

考試科目	專業英文	1631 所別	教育行政與政策	考試時間	3月18日 星期四	第2節
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Question 1 (25 pts)

Please translate the following paragraph to Chinese.

Using data from the National Assessment of Educational Progress (NAEP) state assessment and a survey of state-level technology policies, this study examined digital equity in education as a multilevel organizational phenomenon with data from 70,382 students in 3,479 schools and 40 states. Students in rural schools or schools with higher percentages of African American students were likely to have less access to computers. With respect to computer use, girls and students eligible for free or reduced-price lunch were more likely to use computers more frequently when computers are available in the classroom. With respect to relationships between computer access and computer use, having computers available in a lab increases the likelihood of higher levels of computer use. The results suggested that no more than 5% of the variance in computer access can be attributed to state factors, and less than 1% of the variance in computer use was between states. The findings suggested that where student technology standards are integrated into subject-area standards, computer use was likely lower than in other states. In states where pre-service teachers must meet technology-related requirements to receive their teaching credential and states where funds earmarked for technology are distributed as competitive grants, computer use was likely to be higher.

*(Excerpted from Education Policy Analysis Archives, Volume 15, Number 3)*

Question 2 (15 pts)

Please answer the following question in English.

Based on the aforementioned paragraph (Question 1), please provide educational policies for reducing digital divide in Taiwan.

國立政治大學圖書館

備考	試題隨卷繳交
命題委員：	054 (簽章) 2007年3月5日

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考試科目	專業英文	1631 所別	教育行政與政策	考試時間	3月18日 星期二	第2節
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Question 3 (20 pts)

- (1) Please translate the following paragraph to Chinese.
- (2) Answer the following question in English. Please provide some tips for school crisis preparation, management and communication.

Few of today's school leaders received training as part of their education degrees in managing the kinds of crises that can now strike schools. Recent incidents around the county only reinforce the fact that no school is immune from an emergence that could threaten the health or safety of everyone in it. And, how any event is initially managed can make a big difference in the outcome.

*(Excerpted from Principal Communicator, February 2007)*

Question 4 (40 pts)

Please read the essay below and answer the following questions in Chinese.

- (1) Please state the main idea in the essay below.
- (2) How would you, as a school principal, play the technology leadership role?

Leadership plays a key role in successful reform. Knezek, director of the Technology Standards for School Administrators project, recently stated that integrating technology throughout a school system is, in itself, significant systemic reform. We have a wealth of evidence attesting to the importance of leadership in implementing and sustaining systemic reform in schools. It is critical, therefore, that we attend seriously to leadership for technology in schools. Cory indicated that technology leadership is inherently linked to innovation and this provides unique considerations. While leadership usually involves dealing with change, technology leadership deals almost exclusively with new procedures, policies, and situations. A critical element in technology leadership is the ability to develop and articulate a vision of how technology could produce changes.

*(Excerpted from T. Creighton's The Principal as Technology Leader, p.3 and G. Kearsley & W. Lynch's Educational Technology: Leadership Perspectives, p.6)*

備 考 試 題 隨 卷 繳 交

命 題 委 員 :

055

(簽章) 2007 年 3 月 5 日

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考試科目	教育行政	1631 所別	教育行政與政策研究所	考試時間	3月18日 星期日	第一節
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注意：請在答案卷上橫寫作答

1. 長久以來，社會與家長團體每每對公立中小學之績效提出質疑。其認為公立中小學之表現與一般商業組織相較，並不符合社會之期待。基於此，教育行政當局苦思對策，但至今卻未有顯著成效。試以行政運作之觀點及與商業組織比較，分析公立中小學之組織結構特性為何？其與績效未達理想之間又有何相關？（25分）
2. 由於社會多元化與家長之要求，學校之業務日益複雜。學校行政者面對立場不同之利益團體，必須採行不同型態之決策模式。除了傳統之理性式決策外，尚須視情況採用政治式決策與無政府式決策。試以學校行政者之觀點，說明兩者之特點與在實施時必須要注意之原則為何？（25分）
3. 教育基本法明文規定教師不得對學生進行體罰。此對長久以來「不打不成器」之傳統管教方式產生巨大衝擊，並造成教師之質疑。試就教育行政之觀點，分析目前台灣學生管教之相關政策，在立法與實務執行上有何缺失？未來則應有何因應措施？（25分）
4. 近年來教育主管機關不斷推行「十二年國教」政策與各種方案，但卻引起不少爭議。其中方案之一的內容如下：
  - (1) 延長國教至高中階段，但採不強迫與不免費的作法。
  - (2) 對於低家庭收入之私立高中職學生，給予公私立學費差價之補助。
  - (3) 基本學力測驗僅做為門檻之用，不做分發之依據。學生將依所在學區加以分發。
  - (4) 除了少數名額可提供給學術優異之學生外，傳統所謂之「明星高中」大多數名額，將分配給學區內之學生就讀。

試就以上之執行內容，分析如果要確實執行，則應有哪些配套措施？方能使缺失減至最低。（25分）

備 考 試 題 隨 卷 繳 交

命 題 委 員： 053 (簽章) 年 月 日

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考試科目	教育學	所別	教育行政及政策	考試時間	二月十六日 星期日	第三節
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國立政治大學圖書館

- 一、試就十二年國教政策內涵包括學區劃分、明星(菁英)高中、基測比重調整等議題，提出個人政策建議方案。(35%)
  
- 二、所謂「他山之石，足以攻錯」，檢視其他國家作法以供借鏡乃是教育政策形成的必經過程，試就政策的內化/本土化的階段，分析當前教育改革問題。(35%)
  
- 三、面臨人口減少時代所衍生的教育問題包括學校經營規模不符效益、教師過剩等議題，提出個人政策建議方案。(30%)

備考 試題隨卷繳交

命題委員： 052

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