

科目名稱：教育學方法論 (A 卷)

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 近十年來，台灣課程研究所採取的方法，有無哪些改變(或趨勢)? 對此，您有何看法?
2. 試論述科學派典、詮釋派典與批判派典對教育理論與實際關係之主要論點，並說明三者在教育研究上如何定位及彼此關係?
3. Please give some examples to describe and discuss the relationship among causality (causal analysis), cross-sectional data, and longitudinal data.  
(請舉例說明並討論因果分析、橫貫資料和縱貫資料的關係)
4. Over the past 30 years, the paradigm of curriculum research has shifted from modernism to postmodernism. Researchers criticized the limits of scientific curriculum theory, and explored new approaches to inquire curriculum problems. Based on the perspective of postmodernism, if you would like to understand the phenomenon of school-based curriculum development,
  - (1) which research questions would you propose?
  - (2) which method would you take to collect data?(You can choose to answer this question in Chinese or English.)

**Exam Course Title : Methodologies of Educational Research (B 卷)**

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

1. Please give some examples to describe and discuss the relationship among causality (causal analysis), cross-sectional data, and longitudinal data. (25%)
2. What is the relationship between methods and curriculum research? Explain it by examples (25%)
3. Explain the relationship between theory and practice both from interpretive and critical approach. (25%)
4. Over the past 30 years, the paradigm of curriculum research has shifted from modernism to postmodernism. Researchers criticized the limits of scientific curriculum theory, and explored new approaches to inquire curriculum problems. Based on the perspective of postmodernism, if you would like to understand the phenomenon of school-based curriculum development, (25%)
  - (1) which research questions would you propose?
  - (2) which method would you take to collect data?

科目名稱：教育革新專題研究 (A 卷)

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請舉例說明課程改革如何與社會脈絡有所關聯？課程改革的推動又如何涉及教材、師資與策略？請分項敘述之。
2. 試說明由上而下及由下而上之教育革新的意涵，並評析兩種方式各自有哪些利弊？你認為兩者可統合運用於教育革新嗎？若可，其理由何在？若不可，其理由何在？
3. Please give some examples to describe, explain, and critique the negative influence of testing and grading on social justice, race, class, and gender. As an educator, what or how would you do to deal with or reduce these negative influences?  
(請舉例說明、解釋、批判考試和分數對社會正、族群、階級和性別的負面影響。作為一位教育工作者您如何處理面對這些問題，以便降低這些負面的影響)
4. Both of “cooperative learning” and “learning community” intend to solve the learning problems of mixed-ability classroom. In spite of different claims between the two theories, what are their common ideas to do the differentiated instruction?  
(You can choose to answer this question in Chinese or English.)

**科目名稱：教育革新專題研究 (B 卷)**

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請舉例說明課程改革如何與社會脈絡有所關聯？課程改革的推動又如何涉及教材、師資與策略？請分項敘述之。
2. 面對 21 世紀教學上的問題，教育工作者應如何因應這些挑戰？教師如何使用差異化教學的策略來協助學生學習？
3. Please give some examples to describe, explain, and critique the negative influence of testing and grading on social justice, race, class, and gender. As an educator, what or how would you do to deal with or reduce these negative influences?  
(請舉例說明、解釋、批判考試和分數對社會正、族群、階級和性別的負面影
4. Both of “cooperative learning” and “learning community” intend to solve the learning problems of mixed-ability classroom. In spite of different claims between the two theories, what are their common ideas to do the differentiated instruction?  
(You can choose to answer this question in Chinese or English.)

