

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. 研究者在選擇課程研究方法時，應優先考量哪些因素？請分別舉例說明(包括因素與考量理由)。(25%)
2. 在量化的研究裡，最常使用變項的解釋變異量多寡作為判斷變項重要性的標準。請問這樣的做法，會有哪些問題？為什麼？如何處理或解決呢？(25%)
3. 教育研究之批判取向(典範)對教育理論與實際關係採取怎樣的觀點(或主張)？這種觀點若應用於教育脈絡中，你認為有那些值得批評的盲點？並舉一個教育例子說明如何用？(25%)
4. 請就課程研究之「後現代課程研究」進行評析討論，指出此種研究的特色與限制。(25%)

科目名稱：教育學方法論 B 卷

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. What are the methods you will choose first in doing curriculum research? Provide your reasons and examples. (25%)
2. Use definition and example to compare positivist and critical View of Educational Theory and Practice. (25%)
3. What is your research interest? Please use your research interest to design a study and use “EXPERIMENTAL DESIGN” to answer your research questions. For example, given your interest is student’s motivation of reading, and your aim of research is developing a new teaching strategy to increase students’ motivation of reading. (25%)
 - (1) Please write down your research interest (aim or question).
 - (2) Please introduce your research context and describe the characteristics of your participants.
 - (3) Please describe your research design and draw a flow chart to show your research procedures.
 - (4) Please use the following characteristics as major features to explain your research design.
 - (a) How do you control over extraneous variables?
 - (b) How is your manipulation of the treatment conditions?
 - (c) How about your outcome expectancy?
 - (d) What are your measures or endpoints?
 - (e) If there are some threats to your internal validity, how do you design your research to prevent these potential threats?
4. Analysis of your own master thesis (What Perspectives your thesis on the relationship between education theory and practice? Why?) (25%)

科目名稱：教育學方法論 C 卷

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. What are the methods you will choose first in doing curriculum research? Provide your reasons and examples. (25%)
2. What are the problems on the use of variance explained as a criterion for determining the importance of variables in the quantitative research? Why? and how to solve these problems? (25%)
3. What is the relationship between theory and practice in educational research according to the perspective of interpretive paradigm? What is the deduction process? Do you find any blind spot that can be criticized when applying this view of the relationship between theory and practice to the context of education? And then give an example to explain how to apply this paradigm to education.. (25%)
4. Analysis of your own master thesis (What Perspectives your thesis on the relationship between education theory and practice? Why?) (25%)

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. 請以近年台灣的課程革新措施為例，說明其特色，推動實施時所產生之問題與解決之道。(25%)
2. 根據 Bower 和 Thomas (2013)所編著的 *Detesting and Degrading Schools* 一書：「理想上，評量(assessment)在教育中應該扮演對學生有所增能的角色，因為評量提供學生回饋、幫助他們了解自己學習的情形。然而學生通常對評量都持有負面看法，無論是考試、報告或作業，學生很少把這些當成是呈現或改進自己學習的機會」。請依照上述，回答下面二個問題。(25%)
 - (1) 描述、分析和討論「學生對於考試、報告和作業持有負面看法，無論是考試、報告或作業，學生很少把這些當成是呈現或改進自己學習的機會」的原因、問題或情況。
 - (2) 如果您是老師，如何改善或消除上述這些原因、問題或情況？
3. 今日的教師在教學上面臨什麼樣的挑戰？21 世紀的教育應培養學生哪些核心能力，以幫助學生適應外界職場的需求？面對中小學教學現場差異化愈來愈嚴重的問題，教師應如何協助學生學習得更好？(25%)
4. 當今各國教育政策都面臨到學生學習差異的議題，以特定國家教育政策為例，試論為因應學習差異，教育政策可運用的理論論述為何？政策內容又如何建構學校教育的問題？(25%)

