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2002 年 攻 读 硕 士 学 位 研 究 生 入 学 试 题

考试科目：教育技术概论

招生专业：教育技术学

1. 简述你对教育技术概念的理解，并用实例说明它对我国当前教育改革和发展的意义。

2. 教育技术学主要有哪几个实践（应用）领域？分别介绍一下它们的研究课题或内容。

3. 什么是系统方法？它与教育技术有什么关系？它对教育技术的发展产生过什么影响？

4. 学习理论主要有哪些派别？它们各有哪些基本观点？并举例说明它们对教育技术的指导作用。

5. 简单介绍一下戴尔（E.Dale）提出的"经验之塔"理论，并阐释其主要观点。

6. 近代社会出现过哪些种类的直观教具（Nonprojected Visuals）？你认为它们目前还有没有使用价值？

7. 电视应用于教育具有哪些优越性和局限性？联系当地或本单位的实际提出你对改进电视教学效能的建议。

8. 什么是微型（微格）教学方法？它需要哪些设备条件？需要注意哪些基本要求？

9. 有人认为对教学效果起主要作用的是教学方法而不是教学媒体，并以"用汽车运送食品不会比用马车运送食品使食品的营养更为丰富"作比喻，说明先进媒体不一定有助于学习。请你对此观点作些评论。

10. 参考所附英语文章（不限于此），试述教育技术的这一发展趋势，并谈谈自己在这方面的看法。

（每题 10 分，答题时间为 3 小时）

INSTRUCTIONAL TECHNOLOGY IN THE FUTURE

Predicting the future is always a risky business. Conditions change, new developments occur, and old patterns fail to hold true. Nonetheless, developments in the fields of instructional design, media, and computing over the past 100 years certainly do suggest some trends. If we assume that these trends will continue, then we are able to make some predictions about the future. The implications of these trends may not always be clear, but it is possible, at least in sqme cases, to see the direction in which we are headed. And knowing the direction in which we are going helps us to chart our future course.

One of the important trends that we see is the convergence of disciplines. When we looked at the past of instructional technology, we examined its three component disciplines—instructional design, instructional media, and instructional computing—separately. We did so because these three disciplines arose and, to a large extent, developed separately. When we looked at the present, we again looked at the three component disciplines separately, although we acknowledged that there were areas in which the fields were beginning to overlap. In this section we will consider instructional technology as a whole, because we believe the three component disciplines will come together even more in the future. This concept is illustrated in Figure
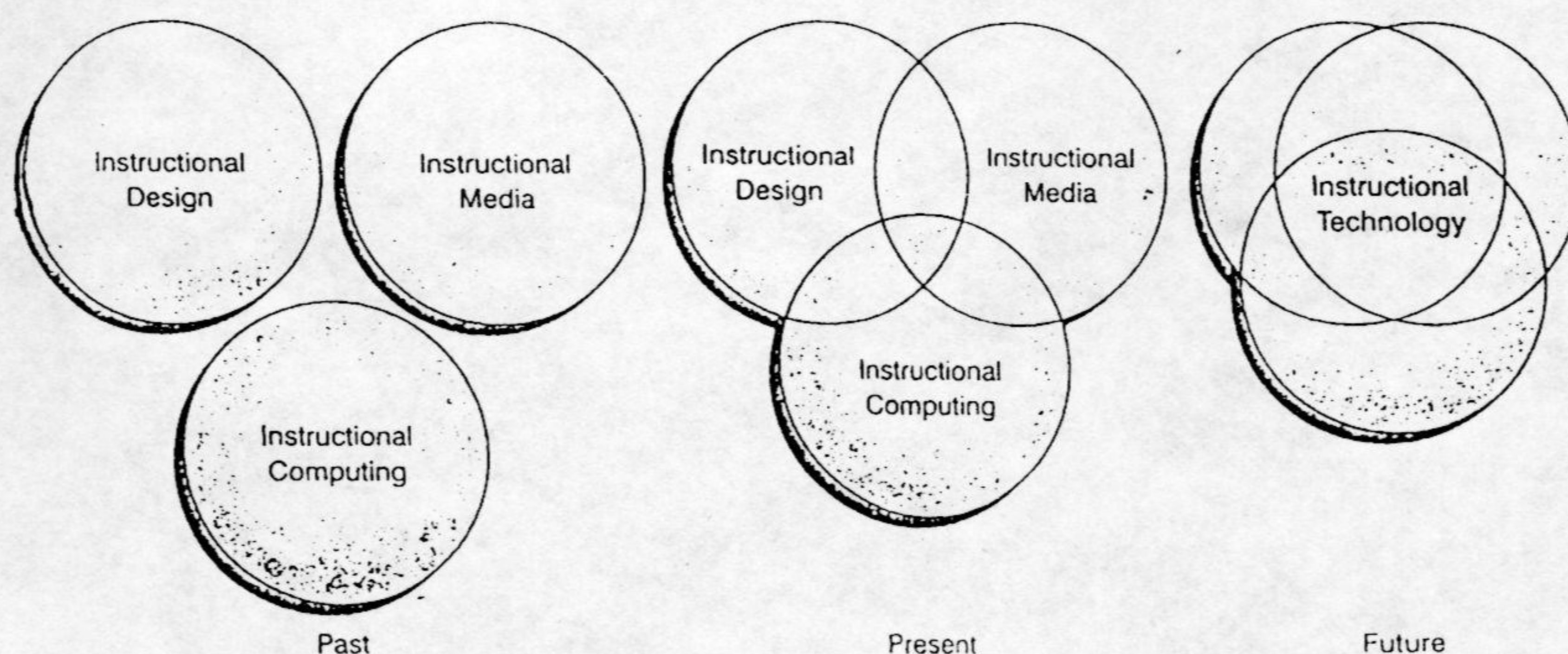

Past   Present   Future

Figure   Intersections of instructional design, instructional media, and instructional computing in the past, present, and future