

國立暨南國際大學 99 學年度比較教育學系博士班研究生入學考試試題

考科：教育文獻及時事

【本試題共三大題（4 頁），滿分 100 分，請注意翻閱；以中英文答題皆可，考試時間 100 分鐘。】

壹、請以一百字摘要以下文章(8%)，你是否同意這樣的看法，請說明之(8%)，並據此分析二十一世紀的今天，國家在制訂教育政策時可能受到的影響(8%)，最後，以我國高等教育政策為例，說明政府可以(應當)扮演的角色為何(16%)。(共 40%)

Celebration and condemnation of the supposed decline of the welfare state can be found in many different ideological and analytical forms. But most of these analyses fail to address the more precise question of how the waning of state powers has potentially grave consequences given the logic of globalization. Moreover, many commentators confuse a loss of sovereignty with a loss of power, as opposed to its changed forms. As Castells argues:

While global capitalism thrives, and nationalist ideologies explode all over the world, the nation-state, as historically created in the Modern Age, seems to be losing its power, although, and this is essential, *not its influence*....Indeed the growing challenge to state's sovereignty around the world seems to originate from the inability of the modern nation-state to navigate the uncharted, stormy waters between the power of global networks and the challenge of singular identities. The instrumental capacity of the nation-state is decisively undermined by globalization of core economic activities, by globalization of media and electronic communication, and by globalization of crime.

* 出處：Burbules, N. & Torres, C. (2000)(Eds.) Globalization and education: critical perspectives. London: Routledge. p. 37

貳、 R. Alexander 指出比較教育以往偏重研究制度與政策，而忽略了「教學」

(pedagogy) 這個主題，因此他呼籲進行比較教學論 (comparative pedagogy) 的相關研究。P. Broadfoot 亦敦促比較教育進行有關「比較學習學」(comparative learnology) 的探討。

1. 請提出一個適合進行比較教學論或比較學習學的研究主題 (5%)，並說明，要探究此一主題，必須涵蓋哪些向度 (8%)。
2. 請舉出欲進行比較的國別/地區，並說明此一選擇的原因。(7%)
3. 欲進行此一研究，需運用哪個/哪些方法 (10%)？

(本題共佔分 30%)

參、 下文摘錄自 UNESCO 近年推動之含納教育 (inclusive education) 的政策指引。請閱讀以下內容後，回答下述的問題：

1. UNESCO 推動 inclusive education 的目的為何？(3%)
2. 該「政策指引」建議如何推動 inclusive education？(10%)
3. 就你自己的觀點而論，inclusive education 在現今脈絡中日益受到重視，原因為何？(7%) 該「政策指引」所建議的推動方式，若要在台灣施行，可能面臨什麼問題？(10%)

(本題共佔分共 30%)

Paris: the Author.

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners.

Inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children – including boys and girls, students from ethnic and linguistic minorities, rural populations, those affected by HIV and AIDS, and those with disabilities and difficulties in learning and to provide learning opportunities for all youth and adults as well. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. Education takes place in many contexts, both formal and non-formal, and within families and the wider community. Consequently, inclusive education is not a marginal issue but is central to the achievement of high quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning.

Substantial progress has been made in achieving the Education for All goals as evidenced by the increase in access and enrolment rates in many countries and regions. Nevertheless, it is evident that new strategies and methods must be adopted to reach out to the 75 million children who are still out of school, the 774 million adults lacking basic literacy skills and the countless others who are in school but not necessarily receiving quality education. From a policy perspective, inclusive education means taking a holistic approach to education reform and thus changing the way the educational system tackles exclusion.

Looking at education through an inclusive lens (Fig, 4) implies a shift from seeing the child as the problem to seeing the education system as the problem. Initial views emphasized that the source of difficulties in learning comes from within the learner and ignored the environmental influences on learning. It is now strongly argued that reorganizing ordinary schools within the community, through school improvement and a focus on quality, ensures that all children can learn effectively, including those categorized as having special needs.

We hope these guidelines will serve as a resource for policymakers, teachers and learners, community leaders and members of civil society in their efforts to promote more effective strategies for reaching the EFA goals.

* 出處：UNESCO (2009). Policy Guidelines on Inclusion in Education.

Figure 4: Education through the inclusion lens

