

过来人谈：教育硕士论文答辩经验教育硕士考试 PDF转换可能丢失图片或格式，建议阅读原文

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很多考生对答辩的应当注意的事项不是很清楚，心理有点不安。我就本人答辩的经验，整理一些资料供大家参考。（一）全力消化自己所写的论文反复阅读、审查自己的论文。对论文内容要了如指掌。写好5-10分钟的答辩陈述。陈述特别要注意以下几点

：1.论文的内容、目的和意义；所采用的原始资料；2.硕士论文的基本内容及主要方法；3.成果、结论和对自己完成任务的评价，强调论文的新意与独创性。（下面附上我的英文陈述稿）

（二）物质准备：准备参加答辩会所需携带的用品：

1.硕士论文的底稿。2.答辩陈述稿。3.主要参考资料，答辩时虽然不能依赖这些资料，但带上这些资料，当遇到一时记不起来时，稍微翻阅一下有关资料，就可以避免出现答不上来的尴尬和慌乱。（二）硕士论文答辩程序

1.研究生向答辩委员进行陈述（约5-10分钟，具体时间由答辩主席决定）。

2.答辩委员会专家（5位）提问，每人基本上有2-3个问题；

答辩老师一般的提问类型：对选题意义提问、对重要观点及概念提问、对论文新意提问、对论文细节提问、对论文数据来源提问、对论文薄弱环节提问、对建议可行性提问、对自己所做工作的提问、对超出论文范围的提问、没有标准答案的提问、对格式是否规范化的提问。

3.答辩委员会专家讨论、投票。

4：1勉强通过；3：2不予通过。整个程序大概需要一个小时。 Good Luck to You! 附：我的答辩陈述

稿Presentation In 2005 academic year, I studied here for my MED

degree. A group of teachers in our college began a research program on different aspects of primary school English teaching. Ms. Huang, my supervisor, was responsible for the research task on primary school English teachers' in-service education. She knew my interest in the issue of teacher development so she asked me to join in her research. Because of her, it was easier for me to get the chance to attend various kinds of in-service education programs in the province. In the same year, Zhejiang province launched a project of improving teachers' quality of primary and secondary schools in rural regions. Wenzhou Teachers Education Institute, where I am working took on the task of providing training courses to primary school English backbone teachers from rural regions around the city as a part of the provincial project. As a teacher educator majored in English teaching, I was responsible for the whole arrangement of the training courses for these backbone primary school English teachers. In September 2006, I finished my MED studies and returned home. On 25th, Sept of 2006, I organized a training class for in-service primary school English teachers in rural areas and decided to take this class as my study subject. Enlightened by the socio-cultural view of learning, that is, teachers learn best through active involvement and through thinking about and becoming articulate about what they have learned, I arranged the whole training course to promote trainee teachers' active participation as much as possible. For example, I took trainee teachers to observe class and encouraged them to make a comment afterwards. I invited professor Huang who guided trainee teachers to narrate their teaching experiences in order

to draw wisdom from themselves. In this sense, I named my training courses as “ participatory training courses ” . The training course lasts for five days, during which, I participated in as an organizer of the whole training course, a teacher educator for one subject, a peer learner of the trainee teachers, and meanwhile, a researcher. The research methods adopted in the study are ethnography, narrative inquiry, case story method, interviews and so on. The data collected include field notes of classroom observation, interview recordings, teachers ’ feedback journal, and discussion groups ’ recordings. The paper attempts to answer the following questions: (1) What kind of knowledge do teachers really need? (2) How do teachers get developed through learning in this in-service training program? By making a narrative inquiry of the training course, I gained a better understanding on what courses satisfy the teachers ’ needs and arouse teachers ’ awareness of ongoing professional development. the study provided some effective suggestions for promoting teachers professional development in the current frame of teacher training and teacher education. this reaearch deepened my understanding on the issue of teacher education., What ’ s more, Through the research.it is beneficial for me to orgnize other training class. 100Test 下载频道开通 , 各类考试题目直接下载。 详细请访问 www.100test.com