國立臺中教育大學九十九學年度研究所碩士在職專班招生考試

教育學(含教育研究法) 試題

適用學系：課程與教學研究所

一、您認為目前學校教育最急迫需要解決的問題是什麼？請說明該問題形成的原因，分析該問題造成的影響，並提出可行的解決或因應策略。(25%)

二、「定義存在，仁智互見」，M. Buber 在「人的問題」書中說到：

個體，惟當與其他個體處於具體之關係時，才是實存的事實；整體，也惟當由具體之關係全體組織而成時，才是實存的事實；所以人類實存之基本事實乃是人與其他人之同在。

時值數位科技、網路社會環繞生活之際，試問學校應進行：

（一）什麼內涵的個體教育？

（二）如何推動人際教育，以落實上述個體教育的內涵？

請就上述（一）與（二）分別論述之。(25%)

三、請問如何運用動機理論幫助學習意願低落的孩子？(25%)

四、進行研究時，研究論文的撰寫有一定的體例。請回答下列論文體例中的五個問題：(25%)

（一）為什麼要界定研究的範圍？

（二）為什麼要說明研究的限制？

（三）為什麼要說明研究的步驟？

（四）為什麼要畫出研究架構圖？

（五）為什麼要交待對未來研究的建議？

國立臺中教育大學九十九學年度研究所碩士在職專班招生考試

課程與教學理論與實務 試題

適用學系：課程與教學研究所

一、學者 D. E. Huebner 認為教師與學生的相遇就像陌生人的相見，承認學生即陌生人，是尊重學生本身認知與存有的方式；透過與年輕人的相遇得以開創教師本身轉化的空間。他主張教育是關於變化、生成與轉化的靈性旅程。請就上述看法試述並評析其課程觀。（25%）

二、請以人本主義的觀點批判目前我國學校課程與教學實施的問題。（25%）

三、「合作學習教學法」和「協同教學」兩種教學方法在本質上有何差異？對教師教學和學生學習各有何幫助？（25%）

四、日本於 1998 年修訂頒佈中小學《學習指導要領》，揭示寬鬆教育與統整課程的課程改革，然而日本學生的學力表現卻一年不如一年，而且城鄉差距越來越大，補習風氣仍盛行。

日本文部科學省乃於 2008 年重新修正公布《學習指導要領》，此次國中小學課程改革主要項目如下（山口滿，2008）：

（一）象徵寬鬆教育的「總合學習時間」每年教學節數減少 150 節，而國小算術增加 142 節、國中數學增加 70 節；國小理科增加 55 節、國中理科增加 95 節。

（二）國小算術中的圓周率從規定的 3 改成 3.14，並恢復「面積」的教學單元；國中理科恢復「離子」的教學單元。

（三）國小五、六年級每週必須上一次英語課，國中英語基本單字從 900 字增加到 1,200 字。

（四）因應教育再生會議的決議，將「道德」視為學科，國中小學各校必須設立「道德教育推進教師」，負責全校道德教育的推廣。

（五）為了充實道德教育，必須召開調查會議，調查學校教育、幼兒教育和家庭教育中道德教育的實施情形。

（六）隨 2006 年十二月《教育基本法》的修訂，國小教科書中的古文及日文必須標其讀音外，算數科必須加強算盤的教學。

（七）除了國語科外，其他學科也必須增加培養學童語言的表達能力和溝通能力的教學活動。

同為東亞國家，請問日本的中小學課程改革對照臺灣目前的課程實施，有何啟示與改進的參考？（25%）

國立臺中教育大學九十九學年度研究所碩士在職專班招生考試

專業英文 試題

適用學系：課程與教學研究所

一、Please summarize the following passages in Chinese and discuss the feasibility of applying these ideas in Taiwan.（25%）

The roles of a school administrator as an instructional leader and change agent are well documented.　Instructional leadership is the raison d'être for the curriculum leader. Having a thorough knowledge of the dynamics of instruction as well as an understanding of the subject matter expertise is often necessary for helping teachers to improve.　Developing knowledge of activities or actions, such as successful classroom strategies, is also a major function of any good administrator working in the area of curriculum.

