



京师外语学术文库

网络教师培训的 参与式设计探索

Exploring Participatory Design for e-Learning Tutor Training

—A Process Study of International Collaboration Between the UK and China

——中英两国国际合作过程研究

陈则航 著

外语教学与研究出版社

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网络教师培训的 参与式设计策略

——中国网络教师培训的经验研究

张明红 著

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《京师外语学术文库》

总序

为推动学科建设与发展，北京师范大学外国语言文学学院决定推出《京师外语学术文库》系列学术研究成果，包括专著和经过修改的高质量博士学位论文。

北京师范大学外国语言文学学院的前身是1912年建立的北京高等师范学校英语部。在过去近一个世纪的风雨历程中，她不断发展壮大，形成了今天在教学和科研两方面齐抓并重的学科特色，与北京师范大学建设“综合性、有特色、研究型世界知名高水平大学”的发展目标保持一致。

北京师范大学的外国语言文学学科在全国同行中位居前列。学院设有英文系、日文系、俄文系、公共外语教学部等教学单位，设有外国语言学研究所、外语教育与教师教育研究所、外国文学研究所、外语测试与评价研究所、比较文学与翻译所、日语教学研究所、翻译教学与研究中心等学术研究机构，另有一个校级科研机构——北京师范大学功能语言学研究中心。目前设有英语语言文学和俄语语言文学两个二级学科博士点、四个硕士点以及外国语言文学博士后科研流动站。

北京师范大学外国语言文学学院继承优秀的人文传统，发扬严谨求实的学风，与时俱进，开拓创新，以教学推动科研，以科研促进教学，教学科研双轨并行；每年除了派出师生出国访学进修或参加国内外学术会议外，还定期独立或联合召开各类学术研讨会；近年来获得各级各类科研项目和奖励数十项，在国内外重要学术刊物和出版社发表了大量研究著述。

北京师范大学外国语言文学学院矢志为我国外国语言文学学科的发展做出更多贡献。这里推出的正是为实现这一愿望所做的尝试。这套丛书初步拟定出版高水平学术专著20部左右，每批推出3-5部，逐渐形成规模和特色，首先重点推出北京市重点学科“英语语言文学”方面的建

设成果。书稿主要来自我院教师的科研成果；内容涉及外国语言学及应用语言学、外国文学、翻译与文化研究、外语教育与教师教育诸方面。书稿遴选首先鼓励院内教师个人申请，然后递交院学术委员会审核，通过认可的稿件，送出校外聘请同行专家进行匿名评审；评审意见返回后，由院学术委员会根据评审专家的意见确定入选范围。

在这里，我们要衷心感谢各位匿名评审专家以及外语教学与研究出版社的大力支持，也恳请海内外同行给予更多关心和扶持。

《京师外语学术文库》编委会

2010年1月

Preface

This preface is written jointly by Drs Gordon Joyes and Ian McGrath who were Chen Zehang's PhD supervisors at the University of Nottingham, UK from 2004-2008.

We began working with Chen Zehang in early 2004 when she was chosen as a key academic by her employer, Beijing Normal University, to work with us as a designer of online teacher training materials on the e-China project, a prestigious Sino-UK initiative involving leading universities and policy makers and supported by the Higher Education Funding Council for England (HEFCE) and the Ministry of Education (MoE) (China). Her performance in that role was outstanding and as a result she was made a visiting lecturer at the University of Nottingham. When, in late 2004, we obtained further funding from HEFCE for an e-tutor training project, we encouraged Chen Zehang to apply to become our PhD student and to work simultaneously as a research associate for this project.

Her doctoral research is in the critical area of collaborative e-learning design and her field work was conducted in an intercultural setting with ten Chinese online tutors and a team of UK academics and technologists in order to develop an understanding of the factors that affect effective e-learning design for e-tutor training. The use of an Activity Theory framework for the analysis is innovative and the research has made a significant contribution to the field of e-learning and intercultural working.

During her doctoral studies she won the CHINESE GOVERNMENT AWARD FOR OUTSTANDING SELF-FINANCED STUDENTS ABROAD. By 2008 her research had resulted in 8 major international conference presentations (2 at invited symposia), 3 papers in refereed conference proceedings, 2 international peer

reviewed research journal papers and one co-authored book chapter. The latter was an invited chapter, double peer-reviewed - nationally and internationally and appears in an edited volume published by Hong Kong University Press reporting state-of-the-art developments in e-learning in China.

