

图书基本信息

书名：<<教育信息技术与外语教师职业发展研究>>

13位ISBN编号：9787566700841

10位ISBN编号：7566700847

出版时间：2011-11

出版时间：湖南大学出版社

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页数：286

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内容概要

《教育信息技术与外语教师职业发展研究》以大学英语改革为背景，探讨新形势下大学外语教师的职业培训和发展现状是否能满足改革的要求（特别是将现代教育信息技术与课程相结合）及教师终生职业发展的需求。

同时论证了教育信息技术既可以作为教师教育的内容来提升英语教师的信息素养，又可以作为教师教育和发展的有效手段使教师教育和发展具有可持续性、协作性和终身性。

作者简介

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历年来主持或主研各类科研和教改课题十余项，目前主持国家教育部人文社会科学研究青年基金项目1项、中央高校基本科研业务费专项资金项目及其他课题4项。

主编或编写各类著作和教材17部，发表学术论文16篇，其中国际学术期刊论文2篇。

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EFL teachers also serve as teaching administrators and this role has become more and more important in the computer-and classroom-based new teaching model (see Figure 3. 2 , discussed earlier) . Teachers should make efforts to guide and tutor students in their learning process , particularly in computer rooms where individual centred , autonomous learning is highlighted. Figure 3.2 shows that teachers , and not just the administrative department , can also manage the classroom with the help of teaching management software.

This software enables teachers to record students academic scores and learning progress in computer-and Web-based autonomous learning systems , answer students' questions , solve their problems on the spot and analyse exam papers; and enhances teachers' communication with students via a Web assistant platform in terms of online problem-solving for students , course selecting , submitting and commenting assignments. The figure indicates a required role-shift from instructor to teaching organiser and administrator. A specific College English Curriculum and teaching objectives guidelines for teaching in each college and university are normally designed by an administrative department , such as the Administrative Office of Teaching Affairs , within the college or university. As discussed above , the computer-and Web-based English teaching and learning model aims to mobilise the initiative of both teachers and students and highlights the centrality of students and the guiding role of teachers. The Requirements also suggest that the new model should incorporate the advantages of the traditional classroom teaching model while fully exploiting ICT (MOE , 2007) . This kind of change necessitates that teachers' classroom practice , professional and pedagogical knowledge , and professional learning must all under-go significant transformation.

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