

臺北市立教育大學國民教育研究所
九十四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
----	-----------------

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%)

臺北市立教育大學國民教育研究所

九十四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
----	----------------

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（1）摘要下列一段文字

（2）闡述文中所述之相關背景脈絡，並提出你對此時期教育相關發展之評論。

When World War II ended, however, a new assault was mounted against progressive education which spread to education generally. In spite of the defeat of the fascist powers Americans still did not feel secure. The "hot" war with Germany was succeeded by the "cold" war with Russia. Instead of ascribing victory in the hot war at least in part to the schools where its heroes had been prepared, apprehensive critics wheeled about and made the schools the scapegoat for the frustrations of the cold war. The Duke of Wellington had ascribed the victory at Waterloo to the playing fields of Eton, and the Prussians had credited victory in the Franco-Prussian War to the Prussian schoolmaster. But Americans felt no such educational debt of gratitude. The assault on the schools came on two fronts. On one front, it loomed as a renewal of the charge that the schools were guilty of an exaggerated romanticism. Furthermore, important as freedom and interest were, progressive educators were charged with emphasizing them to the neglect of drill in fundamentals. On a second front, critics had little patience with the complexities of learning which the scientific study of education posed to progressives. These complexities they simplified (counter critics thought oversimplified) by demanding a return to traditional patterns. Reading was a good example. Disregarding much good scientific study of reading problems resulting in the whole-word or "look-say" method, they demanded a one-sided return to phonetics. (100%)

臺北市立教育大學國民教育研究所

九十四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」－教育心理學
----	------------------

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，並申論其教育涵義。(100%)

Changes are everywhere in today's schools. Teachers are reexamining how and what they teach. Administrators and school boards are experimenting with innovative management strategies. University educators are refocusing their research and theories to better describe effective teaching and learning as students and teachers experience it. Daily reports in the media urge changes in all aspects of schooling for all types of students and teachers.

It is easy to get confused about what schooling is supposed to accomplish for students, especially in these fast-changing times. Too much of what educators do every day can easily become caught up in rules, tests, regulations, scores, and grades. Although these concerns have their importance and roles, they often serve to obstruct education's mission. Whatever details teachers must address, the real purpose of schooling for any student, no matter how able or disabled, is simple: to enable all students to actively participate in their communities so that others care enough about what happens to them to look for ways to incorporate them as members of that community.

Of course, each student will learn different knowledge to accomplish this outcome. But the point of school is not so much what students learn as what that learning allows them to accomplish as members of the community in which they live.

Many schools are accomplishing this purpose for many different kinds of students. Nevertheless, educators do not yet know much about how to attain it for every student. Throughout the United States and other countries, schools are just now starting the process of reinventing themselves to accomplish this more student-oriented agenda. Such work requires that our schools bring together the talents and practices of previously separate educational programs to form a unified system that can flexibly respond to these new demands.

臺北市立教育大學國民教育研究所

九十四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」－教育社會學
----	------------------

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)

從十九世紀以來至今，學校教育的基本假設各有不同，請先就下列引文翻譯，解說其涵義，並據以申論 Torres 對今日英美國家教育政策所蘊含的主要觀點。

In this century, schooling has reflected the key features of the liberal state in public policy. While education was perceived by nineteenth-century liberals as a tool for enlightenment and as the great equalizer, in the twentieth century, schooling played a key role in the action of the welfare state. School expansion has been associated with the extension of citizenship rights and welfare policies to the majority of citizens. Central concerns for liberal and social-democratic planners were how to analyze the social and economic changes, how to conceptualize the functional relationship between schools and society, and, when societies become more specialized and diversified, what implications might follow from the transformations in schooling that have accompanied changes in the division of labor.

The analysis of the role of schooling in the liberal perspective of the welfare state was accompanied by an almost complete neglect of the contradictory aspects of the division of labor, including class conflict, and a very truncated conception of individualization implied by theories of socialization popularized by key functionalist theories, particularly the work of Parsons (see Morrow and Torres, 1995). The manifest and limited number of latent functions of education was stressed, and positive functions were analyzed to the exclusion of negative or dysfunctional ones. In addition, there was an uncritical acceptance of assumptions such as the high level of systematic integration of society and the methodological principle that the “whole” served by the “part” (i.e., education) was indeed society as a whole rather than some powerful class, dominant ethnic groups, or castes within society talking advantage of positions of wealth, influence, and power.

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

臺北市立教育大學國民教育研究所

九十四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
----	---------------

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、在量化研究中，多數研究者會使用 Cronbach's α 係數來估計信度係數，以下兩項是研究論文中常見的有關敘述，請加以評述。

1. 「本研究採用前測與後測的設計，並使用 Cronbach's α 係數來估計測量工具的信度」。
2. 「本研究採用○○研究者於 5 年前（1999 年）所發展出來的問卷，該問卷的 Cronbach's α 係數為 .80，具有高的信度，因此在經過原作者之同意後，直接作為本研究實施調查之用。」

二、試說明教育研究必須注意的倫理、法律和人群關係議題，並試以一篇量化的博士論文為例，就該論文在該等議題上的處理，加以評述。

臺北市立教育大學國民教育研究所

九十四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」一質的取向
----	---------------

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)

◎請閱讀「本土女性療者——收驚婆」一文¹，然後依序回答以下問題。

- 1.質性研究的派別雖多，但仍擁有許多共同特徵，請具體條列出本研究哪些部份顯示了質性研究的特徵？（30%）
- 2.詮釋學（hermeneutics）、現象學（phenomenology）、經驗主義（empiricism）、建構主義（constructivism）、批判理論（critical theory）都是質性研究的重要思想淵源，請依序具體指出本研究何處反映出以上思潮的特徵？（40%）
- 3.爲了確認本研究所引出的結論，請條列四項你可以採用的技術，並具體說明你的作法。（30%）

¹本文摘自張珣(1996)，本土女性療者——收驚婆。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327-335。