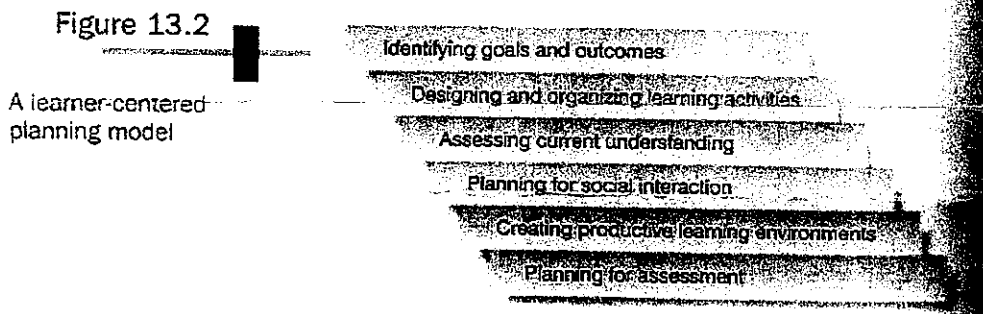


申論題（不用抄題，請在答案卷橫式作答，每題 25 分）

- 一、 試說明何謂學生中心式的教學方法、其適合運用之時機與可行情之處、以及從認知、建構理論的觀點闡述如何促進學生中心式的教學與學習。
- 二、 課程理論與實踐之間的關係為何？試申論之，並舉例說明。
- 三、 Patricia Palmieri (1979) said: "A better understanding of women's experience would permit, even force, a far-reaching revision of the broader fields of higher education and intellectual life in the United States." Do you have any recommendations for constructing a rational curriculum and instruction, suitable for all gender, ethnicity, class, and disability, in current Taiwanese textbooks?
- 四、 下圖為學生中心式的教學方法的課程設計模式，請利用此一模式進行設計如何教導學生下面的故事內容。



故事內容

從前，有一個脾氣很壞的男孩，他的爸爸給了他一袋釘子，告訴他，每次發脾氣或者跟人吵架的時候，就在院子的籬笆上釘一根。

第一天，男孩釘了 37 根釘子。後面的幾天他學會了控制自己的脾氣，每天釘的釘子也逐漸減少了。他發現，控制自己的脾氣，實際上比釘釘子要容易的多。終於有一天，他一根釘子都沒有釘，他高興的把這件事告訴了爸爸。

爸爸說："從今以後，如果你一天都沒有發脾氣，就可以在這天拔掉一根釘子。" 日子一天一天過去，最後，釘子全被拔光了。爸爸帶他來到籬笆邊上，對他說：

「兒子，你做得很好，可是看看籬笆上的釘子洞，這些洞永遠也不可能恢復了。就像你和一個人吵架，說了些難聽的話，你就在他心裡留下了一個傷口，像這個釘子洞一樣。插一把刀子在一個人的身體裡，再拔出來，傷口就難以愈合了。無論你怎麼道歉，傷口總是在那兒。要知道，身體上的傷口和心靈上的傷口一樣都難以恢復。你的朋友是你寶貴的財產，他們讓你開懷，讓你更勇敢。他們總是隨時傾聽你的憂傷。你需要他們的時候，他們會支持你，向你敞開心扉。」

國立中山大學96學年度博士班招生考試試題

科目：英文教育名著 【教育所】

共 4 頁 第 1 頁

作答注意事項：

1. 本卷為甲組（課程與教學）試題。
2. 不必抄題，作答時請注意標示題號。
3. 每題 25 分。

1. Translate the following paragraph and make comments on ZPD and its implications for teaching. (You may answer in Chinese)

The zone of proximal development or ZPD, one of the most well-known of all of Vygotsky's concepts, is a way of conceptualizing the relationship between learning and development. Vygotsky chose the word zone because he conceived development not as a point on a scale, but as a continuum of behaviors or degrees of maturation. By the word proximal (next to, close to), he meant that the zone is limited by those behaviors that will develop in the near future. *Proximal* means behaviors closest to emergence at any given time-not all possible behaviors that will eventually emerge. For Vygotsky, development of a behavior occurs on two levels which form the boundaries of the ZPD. The lower level is the child's *independent performance*-what the child knows and can do alone. The higher level represents the maximum the child can reach with help and is called *assisted performance*. Between *maximally assisted performance* and *independent performance* lie varying degrees of partially assisted performances. The skills and behaviors represented in the ZPD are dynamic and constantly changing. What the child does with some assistance today is what the child will do independently tomorrow. What requires maximum support and assistance today will be something the child can do with minimal help tomorrow. So the assisted performance level will change as the child develops.

