

國立臺北教育大學 104 學年度博士班招生入學考試

課程與教學傳播科技研究所博士班 課程與教學理論 科試題

- 一、再概念化理論學者(reconceptualizationist)於 1990 年代提出「課程即文本」的概念，將課程視為多元文本，並主張可以由不同理論角度探究課程。例如，視課程為政治、種族、性別、歷史、後現代、傳記、神學、美學文本等。請選擇其中一種課程文本的觀點，闡述其意義，並舉例說明此種觀點所關注的課程問題。(25 分)
- 二、「教育知識的選擇、分類、分配、傳遞、評鑑都反映了社會控制與權力分配的原則」。試闡述以上這段敘述的意義，並輔以實際現象說明之。(25 分)
- 三、教學過程中，有時鼓勵學生共學，有時鼓勵其獨學，此兩者是否有所衝突？請分析獨學和共學的特性，並闡述教師能否建構教學途徑同時達成此二類意圖？(25 分)
- 四、請閱讀下文，說明該引文的要義 (10 分)；並據以分析台灣學校在規劃教師專業社群的現狀及改進的作法(15 分)。

The key features of professional learning communities that include:

- ✓ Shared values and vision;
- ✓ Collective responsibility for pupils' learning;
- ✓ Collaborative focused on learning;
- ✓ Group as well as individual professional learning;
- ✓ Reflective professional enquiry;
- ✓ Openness, networks and partnerships;
- ✓ Inclusive membership;
- ✓ Mutual trust, respect and support.

Within such environments, teachers are able to take risks by experimenting with practice, being open about their practice and engaging in collaborative development work. While such cultures nurture teacher leadership it is also true to say that teacher leadership itself helps to create a professional learning community. It is an iterative process, a virtuous circle where distributed leadership is to be observed.