

科目名稱：教育學方法論

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 如何加強課程理論與課程實務的聯結?這種聯結跟研究方法的選擇有何關係?請分別說明之
2. 假設有一個老師跟您說：教育理論是教育理論，教育實際是教育實際，兩者不相干。請從教育之三個研究派典對教育理論與教育實際之觀點，向他/她解釋兩者之各種可能關係?
3. 請舉例說明或批判實驗研究(experimental research)、個案研究 (case study) 以及行動研究(action research)三種研究方法的優點和缺點，進而比較分析三種不同研究取向之異同。
4. 近年來，已有日益增多的教育學研究者採用質性研究法，來探究進行教育議題。但各種質性研究法，各有其不同的理論基礎與方法預設，教育研究者有必要理解質性研討法的性質，以避免扭曲探究的教育現象。請說明建構(詮釋)論、批判論等典範的內容，以及教育研究者可從這些典範中獲得那些啟示?提出你的看法。

Exam Course Title : Methodologies of Educational Research

(Information: The total marks of the exam are 100, with four questions, each of which carries 25 marks.)

1. Please give some examples to identify and critique strengths and weaknesses of experimental research, case study, and action research methodologies used in educational research. (25%)
2. What insights can Schubert's article "curriculum inquiry" bring to you? please list at least 3 points and elaborate them. (25%)
3. If a teacher says “educational theory has nothing to do with educational practice. They are irrelevant to each other.” How do you clarify the teacher’s myth or impression about the relationship between educational theory and practice from each of the perspectives of scientific, interpretive and critical paradigms in educational research? (25%)
4. Action Research addresses a different set of questions, aiming at a secure, prescriptive approach to what is to be done in an essentially ethical environment of education. The development of reflective professionals who apply moral judgement to the review of their own practice is seen as more important than developing a broader, descriptive understanding of how education operates in any larger sense (Turner, 2004, p64).
According to the above quotation, please answer the following questions: (25%)
 - 1) What kinds of questions are addressed by Action Research? And what purposes can be served by conducting an action research into an educational setting?
 - 2) Why “developing a broader, descriptive understanding of how education operates in any larger sense” is considered as less important when applying an action research approach into an educational setting?

科目名稱：教育革新專題研究

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請舉例說明課程革新的目的與涉及因素(層面)。所舉例子，可為課堂討論文章或其他實例。
2. 試論分組合作學習、翻轉教學與多元智慧融入課程與教學的(a)教學方法、(b)理論基礎與、(c)科學證據，申論其對學生學習所能產生正面效益。
3. 請分析學校組織科層化與專業化之意涵為何?並分析二者之間可能的衝突現象，原因及其解決之道?
4. 十二年國教以「適性揚才」為目標，倡導「以學生為主體」、「以學生學習為本位」的教學。事實上，「以學生為主體」的觀點已引領課程與教學理論近二十年，國內外以此為理念的教學革新方案也不在少數。請你：
 - (1) 闡述兩種「以學生學習為本位」的教學理論
 - (2) 說明基於上述理論而產生之教學方法或模式的內涵
 - (3) 分析以上的教學方法或模式如何能達成「適性揚才」的目標

Exam Course Title : Research Seminar on Education Reform

(Information: The total marks of the exam are 100, with four questions, each of which carries 25 marks.)

1. Please describe and critique the basic principles and perspectives of Detesting and Degrading Schools by Bower, J., & Thomas, P. (Eds.) (2013) (25%)
2. Do you agree with Count's belief: "Schools should build a new social order" ? provide your reasons and explanation. (25%)
3. What kinds of challenges do educators nowadays have to meet? How could teachers in the classroom redesign their teaching to meet those challenges? (25%)
4. Neito (1999) argues that "it is indisputable that culture, language, and learning are connected (p. 62)"; hence, what are the implications for teachers and schools concerning the links among language, culture and learning?
Please give your answer from the aspects of *curriculum, the role of teacher, and school policy and practice.* (25%)

科目名稱：教育視導專題研究

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請評析當前地方教育（局）處督學視導狀況並提出改進策略？
2. 台北市擬推動中小學〈校長教室觀課及教室走察〉制度，請評析此制度合理性及可行性？
3. 教育視導是教育行政不可或缺的一環，但過去教育主管機關所負責的教育的視導，卻偏重於以督學為視導人員，從事學校重大事件查核及績效考核，以致教育視導的功能未能充分顯現。如果您是學校校長，請針對教師之：教學知能、課程設計與發展、班級經營、學生學習成就、以及專業發展與精進等五項學校發展重點，申述您如何做好以學校為本位的教育專業視導。
4. 相關學者（呂木琳 1998，Wiles & Bondi 2010）統整過去有關教育視導的定義後，認為教育視導的重點應該強調：行政領導、教學領導、課程領導、人際關係領導、管理的領導、行政領導等六個主要概念，以達成教育目標。請針對上述六項主要概念申述您的看法。