

科目：教育文獻及時事

編號：212

考生注意：

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【本試題共有四大題，皆為申論題（共6頁），滿分100分；中英文答題皆可，考試時間100分鐘】

一、以下是摘錄自我國《中小學國際教育白皮書》與英國國際教育政策文件《將世界融入一流的教育中》（Putting the World into World-Class Education）的內容，試對照分析兩國國際教育願景與目標後，說明各自的特色（20%），並闡述你對兩國特色的觀點（10%）。

《中小學國際教育白皮書》

（一）願景

在全球化的趨勢下，國際競爭不再是傳統的數量與價格的競賽，而是創意與價值的競爭，而人力資源乃是決定競爭力強弱的關鍵因素。面對社會、經濟與科技的快速變遷與競合需求，教育需要跳脫傳統的框架，邁向創新的思維。加以我國退出聯合國以來，國際活動受到排擠與侷限，國人對於國際社會的瞭解甚為有限。因此，面對全球化的發展，教育必須重新思考本身定位，添加國際化的學習元素，調整人才培育的目標。

中小學教育在國際化人才的培育過程中，扮演關鍵性的角色。在中小學深耕國際教育，是我國創造競爭優勢的藍海策略，也是引領國人自信地邁向全球化新世紀的必要作為。為了做好培育國際化人才的基礎教育工作，本白皮書以「扎根培育 21 世紀國際化人才」為願景，預計自 101 年起至 110 年止，分兩階段執行各項行動計畫，期統整全國的教育資源，展開有力行動，以奠基中小學國際教育，落實國際化人才培育目標。

（二）目標

中小學國際教育的目標在讓中小學生透過教育國際化的過程，瞭解國際社會，發展國際態度，培育具備國家認同、國際素養、全球競合力、全球責任感的國際化人才。

1. 國家認同

國際教育應從認識自我文化出發，讓學生具有本土意識與愛國情操。中小學國際教育之推動，學校能透過國際文化的對照，教導學生深入了解自我文化的特質，認識臺灣特殊的歷史定位，體認國家在國際社會的特殊處境，並喚醒國家意識，正視自己對國家的責任。

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2. 國際素養

國際教育應循序漸進，讓學生從外語、文化及相關全球議題的學習中，產生具有國家主體的國際意識。中小學國際教育之推動，學校能透過國際面向課程與國際交流活動，教導中小學生理解、尊重與欣賞不同文化，接觸並認識國際及全球議題，學習跨文化溝通的知識與技巧。

3. 全球競合力

國際教育應提供中小學生體驗跨國學習機會，激發其跨文化比較的觀察力與反思能力。中小學國際教育之推動，學校能引導學生瞭解國際間競爭與合作實際運作情形，強化學生參加國際交流及國際教育活動所需的多元外語能力、專業知識與技能，並鼓勵學生體驗國際競爭與合作經驗，厚植邁向國際舞臺的實力。

4. 全球責任感

國際教育應強調對不同族群、地域、文化的尊重包容，以及對於全球的道德與責任，並提倡世界和平的價值。中小學國際教育之推動，學校能教導學生認識及尊重不同族群的異質文化，強調人權與永續觀念，體認世界和平的價值並重視全球環境生態的相互依存性，從日常生活中養成生命共同體的概念，進而產生對整個地球村的責任感。

《將世界融入一流的教育中》（Putting the World into World-Class Education）

Our vision and goals

1. We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.
2. The UK occupies a unique position in this world: at the heart of the European Union and of the Commonwealth, deeply linked by language and other ties to the USA, a core member of the UN and of its constituent agencies, and an active participant in many other international bodies.

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3. Today we face issues that can only be addressed internationally: sustainable development, climate change, the changing world economy, security, and the widening gap across the world between those that have and those that do not. Our vision is of the UK as a confident, outward-looking, culturally enriched, knowledge-based society and a leading edge economy playing its full part in shaping the response to these issues. The contribution of education and skills development will be critical. It is represented by three key goals, which we intend to set ourselves:

- A. Equipping our children, young people and adults for life in a global society and work in a global economy.
- B. Engaging with our international partners to achieve their goals and ours.
- C. Maximising the contribution of our education and training sector and university research to overseas trade and inward investment.

