

# 國立台中教育大學 95 學年度教育學系博士班招生考試

## 英文教育名著試題

(共五題，每題 20 分)

### 一、請將以下文字翻成中文：(20%)

The issue of labeling is a critical one in the delivery of services to children with handicapping conditions, real or perceived. Certainly some children have such obvious physical challenges -- sightlessness, cerebral palsy, or another multihandicapping condition -- but the growth of the learning-disabled category suggests that some students are being labeled as handicapped who in another social environment might not be perceived as different from other children. Yet with extra funding tied to the identification of students as handicapped, there is an incentive for well-meaning educators to label students in ways that might prove damaging. Toch addresses both the labeling and the incentive issues as follows:

There is a powerful stigma attached to "special education" in the school culture; to be labeled a learning disabled student in a public school is to suffer the disparagement of peers and teachers alike. And rarely do students who have been labeled learning disabled return to the mainstream of school life. Indeed, since schools receive additional funding for learning-disabled students, ... they have an incentive to continue classifying a student as "LD."

Another incentive for schools to identify more students as learning disabled is that the performance scores of these students will then not be averaged into those of the school district when standards of accountability are implemented as part of the educational reform movement. Even the U.S. Education Department has issued a warning that raised standards may be "exaggerating the tendency to refer difficult children to special education."

### 二、請將以下文字翻譯為中文，並針對黑體字部分，請以我國學校的現象加以詮釋之。(20%)

Curriculum can also be thought of as what students have an opportunity to learn under the auspices of schools. In this case, the overt curriculum constitutes what school people intend that students learn and what teachers say they intend to teach—the publicly-advertised fare of the schools. The hidden curriculum is that students have an opportunity to learn through everyday goings-on under the auspices of school, although teachers and other school people do not intend those learnings.

**One facet of the overt curriculum is the graded course of study or written curriculum of the school. This is the formal, policy-level curriculum. The less formal, but perhaps more important, curriculum is the curriculum enacted in the classroom.**

**The hidden curriculum can be thought of as bearing two characteristics (1) it is not intended, and (2) it is transmitted through the everyday, normal goings-on in schools.**

### **三、 Please read the paragraphs, and answer the questions in English: ( 20% )**

In Bloom's revised Taxonomy, the Knowledge dimension would form the vertical axis of the table, whereas the Cognitive Process dimension would form the horizontal axis. The intersections of the Knowledge and Cognitive Process categories would form the cells. The new Knowledge dimension contains four categories. Three of them include the substance of the subcategories of Knowledge in the original framework. The fourth is Metacognitive Knowledge.

The original number of categories, six was retained, but with important changes. Three categories were renamed, the order of two was interchanged, and those category names retained were changed to verb form to fit the way they are used in objectives. The original Knowledge category was renamed as Remember, and Comprehension was renamed as Understand. Application, Analysis, and Evaluation were retained, but in their verb forms as Apply, Analyze, and Evaluate. Synthesis changed places with Evaluation and was renamed Create.

- 1、 Please using the forgoing information, to draw the two-dimension Taxonomy Table.
- 2、 Please identify what the cells of A6、 B4 and C2 .represent.

### **四、 Cloze (20%)**

Choose the most proper words from the given lists to complete the following passage.  
Fill in each blank with one word only and each word can be used only once.

capacity	combine	competence	develops	do	factors	find	help
interwoven	learn	like	match	play	provide	rely	result
seek	start	willingness					

The middle-school-age child (1) work and social skills that are crucial to later life stages. During this period, children apply their cognitive abilities not only in the academic,

school-related domains, but in an increased (2) for social cooperation, self-evaluation, and peer-group participation. As a (3) of the combination of cognitive and social skills development, middle-school-age children are able to make significant contributions to the social groups to which they belong. They are also likely to (4) approval and acceptance from these groups.

Industry focuses primarily on building (5). It is quite clear that the family, peer group, and school all (6) their part in support of feelings of mastery or failure. However, in our society, school is the environment in which continuous attention is given to the child's success or failure in basic skill areas. The child's emerging sense of industry is closely (7) with the quality of the school environment and the extent to which the child encounters experiences that both foster enthusiasm for new learning and (8) objective feedback about levels of mastery. The skill development must (9) the child's intellectual maturity with the significant motives that may influence his or her (10) to learn.

**五、 Please read the following passages, summarize each of them and state your comments in Chinese. ( 20% )**

There are two irreducible modes of cognitive functioning—or more simply, two modes of thought – each meriting the status of a “ natural kind.” Each provide a way of ordering experience, of constructing reality, and the two (though amenable to complementary use) are irreducible to one another. Each also provides ways of organizing representation in memory and of filtering the perceptual world. Efforts to reduce one mode to the other or to ignore one at the expense of the other inevitably fail to capture the rich ways in which people “know” and describe events around them.

