

《中国高等英语网络教育学生支持服务》

图书基本信息

书名：《中国高等英语网络教育学生支持服务生态体系建模研究》

13位ISBN编号：9787560080864

10位ISBN编号：7560080863

出版时间：2009-2

出版社：外语教学与研究出版社

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页数：349

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内容概要

《中国高等英语网络教育学生支持服务生态体系建模研究(英文)》着眼于中国高等英语网络教育学生支持服务的设计理念与体系建模，探究高等英语网络学习者如何与网络学习体系进行互动、如何在学习过程中开展并管理自己的学习活动，从而通过实证性研究，更好地指导网络学习支持服务体系建模的理论性尝试。根据本研究的发现，作者在《中国高等英语网络教育学生支持服务生态体系建模研究》中提出了基于网络学习者学习过程的生态助学模型。《中国高等英语网络教育学生支持服务生态体系建模研究》提出的中国高等英语网络教育学生支持服务生态体系模型具有原创性，对中国外语网络教育学生支持服务研究作出了重要贡献。

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Besides learner autonomy , Moore examined the construct of "distance" between the learner and the teacher and articulated a theory of transactional distance in 1972 and 1973. "It is the separation of learners and teachers that profoundly affects both teaching and learning. With separation there is a psychological and communications space to be crossed , a space of potential misunderstanding between the inputs of the instructor and those of the learner. It is this psychological and communications space that is the transactional distance... It cannot be emphasised too strongly that transactional distance is a relative rather than an absolute variable" (Moore , 1993 : 23) . In Moore's theory , there are three clusters of variables named Dialogue , Structure , and Learner Autonomy. "Dialogue is developed by teachers and learners in the course of the interactions that occur when one gives instruction and the others respond" (23) . The difference between a dialogue and an interaction is that "dialogue is used to describe an interaction or series of interactions having positive qualities that other interactions might not have" (24) . "Structure" in the theory means "the elements in the course design , or the ways in which the teaching programme is structured so that it can be delivered through the various communications media" (26) . "Learner Autonomy" is "the extent to which in the teaching/learning relationship it is the learner rather than the teacher who determines the goals , the learning experiences , and the evaluation decisions of the learning programme" (31)

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