一. 選擇題（單選，每題五分）

1. Which of the following classroom practices is most consistent with the principles of behavior modification?

(A) Placing primary emphasis upon traditional goals
(B) Establishing a planned schedule of rewards
(C) Providing a balanced system of rewards and punishments
(D) Reinforcing every fifth correct action that a pupil takes
(E) Immediately correcting any error a pupil makes

2. The way in which individuals differ in their approaches to the solution of problems is generally known as

(A) perception
(B) discovery
(C) cognitive style
(D) logical analysis
(E) sensation

3. Which of the following ideas would Piaget probably be willing to accept?

(A) Teachers must not underestimate children by assuming that their reasoning is different from that of adults.
(B) Anything can be taught to anyone in some form at any age.
(C) Practice in sufficient quantity can help an 8-year-old learn hypothetical-deductive mathematical proofs.
(D) Words have the same meaning for children as for adults, but children cannot use them as well.
(E) Some things cannot be taught to children earlier than the age of 8 no matter how good the teaching techniques may be.

4. Sara is now spending most of study period working on her assignments because she has noticed that Mr. Geller has stopped frowning at her as he did when she continually talked aloud to her classmates. This situation is an example of which of the following psychological concepts?

(A) Intrinsic motivation
(B) Successive approximation
(C) Negative reinforcement
(D) Identification
(E) Projection

5. Physical growth is most rapid during which of the following periods?

(A) Infancy   (B) Early childhood
  (C) Middle childhood   (D) Preadolescence
    (E) Adolescence

二、 Please translate the following English paragraph to Chinese (25 points)

" Human intelligence is finite, and not only can no man know everything, he cannot even acquire all the scanty knowledge of others. Since the contrary of every false proposition is a truth, there are as many truths as falsehoods. We must, therefore, choose what to teach as well as when to teach it. Some of the information within our reach is false, some is useless, some merely serves to puff up its possessor. The small stone which really contributes to our welfare alone deserves the study of a wise man, and therefore of a child whom one would have wise. He must know not merely what is, but what is useful. "

三. Please translate the following Chinese into English: (25%)

美國重視天賦人權，尊重個人尊嚴與價值視其民主的基本觀念，所以學校目的重視發展個人的特長，學制重視所有人民均能按其能力享受同樣的教育機會。例如天才、普通及低能或生理缺陷的兒童福有適當的教育機會、課程與教學方法重視個別差異，即所謂因材施教。

學前教育分為兩階段：第一階段稱為托兒所，通常招受年滿二歲或四歲的幼兒；第二階段稱為幼稚園，則招受四歲或五歲幼兒，各州情況不一。：托兒所有公私立之分，以私立者居多，有的托兒所附設於公立小學、中部或大學做為實驗學校。托兒所教育通常在教師指導之下，提供學生遊戲、講故事、唱歌、跳舞以及其他相似活動，使幼兒由家庭轉到學校環境這艱困難程度可以減少，使其更佰適應將來進幼稚園較為大班制的學習。

幼稚園教育著重奠定將來進小學學習的基礎，輔將其心理上、社交上、情緒上及生理上有正常的發展，一般普通的課程是遊戲、講故事、音樂、韻律、活動、美術及手工的創造活動。

IV. Please write a short composition with the following topic:
My Career Planning (25%)

一. 請各以二百字為度解釋下列五個概念

1. Autopoiesis
2. Culture of silence
3. Hermeneutical circle
4. German neo-humanism
5. 應無所住而生其心

（本題分數為 25%）

二. 請分析「人之未確定性」、「自我完成性」、「依他完成之依他起性」三個概念之學裡內涵及其對於教育理論的重要性。（本題分數為 20%）

三. 您認為可以用什麼教育學裡或思潮來解釋台灣目前正方興方艾的「社區大學」運動之意義及其必要性？（本題分數為 20%）

四. 請綜合您個人所思所學，提出三個您認為未來我國教育發展最重要的關鍵性理念，並論証之。（本題分數為 15%）

五. 「後現代主義」（Postmodernism）的教育思潮將會帶給未來教育怎樣的面貌？請試表達個人的理解與立場。（本題分數為 20%）

說明：總共五大題，每題 20 分，請注意時間及篇幅的分配。

一、有人認為質化研究與量化研究的哲學可以統合，在一篇研究當中也可以並用兩種方法；有人認為這是兩個互有矛盾的典範，在哲學層次上互相排斥，不可能統合，最多只能在研究技術的層次上並存，即使並存，也可能造成「二不像」。請問你認為：（一）這兩種方法論可以統合嗎？（二）如何統合？（三）可以並存嗎？（四）如何並存？（五）互有矛盾嗎？（六）其矛盾何在？（七）質的研究者若不喜歡量化研究，其理由通常有哪些？（八）量的研究者若不喜歡質化研究，其理由通常有哪些？　　　（20分）