【背面還有試題】

2. Please summarize and comment on the following text in Chinese.

Howard Earl Gardner's (1943-) work has been marked by a desire not to just describe the world but to help to create the conditions to change it. The scale of his contribution can be gauged from following comments in his introduction to the tenth anniversary edition of Howard Gardner's classic work *Frames of Mind. The theory of multiple intelligences*:

In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings - initially a blank slate - could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early 'naive' theories of that challenge the natural lines of force within an intelligence and its matching domains. (Gardner 1993: xxiii)

One of the main impetuses for this movement has been Howard Gardner's work. He has been, in Smith and Smith's (1994) terms, a paradigm shifter. Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He has also challenged the cognitive development work of Piaget. Bringing forward evidence to show that at any one time a child may be at very different stages for example, in number development and spatial/visual maturation, Howard Gardner has successfully undermined the idea that knowledge at any one particular developmental stage hangs together in a structured whole.

國立中山大學96學年度博士班招生考試試題

科目：英文教育名著 【教育所】

共 4 頁 第 3 頁

3. Please **summarize** and **comment** on the following text in Chinese.

Grounded Theory is most accurately described as a research method in which the theory is developed from the data, rather than the other way around. That makes this is an inductive approach, meaning that it moves from the specific to the more general. The method of study is essentially based on three elements: concepts, categories and propositions, or what was originally called "hypotheses". However, concepts are the key elements of analysis since the theory is developed from the conceptualization of data, rather than the actual data. The primary objective of grounded theory, then, is to expand upon an explanation of a phenomenon by identifying the key elements of that phenomenon, and then categorizing the relationships of those elements to the context and process of the experiment. Data collection, analysis and theory formulation are undeniably connected in a reciprocal sense, and the grounded theory approach incorporates explicit procedures to guide this. This is especially evident in that according to grounded theory, the processes of asking questions and making comparisons are specifically detailed to inform and guide analysis and to facilitate theorizing process. There are three distinct yet overlapping processes of analysis involved in grounded theory from which sampling procedures are typically derived. These are: open coding, axial coding and selective coding. Open coding is based on the concept of data being "cracked open" as a means of identifying relevant categories. Axial coding is most often used when categories are in an advanced stage of development; and selective coding is used when the "core category", or central category that correlates all other categories in the theory, is identified and related to other categories.

【背面還有試題】

國立中山大學96學年度博士班招生考試試題

科目：英文教育名著 【教育所】

共 4 頁 第 4 頁

4. Please read the following text, translate it and state its implications for conducting data analysis in educational studies.

In evaluating any experiment, three decisions about covariation have to be made with the sample data on hand: (1) Is the study sensitive enough to permit reasonable statements about covariation? (2) If it is sensitive enough, is there any reasonable evidence from which to infer that the presumed cause and effect covary? and (3) if there is such evidence, how strongly do the two variables covary?

The first of these issues concerns statistical power. It is vital in reporting and planning experiments to analyze how much power one has to detect an effect of a given magnitude with the variances and sample size on hand. In planning studies, the power analysis usually consists of discovering the sample size required for detecting an effect of desired magnitude, given the expected variances. The major practical difficulties besetting such an analysis are, first, obtaining agreement as to the magnitude of desired impact, and second, finding acceptable variance estimates (other data sets are often used for the second purposes). Once these difficulties are overcome, the required sample sizes can be computed according to formulae given in most statistical texts (Cook & Campbell, 1979).

國立中山大學96學年度博士班招生考試試題

科目：教育經營與管理 【教育所乙組】

共 2 頁 第 1 頁

一、NCLB 係美國現任布希總統上任之後最重要的教育政策，請嘗試由下列文件中說明該項政策留給地方教育行政當局的彈性措施；並請藉此討論美國的教育行政制度。(25%)

The Challenge: Local communities and school districts must meet diverse needs, whether it is for new teachers, better training, new schools or better curricula.

