一、當代批判教育學(critical pedagogy)學者 H. Giroux 對於現代社會中教師的角色曾有下列的論述:

Critical pedagogy needs to develop a theory of educators and cultural workers as transformative intellectuals who occupy specific political and social locations. Rather than defining teacher work through the narrow language of professionalism, a critical pedagogy needs to ascertain more carefully what the role of teachers might be as cultural workers engaged in the production of ideologies and social practices. At one level this suggests that cultural workers first renounce the discourse of objectivity and decenteredness and then embrace a practice that is capable of revealing the historical, ideological, and ethical parameters that frame its discourse and implications for the self, society, culture and the other. Cultural workers need to unravel not only the ideological codes, representations, and practices that structure the dominant order, they also need to acknowledge ‘those places and spaces we inherit and occupy, which frame our lives in very specific and concrete ways, which are as much a part of our psyches as they are a physical or geographical placement’ (Borsa 1990:36). The practice of social criticism becomes inseparable from the act of self-criticism;.....

At another level, cultural workers need to develop a nontotalizing politics that makes them attentive to the partial, specific, contexts of differentiated communities and forms of power. This is not a call to ignore larger theoretical and relational narratives, but to deepen power of analyses by making clear the specificity of contexts in which power is operationalized, domination expresses itself, and resistance works in multiple and productive ways. In this case, teachers and cultural workers can undertake social criticism within and not outside of ethical and political discourses; they can address issues that give meaning to the contexts in which they work, but at the same time relate them to broader articulations that recognize the importance of larger formative narratives....

請歸納整理前述兩段文字的重點，並就批判教育學關於教師角色的論點予以闡釋。然後說明其對當前國內的教育改革有何重要的意義？ (25%)
二、試說明比較西洋教育史中，中世紀大學（medieval universities）和十七世紀末開始出現的現代化大學（modern universities）兩者的特色。又從此兩者的特色來看，其對於我國當前的高等教育又有何啓示？（25%）

三、民國初年，我國著名教育家蔡元培發表了《對於教育方針之意見》。在這篇重要的教育文獻中，他批判了清末的「忠君、尊孔、儕公、尙武、尙實」的教育宗旨，明確主張以「五育」作爲教育方針。請說明蔡元培的「五育」內容並評論之。（25%）

四、當代主張生態文化教育理念的學者包華士（C. A. Bowers）主張「低位知識」（low status knowledge）概念特點爲何？並請說明此種「低位知識」的概念對我國的鄉土教育及環境教育課程設計有何重要的意義。（25%）