科目名稱：教育革新專題研究 B 卷

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 use your country (including curriculum policies and practices) as an example, describe how information technology can bring benefits (or damage) to teachers. What we should do to make situations better? (25%)
2. According to *Detesting and Degrading Schools* by Bower, J., & Thomas, P. (Eds.) (2013), ideally, the role of assessment in education is to empower students. Assessment provides feedback to the students, which helps them judge whether they have learned. However, students often have a negative view of test, projects, and homework, rather than viewing them as opportunities to demonstrate what they know or as ways to learn how to improve. Please answer the following two questions. (25%)
 - (1) Describe, discuss, and analyze the reasons / problems / situations why students have a negative view of test, projects, and homework, rather than viewing them as opportunities to demonstrate what they know or as ways to learn how to improve.
 - (2) What or how would you deal with these reasons / problems / situations as you describe if you were a teacher?
3. In 21st century, what are the challenges that educators have to meet? What are the core competencies which education should teach students to develop? What strategies of differentiated instruction that teachers could use to help students to learn better? (25%)
4. Learning difference and diversity is an international issue faced by educational policy all-around the world. Which theory can be applied to become the theoretical foundation of education policy and how the school's problems are constructed by policy? Take a specific nation for example to answer the above questions. (25%)

科目名稱：多元文化教學策略

Exam Course Title : Multicultural Teaching Strategies

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

1. What are the five dimensions of multicultural education according to James A. Banks? Please define them and give examples to show your understanding. Which of these dimensions relates most to a regular classroom teacher? Rank them from the easiest to the hardest for the teacher. (25%)
2. If someone tells you that multicultural teaching is simply good teaching, what would you respond? Please be specific about your answers to show both your understanding of multicultural teaching and your capacity to build good argumentation. (25%)
3. Quoted: “In Indonesia, the essence of multicultural education is very important in realizing the Homeland. Because only by being aware of the diversity and efforts to maintain, preserve and embody in the life of society, nation, and state, the disintegration can be addressed (Suyahman, 2016)”. (25%)
 - A. Do you agree or disagree his argument?
 - B. If you agree his statement, how do you implement the multicultural education in Indonesia?
 - C. If you disagree his statement, please give us your assertions of implementation the multicultural education in Indonesia.
4. As an effective English teacher in Indonesia, you want to be able to support your teaching and decision-making by connecting to theories and philosophies of multicultural education for diverse students population. (25%)

You are asked to demonstrate your competence(s) to integrate the philosophy and theory of multicultural education into English lesson plans for Grade 6.

You are requested to put through the development of multicultural education lesson plans and explanations of your decision-making by referring to multicultural education in a meaningful manner.

Your lesson plans should consider culturally responsive teaching strategies and also purposely infuse the values of multicultural education to promote diverse-cultural awareness of English lessons for your diverse students population.

科目名稱：教學理論與教學設計專題研究

Exam Course Title : Research Seminar on Instructional Theories and Instructional Design

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 試說明創意分析手法 Strike up in my mind, Twist the reality, Thinking beyond, Produce another meaning 的意義，以及教學設計上的應用可能？(25 分)
2. 教師應該具備哪些素養或能力才能做好創意教學設計？(25 分)
3. (1) 請參考「教學劇本一：認識豆芽菜」，闡述其可能採用的教學方法名稱為何？此法的理論基礎與實施方法為何？(8 分)
(2) 請參考「教學劇本二：中國十五大都市特色」，闡述其可能採用的教學方法名稱為何？此法的理論基礎與實施方法為何？(8 分)
(3) 請比較與評析這兩種教學方法在教學應用上的優勢與限制。(9 分)
4. 請以「教學劇本三：國小數學解題教學」為例：
 - (1) 說明認知學徒制 (Cognitive Apprenticeship) 的理論基礎。(8 分)
 - (2) 說明認知學徒制著重的教學方法與策略。(8 分)
 - (3) 評論認知學徒制的優勢與限制。(9 分)