4. These goals are interrelated and ambitious. Achieving them will require a change of mind-set: thinking globally in all that we do nationally and locally. The Government proposes that over the next five years these goals should inform a major programme of action relating both to our domestic education policies and to our policies and engagement overseas.

5. This document outlines the key elements of that programme. It is addressed to our partners both within the UK and across the world. We intend to refine and develop our thinking and detailed proposals in consultation with our partners over the coming months. The Government's hope is that there will be constructive debate on both the goals and priorities for action identified in later chapters, and a general welcome for the overall transformation in our approach to international education.

Goal A: Equipping our children, young people and adults for life in a global society and work in a global economy

6. In the past, only a minority of people had the need or opportunity to engage with the wider world. Today, many people journey abroad, and we can experience different cultures in every High Street up and down the country. Our economy is equally global. One in four UK jobs is related to international trade, and a much higher proportion faces direct or indirect global competitive pressures. The changes in our lifetime have been profound. Few forecast any slowing down in the rate of globalisation.

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7. This is the modern day reality. It is our responsibility to prepare young people and older learners for life and work in the 21st century. To meet this first goal, we propose action on four fronts:

- i. To instil a strong global dimension into the learning experience of all children and young people.
- ii. To transform our capability to speak and use other languages.
- iii. To equip employers and their employees with the skills needed for a global economy.
- iv. To move towards the mutual recognition and improved transparency of qualifications.

Instilling a global dimension into the learning experience of all children and young people

8. Our view is that all who live in a global society need an understanding of the eight key concepts below.

(1) Citizenship

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible global citizens

(2) Social Justice

Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people

(3) Sustainable development*

Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations

(4) Diversity

Understanding and respecting differences, and relating these to our common humanity

(5) Values and perceptions

Developing a critical evaluation of images of other parts of the world and an appreciation of the effect these have on people's attitudes and values

(6) Interdependence

Understanding how people, places, economies and environments are all inextricably interrelated, and that events have repercussions on a global scale

(7) Conflict resolution

Understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony

(8) Human rights

Knowing about human rights and, in particular, the UN Convention on the Rights of the Child

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二、美國社會心理學家 R. H. Turner (1960) 提出向上社會流動的兩種模式：贊助性流動 (sponsored mobility) 與競爭性流動 (contest mobility)。以下英文段落乃是摘錄自其討論此兩個概念的文章，請以此兩個概念分析臺灣教育制度的特性 (20%)。

In England and the United States there appear to be different organizing folk norms, here termed *sponsored mobility* and *contest mobility*, respectively. *Contest mobility* is a system in which elite status is the prize in an open contest and is taken by the aspirants' own efforts. While the "contest" is governed by some rules of fair play, the contestants have wide latitude in the strategies they may employ. Since the "prize" of successful upward mobility is not in the hands of an established elite to give out, the latter can not determine who shall attain it and who shall not. Under *sponsored mobility* elite recruits are chosen by the established elite or their agents, and elite status is *given* on the basis of some criterion of supposed merit and cannot be *taken* by any amount of effort or strategy. Upward mobility is like entry into a private club where each candidate must be "sponsored" by one or more of the members. Ultimately the members grant or deny upward mobility on the basis of whether they judge the candidate to have those qualities they wish to see in fellow members. (Turner, 1960, p.856)

Turner, R. H. (1960). Sponsored and contest mobility and the school system. *American Sociological Review*, 25(6), 855-867.

三、跨國學生學習成就之比較為比較教育學領域內常見之研究主題，請使用質性研究取向或量化研究取向來撰寫出一個跨國學生學習成就比較的研究計畫摘要，摘要內容請包含：(1)研究問題與目的；(2)研究對象之選擇與介紹；(3)研究方法簡述；(4)研究資料收集方式；(5)研究資料分析方式 (30%)。

四、Elementary and Secondary Education Act (ESEA)、No Child Left Behind (NCLB) 與 Every Student Succeeds Act (ESSA) 乃是美國近 50 年來所提出之三項重要的中小學教育政策，請閱讀以下三項政策之簡介，並針對其內容來分析美國近 50 年來之中小學教育政策的趨勢與變革 (20%)。

History of Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.

ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

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No Child Left Behind (NCLB) and Accountability

NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

In 2012, the Obama administration began granting flexibility to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state- developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.

Highlight of Every Student Succeeds Act (ESSA)

President Obama signs the Every Student Succeeds Act into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.