

# 远程教育

教学设计元素 >>>



郑丽华 [著]

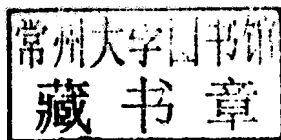
Instructional Design  
Elements for Teaching  
at a Distance

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# 远程教育教学设计元素

Instructional Design Elements for Teaching at a Distance

郑丽华 著



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## 内容提要

本书对美国北依阿华大学教师和学生对使用远程教育技术英特网和 ITV 进行教学设计的需求所持的观念进行了研究;对如何在远程教学中运用这些因素提出了一些建议;对远程教学中的教学设计进行了前瞻性研究;对远程教学中如何进行教学设计提出了一些新的观点,具有理论和实践方面的指导意义,旨在帮助英语教师努力迎接远程教学的挑战。

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## 导 言

远程教育在过去的十年内发展迅速。根据中国外国语言教学与研究制定的“十五”规划（2002）以及国内外的研究文献表明，外语教学/教育在未来五年内，将会呈现一些发展趋势，其中之一是使用多媒体技术在英特网上教学。远程教育专业人士需要扮演的角色之一是教学的设计者（Thach, Korhonen. 1994）。然而，如同 Koszalka 和 Bianco（2001）建议，少数研究文章描述了教师对把不同类型的设计元素融入远程教育课程成功与挑战方面的观点。为了确保最佳的学习效果，远程教育教师需要了解、运用一些重要的远程教育教学设计元素。该专著对远程教育中的教学设计进行了前瞻性研究，对远程教育中的教学设计元素提出了独到的见解，弥补了理论上的空白。笔者确认了一些远程教学中的关键教学设计元素，它们是，（1）学习者的考虑；（2）内容的组织；（3）教学策略；（4）远程教育技术（the Internet and interactive television）特性和（5）远程教学评估。研究中所获得的数据为远程教育项目计划者、教育家和工作人员提供必要的知识，用以改进远程教学的质量，为远程教师和学生提供更好的资源和服务。

此专著具有较强的实用价值。它体现在：

1. 为在教育（包括大学，中学和小学）和其他领域中一切从事远程教育的工作人员，包括远程教育教师，研究人员，远程教育教学设计人员，行政管理机构和决策人员提供实践方

面的指导。

2. 可作为大学教育专业和电脑专业教育技术方向（远程教育领域）本科生或研究生的专业教材或教学参考用书。

3. 可作为大学英语应用语言学专业（教育技术或远程教育方向）本科生或研究生的专业教材或教学参考用书。

4. 可为一切运用远程教育手段从事英语教学的教师提供理论和实践方面的指导。

5. 可为远程学生提供远程学习方面的重要信息。

因此，笔者期望此专著的出版会对中国的外语教学/教育和远程教育事业的发展起到一定的推进作用，带来较好的社会效益。

本书分为四章：

第一章，介绍。该章描述了与远程教育相关的一些基本问题，旨在为读者提供一些背景知识，以便更好地理解本书随后几章所探讨的问题。

第二章，远程教育关键设计因素。该章对远程教学设计进行了文献综述。笔者确认了一些远程教学中的关键教学设计元素。它们是，（1）学习者的考虑；（2）教学内容的组织；（3）教学策略；（4）远程教育技术（the Internet and the interactive television）特性和（5）远程教学评估。笔者对如何在远程教学中运用这些因素提出了一些建议。

第三章，教师对运用教学设计因素所持的观念。该章研究了美国中西部一所大学教师关于他们如何理解并且运用教学设计元素进行远程教学的观念。该章对远程教学中的教学设计方面进行了前瞻性研究，对远程教学中如何进行教学设计提出了一些新的观点，具有理论和实践方面的指导意义。

第四章，教师和学生对用远程教育技术英特网和 ITV 进行

教学设计所持的观念。该章对美国北依阿华大学教师和学生对使用远程教育技术英特网和 ITV 进行教学设计的需求所持的观念进行了研究。

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# Chapter One Introduction

This chapter gives a general description of some of the main or basic issues relating to distance education with the purpose of providing some background information to help the reader comprehend better the contents discussed in the following chapters. Concretely, this chapter is divided into three sections. The first section addresses general distance education; the second section covers general instructional design; the third section discusses distance education technologies. These subtopics all contribute to how to use the Internet and ITV for designing instruction in distance education.

## *General Distance Education*

Distance education has been defined in quite a few different ways. Keegan (1996) synthesizes a number of similar definitions in defining distance education in 1980. According to him, six basic defining elements of distance education are described. First, the separation of teacher and learner which is central to nearly all of the definitions distinguishes distance education from conventional, oral, group-based education. Second, the role of the educational organization distinguishes distance education from private study. Third, distance education takes the place of interpersonal communication with some form of electronic communication: print, telephone, teleconference, audio, video, broadcasting, computer. Fourth, two-way com-

munication is provided in order that learners can initiate dialogue. Fifth, possibility of occasional seminars is another characteristic of a definition of distance education. Sixth, the concept of the industrialization of teaching and learning proves to be radical separation of distance education from other forms in the educational setting. These six elements describe the nature of distance education in the best way and make a clear distinction in essence between distance education and traditional education approaches.

