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马金钟 于茂春 主编

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内容简介

本书的主要目的是帮助学生掌握教育技术专业英语的术语、基本学术语言的运用和学术思想的阐述,帮助学生能够独立阅读信息化教学设备的英文使用说明书、阅读英文摘要和英文文献,获取国际上教育技术的最新研究成果。同时也希望学生通过学习专业英语,能够熟练使用英文界面的工具软件,完成视频、音频的编辑与特效制作。全书分为三部分,Part 1 是学术论文的英文摘要阅读与理解,Part 2 是近年来在国际学术期刊发表的反映最新学术研究前沿的文章片段,Part 3 是摄像机、数码笔的使用说明书。为了方便学生学习,本书通过超星学习通、百度网盘等提供相应的中文翻译,并有推送相关的学习资源。本书所选文章具有一定的代表性,涉及了当前学术研究的几个典型领域。不当之处,还请专家学者批评指正。

本书可作为教育技术专业本科生和研究生的教材,也可为从事相关专业的研究者和学习者参考使用。

前言

教育技术学的飞速发展正在影响着教育的各个领域并成为教育深化改革的突破口和制高点,它与素质教育、教育信息化、教育创新、创新人才培养、终身学习体系的建立等重大问题紧密关系。同时,我们也看到,国际教育技术的发展给我们带了极大地引领和启示,如翻转课堂教学方式的传播、微课慕课理念的形与成,都得益于对外文文献的解读和交流。因此,作为教育技术的从业者和研究人员都应该通过不断学习专业英语,来迅速掌握教育技术学的新理论知识与新技术。为切实提高教育技术学本科生和研究生的专业英语能力,促进人才的高层次培养,我们撰写了这本教材。选材的原则如下:

(1)语言的规范性与纯正性。本书中的学术文章选自国外的经典文献,其内容对现实的教育教学也具有一定的参考价值。

(2)专业知识的广泛性与先进性。内容综合选取了学习资源开发、在线学习、微课慕课教育、教学资料系统方法、教学评价等内容,使读者在学习科技英语的同时也了解教育技术学的最新发展动态。

(3)专业知识的全面性。本书不仅重点强调了科技文献的“读”,也强调了理解与交流。本书的内容与超星云平台对接,包括术语与译文,学生的学习也增加了网络学习空间的内涵,使合作学习与自主学习形成很好的契合。

(4)专业知识的扩展性。教育技术学是一门知识更新极快的专业,因此学生必须了解本专业的最权威期刊,掌握科技文献的查阅方法。学生学习本书后能熟悉和掌握大量教育技术学专业英语的常用词汇和术语,提高阅读和理解原始的专业英语文献的能力,了解本专业里的一些新的理论知识技术,从而增强国际交流能力。

由于经验不足,加之作者水平有限,书中的疏漏之处在所难免,敬请读者批评指正,以便进一步改进和充实我们的工作。

编者
2017 年 8 月

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Part 1

Theses Abstract Reading

学习目标:

1. 掌握教育技术领域常用的和当前流行使用的学术术语;
2. 学会从摘要的阅读中把握文献的主要信息, 进而有取舍地选择是否要阅读全文。

Text 1

Flipped Classroom 2.0: Moving towards Creativity-Driven Smart Learning

Zhu Zhiting, Lei Yunhe

[Abstract] In the era of Industry 4.0, the demands for talents have changed. This change has called for new innovations in classroom instruction in basic education. To respond to this call, the over-favored flipped classroom needs to be upgraded to version 2.0. Flipped Classroom 2.0 is an advancement of early flipped classroom. It combines the ideas of flipped classroom and creativity-driven smart learning; it breeds a new teaching paradigm that merges flipped classroom with Maker Education; it forms a practical thinking that the “top-down” and “bottom-up” processes in Bloom’s Taxonomy complement each other; it derives a targeted learning model that is driven by creativity. Flipped Classroom 2.0 re organizes the learning behaviors in flipped classroom, and realizes the transformation and innovation of key instructional factors. This article explores the foundations of flipped classroom 2.0, tries to construct its theoretical framework, and analyzes its key variables and their mapping relationships in order to provide crea-

tive research ideas and theoretical guidance to deepen the integration of information technology with classroom instruction.

