

國立臺北教育大學 102 學年度博士班招生入學考試

教育經營與管理學系教育政策與管理博士班 專業英文 科試題

Instructions:

Please read the following articles carefully and answer the questions on the answer sheet separately given either in English or Chinese. You are asked to (1) write a Chinese abstract according to the main concepts delivered in the paragraph, (2) respond to the ideas presented in the paragraph and make comments. Your in-depth knowledge and skills in performing a critical analysis of the aspects of educational issues stated in the question will determine your score.

1. In an applied field such as educational administration, an important, although not exclusive, goal of scholarship must be to improve the capacity of leaders to act intelligently. One of the most important skills a leader can learn is how to frame problems clearly. However, we inhabit a policy universe, in education particularly, where practitioners as well as policy makers jump for ready and new solutions. This approach has implications for teaching as well. Administrative preparation programs should help students understand administrative and policy problems as contested domains of action. Similarly, the institutional enterprise of schooling within which policy is formulated and implemented by administrators reflects values and interests. Because this value approach to problem-framing requires coming to terms with ideological differences embedded in the world of administration, it should also help would-be administrators to reflect on the tentative nature of their own actions. Administrators should be prepared to test the fit between the facts of the particular problems and the assumptions of alternative ideological frames. This requires seeing the strengths as well as the limitations of each ideological frame, which can vary according to the problem at hand. (25%)
2. The open-systems concept highlights the vulnerability and interdependence of organizations and their environments. External environments are important because they affect the inputs, internal structures and processes, and outputs of organizations; hence, one is forced to look both inside and outside the organization to explain behavior within school organizations. Indeed, the larger social, cultural, economic, demographic, political, and technological trends all influence the internal operations of schools and districts. Because school organizations are

conceptualized as part of a larger universe or environment, an argument can be made that anything that happens in the larger environment may affect the school and vice versa. For example, one needs only to observe the race by school districts to purchase personal computers and other information technologies to see the effects that recent technology has had on the internal processes of schools. Similarly, the incidents of violence that have occurred in a number of schools, but especially in Littleton, Colorado, have fixated the national media and national and state political leaders. As a result schools far away from the violent episodes are preparing various contingency plans, hiring security officers, and installing weapon detectors. (25%)

3. There is no substitute for effective teacher motivation. Neither regulations nor resources, neither technical innovations nor program reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behavior in ways that link educational program requirements to student learning needs. (25%)
4. Scholars of organizational culture use the qualitative and ethnographic techniques of anthropology and sociology to study the character of organizations. They are interested in “thick descriptions” that help students understand the symbols that are used to give meaning to the social world of organizations. They emphasize the organization as a whole, as a natural system, and how its practices, beliefs, and cultural elements function to maintain a social structure. (25%)