

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. 探討課程改革時，較適合採用質化或量化的方法?請各以質、量化二種方法為例，具體說明您的主張理由，如能輔以具體課程政策(或措施)則更佳。(25%)
2. 根據 Stanley Lieberman (1987) **量化的反思—重探社會研究的邏輯** (*Making it count: The improvement of social research and theory*)這本書，請說明並討論在教育研究中，何謂 Comparisons, counterfactual conditionals 和 contamination，並舉些例子說明三者之間的關係。(25%)
3. 教育研究從哲學取向轉向科學取向(或典範)，(1)其原因為何?(2)此科學取向之教育研究，將教育學命名為怎樣的科學?(3)此科學取向對教育理論與實際關係採取怎樣的觀點(或主張)及其觀點是依據怎樣的論證推演出來的?(4)這種取向之觀點可如何應用及有哪些不足處?(25%)
4. 請就從「課程研究」之學理觀點，評析我國「十二年國民基本教育課程改革」的「課程學概念」及其教育想像。(25%)

科目名稱：教育學方法論 Methodologies of Educational Research B 卷

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. When we undertake tasks of curriculum reforms, what kind of methods should we adopt? qualitative or quantitative ones? please explain your reasons in details. Extra points will be added if you supplement specific curriculum policies or practices to strengthen your arguments. (25%)
2. According to Stanley Lieberson's (1987) book titled "*Making it count: The improvement of social research and theory*", please explain and discuss the definition of comparisons, counterfactual conditionals and contamination in educational research and interpret the relationship among these three categories with some examples. (25%)
3. Why is education research changed from philosophical paradigm to natural scientific paradigm? And what is the relationship between theory and practice in educational research according to the perspective of natural scientific paradigm? 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? (25%)
4. Please comment the paper of Shulman, L. (1997). Disciplines of inquiry in education: An overview. In Jaeger, R. (1997). Complementary methods for researchers in education (pp 3-19). Washington, D. C.: American Education Research Association (25%)

科目名稱：教育學方法論 Methodologies of Educational Research C 卷

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. When we undertake tasks of curriculum reforms, what kind of methods should we adopt? qualitative or quantitative ones? please explain your reasons in details. Extra points will be added if you supplement specific curriculum policies or practices to strengthen your arguments. (25%)
2. According to Wilfred Carr and Stephen Kemmis' (1986) book titled " *Becoming critical: Education, knowledge and action research*", please interpret and discuss the Positivist view of educational theory and practice and the influence of Positivism on the Teaching and learning. (25%)
3. What is "a dialectical view of rationality" and "ideology-critique"? (25%)
4. Please comment the paper of Shulman, L. (1997). Disciplines of inquiry in education: An overview. In Jaeger, R. (1997). Complementary methods for researchers in education (pp 3-19). Washington, D. C.: American Education Research Association. (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. 喬治、柯奧茲所主張的社會重建論 (social reconstructivism)，能否應用於今日的台灣教育場景？請詳述理由，若能進一步提供證據則更佳。(25%)
2. 請說明何謂“Assessment *for* learning, Assessment *as* learning 和 Assessment *of* learning? 這三種評量方式的特徵及其和教與學的關係為何？(12%)
請針對這三種評量，請各舉一個典型的例子說明他的使用情境、評量內容等，並提供此種評量針對學生們的表現應該如何評鑑？(13%)
3. 請論述近年來台灣參加 OECD 所舉辦 PISA 測驗結果帶給我們在教學與學習上的困境與挑戰，並提供可能解決的策略。(25%)
4. 「評量是一種學習」的理念，是如何在當前學校教育改革中發展出來？其理念內涵為何？教師能用哪些策略讓評量成為一種學習？試論之。(25%)

科目名稱：教育革新專題研究 **Research Seminar on Educational Reform** B 卷

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. Can George S. Count's social reconstructivism be applied in your country currently? Provide your reasons (either yes or no) in details. If you can supplement evidence (such as educational events or study results) for your argument, extra points will be offered. (25%)
2. What are “Assessment **for** learning,” “Assessment **as** learning,” and “Assessment **of** learning”? Please describe the characteristics of these three types of assessment and their relationship with teaching and learning. (12%)
Please provide a typical example to describe the using context, and the content for these three types of assessment. What are the evaluation criteria that you applied on students’ performance in your three examples? (13%)
3. What are the challenges that PISA results showed for educators in Taiwan or in your country? What are the strategies that educators can adopt to solve those problems? (25%)
4. How does it “Assessment as learning” be developed in the context of school reform? What contents are included in it? What strategies can a professional teacher apply to his/her classroom? (25%)

科目名稱：教育革新專題研究 C 卷

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 喬治·柯奧茲所主張的社會重建論 (social reconstructivism)，能否應用於今日的台灣教育場景？請詳述理由，若能進一步提供證據則更佳。(25%)
2. 舉出一個您所關心的教育領域，並說明其相關的教育革新的理論和實務是什麼？以及分析與討論自己所關心的這個教育領域，其相關理論和實務與彼此之間的關連性對教育革新的影響。(25%)
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？教師應如何協助學生面對未來的挑戰？(25%)
4. 「評量是一種學習」的理念，是如何在當前學校教育改革中發展出來？其理念內涵為何？教師能用哪些策略讓評量成為一種學習？試論之。(25%)