Conducting intercultural research of this kind necessitates a great deal of personal sensitivity and skill. One of the reasons why Chen Zehang was able to elicit the kind of rich qualitative data she did from both Chinese and UK participants in her research was that she was trusted by both groups to represent feelings and attitudes objectively. There is no doubt in our minds that the central role she played in brokering understanding within and across project subgroups and teams was a major factor in the success of the project.

From our broader perspective, as her PhD supervisors, this is also an opportune point at which to record the pleasure we had in working with her. An ideal combination of responsive listener and self-directed doer, she somehow managed to balance the demands of research, home institution and family and still stay positive. Only those who have done the same will know how difficult that can be. We wish her success in her life as an independent academic and look forward to seeing her name on many other publications.

Dr Gordon Joyes

Associate Professor

School of Education

University of Nottingham

Dr Ian McGrath

Visiting Associate Professor

National Institute of Education, Singapore

(formerly Associate Professor, School of
Education, University of Nottingham)

Abstract

The role of the tutor in online learning can be complex due to the wide range of media and pedagogies that can potentially be used. As a result there is a need for effective training materials that recognize this and the eChina-UK e-Educator training project, funded in the UK by the Higher Education Funding Council for England (HEFCE) and the Ministry of Education (MoE) in China, aimed to meet this need. A Participatory Design approach was adopted within the project and this meant involvement of writers and designers with different backgrounds in the collaborative design of the module and the training materials.

Little research has been conducted in educational settings to explore such an approach and the purpose of this study was to identify factors that influence e-learning design in the Participatory Design process. There were three types of participants involved in this research, academic writers and technologists from the UK and potential users of the training module from China. A range of data collection methods were used, including questionnaires (International Profiler, Epistemological Beliefs Questionnaire etc.), monthly reflective journals, interviews, workshop audio recordings, meeting minutes, email exchanges. The main sources for analysis were the first three types of data. The last three types of data were used to triangulate critical moments identified by participants in their reflective journals and interviews as well as to provide examples of the actual design of materials. Comparisons between groups and activities (face-to-face and online) using an Activity Theory framework illuminated factors involved in working in groups and the influences of these on the pedagogic outcomes.

The findings indicate that a complex array of interrelated cultural, personal and technological factors influenced the Participatory Design process. The implications for future Participatory Design projects and future research areas and approaches are discussed.

Acknowledgements

Undertaking this research project has been a stimulating and exciting learning experience and I am grateful to all colleagues in the UK and all participants in China who helped with this study. I owe all of them a great gratitude for their contributions and support through my study and it could not have been possible for me to complete this thesis without their input.

In particular, I wish to express my sincere gratitude to my two supervisors: Dr Gordon Joyes and Dr Ian McGrath. They were always patient, supportive and encouraging. Their great guidance, advice, input and care stimulated me and made my learning enjoyable and fruitful. Without their wholehearted help and firm belief in me, this thesis would not have been completed.

Special thanks go to the following friends in the UK: Dr Helen Spencer-Oatey who offered a lot of helpful advice; Dr Barbara Sinclair, Dr Kevin Caley and Professor Marie Parker-Jenkins who not only offered academic advice but also looked after and entertained me during my study and whose friendship would be valuable all my life; Mr Quang Luong who helped with some of the illustrations in the thesis; Professor Carol Hall and Dr Hu Zhiwen who often encouraged me. The list is endless if I continue but I do owe thanks to so many.

My sincere thanks go to Professor Wang Qiang, Professor Liu Xiangyu and Professor Cheng Xiaotang who offered me a lot of inspiration, care and support. I would also like to thank Professor Wang Xing, Ms Hu Jun, Professor Lin Hong, Professor Peng Xuanwei, Ms Ma Xin, Mr Zhao Chunsheng and many other colleagues and friends at Beijing Normal University, who in one way or another supported me generously and whose names I shall always remember.

Last but not least, my sincere thanks go to my beloved family for their great love, continuous encouragement and endless support. It was them who

listened to me patiently and accompanied me through those difficult times in the course of the study. This book is especially dedicated to my husband, my daughter, my father and my mother-in-law.

Key Acronyms

AT	Activity Theory
DAR	Data from workshop audio recordings
DBI	Data of biographical/background information
DEX	Data from email exchanges
DGI	Data from group interviews
DII	Data from individual interviews
DMM	Data from meeting minutes
DRJ	Data from monthly reflective journals
EB	Epistemological beliefs
HEFCE	Higher Education Funding Council for England
ICC	Intercultural communication competence
ICT	Information and Communication Technologies
IP	International Profiler
MoE	Ministry of Education
MA e-ELT	Master online courses for English Language Teaching
PD	Participatory Design
PPT	PowerPoint

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