

臺北市立教育大學

九十五學年度研究所博士班入學考試試題

所 別：國民教育研究所

科 目：英文教育名著（共同科目）

考試時間：100 分鐘【10:20 – 12:00】

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答卷上；限用毛筆、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。）

請說明英文大意，並且對其中的觀點加以評析。

（每題 25 分，共 100 分）

1. The fundamental structural relations, which have been briefly sketched, have numerous implications for the choice of educational objectives to be served by a curriculum. Foremost among these is the fact that, if education is understood as developing desirable states of mind characterized by knowledge and understanding, we must decide with which of the several fundamentally different types of knowledge and understanding we are concerned. （25 分）
2. If, as A.N. Whitehead suggested, the history of Western philosophy is a series of footnotes to Plato, then child-centred educational theory is a series of footnotes to Rousseau. This is not to be dismissive: some footnotes provided fully developed and important arguments. But for many writers the agenda and the tone were both clearly set by Rousseau: education needed to be redesigned along more rational lines to make it accord better with the nature of the learner. (John Darling, Child-centred education and its critics, 1994) （25 分）

3. At this point, it's also important to consider briefly the use of praise and rewards in the classroom. In all conversations with students, keep in mind that praise and rewards can be counterproductive if motivation already is evident when a student is engaged in desired behaviors. Praise uses positive value judgments such as good, excellent, and great. Additional praise actually can reduce enthusiasm rather than reinforce it and increase motivation. Unfortunately, many students lack motivation, and some teachers use rewards to try and instill motivation. Rewards, however, are not the entire answer, either.

Joyce and Showers (1988) state: "Praise and rewards, which are often associated with moderate class mean gains, were negatively correlated with both high and low achievers" (p. 56). Using rewards and praise to motivate student learning increases the students' dependency on others for learning. They don't come to find the learning inherently satisfying, and they don't come to value the acquisition or exercise of skills (Lepper & Green, 1978; Kohn, 1994; Deci, 1995). Praise builds conformity, and it makes students dependent on others for their worth. Praise also has been found to be a detriment to creativity (Amabile, 1979).

Although we acknowledge some of the problems with praise, we do not suggest that you eliminate praise altogether. Praise is entirely appropriate at some times and can be used judiciously. For example, praise might be appropriate when students have obeyed rules or changed behaviors to the benefit of themselves and the class. Or, praise can be useful in developmentally appropriate instances with young children. Praising seems best used with certain students and for certain tasks.

If you offer praise, it is important to describe the criteria for the praise. What makes an act "good" or "excellent" must be communicated along with the praise. This way, students understand the reason or criteria that makes the act acceptable, and they can repeat the performance.

(原文摘自：Creating thoughtful classroom environments, 2000) (25分)

4. It is no accident that the politics of education established itself as a field in the late 1960s. At that time, many thought social problems could be solved through political action. School boards were thought to be vehicles by which a white majority suppressed minorities. If the boards could be changed, so could the schools. School administrators were condemned for their insulation from a multiplicity of political interests. If bureaucrats could be subjected to political influence, better schools could be created.

(From: Scribner, J. D., & Layton, D. H. (1997). *The study of educational politics* (pp. xiii-xiv). New York: Falmer.) (25 分)