

國立臺中教育大學九十七學年度研究所碩士班

招生考試

專業英文試題

適用學系：教育系與課程與教學研究所

I. Translation (30%)

1.

Rewards from pleasant associations and promote the behavior being rewarded. To change a child's inappropriate behavior, often it is enough to track down the payoff and eliminate the specific unwanted behavior. It can be even more effective to institute at the same time a reward or system of rewards for desirable behavior, to perform a new association. (15%)

2.

Understanding of each of the four families is important for the curriculum planner and teacher, because each group defines the curriculum differently, and each leads to or supports different teaching practices. Thus, curriculum content and organization and teaching practices may be based on S-R conditioning, the field theories, Freudian theory, or social learning theory. (15%)

II. Reading comprehension (50%)

1. 閱讀理解-選擇題：請閱讀下面兩段短文並選擇回答文後所列問題(34%)

(1)

PIRLS 2006 is the second in a cycle of internationally comparative reading assessments carried out every five years. Conducted at the fourth grade, this world-wide assessment and research project is designed to measure trends in children's reading literacy achievement and collect information about the policy and practices related to learning to read and reading instruction.

Forty countries participated in this study, which measured reading literacy achievement of fourth-grade students (typically age 10) and gathered information about home and school factors associated with learning to read. In each country,

samples of approximately 4,000 students were assessed in about 150 schools.

The countries that participated included Austria, Belgium, Bulgaria, Canada, Chinese Taipei, Denmark, England, France, Georgia, Germany, Hong Kong SAR, Hungary, Iceland, Indonesia, Islamic Republic of Iran, Israel, Italy, Kuwait, Latvia, Lithuania, Luxembourg, Republic of Macedonia, Moldova, Morocco, Netherlands, New Zealand, Norway, Poland, Qatar, Romania, Russian Federation, Scotland, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sweden, Trinidad and Tobago, and the United States.

Countries also participating in the PIRLS 2001 assessment at the fourth grade level, for which PIRLS 2006 offers trend data are: Bulgaria, England, France, Germany, Hong Kong SAR, Hungary, Iceland, Iran, Israel, Italy, Latvia, Lithuania, Republic of Macedonia, Moldova, Morocco, Netherlands, New Zealand, Norway, Romania, Russian Federation, Scotland, Singapore, Slovak Republic, Slovenia, Sweden, and the United States.

According to a major report released on Nov. 28, 2007 by the study's international directors at Boston College, the Russian Federation, Hong Kong SAR and Singapore were the three top-performing countries in reading literacy at the fourth grade level. Luxembourg, Italy, Hungary, Sweden, Germany, the Netherlands, Belgium (Flemish), Bulgaria and Denmark also had higher achievement than the majority of other participants. In addition, three Canadian provinces—Alberta, British Columbia, and Ontario—were among the highest achieving participants

With approximately 215,000 students surveyed across 40 countries, -- including 26 countries that also participated in PIRLS 2001 and have trend data in this report -- PIRLS 2006 is one of the largest international assessments of reading literacy. Directed by the TIMSS & PIRLS International Study Center at Boston College, PIRLS assesses a range of reading comprehension strategies for two major reading purposes: literary and informational.

Additionally, PIRLS collects extensive information about home, school and national influences on how well students learn to read, and queried parents and caregivers about their children's early literacy activities.

