

臺北市立教育大學國民教育研究所

九十五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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請就以下二題當中，任選一題作答(100%)。
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，並針對文中觀點提出你的評論(100%)

Abandon the notion of subject-matter as something fixed and ready-made in itself, outside the child's experience; cease thinking of the child's experience as also something hard and fast; see it as something fluent, embryonic, vital; and we realize that the child and the curriculum are simply two limits which define a single process. Just as two points define a straight line, so the present standpoint of the child and the facts and truths of studies define instruction. It is continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies.

On the face of it, the various studies, arithmetic, geography, language, botany, etc., are themselves experience—they are that of the race. They embody the cumulative outcome of the efforts, the strivings, and successes of the human race generation after generation. They present this, not as a mere accumulation, not as a miscellaneous heap of separate bits of experience, but in some organized and systematized way—that is, as reflectively formulated.

Hence, the facts and truths that enter into the child's present experience, and those contained in the subject-matter of studies, are the initial and final terms of one reality. To oppose one to the other is to oppose the infancy and maturity of the same growing life; it is to set the moving tendency and the final result of the same process over against each other; it is to hold that the nature and the destiny of the child war with each other.

取材自 John Dewey, The Child and the Curriculum

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This fundamental opposition of child and curriculum set up by these two modes of doctrine can be duplicated in a series of other terms. "Discipline" is the watchword of those who magnify the course of study; "interest" that of those who blazon "The Child" upon their banner. The standpoint of the former is logical; that of the latter psychological. The first emphasizes the necessity of adequate training and scholarship on the part of the teacher; the latter that of need of sympathy with the child, and knowledge of his natural instincts. "Guidance and control" are the catchwords of one school; "freedom and initiative" of the other. Law is asserted here; spontaneity proclaimed there. The old, the conservation of what has been achieved in the pain and toil of the ages, is dear to the one; the new, change, progress, wins the affection of the other. Inertness and routine, chaos and anarchism, are accusations bandied back and forth. Neglect of the sacred authority of duty is charged by one side, only to be met by counter-charges of suppression of individuality through tyrannical despotism.

Such oppositions are rarely carried to their logical conclusion. Common sense recoils at the extreme character of these results. They are left to theorists, while common sense vibrates back and forward in a maze of inconsistent compromise. The need of getting theory and practical common sense into closer connection suggests a return to our original thesis: that we have here conditions which are necessarily related to each other in the educative process, since this is precisely one of interaction and adjustment.

取材自 John Dewey, *The Child and the Curriculum*

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科目	「國民教育理論基礎」－教育史
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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)循著這段文字的脈絡，試著論述國語訓練在國民教育中的重要性，並提出你對當前國民教育階段中相關語文課程爭議的看法。
(70%)

Nationalism and patriotism had several points of influence on the curriculum of the school for the masses. Perhaps chief was their effect on instruction in the vernacular. If formerly the vernacular had been subordinated to Latin, now it was made the principal channel for purveying the new elixir of patriotism. Folk tales and literature in the folk tongue were greatly emphasized. Indeed, in Germany, where nationalism was also rampant after the Napoleonic defeat of Prussia, the elementary school was called the *Volksschule* or folk school. Folk music was also made a source of patriotic instruction. Geography and history were introduced into the elementary school curriculum, too, in order to give nationalism a firm setting in the dimensions of space and time.

(摘自 Brubacher, J.S., 1966, *A history of the problems of education*.)

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二、(1)請摘譯下列一段文字(30%)

(2)你是否同意文中 M. Archer 的看法？試以目前引發熱烈討論的十二年國民教育政策相關議題為例，說明之。(70%)

The nature of educational challenge is conditioned by existing social forces. According to Archer, two main forms of challenge are possible. The assertive groups may engage in 'substitution' which involves creating rival institutions to ensure an educational provision compatible with their needs. Alternatively, they may adopt a strategy of 'restriction' which involves destroying the monopoly of the dominant group through legal constraints and subsequent replacement of it through state provision. Which strategy is adopted depends on the nature of social forces in play, and, in particular, on the 'social distribution of resources'.¹⁰² In order to employ restriction the assertive group must have access to the national legislative machinery. Groups adopting substitutive strategies, on the other hand, must have sufficient wealth in order to finance substitute educational institutions. Thus the assertive group adopting substitution tends to be the economic elite whilst the assertive group adopting restriction tends to be the political elite.

(摘自 Green, A., 1990, *Education and state formation: The rise of education systems in England, France and the USA.*)

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科目	「國民教育理論基礎」－教育心理學
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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，並申論其如何應用於教學實務。

Internal control psychology is based upon the belief that people are *internally*, not externally, motivated. Powerful instructions that are built into our genetic structure drive our behavior. The outside world, including all rewards and punishment, only provides us with information. It does not *make* us do anything.

Not surprisingly, students who are subjected to rewards and punishment over an extended period see themselves as “out of control”—people whose success or failure is attributable to forces *outside* of themselves. They become irresponsible. That children develop a mind-set of irresponsibility should not surprise us when they have repeatedly been told that we will “make” them behave, do their homework, learn the assigned material, and so on. Our reliance on the principles of external control psychology has unwittingly spawned a population alarmingly unwilling to accept personal responsibility and to recognize that our lives are largely a product of the choices we make.

