

國立台中教育大學九十八學年度研究所碩士在職專班招生考試

教育學（含教育研究法）試題

適用學系：課程與教學研究所

- 一、教育部正在辦理教師專業發展評鑑，試簡述此一評鑑方案的內涵並論述其與教師專業成長的關係？（25%）
- 二、台灣島歷經數百年來的移民過程迄今，已屬多元族群融合的社會。然就語言的角度來看，島民使用的日常生活語言仍包括了鄉土語言（或曰母語，含各族原住民語、客家語、閩南語（或稱河洛語）以及新移民的母語（如越南語、印尼語、泰語等）、官方語（通稱國語或泛稱漢語）等；此外，在 20 世紀末全球化架構下，也更加強調要學習外國語（第一外國語為英語）。針對教育主管有司當前的語言教育政策，請就幼稚園到大學階段我國學生的語文學習，論述您對鄉語、官語以及英語的課程優位順序及其實施策略的看法。（25%）
- 三、某縣市的國民小學六年級學生共有一萬人，現在欲了解智商、父母教育期望、學生個人的成就動機對學業的影響。根據此一研究題目，請回答下列問題：（25%）
 - （一）採用的抽樣的方法？抽樣所需考慮的因素有哪些？
 - （二）如何控制瞭解無關因素對研究結果的影響？
 - （三）如果要了解各自變項對依變項的影響程度，請問要用哪種統計方法？
- 四、若運用行為心理學的原理來實施品格教育，請問可以怎麼做？（25%）

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課程與教學理論與實務試題

適用學系：課程與教學研究所

- 一、課程理論者曾經批評效率和成果是主宰教師對課程的看法，以及教師對課程的想法太過注重經濟與政治的議題對教育的影響。因此，課程理論者認為教師應該透過對話，來思考與建構課程，下列的暗喻即是說明教師在課程中應該要思考的意義。(1) 兒童有如花朵 (the child as flower); (2) 兒童有如敵人 (the child as enemy); (3) 兒童有如齒輪 (the child as cog); (4) 兒童有如機械 (the child as machine); (5) 兒童有如推理者 (the child as reasoner)。請分別說明這些暗喻對教師在建構課程時具有何種的意義？(25%)
- 二、請依據泰勒的論點來說明課程的目標要如何設定以符合學生的教育需求。(25%)
- 三、「教學理論」內涵為何？又「教學研究」的趨勢為何？試申論之。(25%)
- 四、目標分析是教學分析(instructional analysis)中最重要的工作，九年一貫的能力指標也要求教師必須要作分析、綜合、以及轉化，請說明 Gagné 的五種目標，其分別適用的目標分析法為何？(25%)

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專業英文試題

適用學系：課程與教學研究所

一、閱讀理解：請閱讀下列短文，並回答文後所列問題。(10%)

The Program for International Student Assessment (PISA) is a system of international assessments that measures 15-year-olds' performance in reading literacy, mathematics literacy, and science literacy every 3 years. PISA, first implemented in 2000, is sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of 30 member countries. In 2006, fifty seven jurisdictions participated in PISA, including 30 OECD jurisdictions and 27 non-OECD jurisdictions.

Each PISA data collection effort assesses one of the three subject areas in depth (considered the major subject area), even as all three are assessed in each cycle (the other two subjects are considered minor subject areas for that assessment year). This allows participating jurisdictions to have an ongoing source of achievement data in every subject area. In this third cycle, PISA 2006, science literacy was the subject area assessed in depth. In 2009, PISA will focus on reading literacy, which was also assessed as the major subject area in 2000.

PISA provides a unique and complementary perspective to these studies by not focusing explicitly on curricular outcomes, but on the application of knowledge in reading, mathematics, and science to problems with a real-life context. The framework for each subject area is based on concepts, processes, and situations or contexts.

PISA uses the terminology of "literacy" in each subject area to denote its broad focus on the application of knowledge and skills. For example, PISA seeks to assess whether 15-year-olds are scientifically literate, or to what extent they can apply scientific knowledge and skills to a range of different situations they may encounter in their lives. Literacy itself refers to a continuum of skills—it is not a condition that one has or does not have (i.e., literacy or illiteracy). Rather, each person's skills place that person at a particular point on the literacy continuum.

