

國立臺中教育大學 96 學年度研究所碩士在職專班招生考試

專業英文 科試題

課程與教學研究所碩士班 用

一、簡答題：請閱讀下列短文並以中文簡要回答下列問題：（20%）

Because metacognition often takes the form of an internal dialogue, many students may be unaware of its importance unless the processes are explicitly emphasized by teachers. An emphasis on metacognition needs to accompany instruction in each of the disciplines, because the type of monitoring required will vary. In history, for example, the student might be asking himself, “who wrote this document, and how does that affect the interpretation of events,” whereas in physics the student might be monitoring her understanding of the underlying physical principle at work.

● Integration of metacognitive instruction with discipline-based learning can enhance student achievement and develop in students the ability to learn independently. It should be consciously incorporated into curricula across disciplines and age levels.

● Developing strong metacognitive strategies and learning to teach those strategies in a classroom environment should be standard features of the curriculum in schools of education.

1. 文中所稱之「metacognition」所指為何？
2. 根據文中的敘述，如何讓學生覺知 metacognitive processes 的重要？
3. 文中舉出哪些實例來說明「the type of monitoring required will vary」？
4. 請說明文中這句話的意義：「Integration of metacognitive instruction with discipline-based learning can enhance student achievement and develop in students the ability to learn independently.」。
5. 根據文中的敘述，發展學生 metacognitive strategies 的教學活動應掌握哪些基本原則？

二、翻譯：

(一) 請將以下關於研究報告的文字翻譯成英文 (10%)

1. 學童的社經地位與其在學校的學習表現有顯著相關

(二) 請將以下中文的專有名詞翻譯成英文 (10%)

1. 情境學習理論
2. 學校本位課程
3. 多元智能
4. 動態評量
5. 認知策略

三、題目：請閱讀下列文章後，以中文寫出 50 字以內的摘要，並且寫出你的感想。(20%)

The Animal School: A Fable

by George Reavis

Once upon a time the animals decided they must do something heroic to meet the problems of a “new world” so they organized a school. They had adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming. In fact, better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school so nobody worried about that, except the duck.

The rabbit started at the top of the class in running but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of the treetop down. He also developed a “charlie horse” from overexertion and then got a C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class, he beat all the others to the top of the tree but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well and also run, climb and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

四、請依序將下列畫線部分之五個句子翻譯成中文（寫答時請務必標出句子之號碼）(20%)

(1)A systems design for curriculum raises the standard for what students should know. The curriculum design framing the past schooling of most adults defined what students should know by topics and related facts. (2)Traditional objectives asked students to “list,” “define,” “identify,” and “explain” important, fact-based information.

But this model of linking arbitrary verbs to topics is limiting and antiquated for the information age, where knowledge is expanding exponentially and the ability to process a large amount of information at abstract levels of thinking becomes more critical each year. (3)If we are to develop the thinking abilities of students systematically, then we need to move from a solely topic-centered to an idea-centered model of curriculum design.

Topic-centered curricula focus heavily on the memorization of facts and assume the development of deeper ideas. (4)Idea-centered curricula focus on deeper, conceptual ideas and use facts to support the understandings. (5)Facts are viewed not only as critical for building content knowledge but also as tools for gaining insight into the conceptual ideas that transfer across time and cultures.

五、克漏字 (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.

adolescent	after	by	control	determinants	effort	forces
from	help	importance	indicates	influences	leaders	money
provide	role	school	shape	young	ways	

Parents play a central role in influencing their child's development and education, but (1) the time children have reached the later years of elementary (2), friends have taken on tremendous (3) in their school life. In order to understand the full complement of influences on school performance and engagement, especially during the (4) year, we need to look closely at the roles played by peers. Indeed, our research (5) that peers (6) student achievement patterns in profound ways, and that in many (7) friends are more powerful (8) than family members are. For a large number of adolescents, peers—not parents—are the chief (9) of how intensely they are invested in school and how much (10) they devote to their education.

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教育學(含教育研究法) 科試題

課程與教學研究所 用

- 一、請比較行為主義與人文主義對學習動機的看法，並說明兩種心理學理論在激勵學生學習動機方面，各採取哪些不同的激勵措施？(20%)

- 二、健康國小三年乙班的王姓級任老師，擬採繪本式教學方法以提升其班級學童對環境保護的正確認知與實踐態度。請以此為例，說明：(20%)
 1. 推薦王老師採用何種研究方法？理由為何？
 2. 採此方法實施本研究的流程與要領為何？
 3. 可能之資料蒐集策略與工具為何？

- 三、學生個別差異一直是教育上處理的重要變項，請分析學生個別差異的類別？教育上對學生個別差異的處理應有哪些作為或調適，使學生獲得最大的學習結果？(20%)

- 四、懷海德（A. N. Whitehead）認為：學生應該在適當的時間，即其智力發展到達適當的階段時，學習不同的學科，並採用不同的學習方式。因此他提出「教育的節奏」(rhythm of education) 原則，意謂教學者必須抓住時機，及時施教。請問：教育的三個階段：傳奇階段(stage of Romance)、精確階段(stage of Precision)、概括階段(stage of Generalisation) 有何特徵？其教學任務何在？對於課程與教學有何啟示？(20%)

- 五、哲學上的經驗主義與理性主義，在課程與教學上各有何啟示？(20%)

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課程與教學理論與實務 科試題

課程與教學研究所碩士班 用

- 一、「課程決策」層次有哪些，各層次間存在著間隙與差異，試申論其內涵。(20%)

- 二、請列出影響教學媒體選擇的因素有那些？(20%)

- 三、請分析批判思考教學之意涵為何？在我國當前社會環境和政治生態下有何重要性？試舉出學生應具備的「一個」重要的批判思考「能力」，並提出培養此一能力的教學策略或方法？(20%)

- 四、請論述縣市政府要求所轄學校使用單一版本教科書所可能產生的優點及缺點。(20%)

- 五、教育評鑑的主要發展始於二十世紀初期，Guba 及 Licoln(1989)以代(generation)來區隔 1910 年以後各成功的評鑑典範，依據 Guba 及 Licoln 的主張，1987 年後的教育評鑑主要發展定為「第四代評鑑」。(20%)
 - (一) 請問何謂第四代評鑑？其核心概念為何？
 - (二) 在第四代評鑑中有所謂的賦權增能評鑑模式(empowerment evaluation)，Fetterman(1994)主張賦權增能評鑑應包含：「訓練 (training)、催化 (facilitation)、提倡 (advocacy)、啟發 (illumination)、解放 (liberation) 等過程」，而教育部之前積極推展「試辦中小學教師專業發展評鑑計畫」，請問如何應用 Fetterman 的主張於教師專業發展評鑑中？