

— 大学研究型课程教材 —




澳大利亚问题研究

Handbook of Australian Studies



▣ 冷 慧 董广才/编著

▣ 辽宁师范大学出版社

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回 冷 慧 董广才/编著

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· 大 连 ·

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Preface 前言

《澳大利亚问题研究》是编者根据近三年来为辽宁师范大学学生开设的研究型课程和选修课课程的教案和讲义进行整理、汇编后而形成的教学科研成果。冷慧副教授在澳大利亚攻读博士学位期间，调查研究澳大利亚的高中、大学预科和大学本科的教育体制，广泛接触澳大利亚的教师和学生，分析了他们的教材和评价体系，系统地研究了澳大利亚教育体制与中国教育体制的异同点，着重探讨研究型课程在澳大利亚教学过程中的地位和作用。2005年回国后，经过一年的酝酿和资料搜寻，共开设过三门研究型课程，其中一门便是《澳大利亚问题研究》。董广才教授谙熟西方文化和教学体系，是中—西教育体制对比研究的专家。作为国际商学院的院长，他不仅拥有丰富的管理经验，还是制订国际商学院的教学大纲和教学计划的行家。研究型课程是他在教师和学生中一贯推行的教学模式。

研究型课程是以人为本的哲学思想在教学过程中的体现。这一崭新的教学理念需要教师对研究型课程的教学目标进行准确定位。我们依据中国的文化背景、教育制度和研究型课程的特点，以教材模块 (Modules) 所包含的主题 (Themes)、话题 (Topics) 和任务 (Tasks) 为主线，从宏观上引领学生成为学习的主体，指导学生采用探究式学习方法开展对澳大利亚问题的研究，使之脱离对教师的依赖。本书编写的最终目的是培养学生主动发现问题、表述问题、解决问题的能力，从而使学生在

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研究过程中学会独立思考、与他人合作、与他人沟通，并提高他们使用现代化的网络资源、陈述个人见解和观点的能力。

本书编写的第一个基本理念是愉悦的学习体验。学海无涯“乐”作舟是健康的、可持续的学习心态。通过与学生的交流和互动，教师在真诚、友好、和谐的课堂活动中 (Fun in Class) 发现学生的话题兴趣点，动态性地确定教学重点，满足学生的学习需求，激发学生的学习动机，在学有所用的兴趣推动下，使学生不仅在课堂上与教师和其他同学互动，确定要探讨的问题，更能在课下去图书馆、资料室、网络中心搜索资料、分析对比资料，在与图书、资料和其他同学互动的过程中，延长和加深愉悦的学习体验，在解决问题的过程中体验成就感和满足感。因此，本教材的前十三个模块在编排上虽然有次序，但教师和学生在使用本教材时，享有充分的自主权，可依据话题的相关性，灵活地选择某个模块，择取该模块中的内容，并以此为基石，拓宽、拓深要研讨的内容，从而成为积极的教材使用者，而不是被动的接受者。

“授之以渔”是本书编写的第二个基本理念。在网络资源极大丰富的当今时代，教会学生利用互联网和多媒体资源来获取、整理和分析与课程相关的信息是大学教师的新任务。首先，培养学生养成正确索引的习惯是避免知识产权纠纷和不规范学术活动的基本要求。为树立健康的学术风范，我们身体力行，为每一篇从网络和报纸上改编的文章都提供了索引的出处，既尊重了原始作者（报纸、网页）的知识产权，又方便学生查找原始出处，以便为他们进一步的学习和研究提供资料参考。再者，为鼓励学生使用英语搜索引擎来查找信息，我们特意在展示话题材料后编写了通过使用搜索引擎才能完成的研究任务 (Google for Research)，并引导学生搜索影像资料 (Video for Research)，丰富他们的学习素材，为学生提供广阔的阅读空间和另一个视野平台。