(1) 下列有關於 PISA 的敘述何者正確？

- (A) PISA 是 OECD 國家間所進行的一項的國際比較研究
- (B) PISA 是由 OECD 所委託進行的定期研究
- (C) 每次的 PISA 研究蒐集各國學生在一個特定領域的成就表現
- (D) PISA 主要是評量學生對課程內容的精熟程度

【後面尚有試題】

- (2) 根據文中的敘述，PISA 2003 以哪一個領域為主要重點？
(A) 數學 (B) 自然科學 (C) 閱讀 (D) 社會
- (3) PISA 的研究的對象屬於下列哪一個教育階段？
(A) early childhood education (B) elementary education
(C) secondary education (D) post-secondary education
- (4) 根據文中的敘述可以推知，下列哪一年會進行 PISA 研究？
(A) 2010 (B) 2011 (C) 2012 (D) 2013
- (5) 下列何者最能完整傳達文中所指出“literacy”的意涵？
(A) 學生運用識字技巧進行閱讀的能力
(B) 學生理解重要文學作品的技巧與能力
(C) 學生運用閱讀技巧以理解重要文書資料的能力
(D) 學生應用習得的知識與技能以解決問題的能力

二、請先閱讀下列短文，再以中文寫出 50 字以內的摘要，並寫出你的感想。(25%)

Two students of Freud offer the same conclusion: how teachers understand and express their emotions is vitally important to education. Yet very few schools in the US, public or private, elementary or adult, have a pedagogy that includes an examination of emotions in the curriculum. Nor does the curriculum make transparent the various important relationships between teacher and child, child and child, teacher and parent, or the teacher and her subject. The edited collection by Gail Boldt and Paula Salvio, *Love's Return: Psychoanalytic Essays on Childhood, Teaching and Learning*, is an opportunity to acknowledge and investigate the emotions that do exist in our everyday practices, although unacknowledged and ignored, and often feared.

The editors in *Love's Return* persuasively argue that the current educational focus in the US on the mastery of knowledge is a limiting, and for some, a damaging construct for education. As stated so well in their introduction:

educators find it increasingly difficult, even starting in children's earliest years, to make room for their own and their students' subjectivities, idiosyncrasies, creativities, and emotions. As children and teachers feel increasing alienation between their lives and the demands of education, questions of love, teaching, and learning seem both more urgent and more distant than ever before.

三、請將下列文字譯成英文 (15%)

本研究之目的是探討語文教師的教學信念及其與教學實務的相關性。研究對象是六位小學教師，教學年資由四年至三十一年不等。資料蒐集採用半結構式訪談及課室觀察。本研究發現，要成功地實施課程，取決於教師是否認同新課程之目的與價值。

【後面尚有試題】

四、下文為一個教育碩士論文摘要，請用中文翻譯下文，並針對此研究提出中文評論。
(25%)

Teacher attitudes regarding the teaching of morals and values in the curriculum

Abstract

Fifty-three teachers enrolled in a graduate degree program were asked to respond to a survey ascertaining how topics such as character education and morals instruction, both linked to positive results in education, were being acknowledged in classrooms. Participants were asked to rate level of agreement or disagreement with questions about morals instruction and to list the most important morals they felt should be taught in the public schools. The consensus of respondents indicated that classes on morals should be mandatory in public schools with "honesty" being the moral listed most often.

【資料來源：Richert, Paul Lawrence (2005) . Teacher attitudes regarding the teaching of morals and values in the curriculum. Thesis of M.S. in California State University, Fullerton (6060). Thesis no. 1426328 from ProQuest Dissertations and Theses(PQDT). 】

五、請依序將畫底線之字句翻譯成中文。(25%)

① Programs of professional education in Ontario prepare teachers to teach in the Primary/Junior Divisions, the Junior/Intermediate Divisions, the Intermediate/Senior Divisions or Technological Studies. ② These programs are currently required to include learning and development throughout the Primary, Junior, Intermediate and Senior Divisions, teaching methods designed to meet the individual needs of pupils, the acts and regulations respecting education, a review of curriculum guidelines issued by the Minister of Education relating to all of the divisions and a study of curriculum development. ③ The programs consist of foundation courses, methodology or pedagogy courses, and a practicum. ④ Programs are required to maintain a balance between theory and practice, and they are required to offer a curriculum that is current and reflects the application of current research in teacher education. ⑤ The divisions and components of the program must represent a wide knowledge base and include courses on human development and learning in the teaching of theory and foundation courses.