

國立臺中教育大學 100 學年度研究所碩士在職專班
及國民小學教師在職進修教學碩士學位招生考試

教育學（含教育研究法）試題

適用學系：教育學系課程與教學碩士班

- 一、教育的目的在教「人」成「人」之過程。請分析前後兩個「人」的意涵各指什麼？學校在這過程中應有的作為是什麼？（25%）
- 二、環顧世界主要國家，大都已實施不同形式的中小學教師評鑑。教育部也即將在《教師法》修訂中納入「教師評鑑」之條文，可見教師評鑑是一個趨勢。請您分析中小學應實施「教師評鑑」的依據是什麼？請分別從教師專業、學校經營管理及社會家長的角度來分析。（25%）
- 三、國內有一些學術論文會以台灣原住民學童為研究對象，探究他們在國語文、數學與自然科學等學科上的認知特性與學習機制，亦常將其與漢族學童的相關變項並置比較其種種異同。如果原住民學童的學習成果相對於漢族學童較低（差異有達顯著水準），依您看，那是什麼樣的心理學和社會學變項因素所造成的結果？請您分析後，提出您對提升原住民學童學習成效之關鍵因素的看法，並提出解決之道。（25%）
- 四、教育研究中若是實徵性研究(empirical study)，則論文第四章為「結果與討論」；第五章為「結論與建議」。請回答下列問題：（25%）
 - （一）「研究結果」與「研究結論」有什麼差異？
 - （二）研究結果的敘寫應把握那些原則？
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課程與教學理論與實務試題

適用學系：教育學系課程與教學碩士班

- 一、將課程視為「學習內容」和將課程視為「發展學生」的兩種概念，有何不同？其在教學上的實踐會有何差異？（25%）
- 二、何謂錨式教學法（anchored instruction）？請試舉一教學實例，說明如何應用錨式教學。（25%）
- 三、請分別說明認知訊息處理論（information processing）和情境學習論（situated learning）對於學習的主張和教學的基本做法並加以比較。（25%）
- 四、下文為一個國外研究論文的摘要，請用中文摘述其內容，並提出您對內容的「中文」評論（25%）

Topic: Policy Development and Reform Principles of Basic and Secondary Education in Finland Since 1968. Education Working Paper Series. Number 2

The Education Working Paper Series is produced by the Education Unit at the World Bank (HDNED). It provides an avenue for World Bank staff to publish and disseminate preliminary education findings to encourage discussion and exchange ideas within the World Bank and among the broader development community. Many factors have contributed to Finland's academic success, from highly trained teachers to a culture that encourages reading. One key--and exportable--ingredient often gets overlooked, however. Finland's remarkable performance today springs directly from education policies and reforms set in motion four decades ago. Although the process sparked criticism and political debate, there now is general agreement that the early policy decisions of the 1970s were correct and helped to create the celebrated school system of today.

This book examines the development of education policy and reform principles in Finland over that 40-year span. The 1960s and 1970s were times of drastic change as the country evolved from an agrarian society to a Scandinavian welfare state. To facilitate this transformation, the education system, which maintained the inequities of the class society for which it was designed, needed a total overhaul. Adopting a "comprehensive school reform" approach, Finnish educators and policymakers scrutinized everything from curriculum and textbooks to salaries and administration. At the same time, teacher training underwent substantial revision, with the goal of raising teacher education to the university level. Significant resources were also invested in adult education and higher education.

資料來源：Aho, Erkki; Pitkanen, Kari; Sahlberg, Pasi.(2006). Policy Development and Reform Principles of Basic and Secondary Education in Finland Since 1968. Education Working Paper Series. Number 2. *Human Development Network Education*. (ED493641).