本书编写的第三个基本理念是促进学生与他人合作，使之学会与人沟通来分担大负荷的研究任务。研究型课程课时少，平均每周 90 分钟，每学期 15 周。在不足 24 小时中要完成有深度的对澳大利亚问题的研究，一定需要学生在课后积极配合，花费是课上时间的三至四倍的时间和精力来完成教材规定的预习、复习和研究的多项任务。我们编写的双人活动 (Google for Research)、小组活动 (Video for Research) 可以指导学生分工协作，减轻学习压力。

本书编写的另一个理念是使用“成长记录袋”(Portfolio) 评价体系。研究型课程和选修课课程鼓励探索、鼓励创新，因此，学生的探究、思考、分析、对比等高层次认知活动的过程比记忆单词、背诵课文、纠正发音等教学活动更有深远的意义。

“成长记录袋”评价体系与以人为本的教学理念相吻合，尊重学生的劳动，展示学生的成果，记录学生的心智成长过程。“成长记录袋”评价体系还是促进学生自我反思、调整学习进程和目标、激励学生取得更高的成就的手段。“自我评价”、“小组评价”和“教师评价”是学生成长记录袋中的主要内容。

《澳大利亚问题研究》由十三个模块构成，模块内容围绕主旨话题展开，每个模块包含三个需要学生通过互动和探究完成的任务(Tasks):

任务一: Think-Pair-Share (思考—分组—分享)。该任务以课堂互动为基点，启发学生思考和讨论，教师根据学生的兴趣，适宜地导入模块中的话题和教学重点。

任务二: Interacting with the Theme (与主题互动)。该任务以主旨话题的形式，展示该模块的主要内容。每个模块的主旨话题下设三个具体话题，循序渐进地促进学生与主旨话题内容之间的互动。教师依据学生的兴趣、话题相关性和时间安排，灵活择取话题内容。

任务三: Springboard for Further Research (研究跳板)。该任务以 “What? —So What? —Now What?” 问题图表的形式出现，充分体现研究型课程的本质，鼓励学生

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挖掘已有的与该模块相关的背景知识,提出与个人兴趣相关但尚待解决的问题,最后激发学生在所学内容的基础上,利用课余时间完成一个与该模块相关的研究课题,推进学生对问题进行更有深度和广度的探究。

本书具有区别于其他教材的三个特色:一、充分体现以学生为中心的教学理念,即以学生的兴趣为中心,以学生的参与为中心,以学生的研究为中心。学生的参与不仅包括课堂讨论式参与,还包括课下对问题的探索和研究式的参与,也包括学生对整个学习过程和成长过程记录的记录性参与和评价式参与。二、充分发挥教师的导师地位,使教师以“引导”为主,以“教书”为辅,以“激发”为主,以“回答”为辅,以“倾听”为主,以“讲解”为辅。三、在教学内容处理过程中,鼓励教师和学生自主性和能动性,不为本书编写的框架所束缚。

本书为大学研究型课程和选修课程的创新教材,需要所有选课同学的积极参与和实践。明确的教学目的是学生自主学习的动力。一个学期的教学时间有限,在使用本书的期间,需要同学在课下主动、自觉地安排充足的时间来进行调查研究。授课方式也突破了大学课堂上普遍的教师授课—学生听课的传统方法,而是通过学生自己发现问题、研究问题以及最终解决问题的形式来完成对课程的深度理解。教师在使用本书的过程中,主要作用就是引导学生讨论和研究,对学生完成的课题作出过程评价和结果评价。

本书语言地道流畅、通俗易懂。全书结构合理、条理清晰,有很强的趣味性和可读性。本书的大部分内容在辽宁师范大学本科生、研究生中试用过,均取得了很好的教学效果。学生通过在课堂上与教师和其他同学之间互动沟通,通过对主题内容深入学习和思考,课后进行兴趣探索,完成研究任务,记录个人学习的心路历程和取得的成果,在提高语言表达能力和交际能力的同时,更加深了对澳大利亚语言、历史、地理、文化、经济、政治、教育、风土人情的认知。

