

臺北市立教育大學國民教育研究所  
九十四學年度第二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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注意：不必抄題，作答時請寫在答卷上。(於本試題紙上作答者，不予計分)

請將所附文獻摘要成中文，並針對文中觀點提出你的評論(100%)

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科目	「國民教育理論基礎」－教育史
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請 (1) 摘譯下列一段文字(2) 闡述自二十世紀初以來，有關國民教育中學習內容的重要爭議，並加以評論。(100%)

He who is poorly acquainted with the history of the efforts to improve elementary education in our large cities does not know that the chief protest against progress is likely to come from successful business men. They have clamored for the three R's as the essential and exclusive material of primary education-knowing well enough that their own children would be able to get the things they protest against. Thus they have attacked as fads and frills every enrichment of the curriculum which did not lend itself to narrow economic ends. Let us stick to business, to the essentials, has been their plea, and by business they meant enough of the routine skills in letters and figures to make those leaving the elementary school at about the fifth or sixth grade useful to their business, irrespective of whether pupils left school with an equipment for advance and with an ambition to try to secure better social and economic conditions for their children than they themselves had enjoyed.

(摘自 John Dewey, 1917, *School and society*)

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科目	「國民教育理論基礎」－教育心理學
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請以中文說明下列短文的要旨，並申論其如何應用於教學實務。(100%)

Foster creativity by buying low and selling high in the world of ideas—defy the crowd. Creativity is as much an attitude toward life as a matter of ability. We routinely witness creativity in young children, but it is hard to find in older children and adults because their creative potential has been suppressed by a society that encourages intellectual conformity. We begin to suppress children's natural creativity when we expect them to color within the lines in their coloring books.

Creative work requires applying and balancing three abilities that can all be developed (Sternberg 1985, 1988b; Sternberg and Lubart 1995).

- **Synthetic ability** is what we typically think of as creativity. It is the ability to generate novel and interesting ideas. Often the person we call creative is a particularly good synthetic thinker who makes connections between things that other people don't recognize spontaneously.
- **Analytic ability** is typically considered to be critical thinking ability. A person with this skill analyzes and evaluates ideas. Everyone, even the most creative person you know, has better and worse ideas. Without well-developed analytic ability, the creative thinker is as likely to pursue bad ideas as to pursue good ones. The creative individual uses analytic ability to work out the implications of a creative idea and to test it.
- **Practical ability** is the ability to translate theory into practice and abstract ideas into practical accomplishments. An implication of the investment theory of creativity is that good ideas do not sell themselves. The creative person uses practical ability to convince other people that an idea is worthy. For example, every organization has a set of ideas that dictate how things, or at least some things, should be done. To propose a new procedure you must sell it by convincing others that it is better than the old one. Practical ability is also used to recognize ideas that have a potential audience.

Creativity requires a balance among synthetic, analytic, and practical abilities. The person who is only synthetic may come up with innovative ideas, but cannot recognize or sell them. The person who is only analytic may be an excellent critic of other people's ideas, but is not likely to generate creative ideas. The person who is only practical may be an excellent salesperson, but is as likely to sell ideas or products of little or no value as to sell genuinely creative ideas.

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科目	「國民教育理論基礎」－教育社會學
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注意：不必抄題，作答時請寫在答卷上。(於本試題紙上作答者，不予計分)

請仔細閱讀下列引文，解說內容重點及意義，並加以評論。(100%)

In a discipline, punishment is only one element of a double system: gratification-punishment. And it is this system that operates in the process of training and correction [ ... ] [ which ] makes possible a number of operations characteristic of disciplinary penalty. First, the definition of behaviour and performance on the basis of the two opposed values of good and evil; instead of the simple division of the prohibition, as practiced in penal justice, we have a distribution between a positive pole and a negative pole; all behaviour falls in the field between good and bad marks, good and bad points. [ ... ] What we have here is a transposition of the system of indulgences. And by the play of this quantification, this circulation of awards and debits, thanks to the continuous calculation of plus and minus points, the disciplinary apparatuses hierarchized the 'good' and the 'bad' subjects in relation to one another. Through this micro-economy of a perpetual penalty operates a differentiation that is not one of acts, but of individuals themselves, of their nature, their potentialities, their level or their value. By assessing acts with precision, discipline judges individuals 'in truth'; the penalty that it implements is integrated into the cycle of knowledge of individuals.

引自 Michael Foucault 【The Means of Correct Training】in Elliott, A. (Ed.) (1999). *The Blackwell Reader in Contemporary Social Theory*. Oxford: Blackwell Publishers Ltd.



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科目	「教育學方法論」—質的取向
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◎請閱讀「逛街機器——一個紡織廠女工的一天」一文<sup>1</sup>（詳見附件，以下簡稱『本研究』），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.學界在介紹質性研究的特徵時，通常會提及以下詞彙，請依序解釋這些詞彙的涵義；然後具體指出該詞彙在本研究中的意義，或本研究怎樣/可以怎樣體現了該詞彙的涵義？（60%）

1. 文化主位 (emic)
2. 互為主觀/互為主體/主體間性(intersubjectivity)
3. 詮釋循環 (hermeneutic circle)
4. 社會脈絡 (social context)
5. 詮釋性的理解 (interpretive understanding)
6. 整體取向的(holistic)
7. 譬喻(metaphor)

二.如果你是進行本研究的人，而本文只是初步的研究結果，為了驗證或檢核這些結果，使你自己與他人更有信心，你可以採取許多技術達到此目標。請條列四項你可能會採用的技術，具體說明你的作法。(40%)

<sup>1</sup>本文摘自周佳君(1996)，逛街機器——一個紡織廠女工的一天。載於胡幼慧主編：質性研究——理論、方法及本土女性研究實例。臺北：巨流。頁 309-325。