

考試科目	教育研究法	所別	幼兒教育研究所 1621	考試時間	3月7日(日)第一節
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一、試說明並評論以下三段文字：(45%)

As a research construct, school readiness is a relative newcomer. Certainly, there is a long history of research on early childhood development along various dimensions seen as composing school readiness, but as a unified concept, it has a shorter history. Interest in school readiness as a focus of research has grown dramatically in recent years. The peer-reviewed literature reflects an explosion in growth starting in the mid-1990s and continuing today. The most recent, and frequent, addition to the literature is a range of policy brief and position articles concerning school readiness, yet there is little consensus about a definition among these articles. The lack of a common definition is underscored by the wide range of measures employed in the evaluation of state-funded preschool programs, and the relative lack of agreement between states as to which measure or measures to use. (15%)

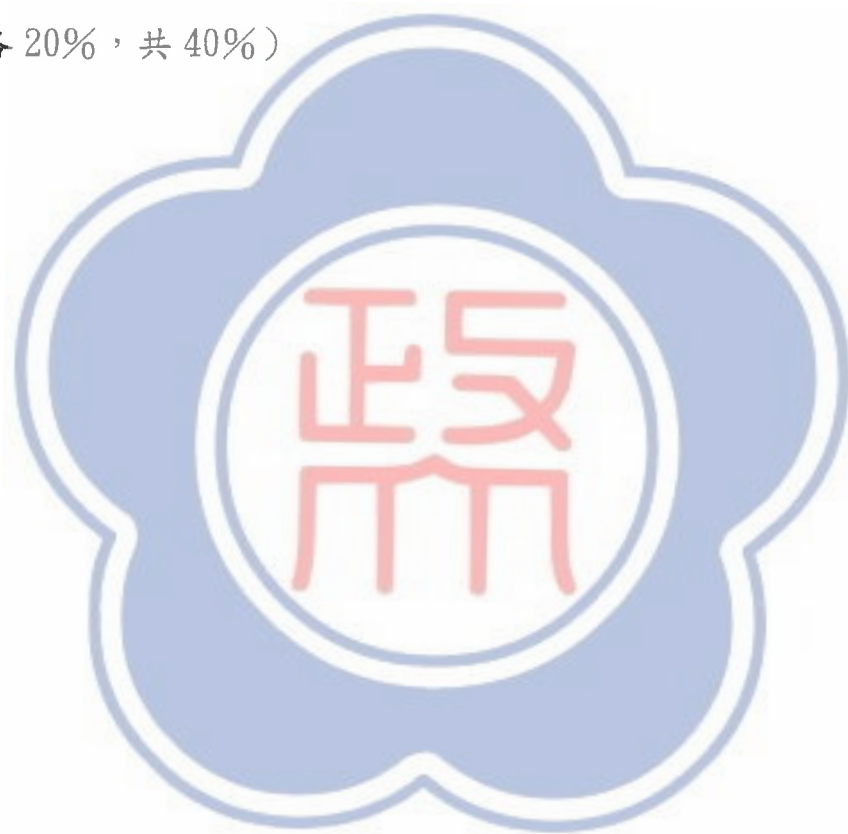
The NAEYC position statement on developmentally appropriate practice reflects both continuity and change in the early childhood field. Still central since its last iteration (NAEYC 1996) are our fundamental commitments to excellence and equity in educating children and our core understanding of how children learn and develop. At the same time, new knowledge gained over the last decade has deepened that understanding, allowing us to revise and refine our ideas about how to promote every child's optimal development and learning. Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development and challenging enough to promote their progress and interest. Best practice is based on knowledge—not on assumptions—of how children learn and develop. The research base yields major principles in human development and learning (this position statement articulates 12 such principles). Those principles, along with evidence about curriculum and teaching effectiveness, form a solid basis for decision making in early care and education. (15%)

A trend towards more precise definition of important aspects of children's development as dependent variables to be studied in research on child care quality is evident. While traditionally outcomes have been organized within rather broad domains (socioemotional, cognitive, physical or motor development) there now seems to be an increasing focus on 'school readiness' as a framework within which outcomes are defined. Hence efforts are being made to measure children's pre-mathematical, pre-literacy and language skills as they are related to child care quality. In research on longer-term outcomes, children's school achievement may be linked back to measures of structural and process quality to ascertain whether they are significantly related. It has also been suggested that measures of task engagement, motivation, enthusiasm and task persistence might usefully link aspects of the child care setting with longer-term outcomes. (15%)

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二、試舉一個你/妳曾經閱讀過的實證研究，說明其研究者、出處、研究問題、研究設計，以及研究結論。(15%)

三、小萱想知道幼兒的幼兒園經驗對幼兒有何影響。請幫她分別設計一個質的和量的研究計畫。(各 20%，共 40%)



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- 一、在華語世界中有沒有堪稱幼兒教育思想家的人物？(25%)
請依您的答案「有」或「沒有」方向接續後面的問題：

【有】	【沒有】
1. 請說明有哪些人物	1. 請分析說明何以「沒有」此等人物
2. 簡述以上列舉之思想家的生平與重要論述內涵	2. 「沒有」的處境有可能突破嗎，請簡述觀點。

- 二、公民社會中您認為「教育學會」應負起哪些社會角色功能？(25%)

- 請列舉出台灣幼兒教育領域中有哪些學會？
- 以上這些學會在台灣幼兒教育生態中扮演怎樣的角色？
- 「NAEYC」是個怎樣的組織，對台灣有何影響？

- 三、請連一連，哪些人寫過哪些書？並扼要說明這些書闡述的內容及其在教育專業上的啓示。(30%)

Maria Montessori	The Stories Children tell
Friedrich Wilhelm Froebel	The Formation of Man
Albert Bandura	Schools that learn
Lev Semenovich Vygotsky	Education and Peace
Urie Bronfenbrenner	Pedagogy of the Oppressed
Erik H. Erikson	The Education of Man
Peter Senge	The Ecology of Human Development
Neil Postman	Social Foundations of Thought and Action
熊秉真	The Culture of Education
黃武雄	童年的消逝
Paulo Freire	童年與解放
Susan Engel	童年憶往－中國孩子的歷史
Jerome Bruner	Childhood and Society
	Thought and Language

【評分標準】

一個正確的連結與掌握重點的內容說明即可得分，但每一個連結最多 5 分。

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四、請簡述下面這段話的意義及其在童年教育上的意涵（20%）

Children not only tell stories of actual experience to build a sense of self, they also invent stories about things that might happen, that couldn't possibly happen, that they wish would happen, or that they hope fervently will never happen. Whether a particular story is remembered or not, the act of telling a story is always important to the developing child, because in the telling the child is both practicing telling stories and building up an inventory of stories that contribute to a life story and a self-representation. Because to a great extent we are the stories we tell, and our memories of personal experiences are what gives us a history and a sense of who we are-past, present, and future.



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- 一、請分別以蒙得梭利之教育理念 and 義大利瑞吉歐 (Reggio) 教育系統之理念為例，說明教育理念對環境規畫的影響。(25%)
- 二、請從(教育心理學)角度分析其對課程設計之影響。(25%)
- 三、各國政府支持幼兒教育之理念，理由不一，請舉三個不同理念之國家的幼教政策，及政策背後之理念的說明。(25%)
- 四、面對多元文化社會中 M 型社會下所形成的教育問題，請從園長層級之角度去列出^{班級}老師面臨最棘手的三個問題，並說明若你是那園長，你將如何協助老師處理那棘手的問題。(25%)