

科目：教育文獻及時事

編號：國際文教與比較教育學系 211(212)

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
3. 限用藍、黑色筆作答；試題須隨卷繳回。

本試題

共 3 頁

第 1 頁

【☆本試題共三大題（3 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】

一、我國政府近年積極推動中小學國際教育，由 2000 年開始實施的「國民中小學九年一貫課程綱要」，將「文化學習與國際理解」列為十大基本能力指標之一。就你個人的理解，國際教育的涵義為何（10%）？又，中小學可以如何進行國際教育（15%）？試評估我國公立中小學現有環境、資源與條件，說明實施國際教育可能遇到的困難為何（15%）？

二、閱讀以下文獻，根據作者對於教育政策的論點，試舉例說明之（20%）。

With the increasing presence of policy networks and the geographical and conceptual border crossing of policy elites, efforts to globalise educational institutions have brought commonalities in the discourse on educational policy. However, this does not necessarily imply a transnational convergence of policy and practice in educational institutions. Rather, when global trends are encountered in the local context, some form of hybridisation results from a combination of elements to make up the final programme package for policy transfer (Well 2005). The convergence or divergence one sees in education is the product of conscious adaptation, blind imitation, and pressure to conform (Stromquist 2002). Policies have undergone many transformations by the time they reach local educational institutions. The substantive elements of one programme, although successful in one location, may require a fundamentally different delivery mechanism for it to be effective in another. This 'missing piece' can be copied or emulated from a second location.

(Source: Bray, Adamson & Mason (2007) (Eds.) Comparative Education Research: approaches and methods. Springer. p. 253)

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三、下文為英國教育部所公佈的「The Importance of Teaching - The Schools White Paper 2010」摘要，請閱讀後回答下列問題：

1. 分析英國提出此白皮書的背景因素。(15%)
2. 根據摘要的改革方向，研擬英國政府可能提出的具體解決策略。(25%)

Executive Summary

1. We are fortunate that our school system has important strengths. But our commitment to making opportunity more equal means that we cannot shy away from confronting its weaknesses.

2. There are many outstanding school teachers and leaders. But teachers consistently tell us that they feel constrained and burdened, required to teach the same limited diet to successive classes of young people. Most children and young people behave well, but teachers consistently tell us that their authority to deal decisively with bad behaviour has been undermined. More children are participating in education for longer, but the curriculum they are following contains too much that is non-essential and too little which stretches them to achieve standards matching the best in the world.

3. More young people are achieving qualifications, but it is no coincidence that many of the qualifications which have grown in popularity recently are not those best recognised by employers and universities, but those which carry the highest value in school performance tables. Schools have become skilled at meeting government targets but too often have had their ability to do what they think is right for their pupils constrained by government directives or improvement initiatives. Schools have more money overall, but it is distributed unfairly, with too much consumed by bureaucracy, both local and national.

4. As a result, our school system performs well below its potential and can improve significantly. Many other countries in the world are improving their schools faster than we are. Many other countries have much smaller gaps between the achievements of rich and poor than we do. The very best performing education systems show us that there need be no contradiction between a rigorous focus on high standards and a determination to narrow attainment gaps

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between pupils from different parts of society; between a rigorous and stretching curriculum and high participation in education; or between autonomous teachers and schools and high levels of accountability. Indeed, these jurisdictions show us that we must pay attention to all of these things at once if our school system is to become one of the world's fastest improving. Even the best school systems in the world are constantly striving to get better – Singapore is looking again at further improving its curriculum, while Hong Kong is looking at ways in which it can improve its teacher training.

5. In England, what is needed most of all is decisive action to free our teachers from constraint and improve their professional status and authority, raise the standards set by our curriculum and qualifications to match the best in the world and, having freed schools from external control, hold them effectively to account for the results they achieve. Government should make sure that school funding is fair, with more money for the most disadvantaged, but should then support the efforts of teachers, helping them to learn from one another and from proven best practice, rather than ceaselessly directing them to follow centralised Government initiatives.

6. This White Paper sets out our plans for continuing to take the action that is urgently needed.