

上海外国语大学 2017 年硕士研究生入学考试

教育学专业基础综合（自命题） 试题

（考试时间 180 分钟，满分 300 分，共 2 页）

一、名词解释（每题 10 分，共 6 题，总计 60 分）

1. 教学策略
2. 教育行动研究
3. 程序性知识
4. 认知负荷
5. 在线课程
6. 教师专业发展

二、简答题（每题 20 分，共 5 题，总计 100 分）

1. 简述教育研究方法的类型
2. 试述泰勒课程理论的主要观点及对课程改革的启示
3. 论述教学评价的种类，并分析几类教学评价的异同点
4. 简述影响人的身心发展的主要因素
5. 简述皮亚杰的认知发展阶段理论

三、论述题（共 3 题，总计 140 分）

1. 简要阐述几种主要的学习理论（学习观），讨论不同的学习理论（学习观）对教学设计的指导意义。（30 分）
2. 描述教学设计过程中分析阶段的目的，并列出本阶段分析的主要内容。（30 分）
3. 论述问题解决的核心步骤，分析如何培养学习者的问题解决能力。（举 2 例）（30 分）
4. 请阅读下面文献，描述你对文献的理解，阐述应对该挑战的可行性策略。（50 分）

Personalized learning consists of learning strategies, solutions, and interventions that align with individual learner goals and account for differences in background knowledge, passion or interest in topics, and subject mastery. The purpose of personalized learning is to empower students to take ownership of the learning experience and prime themselves for lifelong learning. Giving students more autonomy can increase motivation and engagement with the subject matter. On the surface, the term “personal” may connote a solitary experience, but effective personalized learning approaches have the potential to facilitate a constant conversation between the student and instructor, providing each with crucial insights about what areas need further attention. This is particularly compelling for large, introductory courses at universities and colleges where students often decide whether or not to continue pursuing a specific major or discipline.

While there is demand for personalized learning, it is not adequately supported by current technology or practices — especially at scale. The increasing focus on customizing instruction to meet students’ unique needs is driving the development of new technologies. Advancements in online learning environments and adaptive learning technologies are making it more possible to support learners’ individual learning paths. What makes personalizing learning a difficult challenge is that interest in the approach is outpacing the number of large-scale implementations; tangible outcomes in higher education are still scarce. A major barrier, however, is that scientific, data-driven approaches to effectively facilitate personalization have only recently begun to emerge; adaptive learning, for example, is still evolving and gaining traction within higher education. Compounding the challenge is the notion that technology is not the whole solution — personalized learning efforts must incorporate effective pedagogy and include faculty in the

development process.

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