

國立暨南國際大學 98 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（6 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、School work 包含各類內容，如學校與教室規則，以及教師的提問、教室經營管理、家庭作業與任務指派等。下文乃是一篇教育文獻中一部份，其介紹美國 5 年級班級有關 school work 的進行情況。請在閱讀之後，回答後面的問題。（40%）

1. 在 Working-class Schools 中，school work 有哪些特質？(10%)
2. 在 Executive Elite Schools 中，school work 的特質為何？(10%)
3. 依據你的分析，兩類學校在 school work 進行情況上的差異性，其原因何在？（10%）如何減少此種差異性的產生？（10%）

This section provides examples of work and work-related activities in each school that bear on the categories used to define social class. Thus, examples will be provided concerning students' relation to capital (e.g. as manifest in any symbolic capital that might be acquired through school work); students' relation to persons and types of authority regarding school work; and students' relation to their own productive activity. The section first offers the investigator's interpretation of what school work is for children in each setting, and then presents events and interactions that illustrate that assessment.

The Working-class Schools

In the two working-class schools, work is following the steps of a procedure. The procedure is usually mechanical, involving rote behavior and very little decision making or choice. The teachers rarely explain why the work is being assigned, how it might connect to other assignments, or what the idea is that lies

behind the procedure or gives it coherence and perhaps meaning or significance. Available textbooks are not always used, and the teachers often prepare their own dittos or put work examples on the board. Most of the rules regarding work are designations of what the children are to do; the rules are steps to follow. These steps are told to the children by the teachers and are often written on the board. The children are usually told to copy the steps as notes. These notes are to be studied. Work is often evaluated not according to whether it is right or wrong but according to whether the children followed the right steps.

The following examples illustrate these points. In math, when two-digit division was introduced, the teacher in one school gave a four-minute lecture on what the terms are called (i.e. which number is the divisor, dividend, quotient, and remainder). The children were told to copy these names in their notebooks. Then the teacher told them the steps to follow to do the problems, saying, "This is how you do them." The teacher listed the steps on the board, and they appeared several days later as a chart hung in the middle of the front wall: "Divide, Multiply, Subtract, Bring Down." The children often did examples of two-digit division. When the teacher went over the examples with them, he told them what the procedure was for each problem, rarely asking them to conceptualize or explain it themselves: "Three into twenty-two is seven; do your subtraction and one is left over." During the week that two-digit division was introduced (or at any other time), the investigator did not observe any discussion of the idea of grouping involved in division, any use of manipulables, or any attempt to relate two-digit division to any other mathematical process. Nor was there any attempt to relate the steps to an actual or possible thought process of the children. The observer did not hear the terms dividend, quotient, and so on, used again. The math teacher in the other working-class school followed similar procedures regarding two-digit division and at one point her class seemed confused. She said, "You're confusing yourselves. You're tensing up. Remember, when you do this, it's the same steps over and over again--and that's the way division always is." Several weeks later, after a test, a group of her children "still didn't get it," and she made no attempt to explain the concept of dividing things into groups or to give them manipulables for their own investigation. Rather, she went over the steps with them again and told them that they "needed more practice."

Executive Elite School

In the executive elite school, work is developing one's analytical intellectual powers. Children are continually asked to reason through a problem, to produce intellectual products that are both logically sound and of top academic quality. A primary goal of thought is to conceptualize rules by which elements may fit together in systems and then to apply these rules in solving a problem. Schoolwork helps one to achieve, to excel, to prepare for life.

The following are illustrative. The math teacher teaches area and perimeter by having the children derive formulas for each. First she helps them, through discussion at the board, to arrive at $A = W \times L$ as a formula (not the formula) for area. After discussing several, she says, "Can anyone make up a formula for perimeter? Can you figure that out yourselves? [pause] Knowing what we know, can we think of a formula?" She works out three children's suggestions at the board, saying to two, "Yes, that's a good one," and then asks the class if they can think of any more. No one volunteers. To prod them, she says, "If you use rules and good reasoning, you get many ways. Chris, can you think up a formula?"

She discusses two-digit division with the children as a decision-making process. Presenting a new type of problem to them, she asks, "What's the *first* decision you'd make if presented with this kind of example? What is the first thing you'd *think*? Craig?" Craig says, "To find my first partial quotient." She responds, "Yes, that would be your first decision. How would you do that?" Craig explains, and then the teacher says, "OK, we'll see how that works for you." The class tries his way. Subsequently, she comments on the merits and shortcomings of several other children's decisions. Later, she tells the investigator that her goals in math are to develop their reasoning and mathematical thinking and that, unfortunately, "there's no time for manipulables."

While right answers are important in math, they are not "given" by the book or by the teacher but may be challenged by the children. Going over some problems in late September the teacher says, "Raise your hand if you do not agree." A child says, "I don't agree with sixty-four." The teacher responds, "OK, there's a question about sixty-four. [to class] Please check it. Owen, they're disagreeing with you. Kristen, they're checking yours." The teacher emphasized this repeatedly during September and October with statements like "Don't be afraid to say you disagree. In the last [math] class, somebody disagreed, and they

were right. Before you disagree, check yours, and if you still think we're wrong, then we'll check it out." By Thanksgiving, the children did not often speak in terms of right and wrong math problems but of whether they agreed with the answer that had been given.

