

科目名稱：教育學方法論

Exam Course Title : Methodologies of Educational Research

(Information: The total marks of the exam are 100, with four questions, each of which carries 25 marks.)

1. Qualitative studies in education can be fascinating and insightful but they may leave readers with a quantitative disposition worrying about the generality of their findings. Quantitative studies, on the other hand, whilst providing data from larger and more representative samples, seem more mechanical and arid to qualitative researchers. But both methods have advantages and disadvantages and the results from different methods can complement each other.

Given your interest in developing a new English teaching program to increase elementary student's motivation to learn English, please discuss how you would design and analyze such a study by applying both qualitative method and quantitative method and the results from different methods can complement each other.

2. What are the major differences between qualitative approach and quantitative approach for curriculum research? You may use certain curriculum reform (or policy) example(s) to strengthen your statement.
3. Use definition and example to compare positivist and interpretive View of Educational Theory and Practice.
4. **Please comment the paper of Schubert, W. (2008). Curriculum inquiry.** In Connelly, F.M., He, M.F. & J. Phillion (Eds.)(399-419). *The SAGE handbook of curriculum and instruction*. CA: SAGE Publications.

科目名稱：教育革新專題研究 (A 卷)

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. 根據 *Detesting and Degrading Schools* by Bower, J., & Thomas, P. (Eds.) (2013) 這本書的內容和理念，探討分析分數、考試對教師教學和學生學習的影響與衝擊，如何化解這樣的衝擊與影響。
2. Counts 認為 1930 年代的美國學校理應勇敢建立社會新秩序，並期許教師承擔此一重任。您對此有何看法？請就文化背景、教育目標、推動策略等層面加以論述。
3. 21 世紀的教師應培養學生哪些核心能力，以幫助學生適應外界職場的需求？面對中小學教學現場差異化愈來愈嚴重的問題，教師應如何協助學生學習？
4. 如何透過中央政府、地方政府、學校與教師層級發展學習評量政策與策略，以培育 21 世紀的人才？

科目名稱：教育革新專題研究 (B 卷)

Exam Course Title : Research Seminar on Education Reform

(Information: The total marks of the exam are 100, with four questions, each of which carries 25 marks.)

1. Based on the basic principles and perspectives of *Detesting and Degrading Schools* by Bower, J., & Thomas, P. (Eds.) (2013), please describe, discuss, and analyze the impacts and influence of grading and testing on teachers' teaching and students' learning, and how to solve these impacts and influences caused by grading and testing.
2. How IT (Information Technology) can really benefit classroom curriculum and instruction? MOOCs, as an example, has been promoted by various countries/universities in this regard. What's your perceptions and suggestions for MOOCs? (specify your reasons)
3. In 21st Century workplace, what skills will our students need to develop? How could teachers do to facilitate students' learning in mixed-ability classrooms?
4. How to foster talent in the 21st century by learning assessment policies and strategies from central government, local government, schools and teachers?

科目名稱：身心潛能開發實務研究

(說明：滿分 100 分，共計四題，每題佔分 25%)

1. Eckhart Tolle 在「當下的力量」這本書中經常提到「臨在的狀態」(the state of presence)，請就你的領悟來論述「臨在的狀態」和「靜心」(meditation)的關係。
2. Eckhart Tolle 的「當下的力量」這本書對於「潛能開發」有哪些啟示或重要性？
3. 何謂『全觀 (choiceless awareness)』？『歸於中心 (centering)』？其在各種靜心活動中的重要性與意義為何？試申其義並加以舉例說明。
4. 請舉出三種屬於「動態」的靜心活動，和兩種屬於「靜態」的靜心活動，然後詳述其「進行方式」與「練習要領」，並加以闡述兩種靜心活動方式對身心潛能開發的重要性與個人心得。