科目名稱：教育革新專題研究 Research Seminar on Educational Reform D 卷

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. Can George S. Count's social reconstructivism be applied in your country currently? Provide your reasons (either yes or no) in details. If you can supplement evidence (such as educational events or study results) for your argument, extra points will be offered. (25%)
2. What are the theories and practices of educational innovation in the field of your interests? Please describe and analyze the theories and practices of educational innovation in the field of your interests, and discuss the possible impacts of the theories and practices on educational innovation in the field of your interest. (25%)
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 are the strategies that educators can adopt to help students to meet their challenges in the future? (25%)
4. How does it “Assessment as learning” be developed in the context of school reform? What contents are included in it? What strategies can a professional teacher apply to his/her classroom? (25%)

科目名稱：原住民族教育研究

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 原住民族知識應如何在國中或國小教育中教與學？請評析目前正在實施的原住民族文化教育方式，並提出改進之道。(25%)
2. 國際原住民族教育有何值得我們參考之處？請至少具出兩個國外教學案例，說明其成功或不足之狀況。(25%)
3. 請以批判種族理論觀點對我國原住民族教育的政策提出批判。(25%)
4. 請舉一種民族教育課程理論評析原住民族小學民族教育課程實施的可行性。(25%)

科目名稱：教育測驗與評量方法論 **Methodology of Educational Measurement and Assessment** (說明：滿分 100 分，共計四題，每題佔分 25%)

1. Please describe and discuss the definition and type of reliability of a test. Why is it necessary for a test? What are the ways to improve the reliability of a test? (25%)
2. What is item analysis? There are two types of item analysis: qualitative item analysis and quantitative item analysis. Please list some examples to describe and explain each of these two item analysis types and indicate how to increase a test quality by applying these two types of item analysis. (25%)
3. Please describe the difference between exploratory factor analysis (EFA) and confirmatory factor analysis (CFA)? Can we conduct EFA and CFA in the same data set? Why? (25%)
4. Please follow the figure below to illustrate the results of this study. (25%)

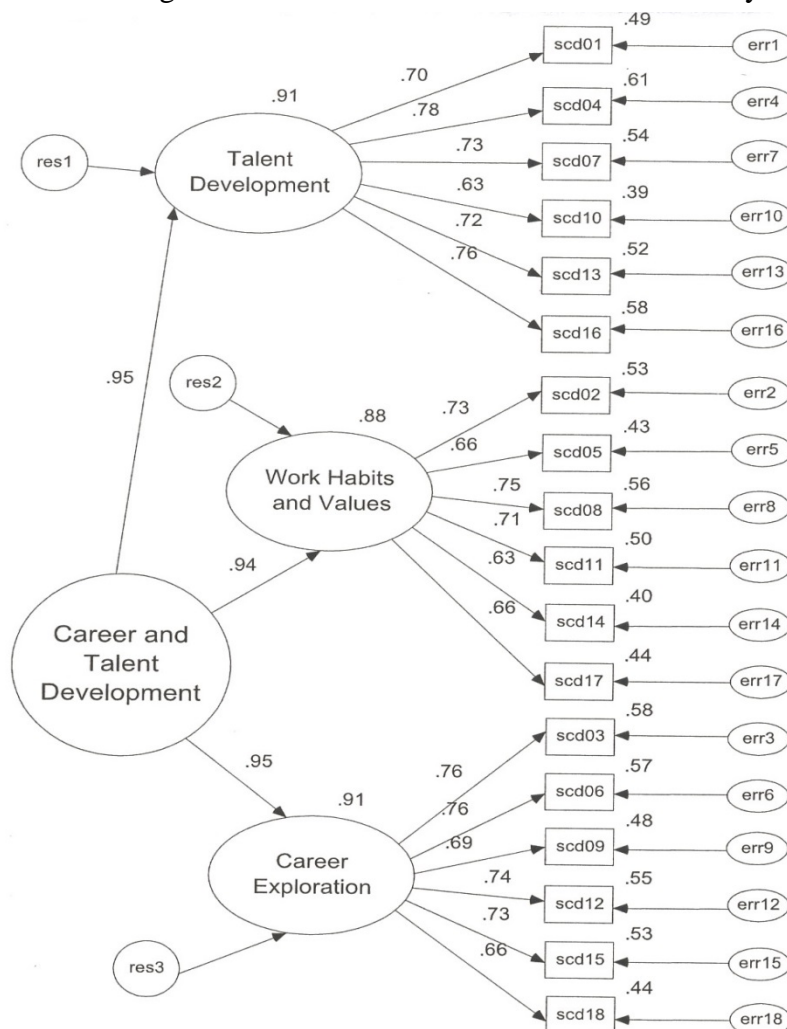


Figure 1. The measurement model of Career and Talent Development Self-Efficacy Scale (CTD-SES): whole sample.

*cited from Yuen, M., Gysbers, N.C., Chan, R. M. C., Lan, P. S. Y., & Shea, P. M. K. (2010). Talent development, work habits, and career exploration of Chinese

middle-school adolescents: Development of the career and talent development self-efficacy scale. *High Ability Studies*, 21(1), 47-62.

* Statistical analysis software: AMOS