[Key words] Flipped Classroom; Flipped Classroom 2.0; Creative Learning; Smart Education; Smart Learning

Text 2

Promoting Talent Training Quality by Reforming the Classroom

Wei Jianguo

[Abstract] Classroom teaching occupies a central position in the whole talent training system. The quality of classroom teaching is the main basis and sign of the quality of talent training. Reforming university classroom is the breakthrough and key point to improve the quality of talent training. A university classroom is a place with in-depth and extended thinking and innovative and entrepreneurial talent training practices. It is also student-centered with the features of autonomy, inquiry, communication and participation. Taking information technology as the guide, the teaching practices in the classroom are devoted to training students' ability of digital learning and thinking. It is also a place where comprehensive ability evaluation is carried out as a basic way of open assessment. The change of teacher's role in class and the indepth reform of teaching concept are the premise for the task of "reforming the classroom". The reconstruction of teacher's responsibility in class is a reliable way to accomplish the task of "reforming the classroom".

[Key words] university; classroom teaching; quality of talent training; student-centered

Text 3

The Theory and Practice of the Design and Construction of Micro-lectures

Meng Xiangzeng, Liu Ruimei & Wang Guangxin

(School of Communication and Media, Shandong Normal University, Ji'nan,

Shandong 250014)

【Abstract】 Micro-lectures, as a new network learning resource, have been developed rapidly at home and abroad, and the researches on theory, design, development and application of micro-lectures have become one of the hotspots in network learning and mobile learning. The teaching practice model of micro-lectures is considered to well realize the philosophy of education on “Mastery of Learning Theory” based on the analysis of the connotation, characteristics and network environment of micro-lectures. The theory and the technological process of design and production of micro-lectures under the guidance of “Mastery of Learning Theory”, the five methods of creating micro-videos and their characteristics are described respectively in details. The methods of designing instructing model micro-lectures and the problems which should be paid attention in producing micro-videos are introduced on the basis of the practice of designing and producing a series of micro-lectures on “Psychology of Youth in Learning and Life”.

【Key words】 Micro-lecture; Micro-video; Micro-lecture design; Micro-lecture construction

Text
4

Research on Maker Education 2.0 and Smart Learning Activities from the Perspective of “Internet Plus”

Zhan Qinglong & Yang Mengjia

(School of Information Technology, Tianjin University of Technology and Education, Tianjin 300222)

【Abstract】 Learning activities are the practices that learners participate in, which are moving to focus on creative activities.

With the development of maker education in the era of “internet plus”, so that the learner’s creative abilities are improved. The paper puts forward a concept of maker education 2.0, defines it as maker education 2.0 = internet + maker education 1.0, investigates the basic ideas of maker education 2.0 (cultivating the learners with technology and creativity), analyzes its supporting space for “internet plus” technology, multi-dimensions of smart learning space and learners’ creative modes, and further explores activity elements including technology, enabling technology, way, process, affordance and

result. Based on smart learning space and activity elements in maker education 2.0, the different activity models for maker education 2.0 are constructed, which include smart classroom activity, smart training activity and smart creation activity.

【Key words】 Internet plus; Maker education 2.0; Smart learning; Technology wisdom; Creation wisdom; Smart class

Text 5

The Application Study of Learning Analytics Supported by Educational Data

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【Abstract】 With the proposition of personalized learning in recent years, learning analytics as the premise of personalized teaching has been the focus of the general education workers. Based on the domestic research status and the relevant models of learning analytics, the model of learning analytics should be a loop structure which embraces data collecting, data analysis, evaluation, forecast and intervention. The learning analytics' application strategy, namely, evaluation, forecast and optimization of teaching and learning should be carried out as follows, Evaluating the users' degree of knowledge based on their learning history and environmental data. And according to their learning data, forecasting their development trend of learning. Intervening the teaching and learning, optimizing teaching process in time guided by the results of evaluation and prediction. It may provide a different way of thinking to learning analytics application research based on educational big data.

【Key words】 Educational big data; Learning analytics

Text
6

An Analysis of The NMC Horizon Report: 2016 Higher Education Edition

Jin Hui, Liu Di, Gao Linghui & Song Lei

(International Comparative Studies Center for ICT in Education, Shanghai International Studies University, Shanghai 200083)

[Abstract] The NMC Horizon Report: 2016 Higher Education Edition was produced by the NMC in collaboration with the EDUCAUSE Learning Initiative (ELI), released in NMC's website in Feb, 2016. It highlights six emerging technologies or practices that are likely to enter mainstream use within their focus sectors, six key trends and six challenges that will affect current practice over the next five years from 2016 to 2020. In the context of the possible impact on learning, teaching, and core mission in higher education, this report has present an analysis of those 18 carefully selected topics, and an explicit discussion of essential questions related policy, leadership, and practice in higher education-focused institutions and organizations in a simple, non-technical, impartial way.

