

元智大學 103 學年度研究所 碩士班 招生試題卷

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創新組

科目： 英文

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(1) 請將此段英文翻譯成中文。(50%)

The world of 2030 will be radically transformed from our world today. By 2030, no country—whether the US, China, or any other large country—will be a hegemonic power. The empowerment of individuals and diffusion of power among states and from states to informal networks will have a dramatic impact, largely reversing the historic rise of the West since 1750, restoring Asia's weight in the global economy, and ushering in a new era of “democratization” at the international and domestic level. In addition to individual empowerment and the diffusion of state power, we believe that two other megatrends will shape our world out to 2030: demographic patterns, especially rapid aging; and growing resource demands which, in the cases of food and water, might lead to scarcities. These trends, which are virtually certain, exist today, but during the next 15-20 years they will gain much greater momentum. We believe that six key game-changers—questions regarding the global economy, governance, conflict, regional instability, technology, and the role of the United States—will largely determine what kind of transformed world we will inhabit in 2030.

(2) 請將此段英文翻譯成中文。(50%)

“Flipping the classroom” has become something of a buzzword in the last several years. “Flipping the classroom” means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework; thus the term “flipped classroom.” Advocates of the flipped classroom claim that this practice promotes better student-teacher interaction. Research makes a strong case for the benefits of such interaction. Studies have shown that having teachers who recognize and respond to students' social and emotional needs is at least as important to academic development as specific instructional practices are, and this is especially true for at-risk students.

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