

臺北市立大學
108 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

※ 不可於答案卷封（背）面上作答或註記符號及文字（包含於答案卷封面作答後塗改者），否則不予計分。

除非試題卷另有規定，否則作答時限用藍色或黑色鋼筆或原子筆於答案卷上書寫，用其他顏色或鉛筆作答者，所考科目不予計分。

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。

Despite nearly a century of research into teaching making use of both quantitative and qualitative observation studies (and increasingly combinations of both), we still have no universal agreed, sound practical model of how teachers learn to teach better, based on current theories of developing expertise such as those proposed by Berliner (2002). While there are promising approaches to school-based professional development, based on notions of ‘learning communities’, we still need to align these improvements in teachers’ professional knowledge with what we have learned over the years concerning the principles that govern human behavior within the classroom. Desforges (2003) offers a similar perspective but observes that since much of this professional knowledge is ‘generated behind the closed doors of an individual teacher’s classroom, it is rarely written down and consequently it is difficult to articulate’. He contends that

Schools could be even more successful than they are now in promoting achievement if we could all learn to share and use the knowledge we have now about learning. I recognize that there is a vast body of knowledge about learning evident in the everyday practices of teachers. This knowledge is difficult to get at and so it is difficult to share. There is also a small but strong body of scientific knowledge about learning to be gleaned from research. This knowledge is easy to get at but difficult to apply. The trick we need to perform is to bring the practical knowledge and the theoretical knowledge together to promote advanced teaching practices.

This remains our greatest challenge.

(Excerpt from Galton, M. (2017). Life in schools and classrooms: A personal journey and reflection. In R. Maclean (ed.). *Life in school and classroom: Past, present, and future* (pp.688-689). Singapore: Springer Nature.)

二、請先摘述說明下文的要旨，並加以申述評析其啟示

Professional capital that consists of the confluence of three other kinds of capital: human, social, and decisional. It is the presence and product of these three forms of capital that is essential for transforming the teaching profession into a force for the common good. Professional capital is essential for effective teaching, and it is most essential in the most challenging educational circumstances.*Human capital* in teaching is about having and developing the requisite knowledge and skills. It is about knowing your subject and knowing how to teach it, knowing children and understanding how they learn, understanding the diverse cultural and family circumstances that your students come from, being familiar with and able to sift and sort the science of successful and innovative practice, and having emotional capabilities to empathize with diverse groups of children and also adults in and around school.*Social capital* refers to how the quantity and quality of interactions and social relationships among people affects their access to knowledge and information; their senses of expectation, obligation, and trust; and how far they are likely to adhere to the same norms or codes of behavior.....But even human capital and social capital are not enough. There is still something missing. We call it *decisional capital*. The essence of professionalism is the ability to make discretionary judgments. If a teacher always has to consult a teacher's manual, or follow the lesson line-by-line in a script, you know that teacher is not a professional, because he or she doesn't know how to judge or isn't being allowed to.

(Excerpt from Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school* (pp. 88-96). New York, NY: Teachers College Press.)

三、請翻譯下列文章成中文，並提出個人看法與呼應之案例。

Transformational leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group. It also serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

四、請翻譯下列文章成中文，並提出個人看法與呼應之案例。

Organizational culture encompasses values and behaviors that contribute to the unique social and psychological environment of a school. It influences the way people interact, the context within which knowledge is created, the resistance they will have towards certain changes, and ultimately the way they share (or the way they do not share) knowledge. It also represents the collective values, beliefs and principles of organizational members and is a product of factors such as organization's vision, values, norms, systems, symbols, language, assumptions, environment, location, beliefs and habits, as well as type of stakeholders and management style.