

臺北市立大學
107 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、請摘述說明下文的要旨，並評析其中的觀點。

In their meta-analysis of sixty-nine studies conducted from 1978 to 2001, Marzano et al. (2005) found that the average correlation in studies conducted in the United States indicates that principal leadership has a significant and positive relationship with student achievement. Since then other studies have arrived at this same conclusion (See Robinson, 2007).

In Short, a justifiable conclusion one can glean from the research is that the more skilled the building principal, the more learning can be expected among students. Stated differently, the research now supports what practitioners have known for decades: powerful school leadership on the part of the principal has a positive effect on student achievement.

Although it is now well accepted in K-12 education in the United States that principal leadership has a significant relationship with student achievement, it is also recognized the relationship is indirect rather than direct (Marzano & Waters, 2009; Marzano et al., 2005). The actions and behaviors of the principals do not directly affect student learning because principals do not usually provide instruction to students. It is the actions and behaviors of teachers that directly affect student achievement since teachers are the providers of instruction.

(Excerpt from DuFour, R. , & Marzano, R. J. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press. pp. 48-49.)

二、請先摘述說明下文的要旨，並加以申述評析之。

The flirtation with managerialism over the decades of the 1980s and 1990s and into a new millennium has, however, left its own insidious legacy. With its emphasis on legal-rational authority, efficiency and effectiveness, it introduced us to objectives (sometimes behavioural), outcomes, measurement of achievement and indicators of comparative performance, competition, incentives and ‘incentivization’.

Numbers are like people; torture them enough and they will tell you anything’, writes Gorard (2010) in his critique of the ways quantitative methods have been used and interpreted. ‘Blinded by pseudo-science’, he argues, people have ‘not really thought about the process and have simply bought into what appears to be a scientific and technical solution to judging school performance, reducing complexity to simplistic formulae’.

Measurement of achievement and ‘value added’ simply cannot deal with the complexity of learning, reducing it persistently to the lowest common denominator. When schools are not alive to their incipient agency, the everyday discourse among staff is, by default, shaped by policy pressures, constrained by the demands of organisational convenience, and slowly and insidiously absorbed into the intellectual and emotional bloodstream. Learning comes to be seen as what happens in classrooms as the result of teaching and leadership is seen as the province of those who make the big decisions about the future. All too easily, learning as a vibrant shared activity, ceases to be the main consideration. All too easily, the potential to lead learning is left to others. (MacBeath and Cheng 2008, p. 8)

(Excerpt from MacBeath, J. (2017). Leadership for learning: What else could leadership be for? (pp. 354-55). In R. Maclean (ed.), *Life in Schools and Classrooms*(pp.353-68). Gateway East, Singapore: Springer Nature.)

三、Essay Writing (閱讀短文後，請以中文進行回答)

The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems. Corresponding to the letters in the acronym CIPP, this model’s core parts are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask: What needs to be done? How should it be done? Is it being done? Did it succeed?

The checklist's first main function is to help evaluators generate timely evaluation reports that assist groups to plan, carry out, institutionalize, and/or disseminate effective services to targeted beneficiaries. The checklist's other main function is to help evaluators review and assess a program's history and issue a summative evaluation report on its merit, worth, probity, and significance, and the lessons learned.

(一) 請說明 CIPP 模式的四個核心理念是什麼？在評鑑歷程中，分別代表哪四個問題？

(二) 請簡述 CIPP 檢核表的兩大功能為何？

四、Essay Writing (閱讀短文後，請以中文進行回答)

Responsible leadership can be defined as the art and ability involved in building, cultivating and sustaining trustful relationships to different stakeholders, both inside and outside the organization, and in coordinating responsible action to achieve a meaningful, commonly shared business vision. Arguably, in a stakeholder society an agreeable vision would need to include the aspiration to become an inclusive, responsible, and active business in society; one that aspires to be part of a sustainable future and thus of the solution to and not part of the world's problems. Responsible leadership is about bringing such vision to life by mobilizing stakeholders inside and outside the organization to contribute to business sustainability and legitimacy. As such, it is a relational and ethical phenomenon which occurs in social interaction with those who are affected by or affect the leadership project and thus have a stake in both purpose and vision of the leadership relationship.

As defined above, social capital consists of social structures and resources inherent to relationships. In fact, it has two distinctive characteristics which distinguish social from "human" or other types of capital: (1) "social capital is owned jointly by the parties to a relationship, with no exclusive ownership rights for individuals"; and (2) it increases rather than decreases with use. Relational interaction is therefore a precondition for both the emergence and the quality of social capital.

(一) 請說明何謂責任領導(responsible leadership)？

(二) 請說明社會資本(social capital)包含那兩個特質？