

一、申論題(80%)

1. 試評述「建構主義(constructivism)」觀之教學法。
2. 試各簡述社會科學中「質與量」研究之哲學基礎，並討論該二種研究模式之主要爭議處。
3. 試述行政院教育改革審議委員會(民 85.12.2)之「教育改革總諮議報告書」建議當前台灣教育改革的五大方向。
4. 試就表 1、圖 1、圖 2、圖 3 之結果析述之。

Table 1 Summary of Results of the Michigan Meta-Analyses of Research on Instructional Technology in Higher Education

	Student Achievement			N	Student Satisfaction (5-Point Scale)	N	Withdrawal Rate	N	Time Taken (Hrs/Week)	N	Aptitude Achievement Correlation
	N	Exam Scores	Percentile Rank								
Audio-Tutorials	42	68.5%	58	6	3.56	22	19%	—	—	12	.36
Conventional instruction		66.9%	50		3.30		17%	—	—		.39
Significance level		$p < .05$	—		N.S.		N.S.				N.S.
Mean effect size		.20	—		.12		0.06				.02
Computer-Based teaching	54	60.6%	60	11	3.77	13	26.9%	8	2.25	7	.41
Conventional instruction		57.6%	50		3.50		27.6%		3.50		.51
Significance level		$p < .01$	—		—		N.S.		$p < .01$		N.S.
Mean effect size		.25	—		.24		-.01		—		.12
Keller Plan instruction	61	73.6%	70	11	4.19	27	13.9%	4	Approx. equal	9	.50
Conventional instruction		65.9%	50		3.40		12.6%		—		.50
Significance level		$p < .0001$	—		$p < .01$		N.S.		—		N.S.
Mean effect size		.49	—		.46		.10		—		0
Programmed instruction	56	67.1%	60	4	3.41	9	20.3%	9	5	19	.40
Conventional instruction		64.8%	50		3.49		19.7%		6		.48
Significance level		$p < .05$	—		N.S.		N.S.		N.S.		N.S.
Mean effect size		.28	—		-.10		.06		—		.09
Visual-Based Instruction	65	68.4%	56	16	3.45	10	13.1%	—	—	16	.50
Conventional instruction		66.9%	50		3.48		13.2%		—		.45
Significance level		$p < .01$	—		—		N.S.		—		N.S.
Mean effect size		.15	—		-.06		-.05		—		.06

Note. A dash indicates that the information was not available. "N.S." means not statistically significant at the .05 level.

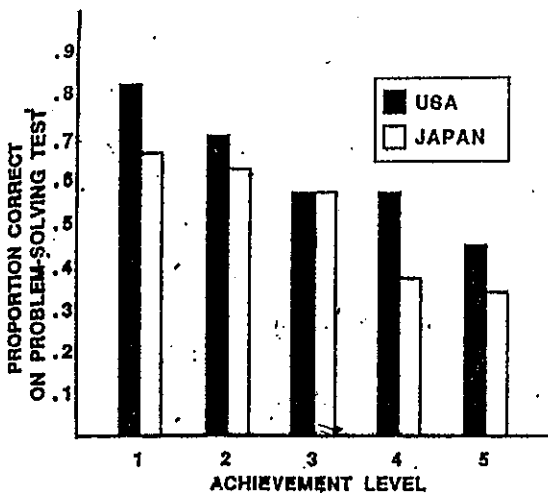


Figure 1. Proportion correct on problem-solving test by achievement level for fifth-grade students in Japan and the United States.

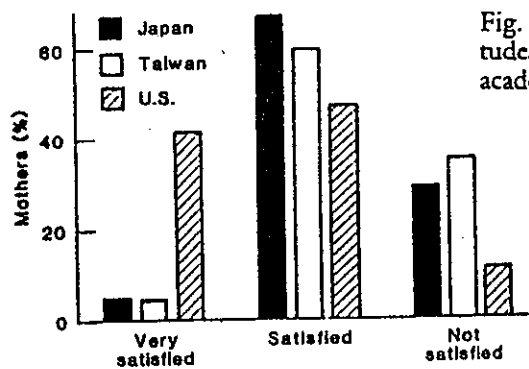


Fig. 2. Mothers' attitudes toward children's academic performance.

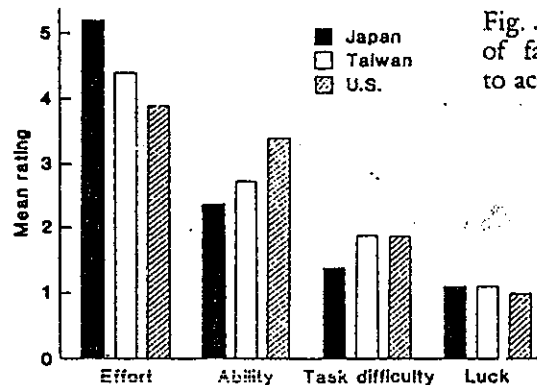


Fig. 3. Mothers' ratings of factors contributing to academic success.

二、 解釋名詞(20%)

1. Jigsaw instruction method
2. Null curriculum
3. CIPP model
4. Concomitant learning

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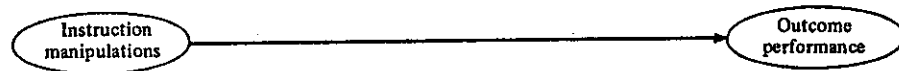
一、 申論題(80%)

1. 圖 1 係常被用來研究教育心理學的兩個取向，請比較此兩個研究取向：

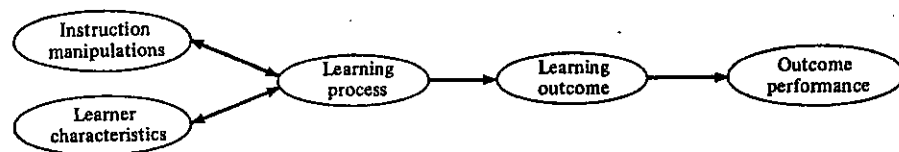
- (1) 教育心理學的目的
- (2) 教師在教學歷程中擔負教學成敗的責任孰大？並申論理由。

FIGURE 1 Two Approaches to Educational Psychology

Behaviorist approach



Cognitive approach



2. 試述 H. Gardner(1997)之多元智力論(Multiple-intelligences, MI)，並說明 MI 與傳統智力論之差別及其在教育上之價值。
3. 何謂「自我實現(self-actualization)」？教師應如何啟發學生追尋自我實現的動機與培養學生達成自我實現的素養？
4. 試說明系統減敏法(Systematic desensitization, SD)之理論基礎及其實施步驟。

二、 解釋名詞(20%)

1. Norm-referenced measurement vs. Criterion-referenced measurement
2. Meaningful method
3. Zone of Proximal Development
4. Learning hierarchy

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一、申論題(80%)

1. 培養以道德義務為導向的人生係當今教育的重要目標。試從康德(Immanuel Kant, 1724-1804)對道德教育的看法，論述如何達成此一教育目標。
2. 試比較分析懷德海(A. N. Whitehead, 1864-1947)的「教育節奏(rhythm of education)」與黑格爾(G. W. Hegel, 1770-1831)的「歷史辯證論」之論點。
3. 試從張橫渠的宇宙觀及教育觀論述從事心靈改革的必要性及教育方法。
4. 試評述斯賓賽(Herbert Spencer, 1820-1903)之教育思想。

二、解釋名詞(20%)

1. 「志於道，據於德，依於人，游於藝。」
2. 蔡元培的美感教育
3. 蒙特梭利教學法(Montessori method)
4. 西賽洛主義(Ciceronianism)

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