國立交通大學 94 學年度碩士班入學考試試題

科目名稱：心理學(0562) 考试日期：94 年 4 月 17 日 第 3 節
系所班級：教育研究所 組別：乙組 第 1 頁, 共 4 頁
＊作答前，請先核對試題、答案卷（試卷）與准考證上之所組別與考試科目是否相符！！

注意事項：各題答案「務必」依順序寫在題本上。

一、 單選題 (每題 3 分，共 30 分)

1. Broca's aphasia (Broca 區失語症) 和 Wernicke's aphasia (Wernicke 區失語症) 的特徵不包含下列哪一項？
   (A) Broca's aphasia 是口語創造上產生困難
   (B) Broca's aphasia 的病人無法閱讀、覆誦和命名
   (C) Wernicke's aphasia 爲理解能力受損
   (D) Wernicke's aphasia 的病人保留了語法，說話順暢流利

2. 在測試空間感的作業中，發現嬰孩和成人一樣會表現出腦功能的側化現象(例如 Koenig, Reiss, & Kosslyn (1990) 所記載的)，從這個結果可以推測側化現象是？
   (A) 先天具有的成分居多       (B) 後天環境造成       (C) 這兩因素皆不是

3. 下列哪一個語言學名詞代表語言中具有「意義」的最小單位？
   (A) morpheme       (B) phoneme       (C) lexicon       (D) grapheme

4. 在雙胞胎實驗(twin study)中，在寄養家庭長大的小孩所表現的語言能力和空間能力，與誰的相似程度較高？又，雙胞胎實驗之設計旨在說明何者的重要性？
   (A) 生父母 - 先天(nature)的重要性       (B) 養父母 - 教養(nurture)的重要性
   (C) 生父母 - 教養(nurture)的重要性       (D) 養父母 - 先天(nature)的重要性

5. 人類對事件情節的記憶與學習( episodic learning)是屬於？
   (A) perceptual learning       (B) classical conditioning
   (C) motor learning       (D) complex relational learning

6. 對學習歷程研究的研究，提出 spacing effect，闡明密集練習的效果不如間隔 (spacing) 練習來得好，這種現象說明的是何種學習的效果？
   (A) 洞察學習(insight learning)       (B) 潛伏學習(latent learning)
   (C) 知覺學習(perceptual learning)       (D) 空間學習(spatial learning)

7. 在古典制約的研究中，巴伐洛夫(Pavlov)的狗被制約後，每次聽到鈴聲就分泌唾液，所分泌的唾液代表的是？
   (A) US       (B) UR       (C) CS       (D) CR

8. 瞭解一直在書桌前背誦化學名詞，背越多卻越是記不住，這種新的學習受到舊的學習影響的現象，稱為？
   (A) 反向干擾 (Retroactive interference)       (B) 首因效應 (primacy effect)
   (C) 順向干擾 (Proactive interference)       (D) 新近效應 (recency effect)
9. 失憶症病人 H.M.不記得看過的實驗器材，或做過的實驗，或者實驗做一半時被打岔，就立即忘記實驗內容。表示 H.M.具有下列哪一種不正常現象？
   (A) 動作型記憶的缺失  (B) 陳述型記憶的缺失
   (C) 內隱記憶的缺失      (D) 型態辨識的缺失

10. 人們回答「企鵝是鳥類嗎？」比回答「企鵝是動物嗎？」需要更長的時間，這並不能用語義記憶(semantic knowledge)的階層型組織(hierarchical organization)來解釋，為什麼？
   (A) 企鵝出現在日常生活言談的頻率很低(low frequency word)
   (B) 企鵝不屬於人類的心理字彙(mental lexicon)
   (C) 企鵝相對於動物的概念，缺乏典型效應(typicality effect)
   (D) 企鵝和鳥的階層距離(hierarchical distance)遠於企鵝和動物的距離

二、申論題 (20 分)
皮亞傑(Piaget)的認知發展歷程中，具體運思期(concrete operation)中個體所需學習的四個概念：conservation, classification, seriation, transitivity，分別是什麼意思？請分別舉一個實例解釋之。(每一個概念 5 分)

三、論文閱讀理解題 (共 50 分)

