

臺北市立大學

104 學年度研究所碩士班入學考試試題

班 別：音樂學系碩士班

科 目：音樂教學理論與實務

考試時間：120 分鐘【13：40 - 15：40】

總 分：100 分

不得使用計算機 或任何儀具。

※ 注意：不必抄題，作答時請將試題題號及答案依照順序寫在答卷上；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。)

一、解釋名詞（每題 5 分，共 25 分）

- (一) 實作評量
- (二) 真實評量
- (三) 差異化教學
- (四) Action Research
- (五) Flipped Classroom

二、申論題（每題 25 分，共 75 分）

- (一) 試述「感受先於理解、聲音先於符號」在音樂教學上之意義，並自著名音樂教學法（戈登、柯大宜、奧福、達克羅士、鈴木）中，擇一說明其理念、教學工具、教學策略和「感受先於理解、聲音先於符號」之符應情形。
- (二) 教育部美感教育第一期五年計畫（2012）的理念，包括（1）強化感知的開發綜效；（2）增加多元生活的體驗；（3）認知美感特色的重要；（4）推動傳統文化的認同；（5）建構具美感的人事物。試述上述理念與音樂教育的關聯，並陳述在我國學校音樂教學中，如何落實這些理念。

(三) 以下內容取自期刊摘要，請解釋其內容並提出你對此內容的看法。

Is It the Music or Is It Selection Bias? A Nationwide Analysis of Music and Non-Music Students' SAT Scores

Abstract

This study examined the college entrance examination scores of music and non-music students in the United States, drawing data from the restricted-use data set of the Education Longitudinal Study of 2002 (ELS), a nationally representative education study ($N = 15,630$) conducted by the National Center for Education Statistics. Analyses of high school transcript data from ELS showed that 1.127 million students (36.38% of the U.S. class of 2004) graduated high school having earned at least one course credit in music. Fixed-effects regression procedures were used to compare standardized test scores of these music students to their non-music peers while controlling for variables from the domains of demography, prior academic achievement, time use, and attitudes toward school. Results indicated that music students did not outperform non-music students on the SAT once these systematic differences had been statistically controlled. The obtained pattern of results remained consistent and robust through internal replications with another standardized math test and when disaggregating music students by type of music studied.