**Exam Course Title : Research Seminar on Education Reform (C 卷)**

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

1. Please give some examples to describe, explain, and critique the negative influence of testing and grading on social justice, race, class, and gender; and the role of testing and grading in perpetuating a deficit perspective of children, learning, race, and class. (25%)
2. Do you think that school can really build a new social order? what's your reasons? provide your evidence if necessary. (25%)
3. In 21st century, what can educators do to meet challenges in teaching? How could teachers use the strategies of differentiated instruction to help students to learn? (25%)
4. What will education for the next generation be like? The traditional education confronts different problems, following by lot of reform movement in education. The leadership is a key element for successful educational reform or innovation. Please take one country as example to illustrate the leadership role in their educational reform. (25%)

**科目名稱：潛能開發專題研究**

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請先說明「身心統合潛能開發」的意義，然後進一步論述「身心統合潛能開發」引入教育界的重要性。
2. 為何「靜心」(meditation)是「潛能開發」的首要途徑？
3. 試以『潛能開發』為理論主題，建構與闡述一個完整理論架構和說明，並以圖文方式呈現所述『潛能開發』理論之觀點。
4. 請說明與評析『身心統合潛能開發』的當前研究與發展現況，並提出未來研究之趨勢與可能議題。

**科目名稱：課程史專題研究**

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 究竟課程史研究對於課程之理論、實務有無助益？試闡述您的看法。
2. 請舉例說明課程史研究對於台灣課程政策推動之啟示。
3. 過去課程改革所發生的歷史錯誤通常會不斷出現，試以當前所推動的各項課程改革為例，說明此一課程歷史現象？並分析課程工作者應採取何種觀點與策略，以避免重蹈歷史錯誤？
4. 從各時期的課程改革經驗可發現，任何課程方案的形成通常會和相關利益團體間的互動有關，試述「利益團體互動」觀點所指涉的課程歷史意涵，並舉一例說明之。

**科目名稱：課程改革專題研究**

(說明：滿分 100 分，共計四題，每題佔分 25%)

**Exam Course Title : Research Seminar on Curriculum Reform**

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

1. What are the most important features of internationalization for higher education? what can you learn from Jinsook Choi & Yejin Kim's "central Asian students" article? (25%)
2. Based on your comments above, what do you think about National Dong Hwa University's internationalization policy? what are its strength and weakness? provide suggestions if necessary. (25%)
3. Based on your knowledge, what is teacher development? What is teacher study? Is teacher study better than teacher development? Please provide your reasons. (25%)
4. Do you agree that teachers can be viewed as curriculum design experts? Please provide your reasons. (use examples if necessary) (25%)



**科目名稱：教育領導專題研究**

(說明：滿分 100 分，共計四題，每題佔分 25%)

**Exam Course Title : Research Seminar on Education Leadership**

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

1. What is the difference between leadership and management? Does a leader need to have good management skills? (25%)
2. What is the relationship between leadership and ethics? what is ethics leadership ?If you are a school leader,how to implement ethics leadership? (25%)
3. Without a doubt, effective educational leadership involves the use of multiple strategies and approaches to bring about change. By this, Bolman and Deal's multi-frame leadership that delinates a comprehensive way to effective leadership is essential for leaders to understand organizational change, and is vastly applied in academic as well as practice. Please explain the four perspectives (and core thoughts) of Bolman and Deal's multiframe, and propose its implications or examples in educational leadership. (25%)
4. You will be appointed as a junior high school principal in someday. Please describe your leadership characteristics as an effective school principal. (25%)

**科目名稱：教育科技專題研究**

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 請說明體感 (body-sensing) 科技的發展現況，以及體感科技發展對教育的啟示為何？並請說明目前有哪些體感科技在教育領域應用的相關研究？
2. 延伸版的整合科技接受模式 (The extended model of UTAUT, UTAUT2) 之發展演進為何？並請說明此模式的層面內涵為何？最後請以此科技使用的評估模式，設計一份以新興資訊科技融入學習的學生體驗後評估表。
3. 試說明科技學科教學知識 (Technological Pedagogical Content Knowledge, TPCK) 在教師從事資訊科技融入教學的角色與意義，並舉例印證之。
4. 試說明行動學習 (Mobile learning) 在中小學推動對於學習者 (learner) 的重大意義與影響，並舉例印證之。