

臺北市立大學
104 學年度博士班入學考試試題

所 別：教育行政與評鑑研究所博士班

科 目：教育英文

考試時間：90 分鐘【10：30—12：00】

不得使用計算機 或任何儀具。

總 分：100 分

※ 注意：不必抄題，作答時請將試題題號及答案依照順序寫在考試試卷上；限用藍色或黑色筆作答，使用其他顏色或鉛筆作答者，所考科目以零分計算。（於本試題紙上作答者，不予計分。）

申論題（每題 25 分，共 100 分）

一、請以中文先摘述說明下文的要旨，並加以申述評析之。

Total Quality Management(TQM) is based on the assumption that people want to do their best and that it is management's job to enable them to do so by constantly improving the system in which they work. TQM is not new. It resembles Douglas McGregor's Theory Y and William Ouchi's Theory Z. What is new is that large corporations are taking Theory Y and Theory Z seriously by assigning more authority and responsibility to frontline workers. However, like Theory Y and Theory Z, TQM is more than delegation. It requires teamwork, training, and extensive collection and analysis of data. When educators look at TQM principles they assume that the model applies only to profit-making organizations. Actually, Total Quality Management applies to corporations, service organizations, universities, and elementary and secondary schools. Indeed, the concepts formulated by TQM founder, W. Edwards Deming, have proved so powerful that educators want to apply TQM to schools. Deming's philosophy provides a framework that can integrate many positive developments in education, such as team teaching, site-based management, cooperative learning, and outcomes-based education.

(Excerpt from Lunenburg, F. C., & Ornstein, A. C.(2012). *Educational administration: Concepts and practices*(6th ed.). Belmont, CA: Wadsworth Publishing. p.194)

二、請以中文先摘述說明下文的要旨，並加以申述評析之。

It is an understatement to say that, all over the world, educators are in search of an effective way to evaluate and improve the work of teachers and that there is, as yet, no international consensus based on experience or research as to the best ways to do it. International surveys of teachers show that they do welcome feedback as a way to enhance their teaching(OECD, 2011). However, they are skeptical if evaluation is performed in an unfair way or by principals who have neither the time nor the expertise to judge effective practice, or when outstanding performance does not lead to any recognition or career advancement. Overall, there is a trend toward devising appraisal systems that can drive improvement of professional practice and student achievement and away from an earlier focus on monitoring compliance with policies and procedures. But the questions of what criteria to use for appraisal, how to balance the improvement versus accountability functions, how to connect improved practice to career advancement, and whether the quality of practice should be tied to compensation are the subject of unresolved, often contentious, debates everywhere, although they take different forms in different countries.

Some countries, such as Japan and Norway, put greater weight on school evaluation than individual teacher evaluation, believing that student achievement is often the result of the efforts of many teachers rather than an individual teacher. Group evaluation, whether of whole schools or of groups of teachers, is thought to promote greater collaboration and sharing of best practices among teachers and to foster cohesion among staff.

(Excerpt from: Stewart, V.(2012). *A World-Class education: Learning from international models of excellence and innovation*. Alexandria, VA ASCD.pp.109-10)

三、Please comment on the following excerpts in Chinese.

Principals used six strategies to promote teachers' professional growth, including:

- (1) emphasizing the study of teaching and learning;
- (2) supporting collaboration efforts among educators;
- (3) developing coaching relationships among educators;
- (4) encouraging and supporting redesign of programs;
- (5) applying the principles of adult learning, growth, and development to all phases of staff development; and
- (6) implementing action research to inform instructional decision making.

Effective principals provided staff development opportunities which addressed emergent needs for teachers. These opportunities, along with teacher input, discretion in attending, and support for innovation, resulted in increased teacher innovation/creativity, risk taking, instructional focus, as well as effects on motivation, efficacy, and self-esteem. "By giving us voice and choice," one teacher commented, "we are more motivated to go to in-services and learn new things that we can try out." It is interesting to note that effective principals frequently became learners themselves by participating in staff development sessions.

(From J. Blasé and J. Blasé, 2000, Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools, *Journal of Educational Administration*, 38(2), 130-141.)

四、Please **comment** on the following excerpts **in Chinese**.

Increasing the number of hours students spend in school each year, on the assumption that this will improve student achievement, has become a widespread trend. However, our analysis suggests that this trend can be misguided: the time students spend in the classroom is not always positively related to their academic achievement. Instead, it is effective teaching time that is most likely to have a positive impact on student achievement. As such, policies influencing how time at school is allocated can be a good way to improve educational outcomes.

The results of the analyses suggest that, for students, more time spent in the classroom does not necessarily increase their average achievement. However, the amount of time teachers spend instructing students exhibits a clear link to increases in average student achievement. Therefore, instead of increasing the total number of school hours per year, attention should be paid to time management practices. Schools could, for example:

1. Increase the proportion of teachers' time spent on instructional activities.
2. Increase the efficiency of teachers by:
 - Providing teachers with opportunities to engage in professional development programs on time utilization and classroom management;
 - Optimizing administrative procedures and lightening teachers' administrative workload so they can devote more time to purely teaching-related aspects.

(From IEA Policy Brief, September 2013, *Does increasing hours of schooling lead to improvements in student learning?* Retrieved from http://www.iea.nl/fileadmin/user_upload/Policy_Briefs/IEA_policy_brief_Sept2013.pdf)