

| 考試科目 | 教育研究法 | 系 別 | 幼兒教育研究所 | 考試時間 | 2 月 24 日(四) 第 / 節 |
|--|-------------|-----|---------|------|-------------------|
| <p>一、請舉例說明，何謂「標準差」？(10%)</p> <p>二、研究者從 200 位幼兒的樣本中計算出樣本平均數為 80、樣本平均數的標準誤為 5。 試問：在 95% 的信賴區間下，母群體平均數為何？(10%)</p> <p>三、請圖示說明，何謂「隨機分派之後測設計」？(20%)</p> <p>四、請舉例說明，何謂「主軸編碼(axial coding)」？(20%)</p> <p>五、請舉你研讀過的一份質性研究為例，列表說明質性研究的特點。(20%)</p> <p>六、試說明下文意旨：(10%)</p> <p>We examined children's growth in school-related learning and social skills over the pre-Kindergarten (pre-K) year in state-funded programs designed to prepare children for kindergarten. We expected that children's gains in academic and social skills could be attributed to variations in the structural and classroom process dimensions of program quality. Nearly 3000 (n = 2800) children were randomly selected, four per classroom, from approximately 700 randomly selected, state-funded pre-Kindergarten classrooms in eleven states. Enrollment in pre-K appeared related to gains in academic skills. Children showed larger gains in academic outcomes when they experienced higher-quality instruction or closer teacher-child relationships. Gains were not related to characteristics of the child or program (i.e., ratio, teacher qualifications and program location and length).</p> <p>七、試說明下文意旨：(10%)</p> <p>Listening is traditionally thought of as being limited to verbal exchanges. However it is important to stretch this definition to include the many different verbal and non-verbal ways young children chose to communicate. Malaguzzi, the former director of the pre-schools in Reggio Emilia in Northern Italy, emphasized this diversity of expression in his phrase 'the hundred languages of children'. Malaguzzi also challenges adults to discover 'the hundred ways of listening'. For example, photographs can become the focus for 'everyday listening' to young children. These can provide a living record of young children's lives in which photographs taken for and by the children play a key role. This technique has been developed in a particular way in an early childhood centre in London and was one of the case studies in the review.</p> | | | | | |
| 備 註 | 試 題 隨 卷 繳 交 | | | | |

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| 考試科目 | 幼兒教育 | 所別 | 幼兒教育研究所 | 考試時間 | 2月24日(日) 第二節 |
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題組一：皮亞傑(Piaget)的論述對於兒童認知與發展，有著重要的影響力，請問
(1)皮亞傑學派與後皮亞傑學派的論點有何差異？(2)如果將二者的論點應用到
幼兒數概念與科學的議題上，又有哪些明顯的不同？(共二十分)

題組二：因應幼托整合訂定了幼教新課綱，(1)請比較新課綱與 76 年課程標準之
間的異同？以及新課綱具有哪些特色？(2)新課綱強調統整課程取代分科學習，
如果今天教師想要教幼兒性別平等的概念，可以融入到哪些領域中？(共二十分)

題組三：幼教課程模式眾多，(1)請比較方案課程、瑞吉歐課程、蒙特梭利課程、
華德福課程四種課程模式背後的主張？(2)這四種課程中對於自由概念的看法有
哪些差異？(共二十分)

題組四：許多幼兒園強調即時視訊讓家長可以透過網路，關切幼兒在學校的活
動，(1)請從理論的觀點(可以是社會學、人類學、心理學或哲學)，提出你/妳對
這個議題的看法？(2)如果從微觀政治(micro politics)的概念切入這個議題，
又可以探討哪些面向？(共二十分)

題組五：對於社會/教育政策制定與執行的探討，除了過去針對意識型態(如左
派、右派)的分析外，慢慢地轉向從動態過程分析政策的演變，特別是政體中心
主義的論點，(1)請問政體中心主義論點的主張為何？(2)以此模式來分析幼托整
合的歷史發展，你/妳可以從哪些面向切入？(共二十分)