

职业教育文摘

Vocational Education Abstracts

第一期（总第 19 期）

2013 年 6 月

天津职业技术师范大学图书馆
职业技术教育研究所

职业教育文摘 (季刊)

Vocational Education Abstracts

2013 年 6 月

第一期 (总 第 19 期)

主 办:

天津职业技术师范大学

图书馆

职业技术教育研究所

顾问:

卢双盈 苗德华

编辑委员会:

(按姓氏笔画排列)

刘成润 张 元 杨 静

赵欣 曹继华 崔英俊

蓝 欣

责任编辑、翻译:

刘淑梅

编辑:

《职业教育文摘》编辑部

地址: 图书馆五楼 504

邮箱: liusm_tj@163.com

目 录

Contents

职教动态1

1. VOCEDplus Highlights DECEMBER 2012 / JANUARY 20131

2. VOCEDplus Highlights FEBRUARY 20132

3. VOCEDplus Highlights MARCH 20133

4. Insight ISSUE 48 MAR 20134

5. NCVER News9

6. Cedefop News10

7. ECVET Magazine No 12 (December 2012) and Special Issue No 11
(Annual ECVET Forum 2012)15

8. VETAlert Just published on Vocational Education and Training16

中文资源 17

1 职业教育理论 17

2 职业教育发展 18

3 职业教育管理 20

4 工学结合、校企合作 22

5 教育心理学 23

6 课程与教学论 25

7 教师教育 31

8 研究生教育 34

9 农村职业教育 36

10 就业指导 37

11 国外职业教育 39

12 教育学、教育事业 42

13 高等教育 47

14 成人教育、继续教育 50

15 创业教育 52

16 职业能力、师范能力 56

17 职业技能大赛 58

18 非洲职业教育 58

外文资源 60

1. 职业教育 60

2. 工学结合 65

3. 终身教育 67

4. 就业指导 70

5. 高等教育 74

6. 教育学 78

说明

一、本刊以文摘形式报导我馆近期入藏的国内外职业教育文献，包括纸本资源和电子资源。

二、本期“中文资源”栏目下新增分类“研究生教育”；并对外文资源进行了分类收录。

三、本刊文献条目均按中华人民共和国标准 GB379383《检索期刊条目著录规则》统一规定著录。

中文资源著录项目和格式标示如下：

中文题名/著者//刊名.-年,卷（期）.-页码 摘要

外文资源著录项目和格式标示如下：

中文题名= 外文题名/著者//刊名.-年,卷（期）.-页码 摘要

中文资源著录格式示例：

职教视野中基于技术知识传递的抛锚式教学/徐大真,禹平//职教论坛.-2010,(09).-7~10 技术知识的内隐性等特点影响职业教育的传递,抛锚式教学是以技术为基础,强调真实完整的问题情境,通过学习者的主动学习、教师的指导教学以及学习小组中成员间的交流与合作的活动过程。其教学模式是围绕某一"锚"来设计,"锚"隐含着问题和任务的某种问题情境,教学围绕着"锚"进行自主学习,学生是中心,教师为"引导者+教练+学习伙伴",这种合作学习效果评价具有即时性和开放性。

三、为确切反映文章主题，中译题名采用直译和意译法，仅供参考，不妥之处敬请指正。

四、如果需要文献全文，图书馆信息部可以免费提供原文传递服务。

联系人：刘淑梅

地址：图书馆五楼 504

Email: liusm_tj@163.com 或办公邮箱

职教动态

1. VOCEDplus Highlights DECEMBER 2012 / JANUARY 2013

继续教育学习产生的影响=The impact of further education learning / London Economics and The Ipsos MORI Social Research Institute. London, England: BIS, 2013. 81 p.

