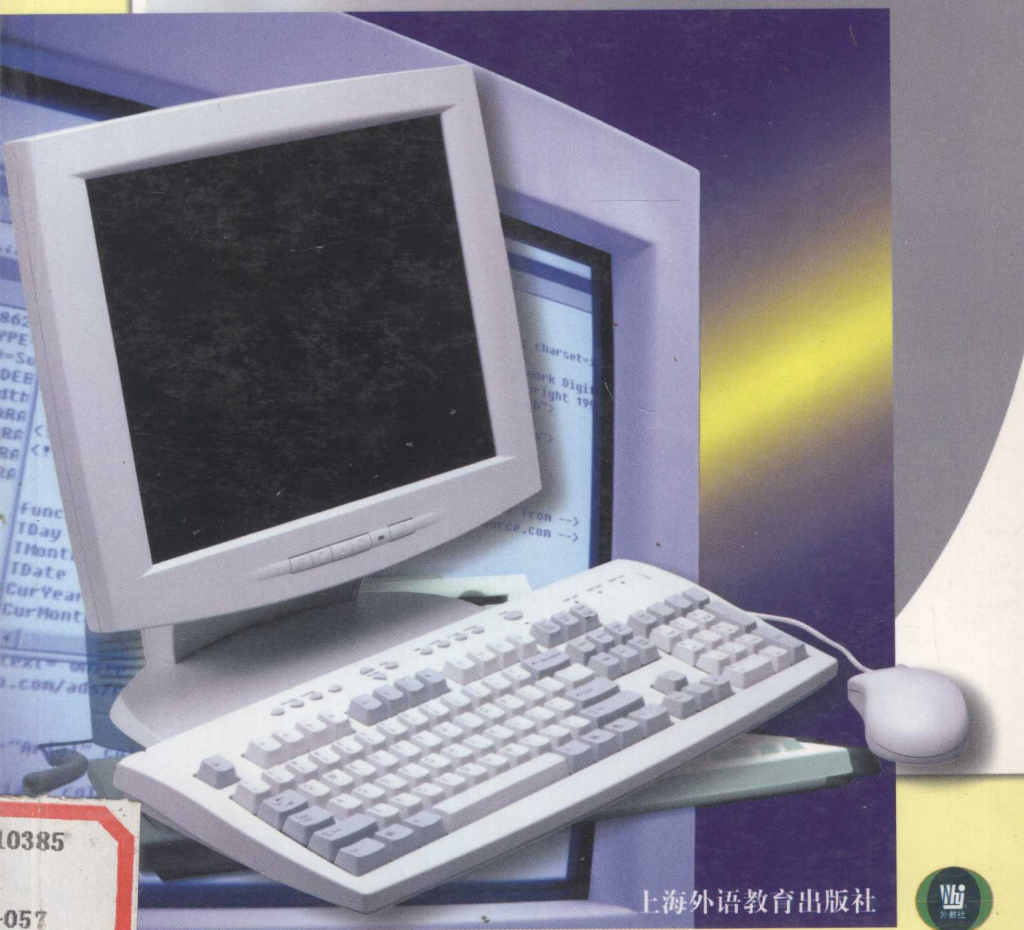


教育技术学论丛

*Forum on
Educational Technology*



10385
057

上海外语教育出版社



38-1038

TJH

教育技术学论丛

*Forum on
Educational Technology*

主 编 谭晶华
副主编 余伟康 郑有志
审 订 黄 任 梅家驹

上海外语教育出版社



图书在版编目(CIP)数据

教育技术学论丛/谭晶华主编. - 上海:上海外语教育出版社,
2002

ISBN 7-81080-487-1

I. 教… II. 谭… III. 教育技术学-文集 IV. G40-057

中国版本图书馆 CIP 数据核字(2002)第 035989 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 65422031 (发行部)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 施 行

印 刷: 常熟市华顺印刷有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/32 印张 5.375 字数 135 千字

版 次: 2002 年 8 月第 1 版 2002 年 8 月第 1 次印刷

印 数: 3 100 册

书 号: ISBN 7-81080-487-1 / G · 258

定 价: 8.50 元

本版图书如有印装质量问题,可向本社调换

《外语与文化研究》编委名单

主 编：吴友富

副主编：冯庆华 张 强

编 委 (以姓氏笔划为序)

卫茂平
王彤福
王德春
冯庆华
史志康
吕光旦
庄智象
吴友富
何兆熊
杨春雷
李基安
李 勤
张 强
汪义群
邹 申
周 平
梅德明
谢天振
虞建华

编辑部主任：杨春雷

编辑：何春燕 汪晓芳 张蕾

前 言

我国教育技术事业的发展,到今天,已有几十年的历史,可以说,这是一段不算太短的历史,尽管坎坷曲折,毕竟上了一个又一个新的台阶,无论在理论研究上,还是在实践运作上都在不断深入与前进,取得了显著的成绩。但也得承认,离理想的境界还存在不少差距,更令人遗憾的是全社会,甚至整个教育界都对实施教育技术在教育改革中的重要作用缺乏应有的认识。我们有必要作广泛的宣传,引起大家足够的重视。因此,编纂《教育技术学论丛》应该受到大家的欢迎和重视的。

