

上海师范大学 2004 年硕士研究生入学考试试题

专业名称: 教育技术学

考试科目: 教学设计 (424)

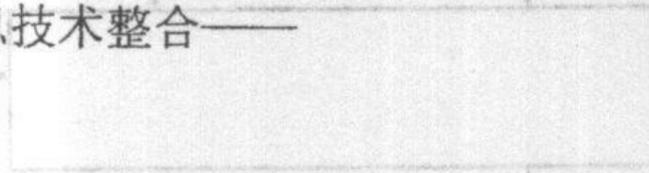
(注意: 答案必须写在统一印制的答题纸上, 否则不给分)

一、概念解释: (5 小题, 每题 4 分, 共 20 分):

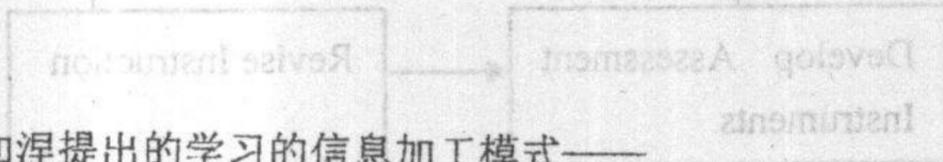
1. 教学设计——



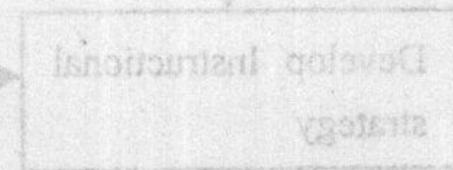
2. 课程与信息技术整合——



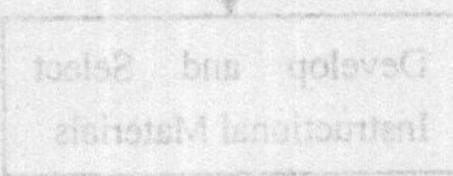
3. 教学策略——



4. 加涅提出的学习的信息加工模式——



5. 形成性评价——



二、填空题: (4 小题, 每题 5 分, 共 20 分)

1、近 30 年来对教学内容的组织安排的主要观点有:

布鲁纳提出的 ():

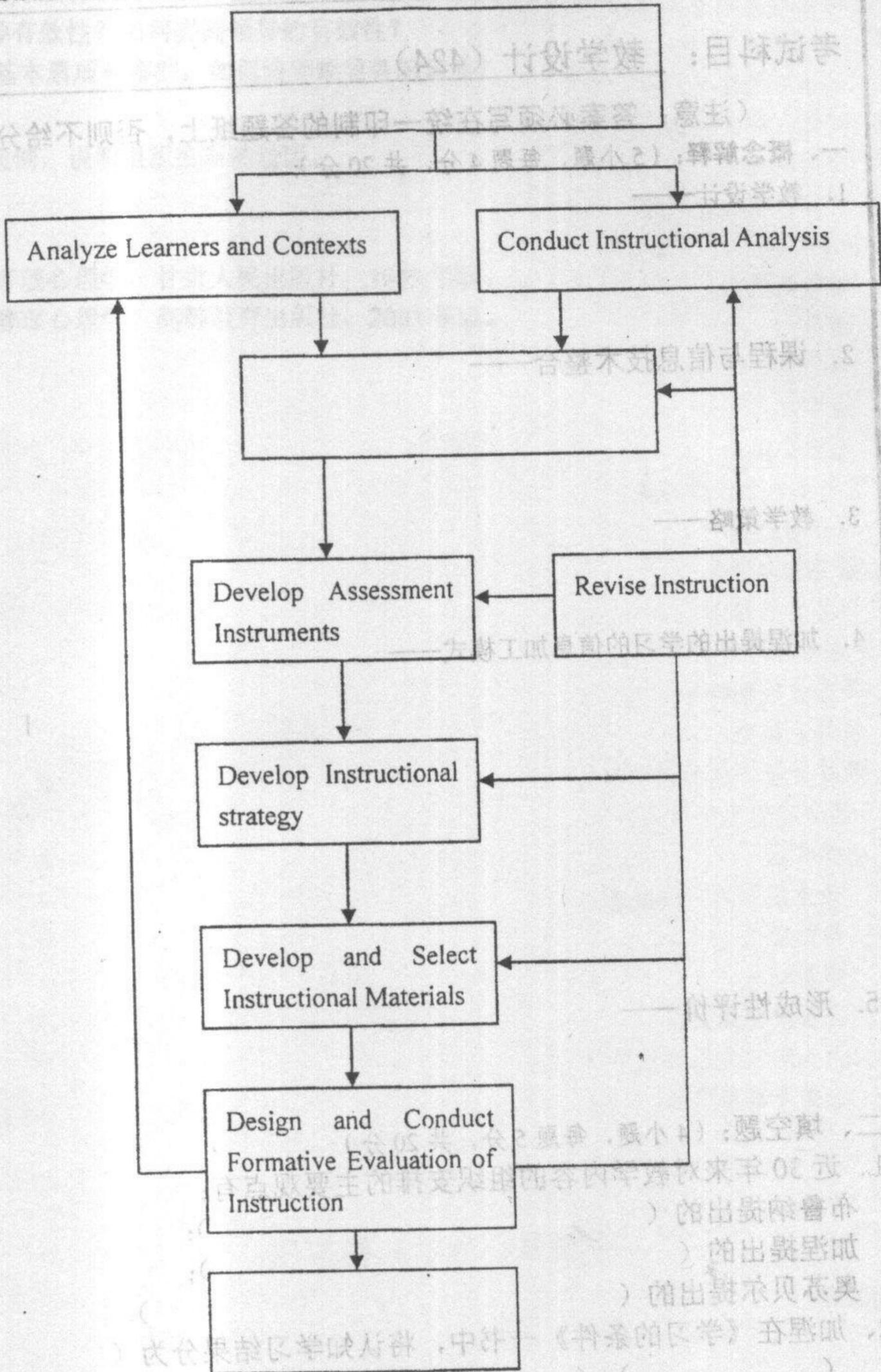
加涅提出的 ();