The Solution: Through program consolidation and new flexibility, *No Child Left Behind* allows local communities and school districts greater discretion in using federal funds while demanding accountability for how taxpayer money is spent.

HOW NO CHILD LEFT BEHIND EMPOWERS YOUR SCHOOL:

It promotes local control and flexibility

- This encourages local solutions for local problems.
- *No Child Left Behind* encourages federal money to be used to solve problems, rather than to subsidize bureaucracy.
- That means principals and administrators will spend less time filling out forms and less time dealing with federal red tape and more time focusing on student progress.

It provides states and local communities the option of combining federal resources to pursue their own strategies for raising student achievement.

- It authorizes districts to transfer federal dollars they receive among the several programs without separate approval.
- States and local school districts may transfer up to 50 percent of the funding they receive for Teacher Quality, Educational Technology, Innovative Programs and Safe and Drug-Free Schools to any one of these programs or to the program for disadvantaged children known as Title I.

It gives states and districts the flexibility to find innovative ways to improve teacher quality, including alternative certification, merit pay and bonuses for people who teach in high-need subject areas like math and science.

It offers unique partnerships between local communities and the federal government.

- In return for more flexibility on how they spend their education dollars, states must set high academic standards for student academic achievement and hold students, teachers and principals accountable for results.
- It provides for the creation of up to 150 local flexibility demonstration projects, where school districts will be allowed to consolidate virtually all of their federal funding in exchange for entering into performance agreements with the state and federal governments.
- It provides rural schools and districts more flexibility in how they spend federal funds on priorities that are unique to those communities.

二、何謂 Bologna Declaration? 其與歐洲高等教育之整合有何關係其對今後全球以及台灣高等教育之發展又有何關係? 請說明之。(25%)

【背面還有試題】

國立中山大學96學年度博士班招生考試試題

科目：教育經營與管理 【教育所乙組】

共 2 頁 第 2 頁

三、請針對有關「激勵」(motivation)的理論—(1)需求層級論 (hierarchy of needs theory; A. Maslow)、(2)二因子理論 (motivation-hygiene theory; F. Herzberg)、(3)ERG 理論 (C. Alderfer)、(4)目標設定理論 (goal-setting theory; E. Locke)、(5)公平理論 (equity theory)、(6)期望理論 (expectancy theory; V. Vroom) — 簡要說明各理論的基本主張與特點，並進一步論述各個理論在「如何提昇教師工作動機」的啓示。(25%)

四、請根據當代主要的領導理論 (例如，特質理論，行為理論，權變理論，魅力領導，轉換型領導) 說明如何甄選與訓練有效能的教育行政主管。(25%)

作答注意事項：

1. 本卷為乙組（教育經營與管理）試題。
2. 不必抄題，作答時請注意標示題號。
3. 請用中文作答。

一、Please read the following passages and state your comment on John Dewey's arguments regarding the relation of theory to practice in education. (25%)

It is difficult, if not possible, to define the proper relationship of theory and practice without a preliminary discussion, respectively, (1) of the nature and aim of theory; (2) of practice.

A. I shall assume without argument that adequate professional instruction of teachers is not exclusively theoretical, but involves a certain amount of practical work. The primary question as to the latter is the aim with which it shall be conducted. Two controlling purposes may be entertained so different each other as radically to alter the amount, conditions, and method of practice work. On one hand, we may carry on the practical work with the object of giving teachers in training working command of the necessary tools of their profession; control of the technique of class instruction and management; skill and proficiency in the work of teaching. With this aim in view, practical work is, as far as it goes, of the nature of apprenticeship. On the other hand, we may propose to use practice work as an instrument in making real and vital theoretical instruction; the knowledge of subject-matter and of principles of education. This is the laboratory point of view.

二、Please translate the following text and state its implications for conducting data analysis in educational studies. (25%)

In evaluating any experiment, three decisions about covariation have to be made with the sample data on hand: (1) Is the study sensitive enough to permit reasonable statements about covariation? (2) If it is sensitive enough, is there any reasonable evidence from which to infer that the presumed cause and effect covary? and (3) If there is such evidence, how strongly do the two variables covary?