- (1) 下列有關PIRLS 的敘述何者不正確？
- (A) PIRLS 是由 IEA 所推動的一項大型國際比較研究
 - (B) PIRLS 系列研究於 2001 年首次進行
 - (C) 文中所述的兩次 PIRLS 研究，我國(Chinese Taipei) 均有參與
 - (D) 參與 PIRLS 2006 的國家中，有半數以上曾參與了 PIRLS 2001
- (2) 根據本文的敘述，PIRLS 研究每幾年進行一次？
- (A) 3 年
 - (B) 4 年
 - (C) 5 年
 - (D) 6 年
- (3) PIRLS 所測量的對象屬於下列哪一個教育階段的學生？
- (A) 學前階段
 - (B) 國小階段
 - (C) 中學階段
 - (D) 大學階段
- (4) 根據本文的敘述，共有幾個國家參與 PIRLS 2006？
- (A) 10
 - (B) 26
 - (C) 28
 - (D) 40
- (5) 根據本文的內容，在下列四個歐洲國家中，哪一個國家的學生在 PIRLS 2006 表現最優？
- (A) 芬蘭
 - (B) 德國
 - (C) 義大利
 - (D) 俄羅斯
- (6) PIRLS 係評量學生在哪一方面的表現？
- (A) 寫作
 - (B) 閱讀
 - (C) 數學
 - (D) 科學
- (7) 根據本文的敘述，每個參與 PIRLS 2006 的國家大約有多少所學校接受測驗？
- (A) 50 所
 - (B) 100 所
 - (C) 150 所
 - (D) 200 所
- (8) 下列何者不屬於 PIRLS 2006 資料蒐集的範圍？
- (A) 學生的成就表現
 - (B) 家庭活動與相關因素
 - (C) 學校政策與教學相關因素
 - (D) 國家教育預算與政策
- (9) 根據本文的內容，對於第一次參與 PIRLS 的國家而言，下列哪一項分析結果沒有列在 PIRLS 2006 的成果報告中？
- (A) 學生成就的平均分數及與其他國家的比較
 - (B) 學生成就的變動趨勢及與其他國家的比較
 - (C) 學生之成就與家庭相關因素的分析
 - (D) 學生之成就與學校相關因素的分析
- (10) 根據本文的內容，下列哪一項推論正確？
- (A) 我國學生在 PIRLS 2006 的表現不如香港地區的學生
 - (B) 香港學生在 PIRLS 2006 的表現顯著優於新加坡的學生
 - (C) 加拿大學生的表現從 PIRLS 2001 至 2006 有顯著的成長
 - (D) 美國學生在 PIRLS 2006 的表現顯著優於加拿大的學生

(2)

Students have individual learning style preferences including visual (V; learning from graphs, charts, and flow diagrams), auditory (A; learning from speech), read-write (R; learning from reading and writing), and kinesthetic (K; learning from touch, hearing, smell, taste, and sight). These preferences can be assessed using the VARK questionnaire. We administered the VARK questionnaire to undergraduate physiology majors enrolled in a capstone physiology laboratory at Michigan State University; 48 of the 86 students (55.8%) who returned the completed questionnaire voluntarily offered gender information. The responses were tallied and assessed for gender difference in learning style preference; 54.2% of females and only 12.5% of males preferred a single mode of information presentation. Among the female students, 4.2% of the students preferred V, 0% of the students preferred A, 16.7% of the students preferred printed words (R), and 33.3% of the students preferred using all their senses (K). In contrast, male students were evenly distributed in preference, with 4.2% of the students preferring A, R, or K, respectively, while 0% of the students preferred V. Furthermore, 45.8% of female and 87.5% of male respondents preferred multiple modes [female: 2 modes (12.5%), 3 modes (12.5%), and 4 modes (20.8%); males: 2 modes (16.7%), 3 modes (12.5%), and 4 modes (58.3%)] of presentation. In summary, a majority of male students preferred multimodal instruction, specifically, four modes (VARK), whereas a majority of female students preferred single-mode instruction with a preference toward K. Thus, male and female students have significantly different learning styles. It is the responsibility of the instructor to address this diversity of learning styles and develop appropriate learning approaches.

(1) 上述的研究中使用的工具是(A) 訪視 (B) 田野調查 (C) 問卷 (D) 教室觀察

(2) 研究資料的回收率為 (A) 87. % (B) 55. 8% (C) 54% (D) 沒有提到

(3) 男生呈現的學習風格是下列哪一項

- (A) 最喜歡官能的學習 (B) 最討厭講述式的學習
(B) 最討厭圖解式的學習 (D) 最討厭讀寫的學習

(4) 女生呈現的學習風格是下列哪一項

- (A) 最討厭官能的學習 (B) 最討厭講述式的學習
(B) 最喜歡圖解式的學習 (D) 最討厭讀寫的學習

- (5)女生最喜歡教材呈現的方式是下列何種方式
(A) 單一方式 (B) 兩種方式 (C) 三種方式 (D) 四種方式
- (6) 男生最喜歡的教材呈現方式是下列何種方式
(A) 單一方式 (B) 兩種方式 (C) 三種方式 (D) 四種方式
- (7) 在教材多元呈現方式上，(A) 男女生呈現相反的結果 (B) 男女生呈現一樣的趨勢 (C) 男生比女生不喜歡多元的方式 (D) 文章中無法判定

2. 閱讀理解：請閱讀下列短文並以中文簡答文後所列問題：（16%）

Assessment is not an isolated activity that is merely linked to intervention. Assessment, instruction, and remediation can be based on the same universal explanatory conceptualization of a child's development (typical and atypical) and within this model are therefore inseparable. "A true diagnosis must provide an explanation, prediction, and scientific basis for practical prescription"(Vygotsky, 1998, p. 205). Moreover, Vygotsky suggested that the means of assessment and the means of instruction (including remedial instruction) need to be age-specific, always attuned to the characteristics of development. Vygotsky made a clear distinction between what he called symptomatic and diagnostic assessment as follows:

A symptomatic assessment focuses on behaviors and characteristics...that are typical of children fo a particular psychological type or developmental stage. In contrast, a diagnostic assessment relies on an explicit explanatory theory of psychological development in an attempt to penetrate the internal causal dynamic and genetic connections that define the process mental development.

