

國立台中教育大學九十五學年度研究所碩士班招生考試

環境教育 科試題

環教 B 組 用

- 一、名詞解釋：(10%)
 - 1.新環境典範
 - 2.深層生態學

- 二、為達成在 Tbilisi 召開的府間環境教育會議(Intergovernmental conference on Environmental Education)中所揭示的環境教育目標及目的，Hungerford, Peyton,和 Wilke 等人提出了環境課程的發展目標(The goals for curriculum development)，包含四個階段，將知識、技能和態度作階層狀發展。請就各階段之教學目標說明此四階段。(15%)

- 三、推行社會環境教育可分為兩種方式，即參與性(participatory)與非參與性(non-participatory)。請舉例說明這兩種社會環境教育方式。(15%)

- 四、請以禽流感問題為主題，舉例說明環境教育的五大目的。(15%)

- 五、行政院為配合聯合國推動之「國際生態旅遊年 (International Year of Ecotourism)」，特將 2002 年訂為「台灣的生態旅遊年」，並公佈了二二生態旅遊年工作計畫。請問，生態旅遊的定義為何？另，試評論生態旅遊的推廣與環境教育中所期望之負責任的環境行為（動）有何關聯性？(20%)

- 六、就您的瞭解，學生在環境教育研究所畢業後可從事的就業領域與升學管道為何？環境教育研究所的課程內容該如何與當前社會發展趨勢做連結？請加以分析與說明！（10%）

背面尚有試題

七、某學者曾在 2002 年的一場公開演講中指出：From my subjective perspective, interpretive research in the past 25 years has evolved as any young area of applied inquiry should evolve. But it is showing signs of maturation. Methodologically, the old focus on univariate and bivariate analyses is beginning to be sprinkled with multivariate designs as researchers dare to account for real-world influences that we know are part of the richness of interpretation but which were usually controlled for in past studies. Research designs are more varied and more sophisticated than they used to be. A very positive sign, I think, is the more frequent use of case studies and qualitative research designs. My only worry is that sometimes the choice of qualitative approaches has more to do with the researchers' fear of quantitative methods than it does the appropriateness of the design for the research question he or she wants to address. Still, the idea that qualitative and quantitative designs can be used in complementary and mutually enriching ways is appealing, and I'm heartened to see that more researchers are testing the waters. Most of the influences that interpretive researchers hope to understand occur in complex real-world settings. Experimental and quasi-experimental approaches that try to control these factors may bolster internal validity, but controlling for too much can render the phenomenon under study--interpretation--contrived. External validity suffers because the thing we had hoped to understand through the experiment was never, itself, examined. Qualitative designs, while they lack the power of evidence that quantitative designs can produce, provide their own advantages by capturing some of the real-world influences that create the social and psychological context of interpretation. Interpretive researchers must increasingly capitalize on both research approaches. I believe this is beginning to happen. 試針對他的演講，提出您的看法。(15%)