# 臺北市立大學

# 110 學年度博士班入學考試試題

班　　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】

總　　分：100 分

<div style="border:1px solid">不得使用計算機<br>或任何儀具。</div>

※ 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、閱讀短文後，請以中文寫出本文的重點與想法

Education is not only a fundamental human right. It is an enabling right with direct impact on the realization of all other human rights. It is a global common good and a primary driver of progress across all 17 Sustainable Development Goals (SDGs) as a bedrock of just, equal, inclusive peaceful societies. When education systems collapse, peace, prosperous and productive societies cannot be sustained.

In order to mitigate the potentially devastating consequences of the COVID-19 pandemic, governments and stakeholders are encouraged to pursue the following policy response:

The massive efforts made in a short time to respond to the shocks to education systems remind us that change is possible. We should seize the opportunity to find new ways to address the learning crisis and bring about a set of solutions previously considered difficult or impossible to implement. The following entry points could be to the fore of our efforts: focus on addressing learning losses and preventing dropouts, particularly of marginalized groups;

offer skills for employability programmes; support the teaching profession and teachers' readiness; expand the definition of the right to education to include connectivity; remove barriers to connectivity; strengthen data and monitoring of learning; strengthen the articulation and flexibility across levels and types of education and training.

二、閱讀短文後,請以<u>中文</u>寫出本文的重點與想法

    Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education SDG 4.7 and it is considered a driver for the achievements of all 17 SDGs.

    ESD empowers everyone to make informed decisions in favour of environmental integrity, economic viability and a just society for present and future generations. It aims to provide the knowledge, skills, attitudes and values necessary to address sustainable development challenges.

    Complementary to the UNESCO guidance document - Education for Sustainable Development Goals - Learning Objectives, this resource bank has been designed for educators, education planners and practitioners. It offers hundreds of pedagogical ideas for classroom activities and multimedia resources detailing how best to integrate ESD into teaching and learning, from early childhood care through secondary education.

    Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Quality education specifically entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force.

**Why Education is crucial to achieving SDG-4**

    Education is at the root of this SDG, which aims to ensure education for all,

starting from basic education. Specific objectives include providing more opportunities for technical and vocational training to youth and adults so they can get better jobs; ending inequality in educational opportunities between men and women; providing the right education for children with disabilities, indigenous people and victims of conflict; improving school facilities to provide a safe and positive environment for everyone; increasing the number of trained and qualified teachers and promoting education for sustainable development.

三、請以<u>中文</u>先摘述說明下文的大意,並加以申述評析之。

One key policy technology of the new educational policy reforms, performativity, is defined as a '… mode of regulation that employs judgements, comparisons and displays as a means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic)' (Ball 2003, 216). According to Ball (2003), the technology of performativity reduces complex social processes into numerical categories so that quality schooling is measured by the numbers game of student performance on high-stakes standardised testing. Moreover, the 'mechanics of performativity' introduces new modes of invisible social control through data generating monitoring systems including 'the appraisal meeting, the annual review, report writing, the regular publication of results and promotion applications, inspections and peer reviews' (Ball 2005, 220). The shaping up and management of performance to meet the demands of external requirements, according to Ball (2003, 222), may produce a 'spectacle, or game-playing, or cynical compliance, or what one might see as an "enacted fantasy" (Butler 1990), which is there simply to be seen and judged – a fabrication'.

四、請以<u>中文</u>先摘述說明下文的大意，並加以申述評析之。

　　Strategy is a new unit of analysis for evaluation. The Encyclopedia of Evaluation (Mathison, 2005) has an entry on "strategic planning" but nothing on strategy as an evaluand or on evaluating strategy. Traditionally, evaluation has focused on projects and programs. Organizational development makes the organization the unit of analysis for assessing organizational effectiveness, usually focused on mission fulfillment. Management, in contrast, often focuses on strategy as the defining determinant of effectiveness. The language of strategy permeates senior management initiatives in government, philanthropy, the private sector, and the not-for-profit world. Being sensitive and responsive to primary intended users of evaluation has become a hallmark of effective and useful practice. In that sense, being sensitive and responsive to the language and concepts used by primary intended users is a strategy for enhancing the relevance and utility of evaluations. We came to focus on the question of what it means to evaluate strategy, because we observed that our senior management clients in all sectors were talking not about theories of change or logic models, but about being strategic: Strategic thinking. Strategic planning. Strategic results. Being strategic. Strategy execution. Adapting strategically. And, yes, evaluating strategy. In this regard, we are working in the tradition of that eminent evaluation pioneer, Sir Winston Churchill (1874–1965), who is reputed to have observed:"However beautiful the strategy, you should occasionally look at the results."