Each of the ways of knowing, moreover, has operating principles of its own and its own criteria of well-formedness. But they differ radically in their procedures for establishing truth. One verifies by appeal to formal verification procedures and empirical proof. The other establishes *not* truth but truth-likeness or verisimilitude. It has been claimed that the one is a refinement of or an abstraction from the other. But this must either be false or true only in the most trivial way, for in their full development, the one seeks explications that are context free and universal, and the other seeks explications that are context sensitive and particular. Moreover, there is no direct way in which a statement derived from one mode can contradict or even corroborate a statement derived from the other. As Rorty has recently put it, one mode is centered around the narrow epistemological question of how to know the truth; the other around the broader and more inclusive question of the meaning of experience.

Lest all this sound like intellectual teasing, let me quickly and loosely characterize the two modes so that we can continue more precisely with the enterprise. One mode, of course, is the paradigmatic or logico-scientific one. At its most developed, it fulfills the ideal of a formal, mathematical system of description and explanation. It is based upon categorization or conceptualization and the operations by which categories are established, instantiated, idealized, and related one to the other to form a system. In terms of these relations of connection, its armamentarium includes on the formal side such ideas as conjunction and disjunction, hyperonymy and hyponymy, and presupposition, and the devices by which general propositions are extracted from statements in their particular contexts. At a gross level, the logico-scientific mode (I shall call it paradigmatic hereafter) deals in general causes, and in their establishment, and makes use by constraining principles to assure verifiable reference and to test for empirical truth. Its language is regulated by requirements of consistency and noncontradiction. Its domain is defined not only by observables to which its basic statements relate, but also by the set of possible worlds that can be logically generated and tested against observables, that is, it is driven by principled hypotheses.

We know a very great deal about the paradigmatic mode of thinking, and have developed over the millennia a powerful set of prosthetic devices for helping us carry on: logic, mathematics, sciences, and automata for operating in these fields as painlessly and swiftly as possible. We also know a fair amount about how children who are weak initially at the paradigmatic mode grow up to be fairly good at it – or good enough to get on in the literal world and a few interpretive ones as well. The imaginative application of the paradigmatic mode leads to good theory, tight analysis, logical proof, and empirical discovery guided by reasoned hypothesis.

The imaginative application of the narrative mode leads instead to good stories, gripping drama, believable historical accounts. It deals in human or human-like intention and action and the vicissitudes and consequences that mark their course. It is essentially temporal rather than timeless (as with the paradigmatic mode, however much that mode may use temporal parameters or variables in its operations). And we know much less about it.

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## 教育學試題

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- 一、最近有部分縣市大量成立資優班而教育部不予同意，縣市為何廣設資優班？教育部為何不予同意？你是否支持教育部的決定？(20%)
- 二、「追求卓越教育」與「追求教育機會均等」兩者之間，何者較為重要？試以當前教育改革為例，加以申論之。(20%)
- 三、教育部於 2006 年 1 月 16 日修訂之「教育部補助直轄市縣(市)辦理九年一貫課程研習要點」，其「課程內容」項下特別強調「九十五年度教師進修研習課程強調精進教師之課堂教學專業能力」，而訂有「精進教師課堂教學能力計畫」，同時配合由國教司負責推動「教育部補助試辦教師專業發展評鑑實施計畫」，目的在於協助教師專業成長，增進教師專業素養，提升教學品質。請就您所知，評析該兩項計劃的實施策略對落實當前課程政策的有效性與適切性，並提出妳/你認為可以真正落實該兩項計劃之意圖的有效策略。(20%)
- 四、請就經濟學之父亞當史密斯 (A.Smith) 在〈道德情操論〉中寫道：「不論我們認為人類有多自私，但他的天性中卻有一些本質使他樂見別人的幸運，也希望別人快樂，雖然他並不能從中得到任何好處，只能在旁邊看了高興而已。」闡釋教育意義。(20%)
- 五、從行政的角度總是希望組織內的相關事務能達到全溝通的狀況並順利運作，唯事實上並不可能完全如此順利，故仍有許多有關溝通障礙的研究，歸結出許多溝通的原則與策略供參。然如加以細思，在行政運作上有關行政人員的溝通能力是很重要的，甚至有可能是影響組織溝通活動能否順利進行的關鍵，而學校是一個人際互動特別頻繁的組織，更是宜就此角度來加以思考。請問何謂溝通能力？而一位學校行政人員可以透過何種方式來培養或強化自我的溝通能力？請加以論述。(20%)