(Lidz, C. S. & Gindis, B, 2003, p. 100)

- (1) 本文作者指出，Vygotsky 認為評量方法需要考量什麼因素？
- (2) 請說明文中這句話的意義：「A true diagnosis must provide an explanation, prediction, and scientific basis for practical prescription.」
- (3) 根據文中的敘述，「symptomatic assessment」和「diagnostic assessment」有何不同？
- (4) 本文作者認為，教學、評量與補救活動之間具有何種關係？

III. Cloze: (20%)

1. Under (1) theory, it is believed that learning occurs when a learner processes information. The input, processing, storage, and retrieval of information are the processes that are at the heart of learning. Jerome S. Bruner is a leading representative of the cognitivist school of learning. Bruner developed the (2) theory of learning, which he defined as obtaining knowledge for oneself by the use of one's own mind. David Ausubel proposed an (3) which is a (4) in his subsumption theory. It allows the learner to recall and transfer prior knowledge to the new information being presented. The regarding concept has undergone considerable reformulation. According to Rumelhart, a (5) is a (6) for representing the generic concepts stored in memory. It represented learner's knowledge about all concepts: underlying objects, situations, events, sequences of events, actions, and sequences of actions. (7) began a research program during the 1920s that has had the greatest impact on contemporary theories of cognitive development that that of any other single researcher. He proposed that for learning to occur, an individual must assimilate new information into existing cognitive structures. This means that there must be overlapped a new experience and prior knowledge. In addition, he posited that all children went through a series of four stages of (8) in the same order and (9) and (10) are two cognitive processes that are crucial for progressing from stage to stage.

trial-and-error learning	cognitive learning	assimilation	cognitive development	cognitive strategy
sociocultural	proximal development	advance organizer	accommodation	equilibration
schema	decoding	data structure	encoding	adaptation
incorporate	intelligent structure	metacognition	mastery	learning strategy
teaching strategy	law of effect	learning areas	behavior	Jean Piaget
E. Thorndike	I. Pavlov	R. Gagné	discovery	concept

國立臺中教育大學九十七學年度研究所碩士班

(含在職進修專班)招生考試

教育學試題

適用學系:課程與教學研究所

申論題：一題二十五分，共四題

一、試從數位科技、知識經濟與多元文化脈絡趨勢建構國民教育階段之價值體系。

二、「鄰避」原則（" NIMBY—Not In My Back Yard" principle），也有翻譯成「別在我家後院」原則。請舉出一個「鄰避」的教育現象，並且分析其衝突點。

三、請您以中國明清時代的科舉考試為例，說明「考試領導教學」或「考試領導學習」的現象及其對台灣目前教育的影響。

四、請比較質的教育研究與量的教育研究資料蒐集的策略與資料處理分析的方式。

國立臺中教育大學九十七學年度研究所碩士班

招生考試

課程與教學理論與實務試題

適用學系：課程與教學研究所

申論題：一題二十五分，共四題

- 一、「鄉土教育」、「本土教育」與「全球教育」的定義與關係為何？三者從事課程發展與設計時，應注意的課程發展哲學與原則為何？試申論之。
- 二、何謂「賽博空間」(cyber-space)與「賽博學習」(cyber-learning)，二者對於我國現階段課程與教學以及學生學習有何影響？
- 三、學者 John Passmore 在「教學哲學」(The Philosophy of Teaching)一書中，提及學校的教育目標之一是：培養學生的能力，他將「能力」分為「封閉型能力」和「開放型能力」。兩種能力的定義為何？教師如何透過教學培養學生這兩方面的能力？
- 四、探討課程實施有兩個觀點，分別為「忠實觀」和「相互調適觀」。
 - (一) 請分別說明何謂「忠實觀」？何謂「相互調適觀」？
 - (二) 就您對現今九年一貫課程之瞭解，學校課程實施應該採用何種觀點呢？