A telephone survey of 4,000 people in further education and training measured the financial and nonfinancial benefits of further education and training. The analysis suggests financial outcomes improve as a result of learning, demonstrated through: employment outcomes and prospects; earnings; and having the necessary skills to undertake their job more efficiently and effectively than would otherwise be the case. Nonfinancial benefits include: changes in selfconfidence or selfesteem; an increased likelihood of becoming more involved in the local community; more enthusiasm about, and potential uptake of, further education and learning; being better able to manage health issues or disabilities; and improved wellbeing and happiness. The analysis suggests the nonfinancial benefits are significant and greater than the financial (and more quantifiable) benefits. It supports government investment in further education and skills as a way to generate long term economic growth and better social interaction.

Download the PDF :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/69179/bis13597impactoffurthereducationlearning.pdf

面向贫困家庭孩子的大学：说英语国家之间的对比=University access for disadvantaged children: a comparison across English speaking countries / John Jerrim, Anna Vignoles and Ross Finnie . London, England: Department of Quantitative Social Science, Institute of Education, University of London, 2012. 53 p.

In this paper the authors consider whether certain countries are particularly adept (or particularly poor) at getting children from disadvantaged homes to study for a bachelor's degree. A series of university access models are estimated for four English speaking countries (England, Canada, Australia and the United States) which include controls for comparable measures of academic achievement at age 15. The results suggest that socioeconomic differences in university access are more pronounced in England and Canada than Australia and the United States, and that crossnational variation in the socioeconomic gap remains even once differences in academic achievement are taken into account. The implications of the findings for the creation of more socially mobile societies are discussed.

Download the PDF: <http://repec.ioe.ac.uk/REPEc/pdf/qsswp1211.pdf>

如何发展技能？：经济合作与发展组织及合作伙伴国家的技能策略综述=Skills for prosperity?: a review of OECD and partner country skill strategies / Mike Campbell. London, England: Centre for Learning and Life Chances in Knowledge Economies and Societies, 2012. 65 p.

This paper provides a high level overview of the skills strategies being pursued by the Organisation for Economic Cooperation and Development (OECD) and partner countries. It first discusses their rationale and imperatives before reviewing their coverage in terms of approach, scope and focus. It then examines the range of policy levers utilised to raise skill levels, improve supply and demand matching, and enhance skills demand and use. The sectoral and local dimensions of skills strategies are then discussed before an assessment is made of governance arrangements in terms of the mechanisms used to steer strategy. The paper concludes by identifying some lessons learned from the review, for the development of more effective skills strategies in the future.

Download the PDF : <http://www.llakes.org/wpcontent/uploads/2012/12/39.MikeCampbell.pdf>

欧洲的课程改革：学习效果对课程设计的影响=Curriculum reform in Europe: the impact of learning outcomes / European Centre for the Development of Vocational Training (Cedefop). Luxembourg: Publications Office of the European Union, 2012. 200 p.

The past decade has seen intense curriculum reform in vocational education in Europe. This has been the result of national policies that seek to make vocational training more attractive, efforts to make economies more competitive by developing skills, and the introduction of European policies and tools for transparency. Learning outcomes now provide the foundation for curriculum design in all European countries, but these are not understood in the same manner in all countries. This comparative study looks at how curriculum reform based on learning outcomes has affected two sectors, tourism and electronics, in 32 countries.

Download the PDF: http://www.cedefop.europa.eu/EN/Files/5529_en.pdf

职业和技术选择型的师资培养质量的提高：一种对职业发展与支持的归纳模式=Improving the quality of career and technical alternative teacher preparation: an induction model of professional development and support / Gene Bottoms, Paula Egelson, Heather Sass and John Uhn. Louisville, Kentucky: NRCCTE, 2013. iii, 66 p. + appendices.

Secondary career and technical education (CTE) is a field in transition. It is moving from a primary focus on preparing students for entrylevel employment to preparing them for continuing education and professional development as well as employment. These higher expectations come at a time when more students are taking CTE courses and fewer CTE teachers are graduating from undergraduate teacher education programs. The field has responded by recruiting more teachers from business and industry, but those who enter teaching in this way usually have had little pedagogical professional development. Neither these teachers nor many of their colleagues who enter the profession through a traditional teacher education program are prepared to use technical skills to help students gain higher levels of competence. Most CTE teachers will need considerable professional development to broaden their teaching skills and to learn to use data for instructional improvement. In the present economic climate, providing adequate time for effective professional development may be the most difficult challenge of all.

