

國立交通大學 97 學年度碩士班考試入學試題

教育社會學(6082)

考試日期:97年3月8日 第3節

組別:教育研究所

組別:教研所甲組

第 / 頁, 共 / 頁

請先核對試題、答案卷(試卷)與准考證之所組別與考科是否相符!!

1. 何謂「教師做為轉化型知識分子」? 請以台灣的教育改革運動為例, 說明教師做為轉化型知識分子, 其所觀察到的教育問題為何? 提出何種教改訴求? 對教育政策產生何種影響? (25%)

2. 教育資源包括教育經費、教育機會和象徵資源三個面向, 請從教育社會學的觀點, 分析台灣的教育資源分配在上述三種面向的主要問題。 (25%)

3. 1960年代的人力資本論和1980年代的新人力資本論之主要觀點可以簡略表示如下:

人力資本論(1960年代) 經濟發展—提高人力素質 + 社會受益 + 福利國家政策

新人力資本論(1980年代) 提高生產力 + 個人受益 + 使用者付費

請說明 (1) 人力資本論和新人力資本論之主要異同; (2) 人力資本論觀點的轉變對於大學學費政策的可能影響。 (25%)

4. S. Bowles 及 H. Gintis 在〈資本主義美國的學校教育〉(Schooling in Capitalist America, 1976) 一書中, 有以下的論述:

The differential socialization patterns of schools attended by students of different social classes do not arise by accident. Rather, they reflect the fact that the educational objectives and expectations of administrators, teachers, and parents differ for students of different social classes. ...In the day-to-day operation of the schools, the consciousness of different occupational strata, derived from their cultural milieu and work experience, is crucial to the maintenance of the correspondences we have described. That working-class parents seem to favor stricter educational methods is a reflection of their own work experiences, which have demonstrated that submission to authority is an essential ingredient in one's ability to get and hold a steady, well-paid job. That professional and self-employed parents prefer a more open atmosphere and a greater emphasis on motivational control is similarly a reflection of their position in the social division of labor. When given the opportunity, higher-status parents are far more likely than their lower-status neighbors to choose 'open-classrooms' for their children.

(1) 請將以上論述翻譯為中文。

(2) 請說明為何身為勞工階層的家長較不喜歡 'open-classrooms'? 此一態度在學校教育的過程中可能產生何種影響? (25%)