

# 國立台中師範學院九十四學年度研究所碩士班考試

## 專業英文 科試題

國教、諮心、課程所 用

. Fill in the blanks from the word list followed.(20%)

In his theory of (        ), R. Gagne stipulates that different internal and external conditions are necessary for each type of learning. His theory also outlines nine instructional events and corresponding cognitive processes:

- (1) gaining attention (        );
- (2) informing learners of the objective (        );
- (3) stimulating recall of prior learning (        );
- (4) presenting the stimulus (        );
- (5) providing learning guidance (        );
- (6) eliciting performance (        );
- (7) providing feedback (        );
- (8) assessing performance (        );
- (9) enhancing retention and transfer (        );

These events should satisfy or provide the necessary conditions of learning and serve as the basis for designing instruction and selecting appropriate media.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. categories of learning       | 2. reinforcement                |
| 3. semantic encoding            | 4. retrieval and generalization |
| 5. responding                   | 6. retrieval                    |
| 7. expectancy                   | 8. conditions of learning       |
| 9. selective perception         | 10. reception                   |
| 11. retrieval and reinforcement | 12. learning outcomes           |

Please translate the following paragraphs into Chinese

1. The No Child Left Behind Act, signed into law in 2002, has expanded the federal role in education and set requirements in place that affect every public school in America. At the core of No Child Left Behind are measures designed to close achievement gaps between different groups of students. ( 10% )

2. Some scholars have suggested that schools must undergo fundamental changes in the way in which they are structured to empower classroom teachers to contribute more to the school decision-making process than they do at present. A shift in the organization of schools will require that all school personnel become creative, effective communicators and efficient problem-solvers. ( 10% )

3. Achieving equity requires a significant allocation of human and material resources in schools and classrooms. Instructional tools, curriculum materials, special supplemental programs, and the skillful use of community resources undoubtedly play important roles. ( 5 % )

Give a summary of the paragraphs below with about 80 words in Chinese and, then, give your own comment in about 80 words in English (30%)

The potentially destructive impact of tangible rewards on the will to learn for its own sake has been documented in several ways. First, there is the prospect that once these rewards are no longer available, students will show little or no inclination to continue in their studies. Second, there is the possibility that offering rewards to students for doing what already interests them may also undercut personal task involvement. Such discouragement occurs because the value of an already justifiable activity becomes suspect by the promise of additional rewards—the individual reasons “If someone has to pay me to do this, then it must not be worth doing for its own sake.”

The goal of fostering a love of learning is complicated not only by offering or withholding tangible rewards, but also by the scarcity of these rewards. In many classrooms, an inadequate supply of rewards is distributed by teachers unequally, with the greatest number of rewards going to the best performers or to the fastest learners. Although this may maximize motivation, students are aroused for the wrong reasons—to win over others and to avoid losing—and these reasons eventually lead to failure and resentment. In this competitive context, grades stand as a mark of worthiness, because it is widely assumed in our society that one is only as worthy as one’s ability to achieve competitively.

Writing (25%)

Write a short essay of 150 to 180 words in a style appropriate for the following main topic.

Topic: Teachers in Society

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## 教育學 科試題

課程與教學 用

- 一、隨著資訊科技的發展，「數位化的學習」已經成為當前相當熱門的領域。請就國小階段學生身心發展的特徵，評述數位化學習的利弊得失。(10%)
  
- 二、「課程與教學」是否有好壞之分？其判定的規準為何。(10%)
  
- 三、訊息處理模式對教學的啟示為何？(20%)
  
- 四、請敘述「團隊管理」(team management)的意涵，並具體說明學校如何應用「團隊管理」有效進行課程發展或教學創新(請擇一為例加以論述)。(20%)
  
- 五、Erving Goffman 如何界定「前台」(front regions)與「後台」(back regions)？老師的「前台」可能是哪些地方？「後台」又可能是哪些地方？老師在「後台」可能做些什麼事？老師在「後台」的行為對其教學有何影響？(20%)
  
- 六、「成熟」與「社會文化」兩種因素對兒童之認知發展有何影響？(10%)
  
- 七、何謂同時後果約定(contingency contracting)？它對改變兒童行為有何意義？(10%)

# 國立台中師範學院九十四學年度研究所碩士班考試

## 教學理論 科試題

課程與教學 用

- 一、請簡要說明「錨式教學法」( anchored instruction ) 的理論基礎及教學的基本做法。( 10% )
  
- 二、有學者指出，近三、四十年來的教學研究逐漸呈現多元典範的趨勢。請簡要說明教學研究的不同典範並分析其變遷趨勢。( 10% )
  
- 三、蓋聶 ( R. M. Gagne ) 主張教師的教學事件若能與學生的內在學習歷程相配合，則可提高學習效果。試簡述學生的內在學習歷程和相對應的教師教學事件並加以評論。( 20% )
  
- 四、依照教育部對九年一貫課程綱要中的實施要點，所謂的學校課程計劃應包括那些內容或事項？( 20% )
  
- 五、舉例說明正負回饋的意義及其在教學上的運用。( 20% )
  
- 六、請說明「潛在發展區」( zone of proximal development ) 以及「動態評量」兩個名詞的意義，並說明如何結合運用兩個名詞概念於教學情境之中。( 10% )
  
- 七、請解釋多元智能的意涵，並從課程的觀點來說明多元智能在教學上運用之道。( 10% )

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## 課程理論 科試題

課程與教學 用

- 一、課程改革與發展的哲學基礎為何？（10%）
  
- 二、課程探究的模式有哪些？請列舉兩種詳述之。（10%）
  
- 三、教科書開放之後成為市場競爭的商品，由此衍生了若干問題，試從知識論的觀點來分析這些問題。（20%）
  
- 四、美國路易斯安納州立大學教授威廉·派納(William F. Pinar)編著一本〈理解課程〉(Understanding Curriculum- An Introduction to the Study of Historical and Contemporary Curriculum Discourses.)一書，在此書當中他運用「文本」(text(s))的角度來審視課程，例如：歷史文本、政治文本、種族文本、性別文本、現象學文本、後結構與後現代文本、自傳/傳記文本、美學文本、神學文本、制度文本、國際文本等。請您就以上不同文本與角度，來論述課程應有哪些內涵並加以比較之，提出自己的評論。（20%）
  
- 五、說明美國課程與評鑑專家泰勒(R.W.Tyler)在課程與教學的基本原理 Basic Principles of Curriculum and Instruction 一書，首自認明所謂「發展任何一種教學課程與計畫所必須回答的問題」是什麼，並從 M.Heidegger 哲學觀論述其內涵。（20%）
  
- 六、請說明教學評量在整個教學中地位？又為何會有多元化評量的興起？請敘述多元化評量的內涵及簡述編製各類多元評量應注意的原則？（10%）
  
- 七、何謂課程評鑑，其價值何在？請舉出三種課程評鑑的模式？又目前在國民中小學實施課程評鑑，您預期會遭遇到哪些困難，請說明之。（10%）