### *Three Different Structures of Educational Provision*

Keegan (1996) identifies three different structures regarding the analysis of educational provision from the point of view of distance education: conventional provision; teaching at distance; teaching face-to-face at a distance. Conventional provision is characterized by normal education provided in schools, colleges, and universities today. Its main structures include the dialogue, the lecture, the tutorial and seminar, the laboratory practical, the field trip and periods of study in the library or resource centre. The major technologies used are the overhead projector and the white (or black) board, technologies which need the students to travel to the institution in order to learn. Teaching at distance refers to the learning with the separation of teacher and learner and of the learner from the learning group. This form of education is offered today by correspondence schools, open universities and distance or external departments of conventional colleges and universities. An electronics revolution in the 1980s generated the third kind of provision—teaching face-to-face at a distance. Virtual or electronic classrooms are

now operated by satellite or by compressed video codec technology or connected by full bandwidth links, achieving teaching face to face at a distance. The instructor can see and hear the students present at the main site and also all the other students at the other locations hundreds or thousands of kilometers away. All the students at all the sites can see and hear the instructor and all other students in the system. The face-to-face interaction in education is reestablished electronically. These three elements are important for distance learners to choose appropriate educational opportunities to continue their learning experience.

### *Distance Teaching and Distance Learning*

Distance teaching and distance learning are two different concepts. Keengan(1996) states that distance education consists of two parts: distance teaching and distance learning. The former indicates the process of course development by which a distance institution prepares learning materials for students. The latter refers to the process of learning from the students, perspective. Distance education began to be accepted and became powerful in the early 1980s. The basic feature of this kind of education is: the separation of teacher and learner which differs from conventional, oral, group-based education. This form of education has two operating systems: the course development subsystem( distance teaching) and a student support subsystem( distance learning) ( Keengan. 1996. 9) . Distance teaching should be perceived from the instructors' point of view and relates to delivering education or training material "while not being physically present at the same location as the students" while dis-

tance learning should be seen from the learners' perspective (Belanger and Jordan, 2000). It is closely associated with distance teaching. Learning may not take place in the distance setting with obstacles present from the learners' point of view, such as troubles with employing the technology, or lack of instructor interaction when answering questions (Belanger and Jordan, 2000). Therefore, distance teaching and distance learning represent two different subsystems which function in different educational settings.

### *The Need for Distance Learning*

Though distance educators are concerned that distance learning may not ensure the quality of instruction, its benefits have been shown. Many forms of distance learning are quickly developing. Belanger and Jordan (2000) demonstrate several reasons for this growth. First, distance learning creates new opportunities for students that may be prevented from participating in the learning process otherwise. These potential students involve those with limited mobility due to handicaps or obligations like child care or elderly care, or those living and working in remote areas where such education is unavailable. Second, institutions are able to teach a greater number of students with relatively fewer instructors through distance learning. This offers a cost-effective way to promote higher education. Third, lifelong learning is provided to learners after graduation despite lifestyle or location. Just because of these advantages many higher educational institutions have implemented or are implementing some distance learning programs. Consequently, the whole society may benefit from an overall enhancement in literacy through a

greater number of people accessible to education.

### *Levels of Distance Education*

Distance education exists at a number of different levels. To understand these different levels, a typology developed by Mark (1990) is used. Mark (who chose to use the term (distance learning)) distinguishes these four levels as follows (cited in Moore and Kearsley, 1996).

The first level of distance education is distance learning program. These are activities carried out in a conventional college, university, school system or training department whose primary responsibilities include traditional classroom instruction. In recent years many faculty have chosen to teach their courses off-campus by means of audio or video conferencing, simply adding the distant learners to their conventional class. This is sometimes referred to as the “craft” approach to distance education, since it usually consists of a single teacher working alone, as contrasted to working with a team in a systems approach. A distance learning program does not usually have its own faculty or administrative services. The second level of distance education is distance learning unit. It is a special and separate unit within a conventional college, university, or school system that is dedicated to distance learning activities. Such a unit will normally have administrative staff whose sole responsibilities are distance education; it may also have dedicated faculty, though most call on the faculty of the parent body to provide most of the teaching for the unit. The extension divisions of most universities are illustrative of this level of distance education. The third level of distance

education is distance learning institution.

The sole purpose of the institution is distance education. All activities are exclusively devoted to distance education. Such an institution will have a faculty and administrative staff whose duties are different from those at a traditional college, university, school system, or training department. The British Open University, is a world-famous example for a distance learning institution. The fourth level of distance education is distance learning consortia. Consortia normally consist of two or more distance learning institutions or units who share in either the design or delivery of programs, or both. The National University Teleconference Network ( NUTN ) and “ Star Schools ” are examples of such consortia. This distinction among the different levels of distance learning will be useful for a distance educator or student if he/she tries to identify whether what is being talked about is at program, unit, institutional or consortium level because the term can be used carelessly.

