

- 一、全球化時代來臨，推動國際教育是教育目前重點工作項目之一，請問：
- (1)何謂國際教育（5%）
 - (2)在各種教育階段實施國際教育的方式型態有哪些（15%）
 - (3)如果你是教育行政主管，您會採取哪些具體策略來推動？國際教育（10%）採取這些策略的原因為何？（10%）
- 二、12 年國教後，將有更多個別差異的學生同在一個教室上課，試舉出兩種運用學生個別差異進行教學與學習之理論與教學方法。（40%）
- 三、後設認知（metacognition）是影響教師有效教學的重要因素，請說明後設認知的概念與理論基礎？舉例說明後設認知在教學上的應用？（35%）
- 四、請評述杜威（J. Dewey, 1859-1952）的美學理論及美育思想。（35%）

注意事項：

- (一) 試卷共兩題，每題 25 分，合計 50 分。
- (二) 請用橫式作答，不必抄題。
- (三) 答案請依序寫在答案卷上，並於題號欄中標明題號。
- (四) 試題隨同答案卷一併繳回。
- (五) 請仔細閱讀下列各題英文段落，並請以中文(1)敘述文中主旨，及(2)評論其內容(兩者各佔配分之一半)。

一、

Concerning the impact of nuclear power and other major sources of electricity, the conclusions seem clear that nuclear power is likely to have smaller health and environmental impacts than the other major fuel cycles. The evidence is strong that coal-fired and oil-fired stations have significant adverse health and environmental effects. However, nuclear power is at the risk of large-scale accidents and long-term waste storage, and these two issues are not expected to be resolved in the coming decades. Under such circumstance, what would be your stand for the energy consumption policy?

二、

Maxine Greene, teacher-philosopher, argues that “the teacher who wishes to be more than a functionary cannot escape the value problem or the difficult matter of moral choice.” (1973:181) We recognize, in the first place, how routinely we are made into functionaries. Even as society occasionally posts a romanticized view of the dedicated, caring, inspiring teacher – brilliant, creative, self-motivated – we know that the harsh reality in many schools is a structure that disempowers and deskills, a system that prespecifies each teacher’s thoughts and oversees and constrains our activities. In large, impersonal systems, teachers become obedient, they conform, and follow rules – we are expected to deliver the curriculum without much thought, and control the students without much feeling. Students are expected, in turn, to follow rules and go along with whatever is put before them. The key lessons for everyone in such a school system, top to bottom, are about hierarchy and one’s place in it, convention and one’s obligation to it, and unquestioning passivity in the face of authority. We become party to our own depersonalization, and to the thoughtlessness of our students, when we see ourselves as merely place-holders and low level bureaucrats, filling out forms and completing procedures.....Everyone was a loser; the children through a narrowing of life chances and possibilities; the teacher through a degraded sense of her calling and her work.