it is a question of whether the higher test scores are screen as a good in themselves, or as a reflection and validation of other things, like better instruction, that teachers drive and school leaders support. (12 分)