

# 國立臺中教育大學 98 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

- I. 以下是美國的教學研究所重視的研究發現之一，閱讀之後將之與國內教師的教學狀況相比較，並述其意義。(25%)

Both standardized and criterion-referenced tests show that teachers and schools that allocate more time to academic activities improve academic learning. Although the total time allocated to classroom instruction may be difficult to change, teachers can set priorities for instructional time that help them increase ALT (academic learning time) in their classrooms and, therefore, student achievement. Teachers who spend a minimum amount of time on nonlearning activities increase ALT and the opportunity for their students to learn. Decisions that alter ALT change student learning opportunities and priorities (Porter, 1989). For example, when teachers focus on academic instruction that is curriculum related, they will have greater gains in achievement than when the instruction is not curriculum based (Brophy & Good, 1986).

### **II. Please summarize the following passages and provide an example of curriculum alignment in Chinese. (25%)**

Curriculum alignment is a process of ensuring that the written, the taught, and the tested curricula are closely congruent. In too many schools, little correspondence exists between the district curriculum guides, the teacher's instructional plans, and the assessment measures. Curriculum alignment attempts to remedy this situation in order to improve student achievement.

The argument for curriculum alignment is clear in that school leaders should begin by asserting the need for a close fit between the written curriculum and the taught curriculum. The written curriculum, it is assumed, represents a district-wide consensus about instructional objectives and their relative importance for a given group of learners. If developed in the manner outlined in previous chapters, it reflects the input of curriculum experts, subject-matter specialists, district administrators and supervisors, and classroom teachers. Because it thus represents an informed consensus, it should be the determining element in what is taught day by day.

An obvious need also exists for a close fit between what is taught and what is

tested. As Natriello and Dornbusch (1984) note, student effort and achievement will be enhanced if students believe that the evaluation systems are valid and fair. In addition, valid and fair assessment systems require curriculum-based tests that correspond adequately with what was taught. Standardized tests will not suffice, because the content of standardized tests does not correspond closely with what is usually taught in the classroom. In one study (Freeman et al., 1980) it was determined that almost half the items in a standardized mathematics test used in many districts covered content not taught at a particular grade level.

These arguments for curriculum alignment have not totally persuaded the profession. Some educators and researchers are concerned that administrative attempts to align closely the written and the taught curricula will reduce teacher autonomy and creativity. Others have pointed out the dangers of making the test too important: The test becomes the curriculum, and teachers focus all their efforts on preparing students for that test.

Such reservations, it should be noted, support the principles of the mastery curriculum articulated in Chapter 7. As explained there, district curriculum guides should encompass only the mastery curriculum—those aspects of the curriculum that are both essential and structured. District guides should not deal with the organic elements—those that do not require structuring; or the enrichment elements—those not essential for all students. Obviously, then, the alignment process should focus only on the mastery curriculum. Because neither organic nor enrichment components are assessed or monitored, the teacher will thus have an important measure of autonomy.

### **III. Please read the following two paragraphs and answer the questions. (25%)**

In line with a “broad general and liberal education,” Holmes recommends an extended teacher education program, encompassing the perspectives of the liberal arts. In attempt to upgrade teacher education, students would receive a bachelor’s degree in a discipline, with a stress on the liberal arts, and obtain a master’s in teaching only after completing the bachelor’s degree. The stress on the liberal arts is coupled with the notion that the undergraduate curriculum would itself be changed in order to produce more educated teachers. Thus, according to summary of Holmes, “[r]eform of teacher education obviously must be coupled to changes in arts and science undergraduate education that center on the development of courses in core subjects that elaborate the structure of the disciplines and the disciplines’ most powerful and generative ideas.

Hugh G. Petrie and Alan R. Tom take up this debate here. Petrie takes a position supporting the extension of teacher education programs along the lines of the Holmes Group report, and Tom raises questions about this position. The possible long-term effects of extending the teacher education program to five years, thereby reducing the

role of traditional four-year teacher training colleges in the preparation of teachers, needs to be considered here.

