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| 考 試 科 目 | 專業英文 | 所 別 | 教育系 1611 | 考 試 時 間 | 2 月 23 日 (日) 第一節 |
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I. Grammar.(30%)

The following sentences are all ungrammatical. For each one, indicate the reasons why it's ungrammatical (in Chinese), and what went wrong in its derivation. If possible, produce a grammatical sentence that means the same thing (as far as you can tell).

- 1) We don't think it to snow tomorrow.
- 2) Tom told that he will lose his job next year.
- 3) Cathy is believed for Johnson to have been kissed by.
- 4) It is widely believed for it to be a long way to Kaoshiung.
- 5) For his appearance at the party to be likely seems.
- 6) I suppose we have to go now, don't I?
- 7) Hardly I can drive this fancy sport car.
- 8) He told me to come pick up my book, so I went picked it up.
- 9) My brother is easy to win the race.
- 10) Leo will not ever have said such a thing.

II. Reading.(25%)

Please read the following paragraphs and make a brief abstract in Chinese, no less than 200 words.

Since congress passed the Elementary and Secondary Education Act (ESEA) of 1965, the role of the U.S. government in education has expanded, leading to the bipartisan reauthorization of ESEA in 2001 called the No Child Left Behind (NCLB) Act - clearly the most dramatic change in national school legislation since ESEA's inception. NCLB moves the federal government from being primarily a source of funding - now about 9% of every public school dollar - to being a major factor in shaping the substance of K-12 instruction. Proponents argue that the law will boost student achievement, especially among the poor and minority group members for whom ESEA was originally intended, and will bring accountability to states' and districts' use of federal funds. Opponents fear that NCLB's testing mandates and sanctions for school failure will result in student regimentation and parental abandonment of public education.

What no one disputes is that NCLB has completely reshaped federal involvement in American education. To understand the NCLB revolution from these five perspectives, a review of the act's educational and political context is necessary. ESEA was an important part of President Lyndon B. Johnson's "War on Poverty," which sought to compensate for educational deficits in the lives of the nation's poor and minority children. After the National Commission on Excellence in Education released "A Nation at Risk" in 1983, during the Reagan administration, federal efforts under ESEA aimed to improve the level of education for the general populace and the poor.

When standards-based education policies gained favor in the 1990s, voters began to show frustration with a steady stream of low student test scores and the persistent achievement gap between whites and most minority

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groups. After running for president on his stated record of test results in Texas, following implementation of proto-NCLB reforms in the state, President George W. Bush introduced No Child Left Behind as his first legislative initiative. The final bill was overwhelmingly backed by both Republicans and Democrats.

III. Writing.(25%)

Please write an academic argument (in English), at least 150 words, entitled "My Opinion on education reform in Taiwan."

IV. Translation.(20%)

Please translate following passage into English.

編序教學法是根據學習原理中聯結論的理論發展而成的，其基本構想是把教材內容詳加分析，分化成很多小的單元。在各單元間找出先後層次關係，然後加以組織；按順序編排就像階梯一樣，循序漸升。



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註

試題隨卷繳交

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|------|-------|----|-----------------|------|-------------------|
| 考試科目 | 教育研究法 | 所別 | 教育學系碩士班 1611 | 考試時間 | 2 月 23 日(日) 第 2 節 |
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一、解釋名詞 (15 分)：請以中文回答以下名詞。

1. Institutional Review Board
2. Effect size and Comprehensive meta-analysis (in meta-analysis studies)
3. UCINET (a software package)
4. ED and EJ Documents (in ERIC database)
5. TCI-HSS (database)

