

國立臺北教育大學 110 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) 三面九項
- (二) Assessment as Learning
- (三) Rubric 評量指標
- (四) Reimer' s “aesthetic education”
- (五) Bloom' s Taxonomy

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。

The Assessment Reform Group—a group dedicated to ensuring that assessment policy and practice are informed by research evidence—acknowledged the power that assessment had to influence learning, both for good and for ill, and proposed seven precepts that summarized the characteristics of assessment that promotes learning:

1. It is embedded in a view of teaching and learning of which it is an essential part;
2. It involves sharing learning goals with pupils;
3. It aims to help pupils to know and to recognize the standards they are aiming for;
4. It involves pupils in self-assessment;
5. It provides feedback which leads to pupils recognizing their next steps and how to take them;

6. It is underpinned by confidence that every student can improve;

7. It involves both teacher and pupils reviewing and reflecting on assessment data (Broadfoot et al., 1999, p. 7).

(二) 有一位研究者以個案研究法進行研究，想瞭解數個在去年全國音樂比賽

管樂合奏獲得特優的國小得到佳績的原因，若你是該研究者，請闡述：

1. 研究題目

2. 研究目的

3. 該研究是哪一類型（目標）的個案研究？

4. 該研究是採哪一種個案研究的設計？

5. 研究對象

6. 蒐集資料的方法

7. 信度與效度考驗

8. 應注意之研究倫理

(三) 請簡述何謂鷹架理論，並以該理論架構任選一教育階段設計一個單元的

音樂技能教學活動（請詳述教學對象與教材內容分析、設計理念、教學目標、教學流程、及評量等）。