

## 國立暨南國際大學 96 學年度比較教育學系博士班研究生入學考試

【試題共有三題，請注意翻閱】

1. 簡述以下新聞要點，並就教育機會均等的觀點來加以評論。(15%)

### Universities to get parental info

Universities can ask applicants about their ethnicity and parents' education and occupations, under changes agreed by the admissions service, Ucas.

Its board agreed the Ucas form for 2008 entry can also ask whether an applicant has been in council care.

In principle, parental occupation and ethnicity should go to admissions tutors at the time of application.

Vice-chancellors say it all gives a more rounded picture of applicants but some people fear "social engineering".

The president of Universities UK, Drummond Bone, said its members placed a high priority on attracting students from families and communities with little or no previous experience of higher education.

### Standards

"It is therefore useful for a university to have at its disposal a wide range of information to build up a full and rounded view of an applicant," Prof Bone said.

"It allows institutions to understand more about how the applicant got to where they are, and their potential."

The data would also allow them to identify and support applicants and new students from disadvantaged backgrounds.

"There is no question of any university dropping standards," he added.

"There is no benefit for a university in taking on students who cannot profit from higher education, or setting them up to fail.

"At the same time, universities wish to build diverse environments and address under-representation."

In future, people will be apply to apply to a maximum of five institutions rather than six as at present.

### Potential

Higher Education Minister Bill Rammell backed the changes.

"The government is committed to ensuring that people from all backgrounds should have the opportunity to access and benefit from higher education," he said.

"We also believe that admissions officers should have as much information as possible available, to help enable them to assess who has the potential to succeed.

"Ucas and the higher education sector will need to carefully consider which information should be provided, at what stage, and how that information should be used."

But concerns have been raised that the information might be used for "social engineering".

Head teachers of independent schools said that their pupils could be put at a disadvantage, having been privately educated themselves and having parents who had benefited from university educations.

The president of the Girls' Schools Association, Pat Langham, has said: "Favouring candidates whose parents didn't go on to higher education is artificial and amounts to social engineering."

The general secretary of the Independent Schools Council, Jonathan Shephard, said there would be no problem if the information about parents' backgrounds was used solely for research.

"But this information is of no relevance to admissions tutors - who are looking at candidates, not at parents - and should not be disclosed to universities," he said.

### **Funding missed**

The developments came as the Russell Group of research-led universities revealed that, across England, one in five students might not have got bursaries to which they were entitled.

Its chairman, Malcolm Grant, said: "Experience in the first year of the bursary scheme suggests that some students were not fully aware of the new arrangements.

"There is concern that some prospective students failed to tick 'data sharing' boxes in their original student loan application form to local authorities.

"In consequence they inadvertently excluded themselves from receiving key bursary information from the Student Loan Company.

"It is vital we overcome this as quickly as possible," he said.

(Resource: BBC News, 15 March 2007, 13:58 GMT)

2. 請閱讀下列英文文獻後，敘述其要旨（20%）；並援用文中的觀點，討論我國中小學師資培育的現況（20%）。

Perhaps because of recognition of its importance, the issue of teacher quality is a source of much debate and disagreement in many nations. Nowhere is this debate more pronounced and more divisive than in the United States. In recent years, the quality of elementary and secondary teachers and teaching has been widely criticized in the United States, both by those inside and outside the educational sector. However, there is little consensus in regard to the sources and reasons behind the purportedly low quality of teaching in American schools and, hence, the best strategies to improve teacher quality.

One of the most prominent viewpoints in this debate holds that the problem of low-quality teaching can be traced to inadequate and insufficient pre-employment training and licensing or certification of prospective teachers. In this view, the preparation of teachers in college or university teacher-education programs, and government certification standards, all too often lack adequate rigor, breadth and depth, resulting in high levels of underqualified teachers and low student performance. Accordingly, the solution, from this viewpoint, lies in making the entry and training requirements for teaching more restrictive, deeper and more rigorous. Advocates of this view look to emulate the higher prestige professions, such as medicine, academia and law. To this group, the surest way to upgrade the quality of teaching is to upgrade the qualifications standards required of new teachers (e.g., National Commission on Teaching and America's Future, 1996, 1997).

On the other side of this debate are those who argue for deregulating entry into teaching. This viewpoint also holds that the quality of teacher education and certification is poor. But, rather than increasing requirements, this opposing view holds that entry into the teaching occupation already is plagued by unusually restrictive and unnecessarily rigid bureaucratic entry barriers (e.g., Finn et al., 1999; Hanushek & Rivkin, 2004). These critics argue that there is no solid empirical research documenting the value of such entry requirements and, such barriers discourage large numbers of high-quality candidates from getting into the occupation. By doing away with these regulatory impediments, this argument concludes, schools could finally recruit the kinds and numbers of candidates they deem best and this would solve the quality problems that plague teaching.

(Excerpt from *A Comparative Study of Teacher Preparation and Qualifications in Six Nations*, by Richard M. Ingersoll)

### 3. 依據所附文章摘要敘述(20%)，並進行評論(25%)。

Dependency theory argues that the world's present state can be most validly seen as the outcome of domination by the 'have' nations over the 'have-nots' and, within nations, by domination of 'have' over 'have-not' classes and interests.<sup>4</sup> This is surely not a new idea. What is perhaps new is acceptance by an increasing number of comparativists that this dichotomy between superordinates and subordinates amounts to a powerful, globally applicable, explanatory model.