二、以教育俗民誌的方法進行研究時，許多研究生反應：「在研究歷程當中應保持開放的心靈，避免偏見，不要帶著某種理論立場去觀察現場或設定好某些問題去進行訪問；但是，缺乏理論基礎時，又不容易觀察出有意義的現象，也不容易提得出想問的問題」。請問：（一）你對此一反應有何評論？（二）你將如何跳脫此一困境？　　（20分）

三、如何評鑑一篇以教育俗民誌的方法所完成的研究報告？換句話說，俗民誌研究報告的評判標準有哪些？如何才能算是一篇好的俗民誌研究報告？　　　（20分）

四、請比較下列三個哲學派別在研究方法方面的特色與主張，並提出其可能的矛盾之處：（一）分析哲學；（二）詮釋學；（三）批判理論。　　　（20分）

五、閱讀測驗：以下兩小題，請根據【短文一】回答。（20分）
　　（一）該研究的作者採用個案研究而非多變量分析，其理由何在？
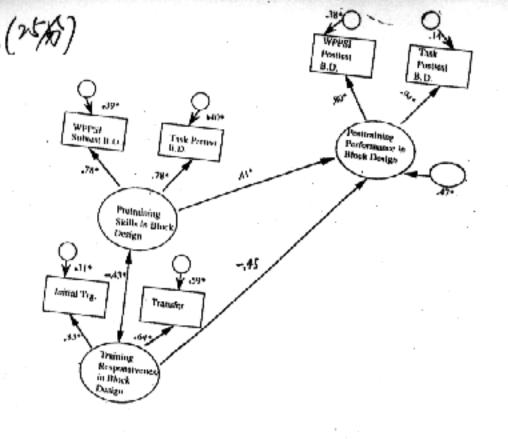　　（二）該文作者所採用的個案研究與心理分析導向的心理傳記有何不同？

The merit of the case study method lies in its ability to consider a large number of issues together and in their relationships. The question may well be put: Why not apply the highly developed methods of multivariate analysis? There are four principal reasons. First, we are concerned with process rather than traits. Second, multivariate techniques, with their reliance on measurement, assume that it is appropriate and possible to measure the relevant population on the relevant traits, which seems utterly implausible to us, for reasons given later. Third, we place great emphasis on the need to understand creative people at work in their own contexts; the emphasis on measurement decontextualizes what is being studied. Fourth, the need for large numbers of subjects forces the use of inappropriate populations, such as U.S. Coast Guard trainees or unselected high school students. Although these are certainly valuable and interesting human beings, usually we can have no guarantee that the sample taken includes a single person who is functioning creatively. Better to start with widely agreed-upon cases.

The case study method as we have practiced it is quite distinct from psychoanalytically oriented psychobiography. Such studies have emphasized the underlying motives of the creative person, their childhood origins, and their neurotic character. Our focus of attention has been on *how* creative people do their work, rather than on *why*, and on the developmental process within the career, rather than on that leading up to it. We are far from denying the importance of unconscious processes. We nevertheless see them as occurring in a person struggling and often succeeding in taking command of them to make them serve the interests of consciously and freely chosen enterprises. By the same token, we take seriously the consciously held systems of belief and intentionality of the creative person. This, in turn, requires us to take a phenomenological stance in reconstructing subjects' experiences from their own points of view. In these matters, our position resembles that of Rothenberg (1979). These methodological questions have been discussed at length by Wallace (1985).

