

## 臺北市立教育大學教育學系

### 九十六學年度第一學期博士候選人資格考核試題

科目	「國民教育理論基礎」－教育哲學
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※ 請就以下二題當中，任選一題作答，滿分一〇〇分。

※ 不必抄題，作答時請將試題題號及答案寫在答卷上。

#### 一、請將所附文獻摘要成中文，並針對作者觀點作評論（100%）

Most of what Dewey wrote about the curriculum related to the elementary school and much of it seems rather dated. But it illustrates well his approach. He stressed, first of all, the importance of practical activities such as sewing, cooking, weaving, carpentry and metalwork. These conformed to the sociological principle because they were basic to life, being concerned with food, clothing, and so on, and thus part of the cultural heritage. They also conformed to the psychological principle for two reasons. First, Dewey was convinced that children are interested in them. Second, they embody motor activities which Dewey considered to be closely connected with mental development as a whole. Also, from an educational point of view, they were capable of providing continuity in that they could open up all sorts of other fruitful studies. As he put it: 'You can concentrate the history of all mankind into the evolution of the flax, cotton and wool fibres into clothing.'<sup>24</sup>

In addition to practical activities he included some traditional 'subjects' in the curriculum with the proviso that they should be related to his concept of man as a problem-solving animal concerned with control over his environment. Thus he regarded geography as being of particular importance – but as a way of gaining in power to perceive the spatial, the natural connections of an ordinary act. History was acceptable, too, as a way of recognising the human connections of ordinary acts.<sup>25</sup> And both, of course, must start from the child's immediate interests – geography must move outwards from local geography and history from 'some present situation with its problems.'<sup>26</sup>

Science is, of course, included, but subject to the same sort of provisos. It should be taught with the psychological principle in mind and start from the everyday experience of the learner. There was too much of a tendency to teach it in the logical order of the developed study. Above all science should be taught as the agency of progress in action. For it opens up new ends as well as helping mankind to achieve existing ones. Because of science man can now 'face the future with a firm belief that intelligence properly used can do away with evils once thought inevitable'.<sup>27</sup>

Finally the curriculum should include communication skills such as reading, writing, mathematics and foreign languages. These appealed to the child's 'impulses' to express himself and to share his experiences with others. So the best time to teach him the techniques of communication is when the need to communicate is vitally important to him. These communication skills should be taught incidentally as the need arose.

取材自 R.S. Peters, 'John Dewey's Philosophy of Education', in Essays on Educators。

二、請將所附文獻摘要成中文，並針對作者觀點作評論（100%）

There were two aspects of Dewey's attempt to resolve the dualism between the school and society. The first dealt with the relationship of the school to the home and surrounding community, the second with its relationship to the wider society which the pupil would enter on leaving school. On the first aspect, as I said at the beginning, Dewey was greatly impressed by the informal type of learning that went on in the home and in the small rural communities that were passing. He frequently contrasted this natural way of learning, in which there was no separation between learning and life, with the artificial drills and recitations of formal schooling. His plea was that there should be an indissoluble link between learning in school and learning out of school.<sup>28</sup> Dewey's insistence that the school itself should be a real community, exhibiting numerous shared interests and open communication, was his answer to the other question of the school's relationship to the wider society. The school itself should be a miniature democracy, according to his understanding of 'democracy'. He saw this type of school not only as valuable in itself, because of the quality of life that

it made possible, but also as the springboard to social progress.

Dewey took a prominent part in the current controversy about trade schools and vocational education.<sup>29</sup> He deprecated, of course, the split between the practical and the liberal which reflected an undesirable type of class-structure. He objected to the implicit suggestion that education should be made subservient to the demands of interested manufacturers. Nevertheless, his solution was typically one in which the dualism between vocational and liberal education could be resolved; for he argued that if more practical activities were introduced into schools, education would be through occupations and not for occupations. He advocated the introduction of processes involved in industrial life to make school life more active, more impregnated with science, and more in touch with the world. This should be part of everybody's education, not just a special provision for those who were singled out to become the modern equivalents of hewers of wood and drawers of water. Above all a different attitude to work should be developed so that young people would become imbued with a sense of community service instead of working only for private gain. It should 'train power of readaptation to changing conditions so that future workers would not become blindly subject to a fate imposed upon them'.<sup>30</sup>