二、圖 1 係為隨機抽樣的方法，試問 A、B、C、D 分別代表的是什麼抽樣方式？請依據 ABCD 四個抽樣方式，分別各舉一個教育研究實例說明之 (10 分)。

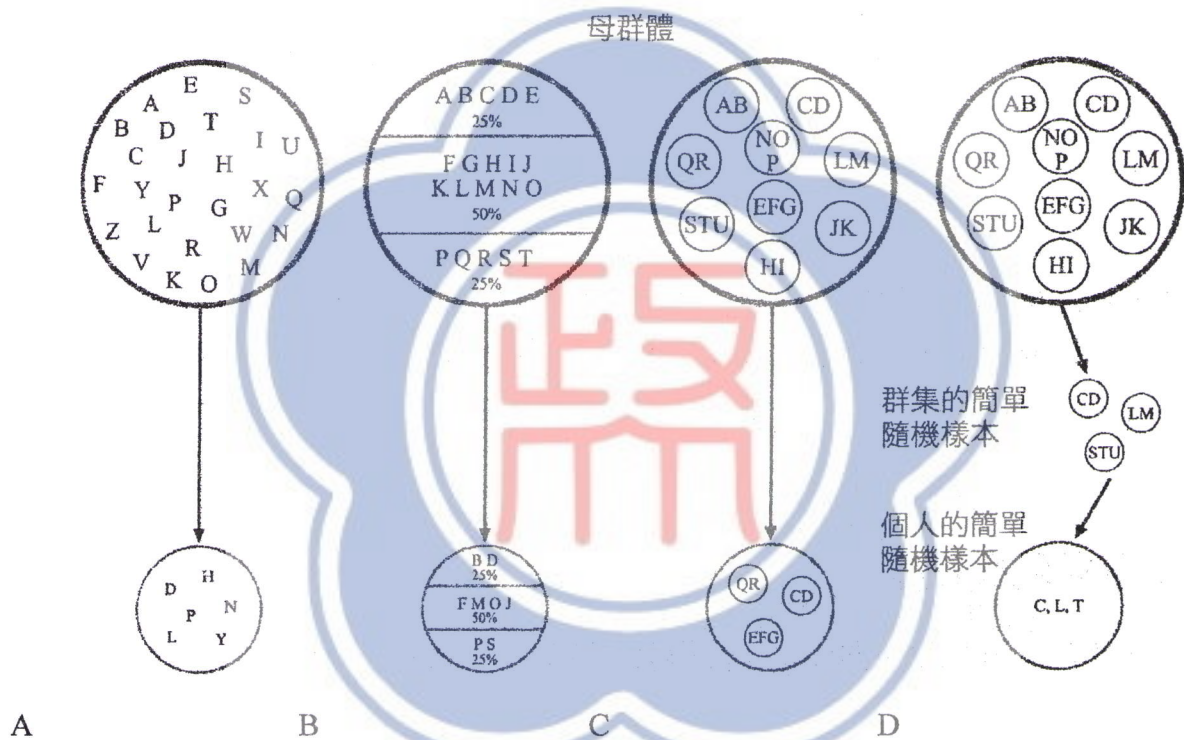


圖 1 隨機抽樣的方法

三、研究者採用問卷調查法，以臺北市 59 所公立國民中學教育人員為研究對象，進行「國中校長轉型領導、教師幸福感與學校創新經營關係」的一項研究，其研究架構如圖 2 所示。試以研究者的角色，依據圖 2 說明各變項之間的關係為何？並擬定出研究目的與待答問題為何？進一步說明在此研究中的資料處理及分析為何？ (15 分)。

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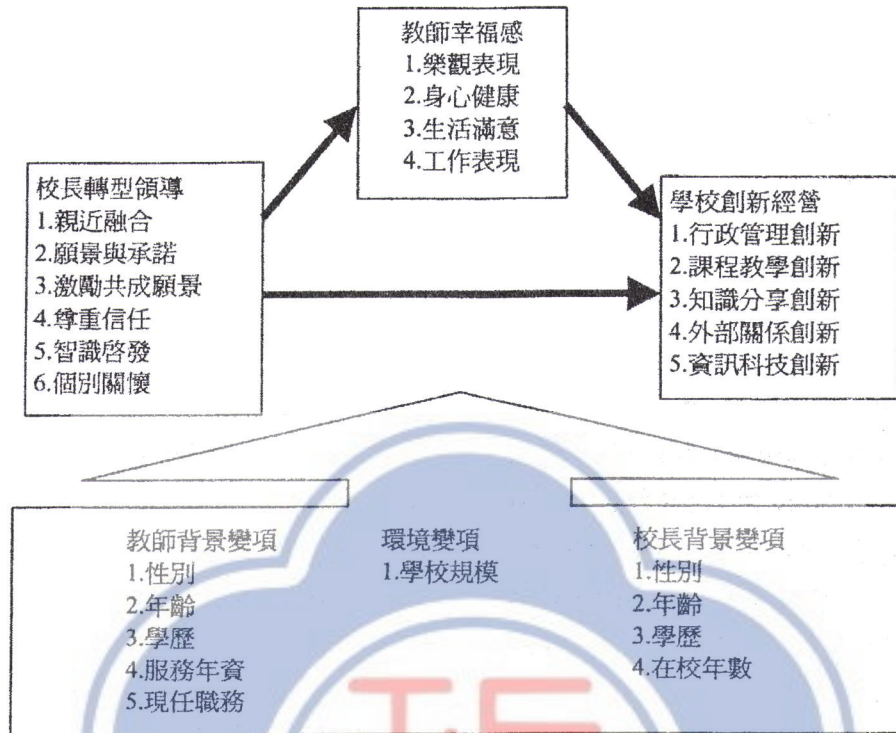


圖 2 臺北市國中校長轉型領導研究架構

四、社會網絡分析的定義如下：Social network analysis (SNA) is the analysis of social networks. Social network analysis views social relationships in terms of network theory, consisting of nodes (representing individual actors within the network) and ties (which represent relationships between the individuals, such as friendship, kinship, organizations, sexual relationships, etc.). These networks are often depicted in a social network diagram, where nodes are represented as points and ties are represented as lines. 試以社會網絡分析為研究方法，撰寫一個與「翻轉教育」主題相關的研究計畫（10分）。

五、假設你是某縣市的教育官員，現在你的長官決定在轄區一所公立學校中推動華德福教育實驗，為了讓實驗順利推動，長官並要求在過程中要收集資料，檢視進度，以便日後改善。你被指定主辦這件事，並被要求對這項實驗進行一個行動研究，且需要在實驗一年後，提出研究報告。請簡要寫出你的行動研究計畫構想。
30%

六、請說明何謂「口述歷史」(oral history)? 並請舉例說明，如何使用口述歷史的方法進行教育議題的研究。20%

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註

試題隨卷繳交

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| 考試科目 | 教育心理學 | 系 別 | 教育系 1611 | 考試時間 | 2 月 23 日(日) 第三節 |
|------|-------|-----|-------------|------|-----------------|

1. 請針對以下各個名詞，分別以中文直譯、解釋其意義、並舉實例說明。(50%)
 - (1) Massive Open Online Courses
 - (2) Flipped Classroom
 - (3) Blended Learning
 - (4) Cooperative Learning
 - (5) Ubiquitous Learning
2. 您是否贊成「師生在社交網站上交流」？您是否贊成「教師利用社交網站進行教學活動」？除了陳述您的想法外，請以教育心理學的理论(含認知、情意、行為發展層面)進行分析，來支持您的論點。(25%)
3. 某高中的學生分別在英文、數學、物理等科目上，呈現成就高低相差極大的狀況。以對學生最大助益的前提下，請問您會建議學校如何處理？建議教師如何教學？建議家長如何協助學生？您的建議除了您的個人想法外，請加入您所知的教育心理學相關學理或研究根據。(25%)



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