

考試科目	教育研究法	所別	1611 教育學系	考試時間	3月6日(六)第二節
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一、解釋名詞 (20 分)

1. 混合方法 (mixed methods) 研究
2. 層級分析法 (analytic hierarchy process)
3. 結構方程模式 (structural equation modeling)
4. 後設分析 (meta-analysis)

二、美國心理學會 (American Psychological Association) 於 2009 年 7 月發行出版手冊第六版 (Publication Manual of the American Psychological Association: Sixth Edition)，試說明 APA 第六版最大的特色為何？第六版所提及的 Digital Object Identifier (ODI)，其主要功能為何？ (10 分)

三、Alan Agresti 和 Barbara Finlay 於 1986 年所建構的因果模式架構如圖 1 所示，試從路徑分析的理論解釋圖 1 的模式內涵。請根據圖 2，說明直接效果、間接效果與整體效果為何？ (20 分)。

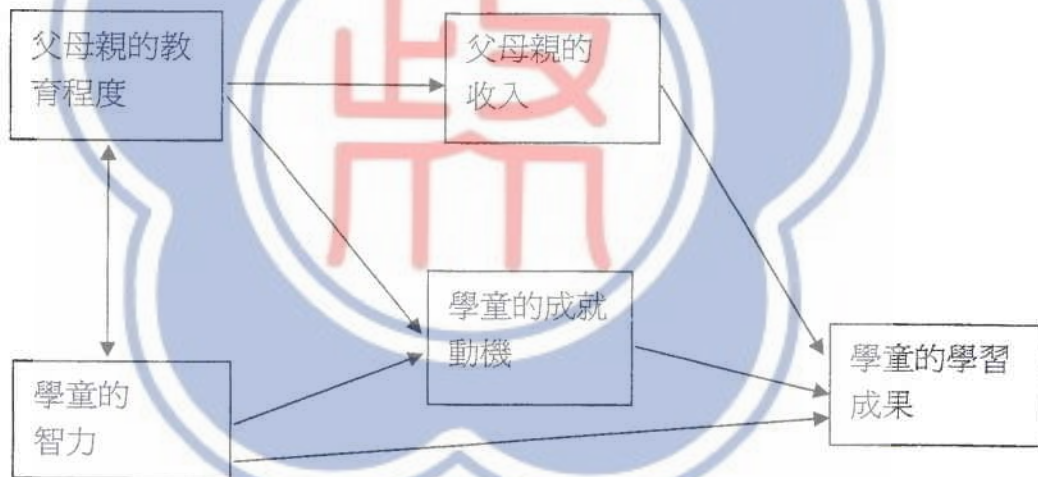


圖 1 因果模式架構圖

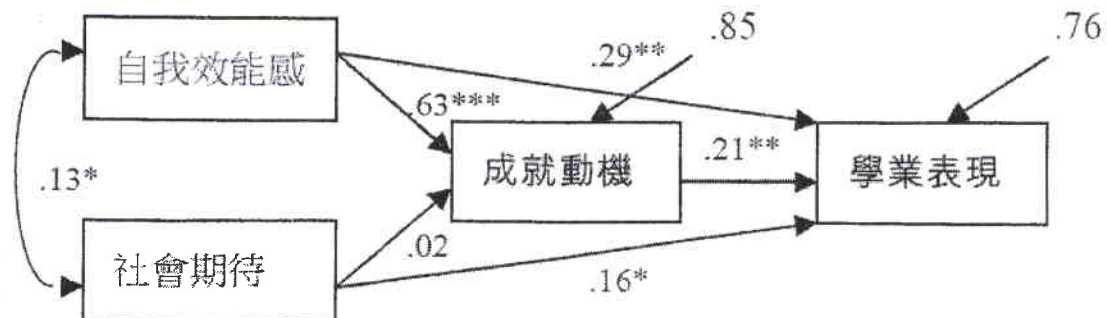


圖 2 路徑分析參數估計圖

備註	試題隨卷繳交
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四、請簡述下列之問題：

1. 請敘述一份您曾閱讀過最好的質性研究報告或論文 (5%)
2. 上述這份研究具備哪些構成「優質」質性研究的條件 (10%)
3. 作為研究者，您會如何規劃一份進一步的質性研究計畫 (15%)

五、請扼要說明如何進行敘述訪談法、深度訪談法與焦點團體訪談法這三種的訪談法，並舉例說明其主要運用的範疇。(10%)

六、不同於量化研究，所謂質性研究中的「質」指的是什麼，且其對於教育學研究有何貢獻。(10%)



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1. Please summarize the following essay in Chinese. (25 pts)
2. Please make comments on the following essay in Chinese. (25 pts)

Social constructivism is a sociological theory of knowledge that applies the general philosophical constructionism into social settings, wherein groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings. When one is immersed within a culture of this sort, one is learning all the time about how to be a part of that culture on many levels. Its origins are largely attributed to Lev Vygotsky.