Download the PDF :

http://www.nrccte.org/sites/default/files/publicationfiles/nrccte_sreb_alternative_certification.pdf

2. VOCEDplus Highlights FEBRUARY 2013

银工人的黄金机会：探索老化生产力的投资收益=Silver workers, golden opportunities: exploring the benefits of investing in an ageing workforce / European Centre for the Development of Vocational Training (Cedefop). Thessaloniki, Greece: CEDEFOP, 2013. 4 p.

It is a wellknown fact that the European workforce is getting older. Perhaps less wellknown is that attitudes towards ageing are changing for the better. Instead of being seen as a demographic time bomb with very negative consequences, Europe's ageing workforce is increasingly talked about as 'the silver economy' that may energise development and bring new opportunities for economic growth. Being more positive about an ageing workforce, does not mean that Europe is prepared for the challenges it brings. For example, important issues, stressed by the European year for active ageing and solidarity between generations in 2012, have been rather overshadowed by the enduring economic crisis.

Download the PDF : <http://www.cedefop.europa.eu/EN/publications/21091.aspx>

工作场所培训的投资回报：加拿大经验=Return on investment for workplace training: the Canadian experience / Jennifer C. Percival, Brian P. Cozzarin and Steven D. Formanek. International journal of training and development. Vol. 17, No. 1, March 2013, pp. 2032.

This paper explores the evidence on the impact of training investment on productivity in 14 Canadian industries from 1999 to 2005. The productivity analysis demonstrates that in 12 out of 14 industries, training had a positive effect on productivity. However, when the analysis is put within a financial context, the return on investment was positive in only four industries. Faced with negative rates of return, why should managers in most of the industries in the study promote investment in training? Probably the best explanation is that new technology requires an investment in training.

对英国职业任职资格长期影响的分解分析=A disaggregated analysis of the long run impact of vocational qualifications / London Economics. London, England: BIS, 2013. 78 p.

The data analysis presented in this paper shows that there are strong positive effects from vocational training on both longterm earnings and longterm employment chances. There is some variation depending on the level of learning aim or the specific qualification. However, in general the results are clear: gaining skills and qualifications results in improved labour market outcomes that continue for many years after learning.

Download the PDF:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/83032/bis13637adisaggregatedanalysisofthelongrunimpactofvocationalqualifications.pdf

国际简报27：秘鲁的培训与发展=International briefing 27: training and development in Peru / Andres Velarde Talleri, Xavier Llinas Audet and Josep Oriol Escardibul. International journal of training and development. Vol. 17, No. 1, March 2013, pp. 6175.

After providing some general information on Peru, this briefing describes the training and development policies and the educational systems. Some statistics for educational expenditure are given and the strategic objectives for educational policy are examined. Postcompulsory education, in the forms of corporate training and development, graduate schools and professional and workforce development, is also examined.

南非受教育程度和劳动力市场效果（1994-2010）=Educational attainment and labour market outcomes in South Africa, 1994-2010 / Nicola Branson and Murray Leibbrandt. Paris, France: OECD, 2013. 32 p.

This paper documents the impact of education levels on labour market outcomes from 1994 to 2010 using national household survey data. It shows that higher levels of education are strongly rewarded in the labour market in terms of earnings and that a tertiary qualification improves an individual's prospects of employment. While the premium for matric and incomplete secondary has fallen marginally over the period, the premium to tertiary has risen, especially for women. Differences in the reward to education level are evident for Africans versus the overall population, between urban and rural areas and for younger versus older workers. In particular, the premium to tertiary education has increased at a higher rate for Africans than for the overall population.

Download the PDF : <http://dx.doi.org/10.1787/5k4c0vvbv0qen>

3. VOCEDplus Highlights MARCH 2013

高等教育与改革的浪潮奔涌向前=An avalanche is coming: higher education and the revolution ahead / Michael Barber, Katelyn Donnelly, Saad Rizvi and Lawrence Summers. London, England: Institute for Public Policy Research, 2013. iv, 72 p.

