

臺北市立大學
105 學年度研究所碩士班入學考試試題

班 別：特殊教育學系碩士班資賦優異組
科 目：資賦優異理論與實務
考試時間：90 分鐘【08：30 – 10：00】
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) 個別輔導計畫
- (二) 資優生諮商輔導策略
- (三) 統整課程模式 (integrated curriculum model)
- (四) 磁性學校 (magnet schools)
- (五) 正向非統整理論 (theory of positive disintegration)

二、 申論題（共 75 分）

- (一) Tomlinson 等人發展出平行課程模式 (Parallel Curriculum Model)，提出四個互相關聯的課程設計，請說明其主要內涵 (15 分)，其中自我發展課程可以探究那些焦點問題，以促進資優生自我發展與自我實現？(10 分)
- (二) 請說明獨立研究、科展的意義？(10 分) 如何應用 Treffinger 自我引導學習模式引導資優學生進行獨立研究？(15 分)

(三) 試就下列有關資優教育短文的重點涵義，並論述之 (25 分)

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. Researchers recommend that teachers first determine the expected goals of the unit or lesson in terms of the content, skills, or standards students must learn before assessing students to determine which ones have already mastered most or all of the specified learning outcomes.

Researchers have reported that when classroom teachers eliminated between 40%-50% of the previously mastered regular curriculum for high-ability students, no differences were found between students whose work was compacted and students who did all of the work in reading, math computation, social studies, and spelling. In an analysis of gifted education literature on the topic, another researcher found curriculum compacting to be very effective overall in mathematics, science, and foreign languages.