

國立台中師範學院九十三年度研究所碩士班招生考試試題

科目：環境教育

適用：環教所

- 一、試說明我國現行國中小學環境教育課程的特色？ (15%)
- 二、環境教育人員如何促進/協助社區發展一個可以永續的生活環境？ (15%)
- 三、請以中文簡述下文涵義: The World Environment Day theme selected for 2004 is “*Wanted! Seas and Oceans - Dead or Alive?*” The theme asks that we make a choice as to how we want to treat the Earth’s seas and oceans. It also calls on each and every one of us to act. The agenda is to give a human face to environmental issues; empower people to become active agents of sustainable and equitable development; promote an understanding that communities are pivotal to changing attitudes towards environmental issues; and advocate partnership which will ensure all nations and peoples enjoy a safer and more prosperous future. (20%)
- 四、試說明環境解說(Environmental Interpretation)在非正規環境教育(Non-formal Environmental Education)上的應用，請以「戶外教學」為例。其次，依解說之父 Freeman Tilden 的觀點，請列舉在解說時要注意的六大原則？ (15%)
- 五、Environmental educators Robottom and Hart (1995) have argued that the tendency of environmental educators to emphasize behavioral modification contradicts one of education’s primary aims – the development of independent critical thinking. But many environmental educators believe that the field’s overall purpose must be to foster responsible environmental behavior (Hungerford and Volk, 1990), so on the surface there appears to be a dramatic difference of opinion. The central question now becomes, can fostering a particular brand of behavior promote the development of critical independent thinking? 試針對上述短文，提出您對環境教育的看法。 (20%)
- 六、在環境教育的相關理論中，試比較 Ajzen (1988)計畫行為理論(Theory of Planned Behavior)與 Hungerford and Peyton (1976)負責任的環境行為 (Responsible Environmental Behavior)之差異。請列表說明之。 (15%)