In this paper, the authors describe the challenges ahead for higher education around the world. The authors

argue that a new phase of competitive intensity is emerging as the concept of the traditional university itself comes under pressure and the various functions it serves are unbundled and increasingly supplied by providers that are not universities at all. At the same time, these changes are opening up access to quality higher education to the masses in previously unforeseen ways. The fundamental question posed in this paper is whether a university education is a good preparation for working life and citizenship in the 21st century or, more precisely, whether it will continue to be seen as good value.

Download the PDF:

<http://www.ippr.org/publication/55/10432/anavalancheiscominghighereducationandtherevolutionahead>

澳大利亚的教育全球化=Australia: educating globally / International Education Advisory Council. Canberra, Australian Capital Territory: Department of Industry, Innovation, Science, Research and Tertiary Education, 2013. ii, 69 p.

The Australian government established the International Education Advisory Council to provide advice on the challenges and opportunities facing international education. Recommendations are made under the following issues and strategic aims: ensuring improved coordination of government policy and programs and better consultative mechanisms for stakeholders, in order to optimise government support for the international education sector; position Australia as a provider of the highest quality education, while reducing overregulation, duplication and overlap; maintain and build on the existing learning environment where international students are valued and supported to achieve their goals; encourage institutions and government in developing international and multinational partnerships that facilitate exchange, capacity building and collaboration; ensuring the integrity of Australia's student visa program; informing Australia's international education policy through high quality data analysis and research in international education; and marketing Australia as a supplier of high quality education whilst maintaining core markets and pursuing emerging markets.

Download the PDF: [https://aei.gov.au/IEAC2/theCouncilsReport/Documents/Australia "C Educating Globally FINAL REPORT.pdf](https://aei.gov.au/IEAC2/theCouncilsReport/Documents/Australia%20Educating%20Globally%20FINAL%20REPORT.pdf)

保持学习的同一性：青年离校后的继续学习=Towards a learning identity: young people becoming learners after leaving school / Jane Higgins. Research in postcompulsory education. Vol. 18, nos. 12, MarchJune 2013, pp. 175193.

This article explores the development of learning identities among 51 young New Zealanders who left school with few or no qualifications. Most experienced a period of time after leaving school when they were not in education, employment or training (NEET). At the time of this research all had moved into a learning environment of some kind. The development of learning identities involved the explicit rejection of their former NEET identities and was facilitated by aspects of their current learning environment, particularly relationships with tutors and fellow students and styles of learning that differed from their school experiences. Within this context the young people were able to think about crafting future pathways into further education and employment. The article concludes with a discussion of current policy directions that attempt to reintegrate these young people into a schoollike system, a process that may be unhelpful for them.

4. Insight ISSUE 48 MAR 2013

in the cold: education and training can help the socially isolated

A new report shows that educational attainment is a strong indication of social exclusion.

Fresh ideas for tertiary education and training structures

Education is costly, but who should pick up the tab? This question, and others, have been asked of a diverse selection of authors for a forthcoming book of *Research readings* on structures in tertiary education and training.

Completions forum sparks lively debate

Does completing a qualification matter? What are the implications of performancebased funding? These were some of the questions discussed at a recent NCVER forum.

Completions forum sparks lively debate

Does completing a qualification matter? What are the implications of performancebased funding? These were some of the questions discussed at a recent NCVER forum.

training.

Indigenous participation in education: key findings

New NCVER research looks at the role that remoteness, language and cultural engagement play in Indigenous education participation and achievement.

Does 1 = 1? Mapping measures of adult literacy and numeracy

Measuring the impact of adult literacy and numeracy programs can be a complex business, a new report finds.

Research messages 2012

An excellent resource containing summaries of all research published by NCVER during 2012 is now available.

NCVER data update

This update summarises the latest data releases on apprenticeships and traineeships, VET in Schools and student outcomes; reveals the progress towards capturing information on the VET workforce; and looks at developments into 2013.

