

國立臺北教育大學 103 學年度碩士班招生入學考試

課程與教學傳播科技研究所課程與教學碩士班 課程與教學理論 科試題

一、解釋名詞：(每題 5 分，共 25 分)

- (一) 學習共同體
- (二) 補救教學
- (三) 目標模式
- (四) 體驗學習
- (五) 庶民教育學

二、學校課程及教學改革反映教育政策的趨勢，試分析台灣過去十多年，九年一貫課程理念落實在學校實踐的具體作為及未落實的困境。作為一位教育專業人員，你如何詮釋政策理念與實踐的落差？(25 分)

三、試說明動態評量(dynamic assessment)的意涵與理論基礎，以及其在教學上的應用。(25 分)

四、以下為一篇期刊論文摘要，試分析此論文所討論的議題在教學上的意義。(25 分，可用中文答題)

Researchers interested in academic self-regulated learning have begun to study processes that students use to initiate and direct their efforts to acquire knowledge and skill. The social cognitive conception of self-regulated learning presented here involves a triadic analysis of component processes and an assumption of reciprocal causality among personal, behavior, and environmental triadic influences. This theoretical account also posits a central role for the construct of academic self-efficacy beliefs and three self-regulatory processes: self-observation, self-judgment, and self-reactions. Research support for this social cognitive formulation is discussed, as is its usefulness for improving student learning and academic achievement.

Source: Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329-339.