Think about the last time you listened to a debate on a controversial issue. Which presentation was more memorable - the one by the person who agreed with your views or the one by the person who disagreed? Social psychologists have usually assumed that people remember information more easily if it is consistent with their attitudes. If this assumption is right, you would remember more of the points made by the person who had agreed with you. This question of whether attitudes bias memory (and cognitive processes more generally) in favor of attitudinally agreeable information has often been tested and is known in social psychology as the congeniality hypothesis. The rationale for attitudinally congenial is that people are motivated to defend their attitudes against material that challenges them. Researchers assumed that people do this by screening out uncongenial information at various stages of information processing: People might avoid exposing themselves to uncongenial information in the first place; if exposed to such information, they might not pay much attention to it, they might distort is meaning, and they might have difficulty storing and retrieving it.
1.1 (單選題，3分) 第一篇文章所謂的 congeniality hypothesis，指的是什麼？
(A) 高創造力者比較不從眾的特性  (B)對事件選擇性的記憶
(C) 是人們慣用的代表性捷思法 (D) 缺乏客觀根據的自我覺察

1.2 (問答題，11分)
第一、將上文所陳述支持 congeniality hypothesis 的理由，以中文寫出來。
第二、從下列(A)-(E)理論中，選擇一個和 congeniality hypothesis 相似的，先說明該理論的基本內涵，並說明二者相似的理由。
(A) 後見之明的偏誤  (B) 基本歸因謬誤  (C) 認知失調論  (D) 刻板化印象


Competition may have a positive effect on intrinsic motivation because it poses an exciting challenge and/or increases the importance an individual places on doing well. As a result, individuals may become more involved in the activity, thereby promoting intrinsic motivation. Research has also shown that positive feedback, which may be received at the conclusion of a competition, can increase intrinsic motivation. Cooperation also has the potential to affect intrinsic motivation in a number of ways. Individuals can experience the benefits of being part of a team working toward a common goal, engendering a sense of relatedness with their teammates. Relatedness has been shown to be a crucial mediator in the intrinsic motivation process. In addition, cooperation has the potential to provide positive feedback if a team meets its goal, which should promote perceived competence and, in turn, intrinsic motivation. However, cooperation could also have negative effects on motivation if individuals feel a loss of autonomy because they are part of a larger group, if they perceive the group goal as externally controlling, or if they fail to meet their goal. Thus, cooperation would appear to have the potential to both increase and undermine intrinsic motivation.

2.1 (單選題，3分) 以力虹學習英文為情境，下列哪一個狀況與上文的主旨最符合？
(A) 力虹的學校舉辦英文單字背誦競賽，他下定決心要苦背單字，以便得名次
(B) 力虹的女友搬家到美國，他於是發奮要學好英文，未來才不會失去女友
(C) 力虹看到英文學習編組的名單後，就向老師提出要求要換到程度更好的小組，以便加快學習進度
(D) 力虹的英文老師進行遠距教學，要求小組利用MSN，以英文進行討論

2.2 (申論題，15分)
第一、上文陳述競爭及合作對內在動機的影響，介紹了很多「中介變項」，任選其中兩個，說明其所發揮的作用。
第二、根據本文的論點，進一步分析：以競爭情境引導學生發揮創造思考，可能會出現什麼狀況？以合作情境引導學生發揮創造思考，可能會出現什麼狀況？

Because children who work in cooperative groups outperform students who work by themselves or in competition with each other, researchers have focused on identifying what happens in cooperative groups that can explain these differences. First of all, research show that students learn more by giving elaborated help to others and that they learn less when they receive minimal elaboration from others. Giving and receiving elaborated verbal help plays a crucial role in helping group members deal with different perspectives on a problem, clarify their understandings, and construct new learning. In giving help, students are forced to cognitively restructure the information they provide so that other students can understand and use it. Students who receive help from others can also benefit from the detailed explanations they receive that allow them to correct their misunderstandings or misconceptions.

Second, when the task has a correct answer, such as mathematical algorithmic or computational tasks, where the answer can be found only by following a well-structured procedure, Cohen (1994) argued that there is no need for the group to engage in discussion. With this type of well-structured task, interactions tend to be limited to exchanging information, providing explanations, or requesting assistance. Cohen suggested that this type of task structure involves low levels of cooperation. In contrast, when the task is more open and discovery based, and where there is no single correct answer, group members show high levels of cooperation as they discuss how they will proceed as a group and share ideas and information. With this ill-structured task, productivity depends on interaction.

3.1 (單選題，3分) 以下何者最能說明第三篇文章的主旨？

(A)歷經長久的研究，均證明合作學習比個人獨立學習及競爭式學習，更能提升個人學習成效
(B)合作學習的效益來自於小組能善用每位成員帶來的資源，去達成共同目標
(C)合作學習會失敗的原因之一是老師採用了結構不良的小組活動
(D)當任務設計適當，使成員有機會收到(提供)精緻化的解釋，合作學習才會成功

3.2 (申論題，15分) 第一、根據上文來看，老師規劃合作學習時要注意什麼？第二、除了上文陳述的，你覺得還應該注意些什麼？