Using LSAY data: making it easier

A new series of tools and products will help anyone from the experienced to the uninitiated in data analysis to get what they need from LSAY.

信息来源: <http://www.ncver.edu.au/newsevents/insight.html>

继续教育、培训模式与策略的最初评估=Continuing education and training models and strategies: an initial appraisal / Stephen Billett, Amanda Henderson, Sarojni Choy, Darryl Dymock, Ann Kelly, Ray Smith, Ian James, Fred Beven and Jason Lewis, Griffith University

This report arises from a threeyear program of research that aims to investigate how best the tertiary education and training system might be organised to maintain the employability of Australian workers across their working lives. Through an investigation of two different industry sectors — community services and health and transport and logistics — the authors evaluate a number of potential training models and strategies that might constitute a national approach to continuing education and training.

Practicebased learning at work with guidance from coworkers was overwhelmingly the preferred model of learning for the workers interviewed and was the most commonly used. Four basic requirements were found to support practicebased learning to enable workers to gain the expertise valued by industry: workplace experience, direct support from experienced others, individualised support for learning and learner engagement.

The authors tentatively propose that an effective continuing education and training system should encompass the following six elements:

- organisation and provision of learning experiences: to assist individuals to gain the knowledge and skills required for their work

- support for developing occupational capacities: includes guidance by experienced and knowledgeable others
- active participation by learners: individuals need to be engaged in learning to improve outcomes
- development of learner agency: managers and those in supervisory roles need to promote the active participation of learners, especially in the absence of more expert partners
- nationally recognised occupational certification: to provide recognition of an individual's capability to perform a particular occupation
- fulfilment of particular workplace requirements: the proposed continuing education and training system needs to accommodate the variability inherent in occupational practice.

In the next phase of the project, workers and managers in other industries and representatives of tertiary education and training organisations will be interviewed to assess the ideas developed in this research.

Download the PDF: <http://www.ncver.edu.au/research/proj/2571.pdf>

信息来源: <http://www.ncver.edu.au/publications/2571.html>

新视点: 从文化层面看加入本土化的职业教育与培训=Cultural dimensions of Indigenous participation in vocational education and training: new perspectives / Alfred Michael Dockery, Centre for Labour Market Research and Curtin University

Using data from the 2008 National Aboriginal and Torres Strait Islander Social Survey, this research provides new evidence on the interrelationships between Indigenous Australians' connection with their traditional culture and the nature of their engagement with vocational education and training (VET). The study builds on previous work by the author, Cultural dimensions of Indigenous participation in education and training (2009).

In particular, a more defined measure of culture has been developed, one which identifies four separate dimensions of cultural engagement: participation in cultural events; cultural identity; language; and participation in traditional economic activities. Previous findings relating to past educational attainments and participation in training are reassessed. The links between cultural attachment and current participation in education, as well as the benefits derived from education and training, are also explored.

Key messages

- Stronger cultural identity appears to promote greater participation and achievement in education and training.
- Compared with the earlier work, the evidence in this study of a causal effect flowing from cultural identity to outcomes is stronger. However, the extent of other unobserved factors, such as individual motivation and access to resources, is not clear.
- Regardless of whether individuals live in remote or nonremote areas, and irrespective of their degree of cultural attachment, the results show very strong increases in the likelihood of employment and income with additional years of completed education.
- Language is an issue: participation in education and training is higher for those without English language difficulties and who do not speak Indigenous languages. Lower income and employment outcomes are observed for those who speak an Indigenous language compared with those who do not, irrespective of gender or remoteness.

The poor outcomes for those who speak an Indigenous language are contrary to international studies of Indigenous culture in Canada and New Zealand.

Download the PDF: <http://www.ncver.edu.au/research/proj/2573.pdf>

信息来源: <http://www.ncver.edu.au/publications/2573.html>

通过匹配方法来识别关于学生成果的 VET 任职资格的因果效应=Identifying the causal effects of VET qualifications on student outcomes through matching / Thorsten Stromback, Centre for Labour Market Research, Curtin University

This paper's primary focus is methodological. Its purpose is to show how matching methods can be used to estimate the effects of a treatment, such as completion of a VET qualification.