取材自 R.S. Peters, 'John Dewey's Philosophy of Education', in Essays on Educators。

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### 九十六學年度第一學期博士候選人資格考核試題

科目	「國民教育理論基礎」－教育史
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※ 請就以下二題當中，任選一題作答，每題滿分一〇〇分。

※ 不必抄題，作答時請將試題題號及答案寫在答卷上。

一、(1) 請摘譯下列一段文字(30%)

(2) 這段文字是有關美國教育改革概況的敘述，依你對臺灣教育改革的認識，臺灣的教育改革是否也出現類似的爭議？你認為從此歷史中，我們可以獲得什麼教訓或啟發？(70%)

Throughout the twentieth century, many school administrators, curricularists, and business leaders continued to embrace the concept of efficiency through a production model of schooling with all kinds of externally imposed controls. The struggle for general education continues in the face of pressures to reduce the curriculum to the basics or to specialized knowledge production to meet narrow nationalistic interests, as opposed to the widest public interest. Educational reforms are undertaken in favor of one side of the curriculum against another side, or in favor of one pupil population over another. The consequence has been that the curriculum is seen in the opposition between academic and practical studies, the failure to recognize the necessary interdependence of studies, and opposition between the learner and the program of studies.

(摘自 Tanner, D. & Tanner, L.(1990). *History of the school curriculum*. N.Y.: Macmillan Publishing Company.)

二、(1) 請摘譯下列一段文字(30%)

(2) 下文是十六世紀馬丁路德 (Martin Luther, 1483-1546) 提倡政府辦理教育的部分看法，你是否同意他的說法？請試說明國家辦理教育可能產生的利弊得失。

Parents neglect this duty from various causes.

In the first place, there are some who are so lacking in piety and uprightness that they would not do it if they could, but like the ostrich, harden themselves against their own offspring, and do nothing for them. ....

In the second place, the great majority of parents are unqualified for it, and do not understand how children should be brought up and taught. For they have learned nothing but to provide for their bodily wants; and in order to teach and train children thoroughly, a separate class is needed.

In the third place, even if parents were qualified and willing to do it themselves, yet on account of other employments and household duties they have no time for it, so that necessity requires us to have teachers for public schools, unless each parent employ a private instructor. But that would be too expensive for persons of ordinary means, and many a bright boy, on account of poverty, would be neglected. ....

(摘自 Luther, M. 〈Letters to the mayors and Aldermen〉收錄於 Ulich, R. (1954). (ed.). *Three thousand years of educational wisdom: selections from great documents*. (2<sup>nd</sup>.) )

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科目	「國民教育理論基礎」－教育心理學
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※ 請就以下二題當中，任選一題作答，每題滿分一〇〇分。

※ 不必抄題，作答時請將試題題號及答案寫在答卷上。

一、請以中文說明下列短文的要旨，並申論其教育涵義。

Praise is intricately connected to how students view their intelligence. Some students believe that their intellectual ability is a fixed trait. They have a certain amount of intelligence, and that's that. Students with this fixed mind-set become excessively concerned with how smart they are, seeking tasks that will prove their intelligence and avoiding ones that might not (Dweck, 1999, 2006). The desire to learn takes a backseat.

Other students believe that their intellectual ability is something they can develop through effort and education. They don't necessarily believe that anyone can become an Einstein or a Mozart, but they do understand that even Einstein and Mozart had to put in years of effort to become who they were. When students believe that they can develop their intelligence, they focus on doing just that. Not worrying about how smart they will appear, they take on challenges and stick to them (Dweck, 1999, 2006).

More and more research in psychology and neuroscience supports the growth mind-set. We are discovering that the brain has more plasticity over time than we ever imagined (Doidge, 2007); that fundamental aspects of intelligence can be enhanced through learning (Sternberg, 2005); and that dedication and persistence in the face of obstacles are key

ingredients in outstanding achievement (Ericsson, Charness, Feltovich, & Hoffman, 2006).

二、請以中文說明下列短文的要旨，並申論您對該文的看法。

Whole teaching focuses on a balance between the whole and the part. It challenges the common practice of breaking the curriculum into subjects, units, and lessons without an encompassing, inspiring vision.