奥苏贝尔提出的 ()。

2、加涅在《学习的条件》一书中, 将认知学习结果分为 ()、

()、() 三类。

- 3、在教学活动中，教学评价的功能主要有：()、()、()、()、()、()。
- 4、填写出 Walter Dick 在《教学系统化设计》(The Systematic Design of Instruction) 一书中提出的教学系统化设计的十个模块中的三个模块：



三、问答题：(4 小题，共 50 分)

1、分析杜威学派的“设计教学法”及其对今天教学改革的意义。(10 分)

Topics: (10 分) 案例快图的面不... (1)

Celestial bodies (10 分) 点群的案... (2)

Space (10 分) 案... (3)

2、简述教学设计的肯普模式。(10 分) (w47)

Key Learning Objectives:

Cultural and scientific understanding of constellations

Time Needed: 10 or 11 40-minute periods

Subject Area: Astronomy

Social Studies

Grade Level: 6-8

Unit Summary

3、写出分析学习需要的基本步骤，并举例说明。(10 分)

For ages 6-8, people all over the world have used the stars to find their way, to tell time, and to understand the seasons. In this unit, students learn about the stars and constellations. They learn how to use a star chart to find a constellation and how to use a star chart to find a constellation. They also learn about the different types of stars and how they are classified.

Curriculum Framing Questions

Essential Question

4、综述基于“建构主义”的教学设计的原则。(20 分)

Unit Questions

How has modern astronomy developed from earlier views of the universe?

How has the science of modern astronomy changed our culture and view of our place in the universe?

Sample Content Questions

What evidence is associated with the geocentric model?

What is our current understanding of the universe?

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01) 义意附基巧学推天合核其运“学学推行”的推学推并推代 .1