The experimental sciences have a huge advantage over the social sciences. Experiments can be carefully designed to isolate the effect of a treatment. Such an approach is rare in the social sciences, where typically a group of people is observed, some having been subjected to a 'treatment' and others not. Given such data, a simple comparison of the outcomes between the treated group and the untreated group can be quite misleading because the characteristics of the two groups can be quite different. To overcome this, multivariate statistical models can be built. These models can become very complicated and incorporate assumptions which may or may not be reasonable. The complexity of the models is also limited by the number of observations.

Matching methods offers an alternative to multivariate modelling. This approach is intuitively attractive and involves comparing the outcomes of the treated group with a comparison group. The statistical rigour is obtained from the construction of the comparison group, such that for each member of the treatment group there is an individual in the comparison group with very similar characteristics. The method by which the comparison group is constructed involves estimating a probability that an individual is in the treatment group on the basis of background characteristics. An individual in the treatment group is matched with an individual not treated on the basis of having the same probability of being in the treatment group.

In some cases, there is a background variable that is so important that a match on this characteristic is also required. For example, if the outcome variable is being employed, then it is critical that the treated individuals have the same employment status as their untreated peers, for the simple reason that the best predictor of being employed after training is being employed before training.

Using Student Outcomes Survey data to look at the effect of qualifications on outcomes after training, the matching techniques are illustrated. The main point to emerge was that, for vocational educational education and training (VET) graduates, higherlevel qualifications, on average, increase earnings, improve employment outcomes and are considered more relevant to jobs than lowerlevel qualifications.

With regard to module completers, however, it is shown that the method cannot be used to estimate: the relative effects of module completions at different levels; or, the effects of completing a full qualification, as opposed to only completing some modules. This is because the background characteristics do not provide a good prediction of who will complete.

This research was funded through the NCVER fellowship program, which encourages researchers to use NCVER datasets.

Download the PDF: <http://www.ncver.edu.au/research/proj/2544.pdf>

信息来源: <http://www.ncver.edu.au/publications/2544.html>

澳大利亚劳动力市场内部的职业轨迹=Vocational trajectories within the Australian labour market / Serena Yu, Tanya Bretherton and Hanna Schutz, Workplace Research Centre, University of Sydney

This report is part of a wider threeyear program of research, 'Vocations: the link between postcompulsory education and the labour market', which is investigating the educational and occupational paths that people take and how their study relates to their work. This report is specifically interested in exploring the movements workers make in the labour market. The authors consider whether these movements can be characterised as vocational pathways, which they describe as movement between linked occupations, those which share an underlying field of practice, such as the health workforce.

The authors look at these pathways by interviewing individuals about their employment and study history, career progression and reasons for any movements. This work builds upon a previous working paper, which used

quantitative data to explore these movements. The finance, primary, health and electrical trades/engineering industries were used as case studies.

In that work, three pathways were distinguished:

- highskill trajectories: those accessing highskill occupations, often including long tenures in the occupation
- lowskill trajectories: those characterised by entrenchment in lowskill work
- marginal attachment: clusters of activity outside the labour market, interspersed with periods of paid employment.

There are two ways that workers progress within medium to highskill roles. They either move upwards to roles with greater leadership or organisational responsibilities, or they move laterally into related roles, where they expand their technical skills and knowledge.

Within lowskill roles, movements are associated with ensuring an ongoing livelihood rather than a career pathway. There are also fewer opportunities for skill formation than in higherskill roles.

The way employers recruit, develop and promote skills within different industries is diverse. The variation across industries means that any attempts to promote vocational pathways through educational policy need to take account of labour market structures, including industrial and economic settings.

