

臺北市立師範學院國民教育研究所  
九十三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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請詳細摘要下列一段文字，並加以評論。(100%)

The non-Western peoples' self-education in Western knowledge may be proving effective, for the moment, as a key to the recovery of power, but it is a shallow knowledge, compared to their traditional education in their ancestral humanities, and this new knowledge will prove a poor exchange for the old unless it is deepened. The typical Westernized -- or, as he might prefer to say, modernized—non-Westerner of today has qualified himself for the exercise of some modern Western profession—say, medicine or engineering—and he has learnt his profession in some Western language, but he is likely to be ignorant of the Greek and Latin classics, which are the source of the modern West's secular culture, and ignorant of Christianity, which is the source of an agnostic or an atheist Westerner's spiritual outlook, as well as of his ethical principles. So the non-Western convert to Western Civilization will have abandoned his own ancestral cultural heritage without having succeeded in acquiring its Western equivalent. But the peoples of the world cannot learn to understand each other if they confine their attention to the present surface of life and ignore the historical depths. We cannot truly know a person, a people, a civilization, or a religion without knowing something about its history; and here, by yet another route, we are again brought face to face with the problem created by the inordinate increase in the quantity of our knowledge.

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科目	「國民教育理論基礎」－教育心理學
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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%)

The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

Curiosity, flexible and insightful thinking, and creativity are major indicators of the learners' intrinsic motivation to learn, which is in large part a function of meeting basic needs to be competent and to exercise personal control. Intrinsic motivation is facilitated on tasks that learners perceive as interesting and personally relevant and meaningful, appropriate in complexity and difficulty to the learners' abilities, and on which they believe they can succeed. Intrinsic motivation is also facilitated on tasks that are comparable to real-world situations and meet needs for choice and control. Educators can encourage and support learners' natural curiosity and motivation to learn by attending to individual differences in learners' perceptions of optimal novelty and difficulty, relevance, and personal choice and control.

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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)

請先就下列引文翻譯，申論其涵義並舉例論證你的觀點。(100%)

...culture and tradition matter to people. Humans have a need to belong, to have a sense of themselves as members of particular communities with shared values and history. Some liberals even argue that a community's culture provides the individual with an indispensable context of personal choice. It is, in this sense, a necessary condition of self-determination. Here too it is important to recognise that the child's caretakers may have a right to live their lives in the light of customs and values they esteem. It is most unlikely that the child will not thereby inherit a respect for its parents' way of life.

－摘自 Archard, D. (1993). *Children — Rights & Childhood*. London: Routledge.

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## 九十三學年度第二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、試就「研究主題」、「文獻探討」、「研究方法」、「研究結果與討論」、「結論與建議」等面向，舉例說明一個優良的量化博士論文應具有的水準。

二、一項針對某特定主題採用量化研究的碩、博士學位論文分析，發現：(1) 有 68% 的論文未在事後討論統計考驗力；(2) 達.05 顯著水準的統計考驗項目，有 70% 的統計考驗力在.95 以上；(3) 未達.05 顯著水準的統計考驗項目，有 42% 的統計考驗力在.50 以下。請說明並討論上述發現的意義。

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「質性研究像一把大傘」，包括了許多類型的研究。質性研究者想要達成的研究目的，約略可分為三種類型，一是增進理解，二是建立理論，三是彰權益能（empower）。請為這三種類型，各舉出一項教育研究的實例（已完成的或擬想的研究均可）。每一實例應包括以下內容：

1. 一項研究主題。
2. 兩項研究問題。
3. 蒐集資料的方法。
4. 研究者介入研究現象/對象的程度。
5. 你對這類型研究所具價值的評析。

(100%)