一、何謂「學校本位課程發展」？試問述其理論或立論之依據。（25%）

二、試述國民教育九年一貫課程之緣起，爭議之處，經由「課程綱要」到「課程」之制訂，試論述自己的看法。（25%）

三、何謂「潛在課程」？試舉數例明之（重要的是說明其間的涵義）。（25%）

四、若為臺灣之學校教育能有所革新，確有助於教育的革新，試舉你認為臺灣學校教育行政中最重要的二至三事作為論述之。（25%）

1. 教育行政研究領域牽涉實務問題甚多，因此「行動研究法」(action research)即成為常被使用的研究法之一。請說明行動研究法的優缺點何在？並以「九年一貫課程」為例，分析如採用行動研究法，其主要步驟為何？(25%)

2. 實驗研究法為自然科學領域最常使用的方法，其實驗設計與變項的操弄，被認為是最客觀的科學方法。試以一位教育行政研究者的角色，分析如果採用實驗研究法於相關研究中，其可能產生的問題為何，並說明何種教育行政研究才適合使用實驗研究法。(25%)

3. 質化與量化導向的研究方法在教育行政領域中，均被廣泛採用。試以「教育機會均等」為議題，分析若單獨採用質化或量化的研究法，將各會產生何種利弊得失。(25%)

4. 批判典範(critical paradigm)應用於教育行政相關研究中，其所關注的焦點為何，所採用的主要方法又為何。(25%)

壹. (25分)

上圖是用機悅結構模式所作的研究結果. 請問.

1. 該模式兩個潛在的自變項可解釋潛在依變項百分之幾的變異量?

2. $\gamma_1 = ?$ $\gamma_2 = ?$ $\lambda_{Y_1} = ?$ $\lambda_{Y_2} = ?$ $\lambda_{X_{11}} = ?$ $\lambda_{X_{12}} = ?$

   $\lambda_{X_{21}} = ?$ $\lambda_{X_{22}} = ?$ $\phi = ?$ $\delta_{11} = ?$ $\delta_{12} = ?$

   $\delta_{21} = ?$ $\delta_{22} = ?$ $\varepsilon_1 = ?$ $\varepsilon_2 = ?$

3. 該研究是取自 Day, J.D., Engelhardt, J.L., Maxwell, S.E., and Bolig, E.E. (1997). Journal of Educational Psychology, 89 (2), P. 366 . 您若要引用

   該圖到您的論文裡. 您在圖下如何註明出處 (請根據 APA 格式)

式、(25分)

Items and Factor Loadings for Entire "Reasons for Not Requesting Help in Math Class" Questionnaire, Study 1

Item	Factor		
	1	II	III
1. Don't want friends to see they are having difficulty*	.76	−.08	−.13
2. Don't want everyone to look at them*	.73	.08	−.29
3. Don't want teacher to see they don't understand*	.83	.10	.22
4. They are embarrassed*	.13	.07	.20
5. They don't want to look stupid*	.84	.07	.28
6. They're afraid other kids will laugh at them	.57	.06	.44
7. Want to overcome difficulty by themselves*	−.11	.68	−.17
8. Think that if they try they will work it out by themselves*	.16	.67	.12
9. Think most important thing is to use their head*	.11	.71	.21
10. Will feel good if they work it out alone*	.03	.74	.06
11. Want to try to work out the problem by themselves*	−.06	.75	.02
12. Enjoy it more if they do it alone*	.10	.74	.07
13. They are too involved in the problem to ask for help	.10	.35	.44
14. Think it's more important to think than to get the answer	.04	.47	.10
15. Think teacher won't tell them the answer*	.07	.06	.63
16. Think their answer won't count if they get help*	.18	.12	.57
17. Think explanation will take so long they won't finish*	.30	.18	.62
18. Think teacher doesn't like them to ask for help*	.21	−.01	.53
19. Think that it will take them even longer to finish*	.24	.07	.61
20. Think that what teacher says won't help them get the answer*	.17	.10	.61
21. They don't have the time to ask for help.	.18	.35	.44

*Items retained to form scales of Ability-Focused, Autonomous, and Expedient perceptions of help avoidance.

(題項裡的文字不重要，印不清楚沒關係，以題號代表即可)

上表是對21題測驗題之因素分析，請問：

1. 那些題項該屬於（因素1. 那些屬於 因素2. 及 因素3.（寫題号即可。）

2. 每一題項的共同性如何計算（列出計算式即可，不必計算出結果）？

3. 每一因素之特徵值如何計算（列出計算式即可，不必計算出結果）？

4. 如何計算出每個因素可解釋多少變異量（列出計算方法即可）？

作答說明：一律作答，不必抄題，每題 25 分。

參、試比較典型相關分析（canonical analysis）與多變量變異數分析（multivariate analysis of variance）之間有何相通處？（25 分）

肆、試說明因素係數（factor coefficient）和因素負荷量（factor loading）之間的異同，以及他們的作用？（25 分）