

科目：教育文獻及時事

編號：212

考生注意：

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本試題

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第1頁

【本試題共四大題為申論題(4頁)，滿分100分；以中英文答題皆可，考試時間100分鐘】

一、根據表(一)與表(二)，討論臺灣過去幾年來可能的相關政策(15%)，並就這些政策與數據，給予評論(5%)與後續相關政策建議(5%)。

表(一)：近年來境外學生在臺留學/研習人數(單位：人)

年度/學年度	95	96	97	98	99	100
境外學生總計	26,488	30,150	33,065	39,042	44,776	55,463
國際學生 計	24,511	27,738	30,067	34,285	37,177	40,843
正式修讀學位外籍生①	3,935	5,259	6,258	7,764	8,801	10,059
僑生①	10,320	10,861	11,426	12,840	13,562	14,045
外籍交換生②	1,121	1,441	1,732	2,069	2,259	2,259
大專附設華語文中心③	9,135	10,177	10,651	11,612	12,555	14,480
其他境外學生 計	1,977	2,412	2,998	4,757	7,599	14,620
正式修讀學位陸生①	-	-	-	-	-	928
大陸研修生③	448	823	1,321	2,888	5,316	11,227
短期研習及個人選讀②	1,245	1,146	1,258	1,307	1,604	1,604
海青班④	284	443	419	562	679	861

說明：大陸研修生人數係指短期交流包括6個月以下及6個月以上之短期研修人數。  
 附註：①正式修讀學位外籍生、僑生及正式修讀學位陸生均以每年10月15日為資料標準日。  
 ②100學年度外籍交換生、短期研習及個人選讀以上學年度人數估列。  
 ③大專附設語文中心修讀華語文者、大陸研修生係以年度計算。  
 ④海青班資料係指每年3月底實際報到人數。

資料來源：教育部重要教育統計資訊(2011)

表(二)：大專外籍學位生及附設華語生人數

學年度	85	90	95	96	97	98	99	100
合計	5,431	6,380	13,070	15,436	16,909	19,376	21,356	24,539
修學位	718	1,117	3,935	5,259	6,258	7,764	8,801	10,059
學語文	4,713	5,263	9,135	10,177	10,651	11,612	12,555	14,480
亞洲	修學位	600	922	2,702	3,698	4,475	5,644	6,566
	學語文	3,112	3,568	5,417	5,834	6,247	6,209	6,766
美洲	修學位	45	132	809	992	1,098	1,322	1,347
	學語文	915	1,008	2,010	2,417	2,510	3,071	3,177
歐洲	修學位	23	40	219	282	357	423	449
	學語文	526	506	1,325	1,484	1,489	1,923	2,060
非洲	修學位	47	16	131	182	218	248	320
	學語文	72	63	163	187	148	133	222
大洋洲	修學位	3	7	74	105	110	127	119
	學語文	88	118	220	255	257	276	330

資料來源：教育部重要教育統計資訊(2011)

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二、閱讀下列文章，並撰寫一百字左右的摘要(15%)，就這個角度來看，反思臺灣教育的政策制定與研究(10%)？

William Cummings is not alone in observing US disinterest in educational reforms of other countries:

The American interest in foreign educational systems has never been great, and as America has prospered to a position of international pre-eminence it appears that this interest has steadily declined: after all, what could the world teach America? (Cummings, 1989, p. 294)

Cummings published his observation in 1989, at the dawn of a new era in which the other empire, the Soviet Union and its socialist allies, was dissolved. Even more than before, the global posture of US policy analysts is noticeable. The isolationist status of US comparative education research or “self-referentiality” (Luhmann, 1990; Schriewer, 1990; see also Steiner-Khamsi, 2004) as the primary mode with which policy decisions are made in US educational reform, is a relatively recent phenomenon. Historically, the period of greatest US interest in educational systems of other countries (in particular Europe), was the second half of the nineteenth century and early twentieth century. Having this particular period of US comparative education in mind, Harold Noah and Max Eckstein (1969, p. 3) identified the period of educational borrowing, “when the desire to learn useful lessons from foreign practices was the major motivation” as the second stage in the development of comparative education.<sup>5</sup> In a similar vein, Gail P. Kelly refers to the period in the history of comparative education, when “gentlemen traveled extensively and wrote about differences between nations” (Kelly, 1992, p. 14).

