

本科目共計四題，均需作答，每一題各佔 25 分，總計 100 分。

- 一、「課程」、「教學」與「教育哲學」的關係分別為何？試析論之。
- 二、Education research has failed to reach a consensus over which, if any, readily identifiable teacher characteristics are associated with students' learning gains, and it remains an open question as to whether it is even possible to judge teachers' effectiveness outside of direct observations of their teaching (Goldhaber & Anthony, 2004). 因應上述論述，請針對下列研究主題進行進一步的探究：“Can Teacher Quality Be Effectively Assessed?” 請提供一個贊成或反對該論點的研究設計(質性或量化不拘)，說明你規劃的研究問題，以及簡要的研究設計、可能的研究限制。(回答採用中、英文不拘。)
- 三、美國著名的教育人類學家 John U. Ogbu (1983) 曾剴切地指出在多元社會中最需要重視的問題便是「某些特定少數/弱勢族群在學校教育中不成比例的失敗情形」(disproportionate school failure of some minority group)，Ogbu 進一步將「少數族群」或「弱勢族群」(minority) 分為三種：自然形成(autonomous)、移民(immigrant) 與階層化(caste-like)，試闡述其意義並據以分析我國弱勢族群教育的現況。
- 四、請翻譯下列原文，並請用中文評論之。

According to the teachers' responses in our study, we can find that teachers' social distances from parents or social closeness to parents are partially determined by parents' sociocultural status. Especially, the middle-class, two-parent households or ethnic majority families are defined as 'typical' parents, while those who are working-class, aborigines, or single parent families are stereotyped as 'the others'. In general, teachers had more positive emotions toward typical parents than 'the others'. Under these circumstances, it can enlarge the gulf of emotional understanding between teachers and 'other' parents and hence it is difficult to achieve the emotional closeness between the two parties.