The terms that express the key concepts of the theory are: center-periphery, hegemony, and reproduction. They are used to explain the world as it is supposed to exist today (Wallerstein<sup>5</sup> calls it a "world empire"), in terms of the unilateral exercise of power by the center on the periphery, by the hegemonic on the dependent, bolstered through the systematic reproduction in the periphery of the values of the center. Schooling is cast in an especially active role, as reproducing in the young those values, attitudes, and skills best fitted to serve the interest of the dominant groups.<sup>6</sup>

Both past and present are analyzed using the same framework of explanation. The historical record is read as beginning with a missionary zeal, which was soon transformed into explicit, unabashed colonization. The contemporary scene is characterized by the retreat of classical colonialism, and its replacement by a more sophisticated and insidious colonization – that of the mind and the will. Universities and philanthropic foundations, multilateral and national development agencies, book publishers and mass media organizations, even the very artifacts of industrialized society (from automobiles to ballpoint pens to infant feeding formulas) are all viewed as instruments of oppression.<sup>7</sup> The oppressed peoples have merely exchanged physical for mental domination.

This world view claims validity as an explanation of relationships within nation-states, as much as between them. In each country, it is asserted, there is an identifiable center exploiting a periphery, with a dominant class or caste seeking to use schooling to reproduce the set of values and the system of stratification marking its continued hegemony. To that end, some knowledge becomes certified or legitimated as worthy, desirable, and conferring status; other knowledge is neglected, ignored, or even suppressed. Within most nations the goal of thought control has been largely achieved. The people, it is argued, simply do not realize that they are living in a world of ideas and values deliberately created to keep them in subservience. Nor do they understand the vital role played by the schools in producing this "servitude of the mind".<sup>8</sup> Indeed, the very brilliance of the system's success is its capacity to deceive those who serve it into believing they are free, when in fact they have been enslaved.

The harshest criticism is reserved for the curriculum, the body of knowledge ('cultural capital') that is selectively organized and transmitted to students. The periphery, it is said, has been forced or lured into a pernicious copying of the curriculum of the center. Even after release from colonial rule, the disjunction between what is taught and what is needed locally continues. For example, the application of science to agriculture, small scale farming, household management, and hygiene is neglected in favor of concentration on abstract, 'academic' material. The languages of the former colonial masters continue to provide vehicles of instruction, communications, and administration. All this is not simply inappropriate, it is concluded; rather it is at once a consequence of the hegemonic relations between center and periphery, and the means of perpetuating them.<sup>9</sup>

Thus, dependency theory shades over naturally into reproduction theory, which itself arose as a part of the new sociology of knowledge. This holds that the structures and the content of knowledge are most appropriately viewed as forms of property, power, and privilege. There is a natural dynamic leading those societies that have developed the most powerful knowledge yet achieved by mankind, the scientific knowledge of the industrialized states, to impose it on their weaker dependents, thus confirming those dependents in inferiority, establishing their own superiority, and widening the market both for the knowledge itself and for the products of that knowledge. This is the process of reproduction, defined as the extension through time and space of the hegemony of one group over another.

The translation of what began as a theory to explain problems of economic development to the realm of educational affairs has been most vigorous. Neo-Marxist conflict theory, ideological analysis, the study of the dynamics of social institutions, and aspects of psychological conditioning theory, have all joined to form a world view advancing the following propositions: a class-state coerces students in class-ridden educational institutions to support the official ideology; schooling is the apparatus by which the ruling class imposes its (self-serving) values on the working class in order to maintain the status quo; and this is as dramatically displayed within nations (where education is equated with internal colonialism) as among them (where imperialist powers impose a foreign education upon subject nations).<sup>10</sup> Freire extended the argument somewhat: even the oppressed are shaped into becoming 'oppressors' in their turn, as everyone seeks to become a boss. The prospects for the development of real freedom and individual autonomy are poor.<sup>11</sup> Bowles and Gintis voiced agreement: schools discipline the young in the interests of serving the existing power structure. This is accomplished via grading, competition, petty rewards and not-so-petty punishments. The educational system dehumanizes by destroying innate originality and creativity.<sup>12</sup> The emphasis on conflict assumed an even more threatening quality in Bourdieu and Passeron. Knowledge is imposed by the schools, and this imposition is a form of violence visited by the strong (teachers, administrators, and society's leaders) on the weak (the students) in the course of their *formation*, to use the devastatingly descriptive French word for this process.<sup>13</sup> Educational planning is condemned as a transparent device for extending and intensifying dependency. Most dependency theorists foresee only an ever-deepening immiseration, as resources continue to be siphoned from the periphery into the center(s). Change is unlikely to occur without violent upheaval; school reform is dismissed as beside the point, a mere diversion from the real business of transforming world-wide power relationships.

We can summarize the various claims and assertions of dependency theory in the form of a half-dozen composite dicta:

1. Dependency theory claims to be a globally applicable, objective approach to understanding how the poorer nations have been deceived and victimized by a unidirectional exercise of power.
2. Dependency theory views educational structures and education content as essential means by which the center exercises thought control over the periphery, reproducing the conditions for its survival and advancement. These means operate not only in obvious ways, but also in ways that are extremely subtle.
3. Dependency theory claims to show that the process of thought control is so powerful that parents and citizens are incapable of recognizing their children's best educational interest, and are helpless to make independent choices in the face of overwhelming ideological hegemony.
4. Dependency theorists tend to deny that we can look to education or educational reform in any important degree for improvement in this state of things: radical (and even violent) rupture of the hegemonic power of the center is required.
5. Dependency theory asserts that the countries on the periphery represent victimized 'good guys'; those at the center are the victimizing 'bad guys'. The latter force so-called modernization on the former, but in fact the fruits of modernization are simply further dependency.
6. Dependency theory claims that the greater a country's degree of dependency, the greater will be a country's difficulties in establishing effective social and educational institutions.

(Excerpt from *Doing Comparative Education: Three Decades of Collaboration*, by Harold J. Noah and Max A. Eckstein)