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【背面還有試題】

三、Please read the following text and state your opinions regarding a comparison between William James and Ernst von Glaserfeld on education. (25%)

According to James's view, however, mind is active, it initiates, and it can bring about changes in the environment that would not otherwise exist. The intelligent cognizing organism will not be concerned to act just so as to foster survive in a holistic environment; it will be "teleological" in the sense that it will operate according to desires, values, and ideals.

James, then, sees mind or intelligence—and the cognizing organism—as part of the world, interacting with it and influencing it while being influenced by it. This is a view that, as numerous later commentators have noted and built upon, is an attempt to breach the chasm that traditional epistemologies open up between inner and outer—between mind and world, which are usually convinced as inhabiting different realms, thereby creating the problem of how it is that one can interact with (or know) the other.

As a true member of the skeptical tradition, von Glaserfeld (1996) insists that whatever lies outside our experience—the realm of "things in themselves"—is unknowable, which is not to say that he denies the reality of whatever it is that exists outside of experience, and he certainly recognizes that it can act as a constraint upon our conceptual activities (p. 19). It is on the basis that von Glaserfeld says that he does not reject the notion of "reality," but he is a realist who places the realities in an unknowable realm *outside* experience, whereas James is a realist who places them *inside*.

According to von Glaserfeld (1995), then, "knowledge is not passively received but built up by the cognizing subject," and "the function of cognition is adaptive and serves the organization of the experiential world, *not the discovery of ontological reality*" (p. 18, emphasis added). In the introduction to a book on mathematics education: [From] the naïve commonsense perspective (a sophisticated and far from naïve version of which was attributed above to Williams James), the elements that form this complex environment belong to a *real* world of unquestionable objects, as *real* as the students, and those objects have an existence of their own, independently not only of the student but also of the teacher. Radical constructivism is a theory of *knowing* which ... does not accept this commonsense perspective.... Superficial or emotional distracted readers of the constructivist literature have frequently interpreted this stance as a denial of "reality." (von Glaserfeld, 1991, p. xv, emphasis in original)

四、Please read the following passages, summarize and state your viewpoints regarding the implications for the selection of educational school administrators. (25%)

Sternberg (1984) has defined intelligence very broadly, calling it purposive or successful adaptation in a real-world context. By this definition, intelligence includes whatever characteristics lead to such adaptation, if it understood that "adaptation" covers changing the environment or selecting a new one if necessary. In this view, the way to advance knowledge of intelligent functioning is to compare persons who have had varying degrees of success in adapting to a given set of environmental demands, to see what characteristics differentiate them. For example, within a given occupation, what cognitive attributes distinguish the more successful people from the less successful ones?

The issue of intelligence is of great interest to most organizations. The leaders of an organization want to know what kind of characteristics, that is, what adaptive characteristics, are needed to do the organization's jobs well. Specifically, they want to know what qualities are needed for success as a senior manager, for it is on such managers that the success of the organization largely hinges. For business, education, government, and the armed service in the world, it is important to be able to not only to identify what the attributes of successful executive leaders and managers are, but to select people accurately on the basis of these attributes or to help persons acquire those attributes that they do not possess to the needed degree.

When Klemm and McClelland (1986) were asked about the issue of executive intelligence, they decided to investigate it scientifically, by applying an advanced type of behavioral technology. The technology is called *job competence assessment*. Job competence assessment employs systematic methods, first identifying top and average performers in a given occupation and then studying and analyzing them to uncover and measure the characteristics that distinguish the outstanding performers from the average ones. Upon their rigorous statistical validation, the results are both concrete and demonstrably applicable to numerous human-resource needs.

For their purposes, Klemm and McClelland call these characteristics of outstanding performers competencies and define them more specifically as attributes of an individual that are necessary for effective performance in a job or life role. These attributes can include (1) general or specialized knowledge of use in an occupation; (2) abilities, both physical and intellectual; (3) traits, such as energy level and certain personality types; (4) motive or need states that direct individuals toward desired behavior patterns; and (5) self-images that reflect the roles people see themselves in and their concept of how effective they are in their roles.