

一、Translate the following paragraphs from English to Chinese and explain the significance of the following paragraphs. (25%)

Learning styles are preferences and tendencies students have for certain ways of taking in and processing information and responding to different instructional environments. Although their validity is routinely challenged in the psychology literature, the most common learning styles models have been used frequently and successfully to help teachers design effective instruction; help students better understand their own learning processes; and help both teachers and students realize that not everyone is like them and the differences are often worth celebrating. The following points may help the reader to maintain a realistic perspective on this unfortunately controversial subject.

1. Learning styles are not either-or categories, but preferences that may be mild, moderate, or strong. The fact that students may be classified as, say, sensing learners, says nothing about either their intuitive skills or their sensing skills. It follows that students with any learning style can succeed in any career or endeavor. It is wrong and arguably unethical to give students career or curriculum recommendations based on their learning styles.

2. Both logic and published research suggest that students taught in a manner matched to their learning style preferences tend to learn more than students taught in a highly mismatched manner. It does not follow, however, that matching instruction to fit students' learning styles is the optimal way to teach. For one thing, it is impossible if more than one learning style is represented in a class.

3. The optimal teaching style strikes a balance (not necessarily an equal one) between the poles of each dimension of the chosen learning styles model. When this balance is achieved, all students are taught sometimes in their preferred mode, so they are not too uncomfortable to learn, and sometimes in their less preferred mode, so they are given practice and feedback in critically important skills they might never develop if instruction were perfectly matched to their preferences.

4. The ideal balance among learning style categories depends on the subject, level, and learning objectives of the course and the backgrounds and skills of the students. Part of the instructor's job is to attempt to ascertain that ideal and to teach in a manner that comes as close to it as possible.

5. Acquainting students with their learning styles can enhance their awareness of some of their natural learning strengths, and it can also alert them to learning needs which, if unaddressed, could create academic difficulties for them. The instructor should make clear, however, that learning styles provide no indication of what the students are

and are not capable of, nor are they legitimate excuses for poor academic performance. As long as learning styles are viewed in this moderate manner, they will continue to be widely used in education, and no one—neither students, teachers, nor disapproving psychologists—will be any the worse for it

(Cited from Felder, R. M. (2010, September 27). Are learning styles invalid? On-Course Newsletter.

<http://www.oncourseworkshop.com/Learning046.htm>)

二、Educator Johann Pestalozzi (1746 –1827) used to describe “children as flowers”, please try to extend his thinking and point out the influence and applications of today’s education. (Answer in English) (25%)

三、請閱讀本文並以中文回答：

1. 請為本文寫乙份中文摘要（字數限制：150 字以內；若逐字翻譯者，此題分數將以零分計算）(20%)
2. 本文的主要論點為何？(10%)
3. 依據本文，OECD 的「後 2015 年架構計畫」的努力重點為何？(20%)

**The OECD’s contribution on education to the post-2015 framework:
PISA for development**

(Source: http://www.oecd.org/pisa/pisafordevelopment/POST-2015%20%20paper%20education_20%20Feb.pdf)

The Organization for Economic Co-operation and Development (OECD) has developed a project for increasing the participation in Programme for International Student Assessment (PISA) by developing countries. In summary, the project aims to increase the policy relevance of PISA for developing countries through enhanced PISA survey instruments that are more relevant for the contexts found in developing countries but which produce scores that are on the same scales as the main PISA assessment. The project will also develop an approach and methodology for including out of school children in the surveys. The project’s objectives will be achieved over a 36 month period through a three-way partnership involving the OECD, concerned development partners (DAC members plus the World Bank, UNESCO and other UN bodies and other regional organisations) and partner countries from the developing world.

OECD is well placed to contribute to thinking about future global education goals. In particular, the experience of the PISA that the OECD has implemented since 2000 in partnership with participating countries is particularly relevant to a

focus on learning in the post 2015 framework. Shaped by the shared, policy-driven interests of participating countries, PISA provides the most comprehensive and rigorous international assessment of learning outcomes (mathematics, reading and science) in education. In keeping with these common interests, the scope and nature of the PISA instruments are developed by leading experts in the participating countries. Moreover, part of the value for participating countries in PISA has been shown to lie in the policy insights gleaned from comparative analysis.

