

國立臺北教育大學 109 學年度碩士班「考試入學」招生考試

音樂學系

音樂教育概論 科試題

一、名詞釋義：(每小題 5 分，共 25 分)

- (一) 共備觀議
- (二) Psychology of Music
- (三) Audiation
- (四) 融合教育
- (五) Triangulation

二、申論題 (每小題 25 分，共 75 分)：

- (一) 以下內容節錄自一本書。請解釋其內容，並提出你對本文所涉及之教育議題的看法。

Students vary in their ability to learn, students also vary in their rate of learning even when they are of similar ability. In other words, the excuse given by some teachers that their classes are homogeneously grouped and do not need further grouping is invalid. When students vary in their ability to learn, the variance in their rates in learning and the speed at which new material is mastered is likely to be even greater. Superimposed over the diversity created by differences in ability and rate of learning is the fact that many students do not learn equally well from all types of learning experiences. The reality is that students differ in what is termed learning style preferences(Hunt, Wiseman, Touzel, 2009)

- (二) 假設你是一位現場教師，你發現學生演唱的基本技巧不佳，想進行研究以解決此問題，請設計一個適當的教育研究並說明：研究方法與架構、研究目的與問題、研究對象、研究流程、及研究工具等。
- (三) Elliot 與 Reimer 音樂教育理論有何不同？