

本科目共計四題，每一題各佔二十五分，總計一百分。

- 一、學生是教育活動中的主體之一，所以對於學生圖像的預設，會影響教育活動的進行。試陳述西元 1987 年之後台灣社會變遷對於學生圖像的轉變，以及此一轉變在教育上的意義。
- 二、近年來「啃老族」的出現，代表年輕一代延後成熟或青春無限期延長所導致的一種依賴狀態。媒體以「拒絕長大的新世代」形容其為職場上的新恐怖份子。請以一個社會事件為分析對象，從教育社會學理論中分析此社會現象的形成，分析成因後果並提出「襁褓青年如何長大」之處置方式，以解釋時代變遷下社會化、就業與教育的關連性。
- 三、做摘要(summarization)與概念構圖(concept mapping)為教學中常用的兩種閱讀理解策略，請問此兩種策略教學研究之代表性學者為何人？他們的研究有何重要的發現？並請說明此二策略之主要教學步驟以及為何它們有助於讀者的閱讀理解？
- 四、請以中文摘要下面內容(300字以內)並加以評述。

Paulo Freire articulated a language of critique and a language of possibility. His denunciation of the oppressive elements of the educational system helped to demystify the pedagogism of the 1960s, while his announcement of possible dreams and his pedagogical model offered an alternative to the Althusserian pessimism of the 1970s. During those years, educators either attributed to education a liberating power that on its own it did not have, or denied it of any value until after there was a revolution. Using a dialectical perspective, Freire cautioned against both voluntarism (a kind of idealism that attributes to the will of the individual the power to change all things) and determinism (a sort of mechanic structuralism that underestimates the role of agents in historical processes).

One of the most important concepts in Freire's early works is conscientization, the ability to critically perceive the causes of reality. Freire claims that reaching the word cannot be separated from reading the world, but acknowledges that the possibilities of conscientization are limited. This means that a critical consciousness is a necessary but insufficient condition for collective change. While in his first works Freire takes a subjectivist stand, assuming that the unveiling of reality would translate into transformative action, in further writings he revisited his position and recognized that a more critical understanding of oppressive situations, although a step in the right direction, does not yet liberate the oppressed.