Every school deserves dedicated and talented curriculum leaders.　With support and insight from others, individuals can develop a leadership network that is supported by other curriculum specialists.　Such a model encourages leaders to take the risks necessary to extend their skills, enhance their effectiveness, and make some positive changes in the curriculum (Donaldson, Bowe, Mackenzie, & Marnik, 2004).

As effective instructional leaders, administrators also become effective change agents. The role of the change agent is a complex one and includes the following:
　　1. Developing a "shared vision"
　　2. Formulating a need assessment
　　3. Developing or selecting an innovation
　　4. Targeting group(s) for the proposed change
　　5. Anticipating problems and resistance to the proposed change
　　6. Formulating a plan
　　7. Evaluating the implemented plan and making needed changes (see Gorton, 1976).

Success of a curriculum leader as a change agent largely depends on the extent of formulating a shared vision and developing a strategic plan of implementation. Developing a vision of change and a strategic plan are key components of the process and should include guidelines that help aid the process.

The role of the change agent is to make sure that the educational program is changed in a manner that meets the needs of students to a greater degree.

二、下文為一個教育博士論文摘要，請針對此段研究提出您的「中文」評論，不需翻譯下文。（25%）

篇名：The effects of three professional development methods on preschool teachers' use of classroom management skills and the social behavior of at-risk preschool children

Recent attention has focused on effective strategies for translating research into classroom practice (Gersten, Morvant, & Brengelman, 1995; Joyce & Showers, 1988). Traditional inservice training models have been found to be effective for increasing knowledge, but ineffective for changing teacher behavior (Miller, Harris, & Watanabe, 1991; Showers, 1983). Coaching is one approach that was derived from the research literature on effective means for producing enduring change in classroom practice (Gersten et al., 1995). Coaching often involves several components, such as classroom observations, presentation of observational data, teacher self-analysis and/or expert consultation. However, there is a lack of information on the essential features of coaching or the amount of coaching support needed to effect positive changes in teacher behavior. This project examined the effectiveness of three professional development methods (inservice training, inservice training with minimal coaching support, and inservice training with full coaching support) for increasing teacher use of validated classroom management strategies for the prevention and management of problem behaviors in young children. Subjects were 6 preschool teachers, 6 preschool children at-risk for peer rejection, and a sample of 57 typical preschool students from the participating classrooms. Results of the study indicated that coaching teachers was an effective method for increasing teacher use of classroom management strategies with preschool children. In addition, increased teacher use of classroom management strategies was related to positive changes in the social play behavior of preschool children at-risk for peer rejection.

三、Please translate the underlined sentences into Chinese.（20%）

Assessment—and its interface with curriculum, teaching and learning—has always been a significant component of classroom practice. Research has indicated that typical teachers spend between one-third and one-half of their class time engaged in one or another type of assessment or learning evaluation activity (Stiggins & Conklin, 1992). However, research has also expressed concern that the knowledge that teachers hold about assessment matters has been limited, with scant attention paid to this area in teacher-preparation programs (Christie et al., 1991; Louden et al., 2005; Matters, 2006).
    Over the past decade, the significance of the roles of assessment and accountability in education has only increased. On the one hand, educators are developing ways to improve

practical knowledge and application of assessment and development of assessment cultures among teachers through projects and policies such as Assessment for Learning (Black, Harrison, Lee, Marshall, & Wiliam, 2003; Black & Wiliam, 2004; Harlen, 2005; Kellis & Silvernail, 2002; National Research Council, 2001).   On the other hand, governments and policy makers around the world have strengthened the role of externally mandated and reported assessment for accountability purposes.

四、Read the following paragraphs and answer the questions:（30％）

I.

Until recently, the assumption has been that state certification requirements, as implemented by colleges of education, were sufficient to ensure an adequate level of teacher competency.   In response to widely publicized reports of teachers deficient in basic skills, two more rigorous methods of screening prospective teachers have been proposed: standardized tests for teachers and internship programs (or probationary appointments).

Proponents of teacher testing draw an analogy between education and other professions such as law or medicine to suggest that entrance examinations are an appropriate way to maintain professional standards, to weed out incompetent teachers, and to attract higher quality applicants.