David Phillips coined the term “cross-national policy attraction” (Phillips, 2004; Ertl, 2006) to capture, from a historical perspective, the British interest in German educational provision over a considerable period of time. This interpretive framework is useful to understand the sustained interest of policy analysts of one educational system in the educational provisions, reform strategies, and other institutional features of another. In the case of US policy analysts, however, the inverse applies: an apathy towards experiences from elsewhere. It seems that there are no lessons to be learned from other educational systems and experiences elsewhere are not viewed as instructive for domestic policy development. Exceptions such as UK – United States cross-national policy attraction do exist, but there are, for sure, no contours of any pronounced policy pilgrimage by US policy analysts. In other contexts, cross-national policy attraction is the rule and not the exception. For example, the first few years after the release of the PISA results, numerous policy analysts from different corners of the world flocked to Finland to explore the reasons for the exceptional achievement of Finnish students in language literacy.

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三、經濟合作暨發展組織（OECD）的「教學與學習國際研究」（Teaching and Learning International Survey, TALIS）計畫，乃是第一個針對教學與學習環境條件進行國際比較的計畫，其乃深入洞察「國際學生成就評量計畫」（PISA）之不同學習成果的背後影響因素，以瞭解有效教學的特質，藉此提供各國改善與發展相關政策以促使教學專業更具吸引力與效能。本研究之焦點在於公私立前期中等教育/初級中學（lower secondary education），透過訪談，從教師與校長之觀點檢視 23 國前期中等教育的幾個面向：專業發展，教師信念、態度與實踐，教師評估與回饋，學校領導。試問：

- （一）此研究的研究方法設計，你認為有哪些可改進之處？請分別從研究方法、研究對象、跨國比較之研究面向等來論述之（20%）。
- （二）本研究在探討形塑有效教學的影響因素，你推論其在各面向的結果為何？請分別從下述面向論述：1.專業發展，2.教師信念、態度與實踐，3.教師評估與回饋，4.學校領導（15%）。

四、Stephen Ball（1994）在其《Education Reform: A Critical and Post-structural Approach》中，分析了英國 1988 年教育改革所面臨的問題。閱讀完本段文字後，請指出英國教育改革所面臨的問題（7%）。也請從 Ball 的分析觀點，批判分析台灣教育改革的問題（可選擇一政策作為分析對象）（8%）。

### The contradictions of reform

A set of basic tensions are embedded in the Conservative educational state (reflecting and reproducing more general state problems). These drive and inform policies and produce tensions and incoherences within policy making. The problems of the state are both structural and played out in micropolitical struggles inside the state itself. There are three 'fields' of problems: (a) the problem of capital accumulation and economic efficiency; (b) the problem of social order, social authority and stability; and (c) the technical and managerial problems of the state itself – governance and control (legal and administrative procedures), costs (public spending) and planning. At any point in time these problems are informed by and inscribed within particular political discourses. Some of the main thrusts of recent education policy can be related back to or understood in terms of these generic problems. I shall begin by taking the National Curriculum as a case in point.

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The vocational emphasis within education policy through the mid-1980s and represented (weakly) at least in the initial 1988 version of the National Curriculum, the 'Mark 1 National Curriculum (Mk1C)' (Ball 1994), was certainly intended to inflect the curriculum, assessment and pedagogy towards the changing needs of post-Fordist industrial production (and thus enhance national economic performance). The orientation of new developments in teaching and learning in science and mathematics in particular had strong affinities with the development of flexible production methods in industry. The challenge of 'progressive vocationalism' (Ball 1990b) to textual authority, the traditional role of the teacher and formalist conceptions of knowledge presented an extraordinary and, as it turned out, short-lived moment for progressive educational reform. It serves to point up very dramatically the inherent contradictions between the economic and the political within state policy making.