

考試科目	教育研究法	所別	幼兒教育研究所 621	考試時間	3月16日 星期日	第 1 節
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一、試計算以下 10 位學生考試分數的平均數 (10%) 與標準差 (10%)。(均需列出計算過程)

90, 85, 75, 65, 60, 55, 50, 45, 35, 30

二、有位研究者計算出兩樣本平均數差異為 2.0，而該兩樣本平均數差異的標準誤為 1.17。若他/她將顯著水準設為 0.05，則他/她的研究結論應該是什麼？(15%)
(需列出計算過程)

(註：當顯著水準設為 0.05 時，單尾檢定的臨界值為 1.65z，雙尾檢定的臨界值為 1.96z。)

三、請根據以下英文段落，舉例說明其主旨：(10%)

Statistics is the theory and method of analyzing quantitative data obtained from samples of observations in order to study and compare sources of variance of phenomena, to help make decisions to accept or reject hypothesized relationships between the phenomena, and to aid in drawing reliable inferences from empirical observations.

四、請說明以下英文段落的意義：(5%)

There are two opposing views of science: the conventional perspective and the socio-historical perspective. The conventional view perceives science as a mirror of nature that presents nature without bias or distortion. The goal is to describe with the highest degree of accuracy what the world really looks like. The science is an objective referee. Its job is to resolve disagreements and distinguish what is true and correct from what is not. When science is unable to resolve the dispute, it only means that there is insufficient data or information to do so. Conventionalists feel it is only a matter of time before the truth is apparent. On the other hand, the socio-historical view sees science as a story. The scientists are storytellers. Here the idea is that reality can only be discovered by the stories that can be told about it. There is no neutral arbitrator. Every story will be flavored by the storyteller's orientation. As a result there is no single true story.

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1. 「訪談」是人文社會科學研究常用的採集資料方法，試論其在質化與量化研究中運用上的差異？(10%)
2. 何謂行動研究？請說明行動研究發展的脈絡、運用的範疇、典範與實施之原則。(15%)
3. 試簡述教育學質性研究法之方法論基礎。(10%)
4. 請以「兒童人權」草擬一份質性研究計畫草案，包括：研究題目、問題意識與研究設計。(15%)