

# 國立臺中教育大學 100 學年度研究所博士班招生考試

## 教育學試題

適用學系：教育學系

- 一、學術研究包含傳承與創新兩個重要意涵，最近國內對於學術研究偏重發表 SCI 與 SSCI 之論文觀點提出許多批判，而這些議題涉及國內學術本土化與學術自主之問題。在這種議題上，政治學或社會學理論中，有所謂學術殖民主義，或稱作新殖民主義之提出，藉以批判第二次世界大戰以後，世界主要國家學術霸權問題，那請問何謂學術殖民主義？以台灣的角度，學術界（特別是以教育學界之學術發展為主）應該如何改善這些問題？請申論意見。(25%)
  
- 二、教育社會學家們認為教育是促進社會流動(social mobility)最好的途徑，因此從第二次世界大戰以後，先進國家紛紛推動各種教育制度的改革，包括義務教育年限的延長、學前教育的普及、特殊教育的推廣、高等教育的擴充、繼續教育與進修體制的確立等。請從這些措施中說明：(25%)
  - (一) 教育機會均等的涵義
  - (二) 教育機會與社會公平的關係
  - (三) 教育機會不均等的來源
  - (四) 如何縮短地區間教育素質的差距
  
- 三、教育的重要性大家都不否認，而以目前來看，學校算是推動教育的主要情境場所，因此，學校的變革發展就成為社會大眾所關注與努力的焦點。而在省思學校教育何去何從之際，很容易會聯想起 1970 年代的「反學校化」(deschooling theory) 運動；此一議題經提出後在短時間內即成為教育論戰的焦點，其中又以伊凡·依利希 (Ivan Illich) 的論點最為人熟知。請略述其「反學校化」的主要思想觀點，並以時過四十年後的當前社會情境脈絡角度來略加評析。(25%)
  
- 四、九年一貫課程綱要理念之一強調統整能力，在目標上提出統整化，在領域之實施上指出要掌握統整精神。因此，課程的統整和實施是學校層次課程運作重點之一。就學校層次的課程實施而言，「課程統整」

主要目的或功能是什麼？而學校的課程領導者(校長和教務主任)，應如何規劃和推動學校層級的課程統整方案？(25%)

# 國立臺中教育大學 100 學年度研究所博士班招生考試

## 英文教育名著試題

適用學系：教育學系

一、選擇題：請閱讀下列英文段落後，回答各選擇題（24%）

I.

Various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behavior (Olweus, 1993). Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. However, while direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. Finally, boys engage in bullying behavior and are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies, & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

- ( ) 1. Which statement coincides with the meaning of the foregoing paragraph?
- (1) Boys are more likely being bullies than victims.
  - (2) Girls are more likely being victims.
  - (3) Boys are more likely being bullies and victims.
  - (4) Girls are more likely being bullies and victims.
- ( ) 2. Factors that affect the occurrence of school bullying are
- (1) gender only
  - (2) grades
  - (3) school size, racial, school settings
  - (4) gender and grades
- ( ) 3. Male students are victims (1) more than girls (2) less than girls (3) as much as girls (4) no less than girls
- ( ) 4. Which statement coincides with the meaning of the foregoing paragraph?
- (1) Bullying remained the same through grades
  - (2) Only physical harassment declined with grades
  - (3) Only verbal abuse declined with grades
  - (4) Physical and verbal abuse declined with grades

## II.

As the World Wide Web becomes an increasingly powerful and ubiquitous medium for disseminating information, writers must move from writing text in linear fashion to creating hypertext documents with links to other documents. The structure of both a hypertext document and a concept map can be seen as a directed graph or a knowledge graph. In order to stimulate authors to write clearly structured hypertext (usually hierarchical), they have to decide when to force authors to reflect upon the structure of their work. Imposing a hierarchical structure from the beginning may result in too many restrictions for the author, while any effort to stimulate hierarchy afterwards is too late, and it may even be impossible for authors to restructure the jungle of nodes and relationships. A concept map placed on the Web in hypertext may also serve as a Web navigational tool if there are clickable areas on the concept map that take the user immediately to indicated parts of the hypertext document. Moreover, constructivist learning theory argues that new knowledge should be integrated into existing structures in order to be remembered and receive meaning. Experiments have shown that subjects using concept mapping outperform non-concept mappers in longer term retention tests

