

國立台中教育大學九十五學年度研究所碩士班招生考試

專業英文 科試題

教育、諮心、課
程與教學 用

.Reading comprehension (Multiple Choice): (20%)

Research shows hardiness is the key to the resiliency for not only surviving, but also thriving, under stress. Hardiness enhances performance, leadership, conduct, stamina, mood and both physical and mental health.

Why do some people suffer physical and mental breakdowns when faced with overwhelming stress while others seem to thrive? A landmark 12-year longitudinal study by psychologist Salvatore R. Maddi, Ph.D., and colleagues at the University of Chicago involving one of the biggest deregulation and divestiture cases in American history provides some answers.

In 1981 Illinois Bell Telephone (IBT) downsized from 26,000 employees to just over half that many in one year. The remaining employees faced changing job descriptions, company goals and supervisors. One manager reported having 10 different supervisors in one year. Dr. Maddi and his research team were already studying more than 400 supervisors, managers and executives at IBT before the downsizing occurred and they were able to continue following the original study group on a yearly basis until 1987. Results shows that about two-thirds of the employees in the study suffered significant performance, leadership and health declines as the result of the extreme stress from the deregulation and divestiture, including heart attacks, strokes, obesity, depression, substance abuse and poor performance reviews. However, the other one-third actually thrived during the upheaval despite experiencing the same amount of disruption and stressful events as their co-workers. These employees maintained their health, happiness and performance and felt renewed enthusiasm.

What made the two groups so different? Dr. Maddi found that those who thrived maintained three key beliefs that helped them turn adversity into an advantage: commitment, control and challenge attitudes. The Commitment attitude led them to strive to be involved in ongoing events, rather than feeling isolated. The Control attitude led them to struggle and try to influence outcomes, rather than lapse into passivity and powerlessness. The Challenge attitude led them to view stress changes, whether positive or negative, as opportunities for new learning.

1. What helps people turn stressful circumstances into opportunities of striving?
 - (a) Luck
 - (b) Destiny
 - (c) Performance
 - (d) Miracle
 - (e) Hardiness

2. According to Dr. Maddi and his research team, how many IBT employees were found to thrive during the upheaval?
 - (a) 1/2
 - (b) 1/3
 - (c) 2/3
 - (d) 1/4
 - (e) 3/2

3. “Turning lemons into lemonade” could be an illustration of
 - (a) turning stress into opportunities
 - (b) turning adversity into an advantage
 - (c) turning stress into disaster
 - (d) both (a) and (b)
 - (e) both (a) and (c)
 - (f) both (b) and (c)

4. What are the three key beliefs that Dr. Maddi found those who thrived during the upheaval maintained?
 - (a) commitment, control and challenge attitudes
 - (b) control, obedient, and courageous attitudes
 - (c) commitment, challenge and suspicious attitudes
 - (d) control, contend, and suspicious attitudes

5. From the research findings of Dr. Maddi, what attitude would lead people to view stress changes, whether positive or negative, as opportunities for new learning?
 - (a) commitment
 - (b) control
 - (c) performance
 - (d) challenge
 - (e) leadership

.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.

Children are born with (1) biological capacities for learning. They can recognize human sounds; can (2) animate and inanimate objects; and have an inherent sense of space, motion, number, and causality. These raw capacities of the human infant are actualized by the environment (3) a new born. The environment supplies information, and equally important, provides structure to the information, as when parents (4) an infant's attention to the sounds of her or his (5) language.

Thus, developmental processes (6) interactions between children's early competencies and their environmental and interpersonal supports. These supports serve to (7) the capacities that are relevant to a child's surroundings and to prune those that are not. Learning is promoted and (8) by the children's biology and their environments. The brain of a developing child is a product, at the molecular level, of interactions between biological and ecological factors. Mind is created in this process.

