

<<教育技术学专业英语>>

图书基本信息

书名：<<教育技术学专业英语>>

13位ISBN编号：9787040327472

10位ISBN编号：7040327473

出版时间：2011-6

出版单位：高等教育出版社

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页数：193

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### 内容概要

《普通高等教育十一五国家级规划教材·教育技术学专业系列教材：教育技术学专业英语》是普通高等教育“十一五”国家级规划教材，也是教育部高等学校教育技术学专业教学指导委员会组织编写的教育技术学专业系列教材之一。

《普通高等教育十一五国家级规划教材·教育技术学专业系列教材：教育技术学专业英语》选材涵盖了教育技术学学科的主要领域，包括教育技术学的定义与历史、理论基础、教学设计、远程教育、信息技术教育、教育技术学研究等内容，反映了教育技术学学科的现状和发展趋势。

全书共20章，72篇短文。

在每章的结尾，列出了生词短语和词组、专业术语、注释、教学活动建议与拓展性学习资料以及部分短文的参考译文，以方便教学使用。

本书不仅可供高等学校教育技术学专业本科生和硕士研究生作为“专业英语”和“教育技术学基础”双语课程的教材，同时也可供传播学、教育学以及其他相关专业的学生和教育技术学工作者参考。

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## 章节摘录

(1) verbal information, that is, knowing "that" or "what"; (2) intellectual skills, that is, applying knowledge; (3) cognitive strategies, that is, employing effective ways of thinking and learning; (4) attitudes, that is, feelings and beliefs that govern choices of personal action; (5) motor skills, that is, executing precisely, smoothly and accurately timed movements. The reason for defining different categories of learning outcomes stems from the assumption that they must all require different conditions for learning. For example, learning to ride a bicycle ( a motorskill ) is different in fundamental ways from learning the multiplication table ( verbal information ), which is different in fundamental ways from learning to solve scientific problems ( intellectual skill ). In addition to conditions of learning that are unique to each learning outcome, there are conditions of learning which facilitate the process of learning in general. Gagné conceived of the nine events of instruction as learning conditions to support internal processes such as attention, encoding, and retrieval. The events of instruction are presented briefly below: 1. Gaining attention: a stimulus change to alert the learner and focus attention on desired features. ....

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