考　試　科　目	教育學	系所別	教育系	考試時間	2月3日（六）第2節

1、何謂「自我決定理論」（Self-determination theory, SDT）？請說明該理論的重點內涵及著名的學者？（25分）

2、請說明「多元共線性」（multicollinearity）對進行直線迴歸分析（linear regression analysis）的影響？（25分）

3、我國於106年底三讀通過「偏遠地區學校教育發展條例」，請說明該項條例之立法精神、內涵，以及對教育行政之影響為何？可試從學校體制、經費運用、人事晉用、教師福利與學生受教權益等方面進行論述。（25分）

4、Please summarize the following article and also make some comment on it, either in English or Chinese.

The use of educational testing in the United States has been criticized for its inequitable effects on different populations of students. Many assume that new forms of assessment will lead to more equitable outcomes. Linda Darling-Hammond argues in this article, however, that alternative assessment methods, such as performance-based assessment, are not inherently equitable, and that educators must pay careful attention to the ways that the assessments are used. Some school reform strategies, for example, use assessment reform as a lever for external control of schools. These strategies, Darling-Hammond argues, are unlikely to be successful and the assessments are unlikely to be equitable because they stem from a distrust of teachers and fail to involve teachers in the reform processes. Darling-Hammond argues instead for policies that ensure "top-down support for bottom-up reform," where assessment is used to give teachers practical information on student learning and to provide opportunities for school communities to engage in "a recursive process of self-reflection, self-critique, self-correction, and self-renewal." Ultimately, then, the equitable use of performance assessments depends not only on the design of the assessments themselves, but also on how well the assessment practices are interwoven with the goals of authentic school reform and effective teaching. （25分）

備　　註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。