OECD will contribute lessons from PISA in respect of how to set and measure realistic learning goals and targets and the likely pace of progress towards achieving these. OECD will also contribute to thinking in relevant for a about future education goals building on countries' experience participating in PISA and its focus on providing comparative data and analysis on policy-making to help build efficient, effective and equitable educational systems and improve learning outcomes for all students.

Planning for the 2015 cycle of PISA is currently underway. Many developing countries that have not participated in previous PISA cycles have expressed an interest, following the successful participation of a large number of middle-income countries in previous PISA cycles, including China and India. The positive experiences of Brazil, Peru and Vietnam, for example, demonstrate that developing countries can benefit significantly from participating in PISA. To further support this, the PISA programme is currently undertaking steps to increase the policy relevance of PISA for developing countries. It is hoped that for future cycles, PISA will be able to offer developing countries enhanced policy analysis and insights that are particularly relevant to them and that more countries will be able to participate.

What will the post-2015 education goals look like?

A focus on the quality of learning. Despite the gains in enrolment and participation, many young people around the world — especially the disadvantaged — are still leaving school without the knowledge and skills they need to thrive in society and find decent jobs. UNESCO analysis, based on data from PISA and other international assessments, shows the considerable economic gains to be made by improving student learning. It shows a clear link between learning and the growth of an economy (UNESCO, 2012). A better educated workforce means productivity gains and greater innovation, and these have a strong impact on the future well-being of society. In addition, pressure on aid budgets in donor countries is creating a demand for results in development; in education this means a focus on improving student learning outcomes.

A shift of focus towards secondary education. The Education for All (EFA) movement, led by UNESCO, has made the achievement of universal primary education a long-standing goal and a touchstone for the seriousness of national governments in developing countries. This simple yet daunting goal has proven to be a powerful rallying point for donors, national governments, NGOs and activists. In fact, so powerful has Universal Primary Education (UPE) become that it has driven the financing of education in developing countries for the past decade, with shifts of donor and national resources from higher levels of education towards the first years of schooling.

With UPE now within the grasp of most countries, attention is shifting towards secondary education and ensuring that all students achieve at least a minimum level of learning. There is also a recognition that in order for education to support the achievement of the other Millennium Development Goals (MDGs), and a new set of global goals beyond 2015, school leavers will need the kind of competencies and higher order thinking skills that are only achieved at the secondary education level. In many developing countries, the success of UPE is creating increased demand for secondary education and political leaders in these contexts have realised the potential for 'secondary education for all' campaigns.

While the importance of primary education, access and equity will be retained, a post 2015 education-related goal is likely to include a stronger focus on learning and incorporate the secondary education level. This kind of goal will present the international community with a major challenge to develop or identify and agree on a universal learning metric. How do we define a learning goal that can be measured and tracked over time? How do we identify and collect the evidence needed to measure progress? What targets can be set to guide progress towards this goal? The OECD is well placed to contribute to thinking about these challenges.

Major OECD policy instruments, such as the PISA, have pioneered new and highly collaborative ways in which to measure progress in societies on a global scale. The OECD has much to share from the lessons from PISA on how to measure learning, the likely pace of progress towards achieving a learning goal and also the importance of avoiding setting over-ambitious learning goals and targets. For example, the ways in which countries have leveraged their PISA results for national policy discussions indicates the likely pace of progress towards achieving a learning goal in OECD countries, middle income countries and developing countries respectively. Understanding these processes will also help to ensure that goals and targets are realistic and achievable.

PISA results have not only identified some of the world's top performing and most equitable education systems, they have also shown that countries from a variety of starting points have managed to raise the quality of educational outcomes substantially. To date 28 low income and middle income countries have participated. Developing countries can benefit significantly from participating in PISA as demonstrated by the positive experiences of Brazil, Peru and Vietnam. Planning for the 2015 cycle of PISA is currently underway and an extensive list of countries are being asked to confirm their interest in participating. A large number of these are developing countries that have not participated in previous PISA cycles. To further support this, the PISA programme is currently increasing the policy relevance of PISA for developing countries. An important strand of this work will explore how to best include out-of-school youth within the assessment process. It is hoped that for future cycles, as a result of the PISA for development project, PISA will be able to offer developing countries enhanced policy analysis and insights that are particularly relevant to them. This should increase the participation of developing countries in PISA.