本辑《论丛》的内容侧重于两个方面:一是远程教育,这是当前人们经常谈论的热门话题,有许多事情需要我们去;二是外语教学。教育技术在外语教学中起步比较早,实践比较多,取得的经验自然也比较丰富,由外语院校汇总这方面的经验,我想是义不容辞的责任。

这里特别值得一提的是张祖忻教授写的《需要分析与专业课程体系》一文,通过对一门专业课程的开发过程进行如此认真周密的考虑与规划,充分运用了教育技术的基本原理,它既有科学的依据,又有个人的见解,实属难能可贵。文章中的几个论点,不仅对开发和改进教育技术专业设置有重要意义,而且对教育技术的普遍研究也有一定参考价值。

限于篇幅,《论丛》的内容不可能囊括教育技术的方方面面,而我仍希望这本《论丛》的编纂出版能对教育技术的进一步发展和对广大的教育技术专业师生起到更大的推动作用。

梅家驹

2002.3

目 录

梅家驹 前言	i
--------------	---

理论探讨

Richard Cornell New Challenges in Distance Education	3
张祖忻 需要分析与专业课程体系	25
金振坤 远程教育传播学的研究对象	52
郑有志 也谈远程教育	63

教学研究

章国英 胡继岳 冯小诗 外语写作网络课程的开发与教学 实践	69
陈吉棠 现代媒体与外语教学	78
陈 东 如何充分发挥“第七媒体”的教学功能	86
李 瑞 将动机因素整合到教学设计过程中去	92
单伟中 英语 Web 教学方式中的内容设计	102
涂勇生 信息建模以及在教学管理与课件设计中的作用	114
刘敖明 TV5 频道与法语教学	122

机构运作

唐盛昌 发展信息教育的几个方向性问题——从上海中学	
---------------------------	--

	的信息教育实践谈起	129
谢云锦	蓬勃发展中的我国卫星电视师范教育	135
王珠珠	在浦光中学教学网络设计、实施和评估项目结题会议上的讲话——并谈加拿大远程教育和教育技术的发展现状	139

资料建设

马 林	浅谈外语音像资料的管理	149
李积勇	网络版图书馆集成系统的账户管理及其设计	155

CONTENTS

Mei Jiaju: Preface	i
---------------------------------	---

THEORY STUDY

Richard Cornell New Challenges in Distance Education	3
Zhang Zuxin Need Analysis and Specialized Course System	25
Jin Zhenkun The Object of Mass-Communication Study in Distance Education	52
Zheng Youzhi On Distance Education	63

INSTRUCTION RESEARCH

Zhang Guoying et al Design and Practice in a Web Course of Foreign Language Writing	69
Chen Jitang Modern Resources of Media and Foreign Language Instruction	78
Chen Dong How to Give Full Play to the Instructional Function of "Seventh Media"	86
Li Rui Integration of the Motivation Factor into the Process of Instruction Design	92
Shan Weizhong Content-Design in Web Instruction of English	102
Tu Yongsheng The Function of Information Modeling	

	in Instructional Management and Courseware Design	... 114
Liu Aoming	TV5 and French Instruction	122

ORGANIZATION OPERATION

Tang Shengchang	On the Issue of the Direction of Promoting Education via Information-Technologies: Views Based on the Practice of Information Instruction in Shanghai Middle School	129
Xie Yunjin	The Boom in Normal Education via Satellite-Tv in China	135
Wang Zhuzhu	A Speech at the Conference on the Completion of Designing, Implementation and Assessment of Puguang Middle School: Including the Present Situation of Canadian Distance Instruction and Instruction Technology	139

RESOURCES STRUCTURE

Ma Lin	The Management of Foreign Language Audiovisual Resources	149
Li Jiyong	Account Management and Design of the Integrated Network Edition of the Library System	155

理论探讨

THEORY STUDY

Richard Cornell

New Challenges in Distance Education

编者按：

应中国电化教育协会的邀请，理查德·康奈尔博士(Dr Richard Cornell)于2001年7月31日至8月20日访问了中国，并于8月4日在大连举行的中国电化教育协会年会上作了题为《远程教育面临的新挑战》的学术报告。征得作者同意，本刊略作删节后将该报告原文予以发表。

在该报告中，康奈尔博士回顾远程教育发展的历史及其在技术上的革新；分别从教学系统设计中的分析、设计、开发、实施和评价等5个方面(即ADDIE)来谈当前的远程教育中实际存在的一些问题及其面临的挑战，并且相应提出了一些建议。报告强调指出，我们的世界为各种学习者创造了越来越多的学习条件，而将教学与现代科技相结合的远程教育只是我们可以运用的众多手段之一。

理查德·康奈尔博士现任国际教育媒体理事会主席(ICEM)，美国佛罗里达州立大学教育技术系资深教授。近期，康奈尔博士分别与其同行编写了有关国际远程教育和远程师资培训的3本专著。这3本著作对现代远程教育将起到积极的推动作用。

Introduction

Thirty-eight years ago a professor and mentor then, now a retired colleague and friend, still retains his status as mentor to me. His name is Dr. Donald P. Ely, Professor Emeritus at Syracuse University.