本书的读者不仅是高等院校选修澳大利亚问题研究课程的大学生，还是喜爱跨文化方面内容的本科生、研究生、英语教师及广大从事跨文化交际工作的涉外人员。本书特别适合即将奔赴澳大利亚留学和工作的朋友们。

谨借本书出版的机会，我们向培养我们多年的母校——辽宁师范大学表示衷心的感谢！感谢外国语学院领导、同事和与大家一起探索知识和分享学习快乐的学生们！他们都是我们努力工作的推动力。同时，感谢辽宁师范大学教务处对出版优秀教材和特色教材的支持和对本书出版的资助，也感谢辽宁师范大学出版社的默契配合和通力合作。

书中若有遗漏和不妥之处，敬请各位专家和读者不吝指教。

编 者

2009年5月

Preface

Learning is a journey. As a handbook, *Australian Studies* is designed to incorporate Chinese undergraduates as learning explorers and initiators in the area of Australian issues. The uniqueness of this handbook, which distinguishes it from other text books about Australia or other resource books or online materials, lies in the excitement that students would experience in following the activities in class through engaging in interaction with their teacher and peers and through conducting after-class research. The ultimate goal of this book is to equip students with learning strategies and develop learner autonomy, which will enable them to embark on their own 'adventure' about Australia when the course is over.

A key feature of the book is to introduce the themes of Australia with "Fun in Class", "Google for Research" and "Video for Research". "Google for Research" takes the form of pair work, whereas "Video for Research" can be accomplished through group work, if desired.

The book is organized into learning modules that are designed to generate student interest in the subject and also to give real choices to teachers and students as to the content of their learning. These modules are not necessarily arranged in the order of importance. Rather, they are the means to the end. Teachers and students are encouraged to form their own order and to enrich the modules through student needs and curiosity.

Firstly, each module begins with a "Think-Pair-Share" activity. This activity enables students to warm up their encyclopaedia (pre-existing) knowledge. It is also designed for students to speak with one another and to

voice their opinions to one another. Rapport is hopefully built up in the whole class to relax students, so that students are not inhibited in thinking and in expressing their views.

Secondly, each module focuses on one theme, which includes a number of topics for students to expand their knowledge about Australia. All the topics are introduced to students through questions to pique their interest.

Thirdly, each module has a “Springboard for Further Research” component that allows students to express their opinions about what they have learned. A sequence of questions, ‘What?’ – ‘So What?’ – ‘Now What?’ , are designed to motivate students to reflect on what they have learned and to evaluate what they have learned, so that they can develop the skill of critical thinking. The ‘Now What?’ questions are designed to drive students to explore more on the related issues.

Finally, the portfolio concept allows teachers to use a new form of evaluation. Portfolios, which are collections of students’ work over time, are often used for evaluation of a student’s abilities and improvement. In recent years, process-evaluation has gained educators’ attention, since it is based on not only the students’ learning product, but also their learning process. That is, the student’s effort in improving themselves is evaluated while their learning is being assessed.

For the portfolio, students select the main content for their individual project from the complete listing of modules. All students will incorporate module 1 into their portfolios but the second part of the portfolio is at the discretion of the student. It is anticipated that students with different majors and different interests might want to incorporate different modules to reflect their learning autonomy.

The first thing students should do for their portfolios is to make an overview of the text to get an idea of what they want their portfolios focus to be and then decide the direction they think will be most beneficial to them. The portfolio also incorporates self-evaluation as well as peer evaluation processes. Students are expected to do research, select the information they want to include, and finally, make a presentation to their small group and/or to the entire class.

The book is hoped to elevate learning to the stage of meaningful inquiry, teaching research skills, presentation skills as well as generate content knowledge in an area of student interest.

The modules covered in the handbook are the result of interest identified by the students who attended the course in the past three years.