**【Questions】 :**

1. According to the foregoing paragraphs, what is the extended teacher education? ( answer in English )
2. According to the foregoing paragraphs, why does Hugh G. Petrie take the position supporting the extension of teacher education programs? ( answer in English )
3. According to the foregoing paragraphs, who raises questions about the position supporting the extension of teacher education programs? Why? ( answer in English )
4. In your opinion, what should be the role of liberal education in teacher education programs? ( answer in English or Chinese )

**IV. Please read the following passages and then answer the given questions in Chinese or English. (25%)**

During the past 30 years, the nature of instruction has changed dramatically. Early “training” studies emphasized didactic methods, whereas recent approaches emphasize reflective and scaffolded instruction. Early strategy training studies were conducted in laboratory experiments rather than in classrooms. Ann Brown (1978) characterized these studies as “blind training” and later studies as “informed” because the instructional conditions became more cognitive and explanatory. Research in the 1980s simultaneously increased the grain size of the issues and situated strategy research in classrooms in four distinct ways. First, metacognition was added to the research on strategies so that training included explanations about how strategies operate and why they are useful rather than simple directions to use them. In retrospect, it seems incredibly short-sighted that researchers would not routinely explain how, why, and when strategies are effective. However, the emphasis was on experimental control and rigor, and so children were usually told what to do rather than provided with more explanatory rationales for their actions. Fuller disclosure led to better learning. Explicit instruction on declarative, procedural, and conditional knowledge that underlies effective strategic learning was the hallmark of strategy training in the 1980s (Paris, Wixson, & Palincsar, 1986; Pressley, Harris, & Marks, 1992).

Second, motivation and emotion were added to cognitive dimensions of learning. Consequently, training students to use strategies for learning also entailed making the strategies fun and functional. In fact, the old componential and additive models of learning were threatened by these new classroom interventions that wove fun and

information together inextricably. Third, strategies were situated in specific disciplines, beginning with reading in the 1970s and extending to mathematics, science, and social studies as researchers recognized that each discipline afforded different frameworks for organizing knowledge (Alexander, 1995). Fourth, strategy research moved from the laboratory into schools because researchers wanted to test whether students could be taught to use effective strategies in their regular curricula. The interplays of all four factors are evident in the instructional conversations designed to enhance students' awareness of strategies and problem-solving techniques.

Instruction is not telling students what to do or what strategies should be applied.

Rather cognitive instruction involves students in reflective discourses about thinking with multiple opportunities to talk about the task and how to solve it. Explanations, guided inquiry, scaffolded support, reciprocal teaching, and collaborative learning all foster discourse among students and teachers about how to use strategies appropriately and to learn effectively.

**【Questions】 :**

1. The author suggests that the research of instruction changed significantly in past three decades. Please summarize the major changes mentioned by the author. (20%)
2. Please translate the underlined sentences above into Chinese. (5%)

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## 教育學試題

適用學系:教育學系

一、「政治」(politics)、「政策」(policy)和「行政」(administration)三個詞之中，都有一個「政」字，政治與政策的英文字裡頭也都有「polis」這樣的共同字根；試分述此三詞的基本意涵，整理三者內涵的共通處後，論述三者與公共教育間的關係，再以公共教育內涵中任一面向為焦，舉例說明闡釋三者共通處對該面向實務的啟示。(25%)

二、組織是行政上一個很重要的概念，它會影響著所有行政的運作與功能的發揮，並關乎目標的達成。近來因時局變動快速，故有著許多不同組織的觀點與主張，以為引領，此也深深影響著學校的運作與發展。Bolman 和 Deal 在其所著的《Reframing Organizations- Artistry, Choice, and Leadership》一書中，曾舉出下表的四架構模式隱喻。請就此論述各隱喻觀點的主要核心概念、領導觀點及領導要面對的主要挑戰。並請略加闡述對學校運作發展的啟示。(25%)

	Frame			
	Structural	Human Resource	Political	Symbolic
Metaphor for organization	Factory or machine	Family	Jungle	Carnival, temple, theater

三、教育部積極辦理「教師專業發展評鑑」已持續三年，此一政策在近年來教育改革中有何意義？又學校在實施教師專業發展評鑑之過程中，有何重要機制能促進教師專業成長？試論述之。(25%)

四、近二十年來，我國由於廣設大學的結果，造成台灣的高中畢業生幾乎人人可以上大學。究竟大學是大眾普及教育？抑或是菁英教育？大學究竟是應維持歐陸早期大學的性質，注重文化的陶冶以及高深學術的追求？抑或是逐漸淪為職業的訓練所，注重實用技能的養成？此種對於大學的教育功能，常常引起有不同的論戰。對這些不同觀點的爭執，請論述您個人的觀點。(25%)