- ( ) 5. The key factor for hypertext writers to make their work more reasonable arranged is (1) the time of giving them the hierarchical structure (2) the type of hierarchical structure (3) to modify their work according to the authoring system (4) to use concept mapping technique.
- ( ) 6. In designing hypertext, a good tool for writers to restructure their work must be (1) a hierarchical structure from authoring system (2) easy to allow writers to change the structural relationship (3) easy to understand and use (4) designed by hypertext companies
- ( ) 7. Concept mapping is not meant (1) being a form of knowledge graph (2) to retain learner memory for a longer time (3) an inspiration of writers (4) being a communication tool.
- ( ) 8. The concept mapping is based on the theory of (1) E. L. Thorndike (2) B. F. Skinner (3) J. Bruner (4) D. P. Ausubel

二、Please translate the first and the final paragraphs into Chinese. (26%)

Feminism is a criticism of a pervasive social reality, sexism. As a social critique, feminism intends to guide social change. Its purpose is not simply to describe and refute in theory the existing sexist attitudes and values, but, also and primarily, to extinguish in actuality those attitudes and values operative in our present social world. Feminist social criticism is abstract theory in the service of concrete practice.

The mental activity of criticizing creates in the consciousness of the feminist critic its own cognitive habits and established thought patterns. These psychological habits and patterns become sedimented in various underlying strata of feminist mental life and remain operative but unnoticed presuppositions of feminist criticism. These presuppositions possess, moreover, real significance and consequence for human life and happiness because the concrete practice which changes people's lives is guided by feminist theoretical criticism. Consequently, in the interest of both truth and happiness a critique at a higher level is required to unearth and re-examine these presuppositions of the feminist critique of sexism.

In this essay we shall provide a phenomenological critique of the assumptions of the feminist critique of sexism. Since our phenomenologizing will produce a critique of a critique, we prefer to differentiate our phenomenological critique from the feminist critique by terming the former a metacritique.

In our phenomenological metacritique we shall inquire into the structure of feminist criticism and, more specifically, into the structural poles of consciousness always involved in feminist criticism. Our concern with the various presuppositions of feminism, however, will repeatedly lead us beyond this static phenomenology to a genetic metacritique which will disclose the historical and personal origins of feminist thought.

The structure of feminist criticism involves three distinct poles of consciousness: 1. the subject matter – the sexist consciousness which is discussed and refuted; 2. the audience – those persons addressed by the critic; and 3. the author – the person whose consciousness creates the critique. Although distinct in the above designations, these three poles of consciousness all share, at least initially, an important property: they are all initially sexist. It is only in the actual practice of criticizing sexism and in hearing the criticism that feminism first comes into being, both in consciousness and in society.

三、Read the following paragraphs and answer the questions in Chinese. (50%)

I.

Textbook and other assigned reading followed by answering summary and review questions, solving problems, creating presentations, and writing papers and essays are only some of the ways that instructors can present opportunities for students to practice their skills and demonstrate their mastery of course material. By using the Assignments tool, any task, project, or homework can become a gradable item in the Gradebook. Assignments are added to a course as a content item. Instructors may create Assignments that list the name, point value and description, and files may also be attached; a Gradebook item is automatically created. After an Assignment is added to a content area, students may access the Assignment, and complete it by submitting rich text or a separate file from their local computer or their Content Collection. The instructor may respond to each student with comments about their individual Assignment and by attaching files, if necessary. The Discussion Board is often used as the place where students can interact with the instructor and with other students, promoting and facilitating the type of discourse and participation that occurs in a classroom setting. By making Discussion Board forums or threads gradable, instructors can assess student achievement and understanding or simply give a grade for participation. When grading is enabled for a forum or thread, a Gradebook item is automatically created. Students can be allowed to rate one another's Discussion Board items providing another platform for stimulating participation and further discourse.