Opponents of teacher testing question whether it will lead to higher quality applicants. As Hyman has observed, people are attracted to a given field by improved working conditions and higher salaries--not simply by more stringent entrance requirements (1984). If such tests are to be adopted, most educators maintain that they should be criterion-referenced and validated against performance requirements, rather than against training programs.

1. In terms of evaluation of teacher competency, the proponents and opponents hold their positions as that
   (A) they don't consent to each other completely
   (B) both consent to evaluating teachers by tests
   (C) the opponents consent to evaluating teachers by internship program
   (D) the proponents are opposed to the format of test
2. The state certification requirements are adequately used to evaluate teacher competency because
   (A) they are valid to evaluate teachers in the college of education
   (B) they are valid to evaluate both teachers in general and in the college of education
   (C) they are initiated and developed in the academic institution
   (D) public reports suggest to test these requirements

3. In order to recruit adequate teachers, the state government has set up the some certification requirements, which has been demanded by
   (A) the public in general   (B) the college of education
   (C) other professionals   (D) teachers

II.

A coherent vision specifies the particular values and beliefs that will guide policy and practice within the school.   Ideally, the school board and superintendent set a broad vision for all schools in the district, and, within that context, the principal coordinates the process of arriving at a particular vision for each school.   The creation of a vision is not a static event, because the vision must change as culture changes.   As Peter Senge (1990) notes, "At any one point there will be a particular image of the future that is predominant, but that image will evolve."   The principal who is able to adapt a vision to new challenges will be more successful in building strong school cultures.

A vision for creating a healthy school culture should be a collaborative activity among teachers, students, parents, staff, and the principal.   Michael G. Fullan (1992) writes, "Whose vision is it?" "Principals," he says, "are blinded by their own vision when they must manipulate the teachers and the school culture to conform to it."   A more useful approach is to create a shared vision that allows for collaborative school cultures.

4. The vision of district schools will be created best by
   (A) the school board
   (B) principals within the context
   (C) school board, superintendents and principals
   (D) the school board and superintendents
5. The vision of each single school is best
   (A) initiated by district school board and superintendents
   (B) set by principals
   (C) excluded out from the school culture
   (D) balanced in between the school culture and district vision
6. The relationship between the school culture and school vision may depicted as
   (A) hierarchical   (B) independent
   (C) causal   (D) parallel

III.

Ten years ago, principals were asked to become "instructional leaders".   Lynn Beck and Joseph Murphy (1993) observe that the metaphors of school leadership have changed frequently over the years.   At present, school leaders can choose from at least three broad

strategies: hierarchical, transformational, and facilitative.   Each has important advantages; each has significant limitations.   Together, they offer a versatile set of options.

Historically, schools have been run as bureaucracies, emphasizing authority and accountability. Hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out.   Hierarchical strategies provide a straightforward, widely accepted way of managing organizations, offering the promise of efficiency, control, and predictable routines.

Transformational strategies rely on persuasion, idealism, and intellectual excitement, motivating employees through values, symbols, and shared vision.   Principals shape school culture by listening carefully for "the deeper dreams that the school community holds for the future."   In the process, they play the roles of historian, poet, healer, and "anthropological detective" (Deal and Peterson).

David Conley and Paul Goldman (1994) define facilitative leadership as "the behaviors that enhance the collective ability of a school to adapt, solve problems, and improve performance.   Facilitative strategies offer teachers a daily partnership in bringing the vision to life.   The leader works in the background, not at the center of the stage.

7. By actively involving employees to engage in the decision-making process; the leader's role is not to solve problems personally but to see that problems are solved will be characterized by a

(A) hierarchical   (B) transformational

(C) facilitative   (D) instructional principal

8. When the principal tries to foster the acceptance of group goals; convey high performance expectations; create intellectual excitement; and offer appropriate models through their own behavior, he is taking a

(A) hierarchical   (B) transformational

(C) facilitative   (D) instructional approach

9. If the principal acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst, he tends to take strategies as

(A) hierarchical   (B) transformational

(C) facilitative   (D) instructional

10. By motivating and inspiring his followers, especially when the organization faces major change, and by providing a sense of purpose and meaning that can unite people in a common cause will be characterized by a

(A) hierarchical   (B) transformational

(C) facilitative   (D) instructional principal