國立臺北教育大學100學年度碩士班招生入學考試

課程與教學研究所　教學理論　科試題

一、請分析與評述下面這段 J. I. Goodlad 對學校教學的觀察。(25 分)

實際上，我們觀察到的典型教室輪廓大致是這樣的：老師對全班或單一學生進行解說或講述，偶爾詢問需要事實性答案的問題；當老師不講課時，就在學生書桌旁觀察或監督他們個別作業的進行情形；學生則傾聽或看起來像是在傾聽老師講課，偶爾回答老師的問題；學生在他們的座位上進行個別性閱讀或書寫作業。而且，所有這一切都很少帶有情感成份，也沒有人際溫暖熱情或敵意憎恨的表露。(摘譯自：*A place called school: Prospects for the future*, By J. I. Goodlad, 1984, p.230)

二、請分別從「學習即反應的強化」(learning as response strengthening)、「學習即知識的獲得」(learning as knowledge acquisition)、「學習即知識的建構」(learning as knowledge construction)與「學習即參與」(learning as participation)等四種學習隱喻，分析探討其中的教學觀與實務作為。(25 分)

三、近年來，學者倡議以「學習社群」(learning community)進行學習。試述何謂「學習社群」，並說明「學習社群」的教學理論基礎。(25 分)

四、下列是一篇研究報告的摘要，請根據教學理論分析此一研究結果在教學上的意義。(25 分)

Does discovery-based instruction enhance learning?

Discovery learning approaches to education have recently come under scrutiny (Tobias & Duffy, 2009), with many studies indicating limitations to discovery learning practices. Therefore, 2 meta-analyses were conducted using a sample of 164 studies: The 1st examined the effects of unassisted discovery learning versus explicit instruction, and the 2nd examined the effects of enhanced and/or assisted discovery versus other types of instruction (e.g., explicit, unassisted discovery). Random effects analyses of 580 comparisons revealed that outcomes were favorable for explicit instruction when compared with unassisted discovery under most conditions (d = –0.38, 95% CI [−.44, −.31]). In contrast, analyses of 360 comparisons revealed that outcomes were favorable for enhanced discovery when compared with other forms of instruction (d = 0.30, 95% CI [.23, .36]). The findings suggest that unassisted discovery does not benefit learners, whereas feedback, worked examples, scaffolding, and elicited explanations do. (PsycINFO Database Record (c) 2011 APA, all rights reserved)

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