

# 國立屏東大學 111 學年度學士班轉學(暑假)考試試題

系別：教育學系(二、三年級)

科目：教育概論

注意事項：不必抄題，但請依序將題號標出，並寫在答案紙上，否則不予計分。

一、何謂差異化教學(differentiated instruction)? 請針對差異化教學之意義、特徵及作法論述之。(25 分)

二、抄寫聯絡簿，對四年級的小米來說是件苦差事，每天總要比同學花更多時間才能完成。寫字也常左右顛倒。小米在上課時會有注意力不集中現象，經常歪著頭在發呆，他除了不能正確回答老師的提問之外，也無法瞭解稍微複雜的指定。

若你是小米的導師，你想讓家長同意轉介資源班為小米尋求更多資源，家長卻認為是老師教學能力不佳，只想把小米丟給資源班。對於親師溝通，你會有怎樣的因應策略?(25 分)

三、我國於 Covid-19 疫情期間，國小教師因應疫情實施遠距教學，學生的學習卻面臨數位落差的問題。請問如果你有機會成為一位國小教師，你將會如何善加利用遠距教學對教學的正面影響，減弱遠距教學的負面影響?(25 分)

四、請以中文簡要說明本題原文的要點(10 分)，並以此要點詮釋杜威 (John Dewey) 對於教師的觀點(15 分)。

John Dewey was a pragmatist, progressivist, educator, philosopher, and social reformer. Dewey's various roles greatly impacted education, and he was perhaps one of the most influential educational philosophers known to date. Dewey made two normative or value claims, asserting that a professional spirit was present when a teacher was a permanent student of school related questions and a leader of public opinion about what children needed in their communities. As a student, the teacher had only begun learning when she or he completed a teacher-education program. Inquiry—the continuous pursuit of understanding of students, content, pedagogy, and society—was the professional means to becoming and remaining both a reflective teacher and a leader of community thinking about the out-of-school needs of children. Studying individual children, particular classrooms, distinctive schools, unique communities, and academic matters throughout life enabled the teacher to be both a teacher and a leader.