There are complicated math mimeos with many word problems. Whenever they go over the examples, they discuss how each child has set up the problem. The children must explain it precisely. On one occasion the teacher said, "I'm more--just as interested in how you set up the problem as in what answer you find. If you set up a problem in a good way, the answer is *easy* to find.

Source: Anyon, J. (2000). In Stephen J. Ball (ed.), *Sociology of Education: Major Themes*, Vol. 2, *Inequalities and Oppressions*. London: Routledge Falmer.

貳、 以下新聞指出日本高等教育改革趨勢以及面臨的一些問題，請摘錄本新聞大要（10%），摘要以不超過 150 字為限；其次，請就日本高教發展現狀與台灣高等教育改革措施進行比較（10%），並對台灣相關政策發展提出個人的建議（10%）。

Institutional mergers, a revised student loan scheme and more performance-based funding are among changes an OECD review team has called on Japan to make to its tertiary education system. The recommendations come less than four years after Japan reformed the system to give greater autonomy to the country's more than 4,000 tertiary institutions.

But the review team's report published last week says Japan has yet to make the most of those reforms because institutions, including more than 700 universities, have not changed the way they operate and the country's Ministry of Education has yet to establish its role in steering, rather than running, the tertiary education system.

"At the institutional level this tendency is exacerbated by the fact that Japanese universities do not yet have a pool of academic administrators with extensive management and financial experience to take on the strategic management of more autonomous and entrepreneurial university institutions," the report says. "The result of all of this is that the rhetoric of change has been

accompanied by the reality of conservatism. This is creating a worrying policy vacuum, with an attention to means rather than ends."

The report recommends the momentum of the 2004 reforms should not be lost and there should be a formal evaluation of the reforms after not less than five years. It calls for increased public investment in tertiary education but in return for continuing consolidation of institutions, more performance-based funding, increased diversity in tuition fees and institution revenues, and more efficient management.

With Japan's shrinking student population, the report says private tertiary institutions will be forced to merge or downsize and the public sector should also consider "voluntary consolidation". Already, 30% of Japan's private universities and 40% of its junior colleges do not fill their current enrolment caps.

The report recommends that universities be permitted greater flexibility in setting tuition fees and that undergraduate courses be permitted to vary much more widely than at present.

"In our view this would be a beneficial development since it would encourage differentiation among institutions much more effectively than existing competitive grant schemes, and it would promote some differentiation in the price of courses that is sensitive to instructional costs and returns to schooling. Both of these already exist within the private sector of Japanese higher education."

In terms of helping students pay those fees, the report suggests replacing the current mortgage-like student loan system which requires regular set payments, to an income-contingent system along the lines of Australia's higher education contribution scheme. This would require repayment of loans only when the students' income reached a certain level.

Japanese universities receive relatively little money from fund-raising and donations and the report recommends universities do more in this area. Tax incentives should be reviewed and universities permitted to invest such funds as they see fit.

The report urges Japan to do more to attract international students and faculty, including provision of more student accommodation. "Given the active

recruitment activities of its main competitors, it makes sense for Japan to enter especially the upper end of the international graduate student market in a more direct and effective way."

Source: University World News. (08 March 2009) <http://www.universityworldnews.com/article.php?story=20090305191501962>

參、 以下文章討論進行比較教育研究時，需要考慮的重要議題，閱讀後，請加以摘要(10%)，摘要以不超過 100 字為限；其次，請以你自己的研究計畫或是任一比較教育研究為例，說明前述議題對該研究可能產生的影響，以及進行該研究時需要的相關考量(20%)。

A problem faced by comparativists at every stage of an investigation is that of ethnocentricity. It is important to recognise that we come with a great deal of preconceptions based on long personal experience of a particular way of looking at things in education and thus to try to create a kind of neutrality in attempting to understand other systems of education and the issues that are of interest or concern in them. Seeing things through an ethnocentric filter can have distorting effects as far as our understanding of educational phenomena in other countries is concerned.

It is only by a process of determined objectivity that the scope for analysis of concepts such as, for example, 'professionalism' or 'autonomy' can be properly exploited in more than one national (or sometimes sub- or intranational) context. When we talk of school reports or examinations or homework, or even head teachers, ministries, or schools, we cannot easily ignore the mental image, the notions, which they stimulate. A school in France is a very different 'idea' from the notion of a school in Britain, and schools in Germany or India or the Sudan will be different again by varying degrees. The important issue here is not to impose alien constructs on foreign systems, in whatever context.

Objectivity, of course, is a quality required of any researcher, but it is particularly necessary in comparative studies to 'be aware of ourselves looking at' an educational phenomenon in another country and to neutralise as far as possible the preconceptions our individual backgrounds have formed in us.

Source: Phillips, D. & Schweisfurth, M. (2007) Comparative and International Education. London: Continuum.