Whole teaching links the subject, unit, and lesson to a larger vision. This vision can vary, but it usually involves a sense of interdependence and personal wholeness. For example, Maria Montessori developed a curriculum for children ages 6–12 called *cosmic education*, in which children study the story of the universe and come to understand the place of human beings (and themselves) in this story (Duffy & Duffy, 2002).

Whole teaching also attempts to avoid fragmentation by making connections. It explores the relationship between linear thinking and intuition, the relationship between mind and body, the relationships among academic subjects, the relationship between individual and community, the relationship between human beings and the earth, and each person's relationship to his or her deeper sense of self, or soul. In such instructional approaches as theme-based learning and curriculum integration (Beane, 1997), students not only become aware of these relationships, but also develop the skills necessary to transform the relationships when appropriate (Miller, 1996/2007).

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科目	「國民教育理論基礎」－教育社會學
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※ 請就以下二題當中，任選一題作答，每題滿分一〇〇分。

※ 不必抄題，作答時請將試題題號及答案寫在答卷上。

一、請介紹兩個你經常上網搜尋的教育專業組織之網站（其中至少一個國外網站），包括組織名稱、該組織在相關教育領域的重要性、網站特色、個人使用經驗或心得分享，以及你會推薦同好上該網站去查詢哪些類的資訊等等。

二、國民教育旨在培養有效能的公民。請參考以下英文簡述有效能公民的特性，並申論要培養有效能公民，學校行政與學校課程應該具備哪些特性或內涵。

An effective citizen:

- Embraces core democratic values and strives to live by them.
- Accepts responsibility for the well-being of oneself, one's family, and the community.
- Has knowledge of the people, history, and traditions that have shaped our local communities, our nation, and the world.

- Has knowledge of our nation's founding documents, civic institutions, and political processes.
- Is aware of issues and events that have an impact on people at local, state, national, and global levels.
- Seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
- Asks meaningful questions and is able to analyze and evaluate information and ideas.
- Uses effective decision-making and problem-solving skills in public and private life.
- Has the ability to collaborate effectively as a member of a group.
- Actively participates in civic and community life.

**(Source: Creating Effective Citizens. The 2001 position statement of NCSS.)**



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### 九十六學年度第一學期博士候選人資格考核試題

科目	「教育學方法論」—量的取向
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※ 請就以下四題當中，第一、二題選一題以及第三、四題選一題作答，共計選二題，每題滿分一〇〇分。

※ 不必抄題，作答時請將試題題號及答案寫在答卷上。

- 一、 試說明研究設計的重要內涵，並以二篇具嚴謹審查的量化期刊論文（請註明論文資料來源）為例，評述其在研究設計上的優點和缺失。
- 二、 何謂內容分析法？並試以一篇量化的博碩士論文（請註明論文資料來源）為例，評述其實施程序。
- 三、 內部一致性係數  $\alpha$  要多大才表示測量分數是可靠的？請分別舉例說明之。
- 四、 什麼是內容效度？考驗內容效度的主要步驟有哪些，請舉一個例子說明之。

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一、請閱讀「老年婦女的三代同堂支持與依賴」一文（如附件），然後依序回答以下問題。

【閱讀材料頗長，請務必把握考試時間】

（一） 以下是質性研究方法論中常出現的詞彙，請①翻譯該詞彙、②闡釋該詞彙的基本涵義；③然後具體指出該詞彙在該究中的意義，或該研究怎樣/可以怎樣表現該詞彙/表現該詞彙的涵義？（60%）

（1） emic

（2） holism

（3） context

（4） empathetic understanding

（5） inductive analysis

(6) internal validity

(二) 質性研究報告受人信賴的程度 (trustworthiness) 應該要儘量提高。如果你是進行該研究的人，而本文只是你初步研究的結果，爲了檢核查驗這些初步結果，使你自己與他人更有信心，你可以在資料蒐集與分析方面，再採取許多技術來達到此目標。請提出四種你可能採用的技術，並具體說明你的作法。(40%)

二、 請閱讀「老年婦女的三代同堂支持與依賴」一文(如附件)，然後依序回答以下問題。

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- (1) insider's viewpoint
- (2) interpretive understanding
- (3) hermeneutic circle
- (4) grounded theory
- (5) critical theory
- (6) internal reliability

(二) 質性研究報告受人信賴的程度 (trustworthiness) 應該要儘量提

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