

- 一、試舉出三種教育哲學的研究方法，並舉例說明之。（50 分）

- 二、請分別以認知理論及行為理論說明及評論：（1）「學習」的意義；（2）何為概念學習？（3）如何看待「獎賞」？（4）教室管理的設計與內涵。（50 分）

- 三、一般而言，九年一貫課程的理論基礎包括人文主義、後現代主義及知識社會學等。
 - （1）請問「後現代主義」有哪些重要的論點成為九年一貫課程的理論基礎？
 - （2）九年一貫課程中，有哪些具體措施或作法是後現代主義的實踐？
 - （3）請對這些後現代取向的具體措施或作法進行評論。（50 分）

注意事項：

- (一) 試卷共兩題，每題 25 分，合計 50 分。
- (二) 請用橫式作答，不必抄題。
- (三) 答案請依序寫在答案卷上，並於題號欄中標明題號。
- (四) 試題隨同答案卷一併繳回。
- (五) 請仔細閱讀下列各題英文段落，並請以中文(1)敘述文中主旨，及(2)評論其內容(兩者各佔配分之一半)。

一、

Spencer maintained that the common omission of drawing and music as an important element in the training of children was in contempt of some of the most obvious of nature's suggestions with regard to the natural development of human faculties; and the better recent practice in some English and American schools verifies his statement; nevertheless some of the best secondary schools in both countries still fail to recognize drawing and music as important elements in liberal education. (25 分)

二、

My interpretations are provisional.....All we can do, I believe, is cultivate multiple ways of seeing and multiple dialogues in a world where nothing stays the same. All I can do is to try to provoke my readers to come together in making pathways through that world with their students, leaving thumbprints as they pass. Our "fundamental anxiety" one writer has said...is that we will pass through the world and leave no mark; that anxiety is what induces us to devise projects for ourselves, to live among our fellow beings and reach out to them, to interpret life from our situated standpoints to try—over and over again—to begin. In a sense, I have written...to remedy that anxiety. It grants a usefulness to the disinterest of seeing things small at the same time that it opens to and validates the passion for seeing things close up and large. For this passion is the doorway for imagination; here is the possibility of looking at things as if they could be otherwise. This possibility, for me, is what restructuring might signify. Looking at things large is what might move us on to reform. (25 分)

Maxine Green, *Releasing the Imagination*.