All in all, through interaction and personal research, students are expected to develop useful skills for gaining access to resources such as libraries and the internet for solving problems encountered in their study and in their real life.

Expectations for students

This handbook is designed for students to take charge of their own learning through a research component. Students in this research-oriented course take roles differently from what they are assigned in other classes. They are expected to take initiative in thinking, questioning, sharing, negotiating, interacting and even debating with other students and their teachers. As a result they are expected to grow a sense of achievement and to experience the fun of learning, and the joy of doing research through using libraries and surfing internet. They are also expected to monitor their own learning process and evaluate the process of their peers. In particular, they are expected to

- 1) activate their world knowledge in class and share their knowledge with other students and their teachers;
- 2) learn more about issues in Australia, by interacting with the themes and topics included in the book;
- 3) use the internet for searching more information about the relevant topic after class;
- 4) reflect on what they have learned and searched to form opinions of their own; and
- 5) record their learning process by presenting the materials that can show their research effort, including PowerPoint, audio files, word documents, and database resources.

Ultimately the course expects students to develop a multi-media presentation focusing on “Facts about Australia” as well as one additional aspect of Australia as selected from the list of course modules.

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Students are also expected to develop an understanding of the learning process to become autonomous learners. The ideal learners for the course should be reflective, collaborative, contributive and interactive.

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Module 1: Fast Facts about Australia

Task One: Think-Pair-Share

1. What comes to your mind when the word 'Australia' is mentioned? Why?
2. Visualise the globe. How do you think Australia got the nickname of 'Down Under'?
3. What do you know of Sydney Olympics in 2000? Look at the pictures below and guess who Nikki Webster is.



Nikki Webster (born 30 April, 1987) is an Australian pop performer. In 2000, she became a household name in Australia following her performance as "Hero Girl" at the opening ceremony of the 2000 Sydney Olympics. Her song "We'll Be One" was released as a single in Australia in 2000 and went gold. As the young star of the Olympic Torchlighting ceremony, she was invited to come to Beijing on April 14, 2001 to participate in a series of activities in support of the bid for the 2008 Beijing Olympics.

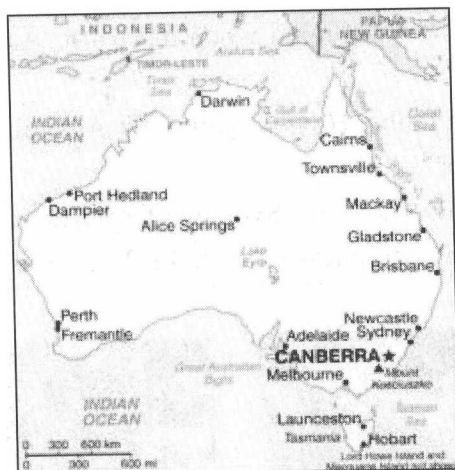
☞ Adapted from:

http://en.wikipedia.org/wiki/Nikki_Webster

http://english.peopledaily.com.cn/english/200104/12/eng20010412_67560.html

Task Two: Interacting with the Theme

★ Topic 1 *What and where is Australia?*



Australia's official name is the Commonwealth of Australia. It consists of six States and two Territories. Most inland borders follow lines of longitude and latitude. The largest State, Western Australia, is about the same size as Western Europe. In land area, Australia is the sixth largest nation after Russia, Canada, China, the United States of America and Brazil. It has, however, a relatively small population. Since Australia is located south of the equator and when looking at a world globe in its normal orientation, Australia looks like it is underneath the rest of the world—thus the nickname, Down Under.

It is bounded by the Indian Ocean and the South Pacific Ocean. Australia is the only nation to govern an entire continent and its outlying islands. The mainland is the largest island and the smallest, flattest continent on Earth. It lies between 10° and 39° South latitude. Australia doesn't get much rain and it is the driest inhabited continent on earth.

原书缺页