Then, as now, he cautioned that technology use in education and training is but a means to an end, it is not an end unto itself. He has asked the ultimate question of us all when commenting: "If technology is the answer, what is the question?"

Don was one of my first teachers in the technology field who pointed me to the basic model of instructional systems design, what we lovingly term the "ADDIE" model. This model was developed during the Second World War by a group of theorists from our emerging field, who provided, through their use of ADDIE, a systematic way of looking at what we do. This model has, over the years, taken on innumerable forms as many have devised intricate ways to augment and extend its basic design to fit diverse learning scenarios (Gustafson & Branch, 1997). Some seem plausible, others mystify, but all, no matter their complexities, contain the basic elements as first described.

It is this model that I will employ as my own metaphor for addressing our topic: *New Challenges in Distance Education*. The model is:

Analyze = Design = Develop = Implement = Evaluate

In our field, a performance gap between what is and what

should be propels us to employ this model and thus directs our efforts toward design of new teaching strategies and learning materials. Increasingly, distance education is central to these tasks.

What performance gaps are we addressing? Earlier this year, in Braga, Portugal, a panel moderator listed a number of concerns, as set forth in a preliminary paper, many of which point to possible performance deficits:

New Challenges in Distance Education

Distance Education (DE) is undergoing a profound paradigm shift that can be characterized by the fact that:

- DE isn't any longer the realm of institutions exclusively devoted to DE such as the British Open University, the University of Alberta, the University of South Africa or others.
- There is a need to follow the trend in higher education of stressing learning over teaching.
- Higher education especially DE, like most service sectors of the society, is becoming increasingly technology dependent.

As a matter of fact, DE is now a major part of the strategic planning of any higher education institution and is the sole business objective of a growing number of purely commercially oriented corporations. This fact brings about a number of new problems such as:

- How to integrate DE in the culture and the adminis-

6 教育技术学论丛

trative procedures of a normal higher education institution? Which are the viable models?

- How to go about training today's academic?
- What will be the impact of commercially oriented ventures in traditional higher education institutions?

The other two trends will imply that there will be a move away from classical DE methods based exclusively on the student's individual supplemented by a loose interaction with the tutor towards rich learning environments based on the dynamics of learning communities. This new development will also carry about a number of issues such as:

- How do you go about creating and managing learning communities?
- What should be the functionalities of a collaborative environment designed to support a learning community?
- What should be the role of standardization institutions in the definition of such functionalities?
- What are the problems related to students' evaluation in a learning community?

Let's begin our discussion with the first element of the AD-DIE model, analyze, and progress through the rest of the model as we address the issues raised.

Analysis

It is necessary to begin by looking historically at how distance

learning has evolved over time. A number of years ago, in the first of three reports written for the International Council for Educational Media (ICEM) (<http://www.icem-cime.com>) (Farkas, Cornell, Armstrong & Saar, 1993), I began with an analogy:

Imagine if you will, what teaching was like in yesteryear. We laud those inventive souls of the past who taught despite having no materials, rudimentary communication forms, and a public that frequently chastised them for injecting into their teaching the most outrageous “frills” of the day.

We can envision, for example, the dwellers of Cave #4, headed by a matriarch whose health was quickly failing. Thanks to the discovery of fire and how it might be used, the clan in Cave 4 sent up distress signals to their cousins in Cave 5, some miles distant. Within half a day the Cave 5 medicine man arrived and saved the day.

Yes, smoke had been found to have uses far beyond deterring a rampaging tiger — it could be used to cook, to cure, to rid the cave of insects, and now, to communicate. Since that time, warriors have employed smoke for military reasons and, where other information had to be transmitted, smoke signals also saved the day.

Oh yes — it was that very same smoke, which, when learned by the young of the tribe, allowed them to understand words, numbers, directions, and events. The oldest taught the youngest and the technological revolution in distance education had begun.

In other early civilizations the sound of drumbeats served to warn, to inform, and to place entire tribes on alert. As with the encoded smoke of an earlier (and later) time, these early audio signals also taught the tribe basic communication skills.

It did not take long to add yet another piece of the technological pie to the mix—light, as a communications medium. Bits of glass or other shiny object, reflected from one hill to the next, began the advent of true multi-media, for now they had it all—smoke, sound and light! There seemed no end in sight as to the possibilities for communicating across the miles.

Introduction by Richard Cornell of Distance Education and Teacher Training; *From Smoke Signals to Satellite*, published by the International Council for Educational Media, Paris and Barcelona, 1993.

We can trace other “more recent” developments in distance learn-