### *History of Distance Education*

A history of the development of distance education is about one hundred and fifty years ( Keengan. 1996 ). As early as 1728 regular mail service was employed to help with traditional education. However, this model did not have the opportunity to spread widely for a great many years. It indeed showed that individuals need to take responsibility for their learning. This mode, correspondence education, has been used to deliver education chiefly through mailing print forms of class lectures and assignments to place-bound individuals or nontraditional students for the last one hundred and fifty years.

The earliest distance tutoring courses taught short-hand and started in England in 1840. Soon after that, a national postal system appeared. Anna Ticknow provided twenty-four subjects regarding “Society to Encourage Studies at home” totally to women, who did not have access to any educational opportunities. In 1891, Thomas Foster taught courses concerning mine safety through correspondence. In the US, Lyceum and Chautauquas offered local lectures which provided some cultural and educational experiences. Besides, he provided four year degrees. Unfortunately, he could not continue this endeavor. Other opportunities also grew particularly in rural areas.

Since the First World War, distance education has developed rapidly and has become known all over the world. William Rainey Harper, the father of modern correspondence education, established the first department of correspondence education at the university of Chicago. With other media and technologies available such as newspapers, radio, television, telephones, satellite transmission, electronic publishing and computer mediated communication, these technologies have been gradually integrated in the distance education courses. The British Broadcasting Corporation (BBC) employed radio to delivery non-credit or non-degree courses to adults with the purpose of improving individual lives. For decades, Australia had provided Radio School of the Air program to school age children who lived on remote stations. In US, schools at all levels offered credit and self enrichment courses through radio. Television opened up new dimensions to distance education. Individual learners watch lectures, read materials and come to a centralized location to take examinations.

Most education at a distance did not become part of traditional

educational institutions, either four years universities, or community colleges, until the 1960s (Schrum and Luetkehans, 1997). In 1971, the University of the Air in the United Kingdom started teaching courses toward complete degrees.

Distance education has developed very rapidly in the past thirty years. Great changes have taken place in the quality, the quantity, the status and the influence of distance education provision. This refers to a world-wide shift from private to public provision. From 1870 to 1970 most of the systems were proprietary and the field was called “correspondence study” “home study” or “external studies” (Keengan, 1996:3). Today most governments all over the world are taking into account implementing distance education programs and are doing a research in its function as a complement to traditional education.

In the late 1990s, distance education has become a valuable component of many education systems and has demonstrated its strength in those areas where traditional schools, colleges and universities are problematic with satisfying criterion. (Keengan, 1996).

Now, as Schrum and Luetkehans (1997) observe, millions of learners throughout the world have had the experience of learning at a distance. Large numbers of students in higher education are distant learners since the distance education provided them with the opportunities to learn directly at homes and offices. The geographically and physically separated populations can experience higher education since instruction can be delivered through technology in a timely and more interactive way. Multiple technologies connect the

independence of correspondence courses with the interactivity provided by compressed video.

Moore and Kearsley (1996) describe the history of distance education by dividing it into three stages. They assert that the history of distance education is “not American only, but international” (p. 19) and point out that this history embraces a number of different stages (Moore and Kearsley, 1996). They summarize the features of those stages as follow. The first stage is correspondence study. The major media of communication are printed materials, which include a study guide with written essays or other assignments being sent by mail. Today, a great percentage of distance education courses are still handled through this approach. This is especially true in countries other than in USA. The second stage of distance education started with the establishment of the first Open universities in 1970s. These universities, using a total systems approach, design and implement distance learning programs. The primary delivery tool is still correspondence; broadcast and recorded media are also used. And programs are particularly distributed through radio, television, and audiotapes. These media function as a transition to the third stage of distance education. In the 1990s, the third stage of distance education appeared with the characteristics of computer conferencing networks and computer-based multimedia workstations.

Through reviewing the history of distance education, one tendency has become very clear that the application of distance education will continue to increase and will create major changes from the way education traditionally took place with the rapid development of the distance education technologies. It is true that we are moving

toward an age when the particular features (speed, interactivity, multiple locations, and a variety of communication techniques) of distance education enable teachers and learners to interact over distance in almost conventional ways (Schrum and Luetkehans, 1997).

### *General Instructional Design*

#### *A General View on Instructional Systems*

Dijkstra and Merrienboer (1997) propose a general view on instructional design.

According to this view, the main classes of problems an instructional designer is faced with are (a) the selection and ordering of problems or cases on which learning and instruction may be based, (b) the construction of learning opportunities or learning environments from these problems or cases, and (c) diagnosing learners. Figure 1.1 represents a general view on instructional systems which indicated these problems. The figure of this general view on instructional systems indicates that learning/learners is/are the focus of instructional systems because each class of problem is related to learning/learners. Thus, this general view actually reveals the nature of being learner-centered approach in instructional process.

#### *Instructional Design and Instructional Systems Design*

The term instructional design refers to “the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation” (Smith and Ragan, 1999:2). Therefore, it