

國立臺北教育大學 101 學年度碩士班招生入學考試

教育學系教育創新與評鑑碩士班 教育學 科試題

- 一、認可（或認證）模式（accreditation model）是國內各級學校評鑑的主要採用模式。請說明此模式的意義、程序、優點與限制。（25 分）
- 二、請說明目前中小學在推動教師專業發展評鑑所遭遇的主要困難為何並提出解決對策。（25 分）
- 三、以 iPad 作為課堂測驗的工具，可以承載更豐富的資訊與得到更快速的回饋（請參考第三題附文），但是如何整合在課堂上使用，卻是對教學者很大的挑戰。請說明你認為可能有哪些挑戰，以及如何回應。（25 分）
- 四、前幾年教育部開始推動以創意選才，也就是選才的考試加考「創意」（請參考第四題附文）。
請從你所知道的相關學理出發，分析「以創意選才」的利弊得失。（25 分）

Rethinking Testing in the Age of the iPad

Schools administer assessments via mobile device

By Katie Ash

In the 3,200-student East Haven schools in Connecticut, elementary teachers did their initial student reading assessments a bit differently this school year. Instead of using paper and pencil to jot down observations about each of their students and then collecting and analyzing those notes by hand, each teacher used an iPad to collect the information and send it to a centralized database through software from the New York City-based ed-tech company Wireless Generation.

"One of our primary goals was to be able to develop a system that would bring a lot of the data into one place," says Taylor Auger, a technology-integration teacher in the district who helped incorporate use of the iPads into classrooms. "Previously, the data was processed by hand, and it wasn't really being put to use effectively. I'm all for data, but that data has to drive instruction."

Moving assessments onto mobile devices may open the door to quicker feedback for students and teachers as well as richer data, but without proper management of the devices and a strong infrastructure to support them, integrating the devices can be a challenge.

"It's great to have the technology," says Erica Forti, the district's assistant superintendent for curriculum and instruction, "but once it's purchased, there is a management piece involved."

Leaders in the East Haven district decided to buy 210 iPads when the lease for desktop computers in the elementary schools' computer labs was up. Instead of replacing those computers, they decided to explore mobile technology.

"We liked the idea of having mobile computing devices, since most of the technology was fixed," or stationary, says Forti. "It opened up the doors for different types of teaching and learning."

(節錄自 Education Week，網址：

<http://www.edweek.org/dd/articles/2012/02/08/02mobile.h05.html?tkn=MRQFj6s%2FqS3jEwFARs wxove0gI6cwIm%2B5BkX&cmp=ENL-EU-NEWS1>)

鼓勵學生創意 升學可列加分

「筷子的用途」考機智

【高琇芬／台北報導】教部推出「創意選才」計劃，鼓勵高中、大專院校，將創意列升學加分參考，建中、北一女等三十高中與政治、成功等十八大學，已表態最快在九十七學年高中職申請入學或大學推薦甄試，給予有創意考生加分。學者認為可激盪學生想像力。

教育部地方創造力計畫主持人陳以亨說，創意選才不會改變既有升學架構，各校可憑自身特色，設計遴選創意學生方式，比如說，可用筆試，問學生筷子的用途，讓其天馬行空地作答，或用口試，考學生機智反應與創意，也可用資料送審方式，鼓勵學生在國、高中階段，參與創意類競賽，若得獎可據此做申請入學加分依據。

教部推出「創意選才」構想後，獲多校響應。高中部分，已有北一女、建中、景美女中、台中一中、嘉義女中、台南一中等三十所高中表態參加。大專院校部分，現有十八所表達意願，包括政大、成大、師範大學教育學院等大學。但詳細創意選才方式，各校尚未定案。

北市建國中學校長吳武雄說，資優班學生更需要創造力，計劃在原有數理與人文資優班甄選方式中，增加創造力測驗。北一女中校長周韞維說，會在今年申請入學測驗中，增加幾題創造力測驗，為明年實施「創意選才」暖身。政大校長吳思華說，十八所將參與「創意選才」的大學，將於本月二十七日舉辦研討會，希望明年上路。

政大教育學院院長秦夢群說，亞洲學生普遍缺乏創意，「創意選才」可避免學生死讀書。北市景美國中學生李官翰說，有些人參加考試就會失常，贊成此多元甄選學生方式。

創意選才計劃

實施時間：97 學年度

升學管道：

- 國中升高中，共 30 高中參與
- 高中升大學，共 18 大學參與

參加學校：北一女、建中等 30 校、政大等 18 校

方式：

- 加考創造力測驗
- 設計創意產品
- 採計全國性創意競賽成績

資料來源：教育部

(資料來源：2007 年 01 月 16 日蘋果日報)