The term "development" is critical to understanding the changes in children's conceptual growth. Cognitive changes do not (9) from mere accretion of information, but are due to processes involved in conceptual reorganization. Research from many fields has supplied the key findings about how early cognitive abilities (10) to learning.

biographical
certain
contain
curtain
distinguish
draft
draw
extinguish
foreign
involve
native
regulated
relate
rely
resolve
result
strengthen
surrounding

. Translation

1. Translate the following paragraph into Chinese:

The authors explored test-preparation and test-taking strategies that high school students used in algebra tests. From a pool of high school students ($N = 156$), 61 students participated in interviews, and of those interviewed, 26 represented those who were high achieving as well as highly interested in mathematics ($n = 15$) vs. those who were low achieving and showed a low level of interest in mathematics ($n = 11$). The authors performed category elicitation by using the interview protocols of 56 participants in 3 areas: test-preparation strategy, test-preparation awareness, and test-taking strategy. Elicited constructs included cognitive as well as emotional and motivational strategies and concerns. Whereas some strategies and awareness were common in high and low achievers in mathematics, some strategies varied between the 2 groups. The authors discussed the need for strategy instruction for enhancing high school students' study and test-taking strategies and for addressing their motivational concerns.

Resource: Hong, E., Sas, M., & Sas, J. C. (2006). Test-taking strategies of high and low mathematics achievers. *The Journal of Educational Research*, 99(3), 144-155. (20%)

2. Translate the following paragraph into Chinese:

The Commission on Instructional Technology defines IT in two ways: (1) as “the media born of the communications revolution which can be used for instructional purposes along side the teacher, textbook, and blackboard,” and (2) as “a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communications, and employing a combination of human and nonhuman resources to bring about more effective instruction”. (20%)

3. Describe five difficulties you have encountered in your field (Counseling and Educational Psychology or Curriculum and Instruction) in the past in Chinese. Translate each of the difficulty description above from Chinese to English and comment on the major elements that make the difficulties. (20%)

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教育學 科試題

課程與教學所 用

- 一、文化霸權的意涵為何？教師或課程編製者如何檢視自我有否文化霸權意識傾向，以免陷入霸權與反霸權的循環中？（20%）

- 二、何謂自我調整學習（Self-regulated learning）？教師如何指導學生進行自我調整學習？（20%）

- 三、近年來，部分教育學者強調認知學徒制（cognitive apprenticeship）乃是最好的學習方式，在教育上具有積極之功能。試問，認知學徒制的理論基礎及基本精神為何？認知學徒制應用於教育實務中有何優點與限制？請分別加以分析說明。（20%）

- 四、電腦網路科技對人類社會有何影響，對教育的衝擊又是如何？試申論之。（20%）

- 五、東西方國家在宗教、制度、生活方式、價值觀念上的歧異，促使彼此之間的衝突蠢蠢欲動，為防範此「文明衝突」，試從全球化視野建構未來教育核心價值要素。（20%）

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教學理論 科試題

課程與教學所 用

- 一、Jerome Bruner 曾經是推動第一次認知革命的重要學者，但在近二十年左右，他的主張則從早期的認知心理學轉向文化心理學的觀點。請簡述文化心理學的主要論點，並分析其在教學上的啟示。(20%)

- 二、「教學」是一個複雜概念，多樣態的過程，試從「教學」要素的分析，討論創新教學的策略為何？(20%)

- 三、以流程圖的方式解釋國小如何從九年一貫課程綱要到教室教學的設計過程，並說明如何在流程圖中劃分課程與教學之界限？(20%)

- 四、闡釋行動學習-Mobile Learning 要素及其內涵。(20%)

- 五、請說明成功的合作學習應該有哪些要素？並請嘗試解釋為何許多教學介入實驗方案雖有效但是無法持久實施的原因。(20%)

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課程理論 科試題

課程與教學所用

- 一、請略述泰勒(Ralph Tyler)在課程發展史上的地位並詳述其影響。(20%)

- 二、請列舉十個影響課程發展的主要因素，分別闡述其意義及其如何影響課程發展，並以圖示描繪其相互關係？(20%)

- 三、請由課程決定的層級、權力的運作與分配等角度，評析當前學校本位課程發展的政策規劃與實施概況，此情形對於教師參與課程決定、提升教師專業權能與課程自主權有何影響？試提出進一步的改善之道。(20%)

- 四、「全球教育」、「多元文化教育」、「新移民子女教育」的內涵為何？三者之間的關係為何？應如何從事三者的課程發展？試申論之。(20%)

- 五、就課程設計四大要素說明我國國小學校課程計劃之設計時應有的原則與作法？(20%)