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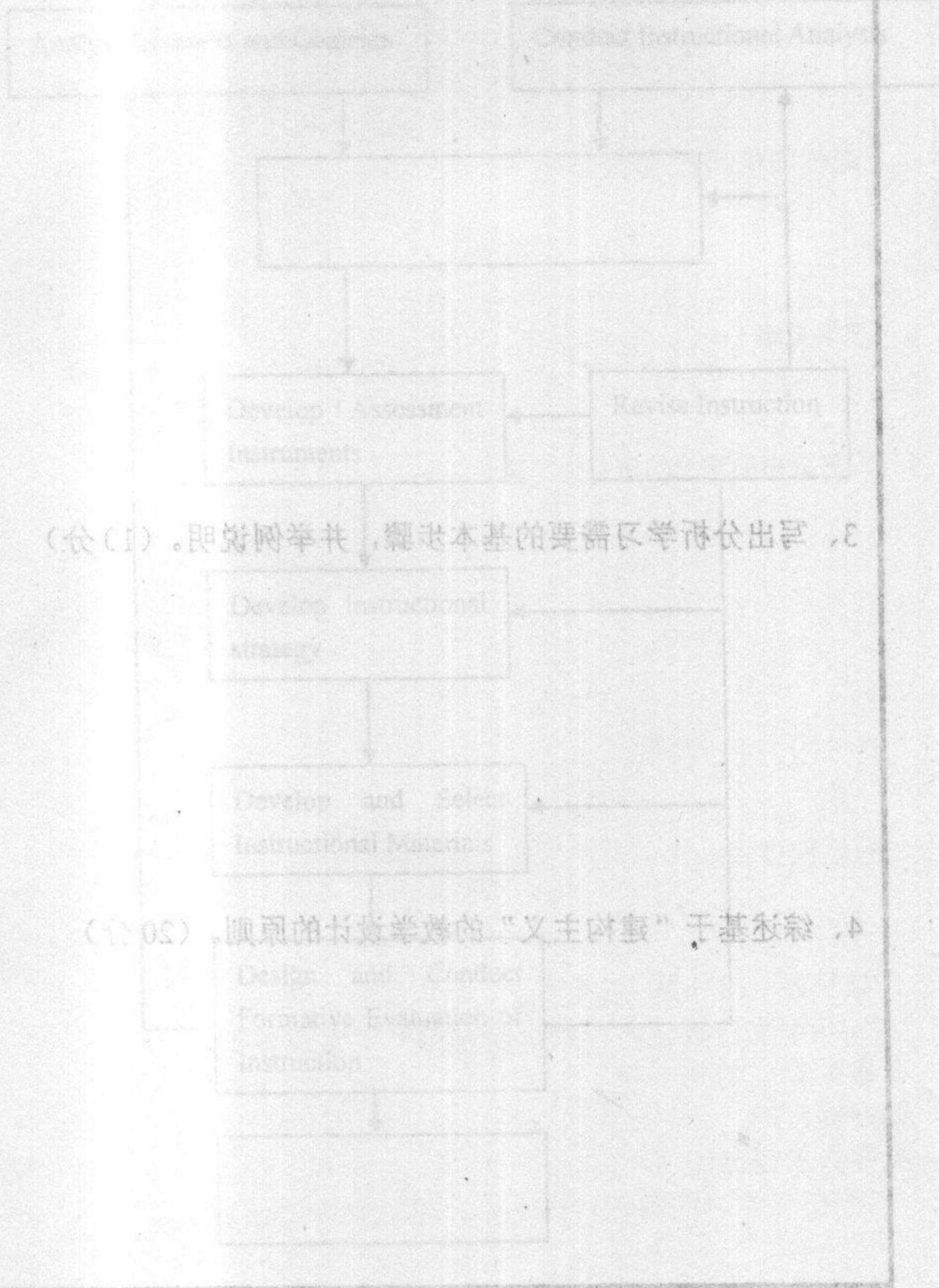
四、设计题：(每小题 20 分，共 60 分)

(1) 翻译下面的国外教案。(20 分)

(2) 分析和评价这份国外教案的特点。(20 分)

(3) 参考该教案，结合中国教育的特点，对这份教案进行再设计，使之更加适合自己的教学。(20 分)

(附：国外教案, 试卷 5-8 页)



(代(1) 题对网学共, 题选本基的需需区学推代出第 .2

(代02) 题取附书学推的“义主时教”于基推第 .4

Unit Plan: Starquest**Topics:**

Celestial bodies

Constellations

Space

Stars

Key Learnings:

Cultural and scientific

understanding of constellations

Time Needed:

10 or 11 1hr periods

Subjects:

Astronomy

Social Studies

Grade Level:

6-8

Unit Summary

For ages, people all over the world searched for patterns in the heavens, and related them to daily life and beliefs. Celestial study guided early travelers, and phases of the moon helped determine when to plant and harvest food. In this study, students choose a celestial body or constellation and study how it has been explained and interpreted across cultures and time. Students present their learning using technology-enhanced displays, dramatic sketches, debate and essays.

Curriculum Framing Questions**Essential Question**

What can we learn about other cultures and times by what they saw in the sky?

Unit Questions

How has modern astronomy developed from earlier views of the universe?