Social constructivism is closely related to social constructionism in the sense that people are working together to construct artifacts. However, there is an important difference: social constructionism focuses on the artifacts that are created through the social interactions of a group, while social constructivism focuses on an individual's learning that takes place because of their interactions in a group.

A very simple example is an object like a cup. The object can be used for many things, but its shape does suggest some 'knowledge' about carrying liquids. A more complex example is an online course - not only do the 'shapes' of the software tools indicate certain things about the way online courses should work, but the activities and texts produced within the group as a whole will help shape how each person behaves within that group.

Social constructivism has been studied by many educational psychologists, who are concerned with its implications for teaching and learning. Constructivism forms one of the major theories (behaviourism, social learning, constructivism and social constructivism) of child development, arising from the work of Jean Piaget's theory of cognitive development. Piaget's stage theory (describing four successive stages of development) also became known as constructivism, because he believed children needed to construct an understanding of the world for themselves. This contrasts with behaviourism (learning theory) in which the development arises from specific forms of learning, the child being seen as a passive recipient of environmental influences that shape its behaviour. Piaget's theory saw children as possessing active agency rather than being passive receptacles. Social constructivism extends constructivism by incorporating the role of other actors and culture in development. In this sense it can also be contrasted with social learning theory by stressing interaction over observation.

(Excerpted from http://en.wikipedia.org/wiki/Social_constructivism)

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3. Please summarize the following essay in Chinese. (25 pts)
4. Please make comments on the following essay in Chinese. (25 pts)

Design-Based Research (DBR) is a type of research methodology associated with a movement in education called the Learning Sciences. Within Design-Based Research methodology, interventions are conceptualized and then implemented in natural settings in order to test the ecological validity of dominant theory and to generate new theories and frameworks for conceptualizing learning, instruction, design processes, and educational reform.

Methodologically, the Learning Sciences is distinguished from other fields that study learning in humans in its methodological treatment of the subjects of its study, learners, their localities, and their communities. The Design-Based Research methodology is often employed by Learning Scientists in their inquiries because this methodological framework considers the subject of study to be a complex system involving emergent properties that arise from the interaction of more variables than are initially known to researchers, including variables stemming from the researchers themselves (Brown, 1992). As such rather than attempting to isolate all the various factors that impact learning as in traditional research, the learning sciences employ design based research methodologies which appeal to an approach to the study of learning – in particular human learning both inside and outside of school – that embraces the complex system nature of learning systems. Learning Scientists often look at the interactions amongst variables as key components to study yet, acknowledge that within learning environments the interactions are often too complex to study all or completely understand. This stance has been validated by the findings of Cronbach and Snow (1977) which suggest that Aptitude-Treatment Interactions, where variables are isolated in effort to determine what factors “most” influence learning, will not be informative but rather inaccurate and potentially misleading if used as a ground for educational decisions or educational research of complex learning situations such as those characteristic of human beings in their lived experiences.

(Excerpted from http://en.wikipedia.org/wiki/Design-Based_Research)

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作答說明：一律作答，不必抄題。

1. 請說明杜威 (John Dewey) 《民主主義與教育》 (Democracy and Education) 一書的基本教育主張。(20 分)
2. 請闡述後現代主義 (Postmodernism) 教育與哲學基本理念，並請說明其教育哲學思想在九年一貫之運用。(20 分)
3. 請簡介「同儕學習」的三個理論基礎，並以一個研究實例說明「同儕學習」在教學上的應用。(15 分)
4. (一) 請定義「多元文化教室情境」，並且 (二) 以三個既有的、以研究為基礎的具體教學法，以及一個你個人提出的創新的教學法，說明如何進行「多元文化教室情境」的教學。(15 分)
5. 請試從「經濟發展與社會公平」的角度，探討自 1990 年以來國際教改之趨勢，並以此檢視台灣現階段教育之相關問題。(30 分)