

國立嘉義大學 96 學年度 國民教育研究所博士班招生考試試題

科目：英文（教育文獻批判）

I. Please read the following excerpt adapted from “Education and the Human Condition,” by Jules Henry (1963), and answer the questions below in Chinese.

- 1. Explain what the author means by the paradox of the human condition. (25%)**
- 2. Explain why the author thinks that the paradox “is expressed more in education than elsewhere in human culture.” (25%)**

Learning to learn

The paradox of the human condition is expressed more in education than elsewhere in human culture, because learning to learn has been and continues to be *Homo Sapien's* most important evolutionary task. In all the fighting over education, we are simply saying that after about a million years of struggling to become human, we have not yet mastered the fundamental human task, learning. It must also be clear that we will never quite learn how to learn, for since *Homo Sapiens* is self-changing, and since the more culture changes the faster it changes, man's methods and rate of learning will never quite keep pace with his need to learn.

Fettering and Freeing

Another learning problem inherent in the human condition is the fact that we must conserve culture while changing it; that we must always be more sure of surviving than of adapting. Whenever a new idea appears, our first concern as animals must be that it does not kill us; and only then, can we look at it from other points of view. This tendency to look first at survival has resulted in fettering the capacity to learn new things. Primitive people solved this problem by walling their children off from new ways of viewing the world and by educational methods such as ridicule and beating. Thus throughout history the cultural pattern has been a device for binding the intellect. Today, when we think that we wish to free the mind of our children, we are still, nevertheless, bound by the ancient paradox, for we must hold our culture together through clinging to old ideas lest, in adopting new ones, we will literally cease to exist.

II. Please read the following excerpt adapted from “Doctoral Preparation of Scientifically Based Education Researchers,” by R. Dehaan and M. Eisenhart (2005) and answer the questions below in Chinese.

1. Write a brief summary of the excerpt. (25%)

2. Write a critical response to the major points being discussed. (25%)

Finding better ways to train education researchers has taken on a new urgency as we witnessed more and more calls for “scientifically based research in education.” How to socialize doctoral students to a common “culture of science” (a set of norms for scientific inquiry) and prepare them for interdisciplinary studies that span the natural and social sciences is an extremely important matter. We have been in the midst of discussions about what it means to do scientifically based research in education and to train people for it. We oppose a narrow definition of scientifically based researchers as exclusively experimentalists. We subscribe to a broader conception of scientifically based researchers as professionals who engage in inquiry to identify or develop defensible explanations or interpretations by following six guiding principles:

1. To pose significant questions that can be investigated empirically;
2. To link research to relevant theory;
3. To use methods that permit direct investigation of the question;
4. To provide an explicit and coherent chain of reasoning;
5. To replicate and generalize across studies; and
6. To make research public to encourage professional scrutiny and critique.