How has the science of modern astronomy changed our culture and view of our place in the universe?

Sample Content Questions

What stories are associated with the constellations?

What is our current understanding of the universe?

(continued)

Instructional Procedures

Day 1 --Class Introduction & Individual Task

- Microsoft PowerPoint* Introduction to stimulate discussion and inquiry.
- Distribute copies of Starquest syllabus and outline expectations for the unit.
- Distribute Creative Constellations pattern to each student. (This has the pattern of stars interpreted by the Greeks as Ursa Major). Have students use this set of stars to design their own constellation, and write a short myth or story that explains the star pattern and its significance.

Day 2

- On an overhead transparency, show that the pattern given previously is known as the constellation Ursa Major. Present myths from different cultures based upon this star pattern. Compare with student interpretations.
- Introduce the Creative Constellations activity, and hand out the Constellation Creator instructions. This activity will require a homework session on a cloudless night, so it may be assigned on another date within the project. Time should be set aside so students can present these in class.

Days 3-9 -- Group or Individual Projects -- (5 or 6 Class Periods)

Distribute 88 Constellations list. Divide students into small groups (some students may choose to work alone). Each group or individual is responsible for the following tasks:

1. After choosing a celestial body or constellation, complete research using print and electronic sources, and learn the different associated cultural stories and myths.
2. Create a Microsoft Word* document or visual presentation that answers the Starquest questions, and discuss and debate answers with the class.
3. Create a presentation (Microsoft PowerPoint*, Microsoft Publisher* or Web page) that relates the current scientific understanding of astronomy as it relates to their subject of study, as well as associated myths and folklore. (See student newsletter sample.)
4. Create a star chart showing where the constellation is presently, and where it will be 20 years from now.
5. Develop and present a dramatic sketch for one of the explanations associated with their constellation (past, present or future). This could include an art project, mural, painting, or model. Students turn in an outline of the script, setting, roles, plot, and background information.

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Days 10 and 11 -- Conclusion --

- Organize all assignments in a Starquest portfolio (on disk) and share with other students.
- Present original myths and dramatic sketches. Students use student assessment to assess themselves and each other.
- Hold summary group discussion around the following topics: Why do you think people through time have needed to study and interpret the night sky? How has the science of modern astronomy today changed our culture and view of our place in the universe? How will this continue to change in the future? What advances in astronomy do you think have been most important? (Telescopes? Computer imaging? Satellite exploration? Manned space flight?) How is the study of the stars important to our culture today? What aspects of modern astronomy thought do you think may be redirected, developed, or changed in the near and distant future? Do you think there is any "truth" of astronomy that we will, one day, find to be in error? What theoretical and practical advances should astronomy science pursue into the future?

Prerequisite Skills

- Basic keyboarding, mousing and file management skills
- Basic knowledge of research skills using print and electronic sources
 - Familiarity with production software such as Microsoft Word (skill with Microsoft PowerPoint, Microsoft Publisher, and Web page software will be developed during this study)
 - Understanding of Internet search engines
 - Understanding of source citation

Differentiated Instruction

- **Resource Student**
Assign specific tasks (art, research, word processing) during group work, and enlist peer support. Develop a daily "To Do" list to aid organization and work completion. Replace syllabus activities with alternative activities specifically designed for the interest and ability of the student. Allow oral responses to the Starquest questions.

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• **Gifted Student**

Assign more advanced research activities, such as:

1. Chart or list the celestial objects that would have appeared to the ancient Egyptians, Anasazi, Chinese or culture of your choice. Explain why certain constellations weren't visible to all and the importance of these constellations to daily life, culture, and religion.
2. Many of the cultural interpretations relate to the views from the Northern Hemisphere. See what you can find about the Southern Hemisphere and how the skies were viewed in ancient times.
3. Study an astronomical phenomenon such as subatomic particles (neutrinos, etc), comets, general relativity and black holes, quasars, or other phenomena of interest to you.

• **English Language Learner (ELL)**

Have students act as experts, researching and presenting myths from their native cultures. With help from the ESOL teacher, have students develop a glossary of terms in English and the native language. Allow writing in the native language for later transcription, or allow for dictated responses to essay questions.

Assessment

Presentations (dramatic sketches, newsletter, Web, multimedia) are evaluated by the student, a peer and the teacher using a student assessment form. The teacher assesses daily effort and understanding through observation and interview, and evaluates the final portfolio using the Starquest project rubric.

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