

國立花蓮師範學院國民教育研究所 九十三學年度 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。

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

第一題(12 分)

There are many instructional frameworks that emphasize the teaching-testing-learning relationships based on the principles of behavioral psychology. Whether couched in terms of teaching machines, learning hierarchies, programmed instruction, mastery learning, or criterion-referenced testing, all behavioral approaches prescribe external control, immediate reinforcement, observable linear chaining, and thereby, a rigorously-structured teaching-testing-learning environment.

The behavioral psychology approach promotes teacher control, sequential learning hierarchies, and learning outcomes. In Skinner's view, learning is a change in behavior represented by increases in response frequency. Learning is seen to be sequential and linear. Complex learning can occur only by the accretion of elemental, prerequisite learning. Testing should be closely allied with teaching to facilitate learning. Thus, the test is corrected immediately, and if students achieve the predetermined learning objectives they move on to a new learning task assigned by the teacher. This approach emphasized the link between teaching and testing in a three-way connection. Thus, testing activities are considered as part of instruction. For example, programmed instruction, mastery learning, computer assisted instruction, and individually prescribed instruction apply testing techniques as an essential component in teaching programs. In these models, teaching aspects related to testing are considered part of the learning process.

(請續答)

第二題(14 分)

Vygotsky's emphasis on interaction with more skilled partners is necessary to his theory, since such interaction is conceived as the means by which children begin to use the intellectual tools of their society. Thus the partner must be someone who knows more about the tools than does the child. By the same token, Piaget focused on changes in perspective, from one view of a problem to another, based on his interest in understanding qualitative transitions in the philosophy of science and logic.

第三題(12 分)

Of course, much of the classical literature in the Western intellectual tradition concerns the aims and forms of educating for public life. One quickly thinks of Plato's argument in *The Republic* for a differentiated education which would link innate differences in individual nature with the differentiated roles necessary for a just polis as an attempt to reconcile public and private. In *Emile*, Rousseau also attempts to link public and private, the state and individual personality, through a particular form of education. Dewey's consequentialist treatment of the public and private provides a powerful analytical tool for conversations about educating for public life. For Dewey, since the distinction between public and private turns on an analysis of the sphere of perceived consequences of interaction, rather than on appeals to motives, human nature, or inherent qualities, the "public" or "private" qualities of any institution or interaction are always a subject of continuing inquiry. Thus, for Dewey, it is perfectly sensible to inquire into the ways in which institutions of private schooling may result in public education, while institutions of public education may result in private schooling.

(請續答)

第四題(12 分)

This is no easy task. Not only is the curriculum constantly fluctuating over time in response to various social and economic demands; it is not even at any given moment a coherent or explicit reflection of what a given society wants its children and youth to know. Even the formal and documented expressions of what the curriculum should consist of are anything but consistent and are often even self-contradictory. At one and the same time, for example, American schools are now urged to be the repositories and purveyors of standard academic fare and instruments for addressing a wide range of social problems. Higher mathematics stands alongside programs for the prevention of child abuse, and various foreign languages vie for their place in the curriculum with sex education and courses designed to combat drug abuse. In this sense, the curriculum represents a nebulous cross-section of what various interest groups in a given society prize rather than a unified and unambiguously articulated expression of the values of that culture.

國立花蓮師範學院國民教育研究所 九十三學年度 博士班入學考試試題

考試科目：課程與教學

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第一題：

學生評鑑教師教學(Student ratings of instruction)近年來在國內各大學校院都已經普遍實施，但是其信度與效度也頗有爭議。請就測驗的角度探討學生評鑑教師教學之信度與效度問題。(50 分)

第二題：

九年一貫課程改革可謂台灣教育史上規模龐大、影響深遠之教育改革措施，對於中小學教育之衝擊不在話下。自課程綱要頒布暨全面推動以來，基層之疑慮及學界批評時有聞之。試提出個人之見解，針對理論及實務層面，分別析論之。(50 分)

第三題：

試說明並比較「沒有學習就沒有教學」與「沒有學習也有教學」這兩句口號(slogans)的意義。(50 分)

國立花蓮師範學院國民教育研究所九十三學年度

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

試說明中華民國在 1950 年代教育改革之理念及主要措施，並評述其合理性。(40 分)

第二題

試說明張之洞之教育思想及其在湖北所從事之教育改革，並評述其意義性。(30 分)

第三題

近年來，弱勢者教育似乎成為政策顯學，請（一）說明教育部對原住民或低社經背景等弱勢者的教育政策，（二）評論該政策，（三）提出修正的作法，並解釋您的作法為何比教育部目前作法更好。(40 分)

第四題

Peter Senge 在學習型學校 (School that learns) 一書中，認為目前的學校教育比起企業，所含的工業時代血統更純正，請問 Senge 所謂的工業時代的教育系統為何？並請您就上述觀點提出評論意見。(40 分)