根據上述回答下列問題：

1. 上文所提到的多元評量形式為何？(10%)
2. 上文提及電腦科技運用於教學評量的可行方式為何？(15%)

II.

How do children learn? How are new modes of thought developed? Most would agree that these are the guiding questions of a developmental cognitive psychology. The relation between learning and development has always been controversial, however, and many contemporary developmental theorists avoid taking a clear stance on this issue, a fact

that reflects the current state of flux of developmental theory. But all the traditional positions can be recognized today in somewhat disguised form, i.e., (a) that learning and development are unrelated, (b) that learning and development are identical, (c) that learning precedes development, and (d) that development precedes learning.

Some have interpreted the orthodox Piagetian position as adhering to the first position, that learning and development are unrelated. Vygotsky (1978) certainly classified Piaget's early writings as examples of an independence position and the tenor of the introductions to the Genevan work on Learning and Cognitive Development (Inhelder, Sinclair, & Bovet, 1974), by both Piaget and the authors, suggests that they were aware of the claim of a separate and "secondary" status for the concept of learning. The opening line is, "It may seem surprising that Genevan developmental psychologists have seen fit to write a book on learning" (p. I). The term learning, however, was interpreted very much in terms of a reinforcement theory, Piaget's "learning in the strict sense (*sensu stricto*), rather than learning in the broader sense (*sensu lato*) which embraces cognitive development as a whole" (Piaget, 1959). On the basis of this definition, Piaget could equally well be classed as regarding learning and development as inseparable (*sensu lato*). When making claims about any theoretical position on the centrality of learning to development, it is essential that one clarifies the concept of learning being espoused. Guthrie, Hull, Spence, and Tolman, all had theories of learning, sorting out the differences between them, however, occupied the talents of whole generations of experimental psychologists.

The most explicit version of the "learning equals development" position is the Skinnerian stance, eloquently expressed by Baer (1970), who claimed that the concept of development was redundant; improvement with age is merely the sum of past learning. Perhaps not so readily recognized as a member of this camp are extreme versions of universal novice theories of immaturity, and simple forms of novice to expert shift explanations of development (for criticisms, see Brown, 1982; Brown & DeLoache, 1978; Carey, 1985). A position that holds that development is the result of the acquisition of expertise, without recourse to developmental constraints, would be a clear example of learning being equal to development.

Another recognizable position is that learning is prerequisite to development. Skills-hierarchy approaches that postulate the acquisition

and automatization of subskills leading to, or even affording, a restructuring at higher levels are examples of this theoretical ideal type (Gagne, 1962).

And finally, probably the most commonly expressed position (at the level of textbooks) is that development is prerequisite for learning. Examples of this include maturational theories, certain simplified stage theories, and notions of readiness in general.

The aforementioned examples are meant to illustrate that it is perfectly reasonable to hold any permutation of the learning/development issue and, at least implicitly, developmental psychologists do. Many also believe that a combination of these approaches characterizes human development (Case, 1985; Fischer, 1980), and this was certainly the position taken by Vygotsky (1978). In this chapter we concentrate on central aspects of Vygotsky's theory of learning and development, most notably the concept of a "zone of proximal development."

根據上述回答下列問題:

3. 本文中指出，對於發展與學習之間的關係有哪些不同的觀點？請簡要說明這些不同觀點的意涵。(15%)

4. 根據本文作者的分析，學者們對於 J. Piaget 的立場有哪些不同的詮釋？請根據文中的討論加以說明。(10%)