[Key words] The NMC Horizon Report; ICT in education; Educational model; Personalizing learning; Deep learning; Blended learning design

Text
7

Research on the Future Classroom Framework from the Perspective of Thinking Visualization

Yin Han & Zhang Jiping

(Department of Education Information Technology, East China Normal University, Shanghai, 200062)

[Abstract] Compared with the traditional and future boundaries of classroom teaching and learning, the necessity and uniqueness of thinking visualization is becoming more and more significant. Visualization identifies the specific areas of the evolution of contemporary civilization, the criticality of time, space and personnel of thinking vi-

sualization and knowledge visualization represent the relationship of unity and opposition between thinking visualization and knowledge visualization. Application of thinking visualization technology in the future classroom mapping the framework of future classroom which contains thinking visualization for teaching and learning activities and thinking visualization for teaching and learning environment. The model of design and development for thinking visualization in the future classroom framework, describes and illustrates the thinking visualization for teaching and learning activities and environment in the future classroom. The thinking visualization for teaching and learning activities in the future classroom, shows the synergy of thinking visualization for teaching and thinking visualization for learning. The thinking visualization for teaching and learning environment in the future classroom, embodies the integration of tangible technology of thinking visualization and invisible technology of thinking visualization.

[Key words] Visualization; Knowledge visualization; Thinking visualization; Future classroom; Framework of future classroom

Text 8

Three Typical Instructional Models in U. S. Higher Education Classrooms

Zhao Minna

[Abstract] Since the 1980s, a new Pattern of classroom instruction has risen and developed in American universities and colleges. It comprises three instructional models: example-based instruction, reciprocal teaching, and cooperative learning, which are characterized by flexibility, interactivity and the goal to foster students' creativity and all-round development. Studies show that the integration of these three models can help students promote creative application of knowledge and skills of cooperation, and develop their capacity of self-regulation and independent research.

[Key words] Instructional models; Example-based instruction; Reciprocal teaching; Cooperative learning

Text
9

The Teaching Practice Research of Flipped Classroom Based on Network Teaching Platform in Campus

Ma Jinzhong

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[Abstract] Flipped Classroom is a kind of new mode of teaching methods which relies on audio and video technology and network to change teaching form, it is began to use by Khan Academy. The model of flipped classroom emphasizes the production of e-learning resources and learning independently, it changes the traditional teaching situation that has been confined in the classroom for long time, and it is making change of the way of students learning. In this paper, we study from exploiting and utilizing resources in network teaching platform, discuss the different effect of the combination of classroom teaching and learning network platform, independent learning and collaborative learning, direction online and in classroom. We put forward the idea of specialization in instructional design, and emphasize to enhance teachers informational skills training, sharing resources with other students or other schools, establish an effective incentive mechanism, so it can accelerate the process of information in school curricula.

[Key words] Network platform; Flipped classroom; Learning mode; Instructional design; Learning as participation

Text
10

The New Challenge of College Teacher Teaching Capability System in MOOC Environment

[Abstract] High quality teaching depends on teachers' good teaching ability system. Based on the development and wide application of current MOOC, this article discuss the characteristics of teaching and learning reflected from MOOC, and analyze teachers should possess the ability structure in MOOC teaching through combining the teaching practice of many researchers, and put forward the teachers' training and development

ways for adaption to the MOOC teaching environment.

[Key words] MOOC environment; College teacher teaching capability; Development ways

Part ②

Theses Reading

学习目标:

1. 学会从英文文献中获取有价值的科学研究信息，并培养批判性思维，去粗取精，去伪存真。
2. 学习英文论文的写作技巧，阅读技巧，掌握常用的术语，了解国际教育技术发展态势。

Text 1 Experiences of the MOOCs Movement in Taiwan

1. Changing Roles of Learners, Teachers and Schools

The growing MOOC movement in Taiwan has changed the roles of learners, teachers, and schools and the means of interaction. Pedagogical concepts such as flipped classroom can be realized using MOOCs. Accordingly, MOOC adoption has increased rapidly in Taiwan educational institutions since 2013. Subsequently, the roles of teachers, learners, schools, and interaction between teachers and learners have changed. With MOOCs, learners are no longer limited to study in a classroom; rather, they can be self-regulated learners outside the classroom. In MOOCs, teachers are responsible for designing the learning process to guide students learning. Therefore, in MOOCs, the role of the teacher changes from a course provider to a coach. In MOOCs, schools become a metaphor, thereby changing the value of schools regarding their administrative staff, name brand, and campus. The means of interaction also change in MOOCs, be-