

The Analysis of Educational Selection and Multi-Phase Entrance Program Based on the Approach to Critical Sociology of Education

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Abstract

This article aimed to conduct critical studies on the dimensions of educational selection and multi-phase entrance program, based on the analytical approach to critical sociology of education. With the multiple types, educational selection shaped by the context of economic, politic, and social dimensions, and focused on the implications of teaching according to students' abilities, teaching without classification, and choosing schools and students with autonomy. But the inequality formation in contemporary capitalist society caused educational selection disconnecting educational ideals of equity and justice as well as equity of opportunity. Instrumental rationality of selective technologies, inequality structure of capitalist society, and reducing subjectivities of agents control the development of educational selection, and drawing its social configuration of inequality and injustice. Although the goals of multi-phase entrance program in Taiwan, for example, were regular education, abilities-based, and happily learning, this program corresponded to the ideology of mainstream society, and dominated by unequal structure in contemporary society. It couldn't empower students with humanity and developed schooling with efforts for the praxis of humanity and social liberation. Based on the above mentions, this article emphasized the analytical dimensions of instrumental innovation, structural liberation, and agential praxis on the study of critical sociology of education, and discriminated and authenticated the actions of the educational alternatives in the spirit of equality and justice.

Keywords: Educational selection, Multi-phase entrance program, Critical sociology of education

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教育選拔與多元入學的批判教育社會學分析

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摘 要

本文以批判教育社會學的研究取向為主，針對教育選拔與多元入學進行分析。教育選拔功能因應經濟、政治與社會脈絡之形塑而有多種面貌，其選拔本質聚焦在因材施教、有教無類與自主選才等意涵。但在當代資本主義社會的不

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平等形構下，教育選拔脫離公平正義與機會均等的教育理想，受到選拔技術的工具理性、資本主義社會的不平等結構，以及個體主體性消亡之宰制，因而呈現出不公不義的社會面貌。以我國多元入學方案為例，其標榜的正常教育、能力本位與快樂學習等目標，受到當代社會的不平等結構性宰制而淪為主流社會意識型態之符應地位，無法彰顯行動主體的主體性與能動性，更無能開展學校教育對於人性與社會解放的實踐功能之貢獻。因此，本文基於批判教育社會學的研究，企圖開展其在工具性創新、結構性解放與主體性實踐等面向之分析，進而辯證出符合公平正義的教育選拔行動策略。

關鍵字：教育選拔、多元入學、批判教育社會學