The most comprehensive, fully developed psychology of internal control is William Glasser's (1998) choice theory, a *biological* theory that suggests we are born with specific needs that we are genetically instructed to satisfy. All of our behavior represents our best attempt at any moment to satisfy our basic needs or genetic instructions. In addition to the physical need for survival, we have four basic psychological needs that must be satisfied to be emotionally healthy:

- Belonging or connecting
- Power or competence
- Freedom
- Fun

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二、請以中文說明下列短文的要旨，並申論其教育涵義。

“The times they are a-changin’” is the way Bob Dylan described the 1960s. The times and the thinking did change. Indeed, in the decades that followed the political turbulence of the '60s, the thinking about human intellectual potential produced a turbulence of its own. Traditional theories about intelligence were questioned and previously accepted theory eventually was turned upside down—and inside out.

In turning the theory *upside down*, thinking shifted from the view of a genetically programmed intelligence that is inherited and unchanging, to a radically different view that held that the inherited genetic code for intelligent behavior is significantly affected by the environment and is constantly changing based on the sensory stimuli received. This emergent theory advocated that the learning experiences of each human being help shape the cognitive capacities of that individual. The contemporary view is that while some aspects of intelligence are determined by the genetic makeup of the person, in the end, intelligence can be modified.

In turning the thinking about human potential *inside out*, recent theories suggest that intelligence is not a single, fixed entity, but rather a plurality of talents and gifts, profiled differently in each person. Emerging theories suggest that intelligence is far more expansive than previously believed, that in addition to the cognitive realm, it involves the social, emotional, and even the moral realms of the individual. The prevailing theories suggest intelligence is comprised of a profile of capabilities. This profile is different for each human being and can be affected by environment and education opportunities. Intelligence can be learned!

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科目	「國民教育理論基礎」－教育社會學
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一、請仔細閱讀下列引文，解說內容重點意涵，並申論在教育上的應用。

Rearing and educating a child to be a self-determining adult requires at least two kinds of thing. First, the child must have developed certain basic cognitive skills such as the capacity to reflect, deliberate and argue as well as the ability to acquire knowledge about itself and its world. Second, people's autonomy is greater the larger the number of options open to them. The child should be given knowledge of the choices it may make in its later life, and provided with the means to realise them. In this spirit Joel Feinberg speaks of a child's right to an 'open future'.

We can also recognize here the classic liberal upbringing —tolerant of diverse life styles, flexible and wide-ranging in outlook, humanistic and tending to secular agnosticism in ideology. In contrast the classic illiberal upbringing would be narrow, dogmatic, inflexible and perhaps best exemplified by that of religious zealots....

引自 Archard, D. (1993). *Children —Rights & Childhood*. London: Routledge. pp.55-56.

二、請仔細閱讀下列引文，解說內容重點，並申論其意涵。

... it has been argued that the state plays an important role in linking education and the economy. Human capital theory has argued that school expansion fosters economic growth. However, theories of credentialism and political economy theories challenged the basic premises of human capital theories. Facing the criticism of credentialism, human capital scholars hypothesize that some conditions must be met before educational expansion can have an appreciable and positive effect on economic growth. First, a standard curriculum should be in place, and a sizable number of children in the age cohort beyond grade 6 should be enrolled in school. Second. There should be fluid linkages between education and the economy. Third, and a precondition for the first two relationships to succeed, the state must ensure the quality of education over time. Using the case of France in the late nineteenth century, it is argued that an active state played an important role in linking education and the economy, in securing a standard curriculum, and in ensuring the quality of educational offerings...

引自 Torres, C. A. (1998). *Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World*. New York: Rowman & Littlefield Publishers, Inc. pp14-15..

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科目	「教育學方法論」—量的取向
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請就以下二題當中，任選一題作答(100%)。

不必抄題，作答時請將試題題號及答案寫在答卷上。

一、試論述研究結果討論的重要性及可行途徑，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，評述其在結果討論上
的優點和缺失。

二、請論述 “chi-square method” 在量化研究的文獻探討中所扮演的角
色。

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科目	「教育學方法論」一質的取向
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◎附件中有兩篇論文¹，請選擇其中一篇(以下簡稱『該研究』)，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、質性研究的派別很多，但仍擁有許多共同特徵，請具體條列出該研究哪些部份顯示了質性研究的特徵？
(30%)

二、學界在介紹質性研究時，常會提及以下詞彙，請依序解釋這些詞彙的基本涵義；然後具體指出該詞彙在該研究中的意義，或該研究怎樣/可以怎樣表現該詞彙/該詞彙的涵義？(40%)

1. 多重真相(multiple realities)
2. 整體取向的(holistic)
3. 視野交融(fusion of horizons)【Gadamer 提出的】
4. 同理的理解(empathetic understanding)
5. 譬喻(metaphor)

三、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，為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。請提出三種你可能採用的技術，並具體說明你的作法。
(30%)

¹ 兩文均選自：胡幼慧主編(民 85)。質性研究——理論、方法及本土女性研究實例。臺北：巨流。