Download the PDF: <http://www.ncver.edu.au/research/proj/2557.pdf>

信息来源: <http://www.ncver.edu.au/publications/2557.html>

通过技能组合了解劳动力技能发展和约定的培训=Workforce skills development and engagement in training through skill sets / John Mills and David Crean, TAFE NSW Training and Education Support; Danielle Ranshaw, Western Research Institute; Kaye Bowman, Kaye Bowman Consulting

Skill sets are a grouping of one or more competencies below the level of a full qualification that meet a client skills need, such as a licensing or compliance requirement or specific knowledge in an emerging area. They are contained in training packages, which are the mechanism by which learning outcomes are defined in Australia's vocational education and training (VET) system.

A point of debate is the role that skill sets play compared with full qualifications, which are seen as the foundation of the VET system. To throw some light on this issue, John Mills and his colleagues undertook a case study of agrifood students, which investigated the use of skill sets by students enrolled in Rural Production Studies skill sets developed by TAFE NSW and those enrolled in the Diploma of Agriculture.

Key messages

- Licensing and compliance, upgrading skills and gaining specific knowledge in an emerging area are the main reasons for undertaking skill set training.
- In many cases skill sets aided engagement in VET and were used as a stepping stone to the completion of full qualifications, suggesting that skill sets should not be seen as a threat to full qualifications.

Skill sets can be defined in training packages, or developed by individual registered training organisations. The authors see the distinction between the two as an artificial construct and suggest that both should have equal status. They are also critical of the rules associated with skill sets; in particular rules that affect the responsiveness of the VET system, including not allowing for flexibility in the design of skills sets and the process whereby industry skills councils endorse skill sets in training packages.

Download the PDF: <http://www.ncver.edu.au/research/proj/2568.pdf>

信息来源: <http://www.ncver.edu.au/publications/2568.html>

5. NCVER News

职业教育、本土学生和专业课程选择=Vocational education, Indigenous students and the choice of pathways / Susan Bandias, Don Fuller and Steven Larkin, Charles Darwin University

This report looks at the pathways that Indigenous students in the Northern Territory take between vocational education and training (VET) and higher education. The study explores the perspectives of students studying at higherlevel VET (certificate IV and above) and higher education qualifications. The study aims to gain an understanding of the pathways adopted by Indigenous students, as well as their motivations for study and their experiences while studying. The project adopts a mixed methods approach and draws on enrolment data from Charles Darwin University to get a perspective on Indigenous students' enrolment and completion rates. The study also used focus groups with 29 Indigenous tertiary education students from Charles Darwin University, Batchelor Institute of Indigenous Tertiary Education and two private providers.

Key messages

- For students from Charles Darwin University who had completed a higherlevel VET course, the pathway from VET to university is a viable option, with around 17% of Indigenous admissions to higher education based on previous VET. However, due to the low number of graduates at the certificate IV, diploma and advanced diploma levels, this pathway is available to relatively few students.
- The students who made the transition from VET to higher education felt their VET study was relevant to their higher education study. However, some students were unprepared for the more academic environment of higher education and the emphasis on online learning.
- The majority of students were satisfied with the quality of their course, particularly the quality of teachers and tutors, and the cultural appropriateness of the course. However, some students felt there was a lack of Indigenous teachers.
- All students received some level of financial assistance. Other types of support available to the students include: assistance with books, computers, transport, food and accommodation; childcare facilities; time off work; cultural leave; and additional time to complete the course. Some students were dissatisfied with the extent of the financial assistance and available childcare facilities, as well as with the lack of culturally appropriate places to study on campus.
- Some students from remote communities who had moved to urban locations to study felt socially isolated and had difficulties communicating in English.

Despite the support that Indigenous students receive to assist them with their study, they continue to face considerable disadvantage. This suggests that lack of social support, language issues and limited access to tertiary education still act as barriers to participation and completion.

Download the PDF: <http://www.ncver.edu.au/research/proj/2603.pdf>

信息来源: http://www.ncver.edu.au/newsevents/news/issue_296.html

面向混合体系的博学实践文化=Towards a culture of scholarly practice in mixedsector institutions / Melanie Williams, timeFUTURE Consulting, Fleur Goulding, Holmesglen, and Terri Seddon, Monash University

The increasing prevalence of primarily vocational education and training (VET) institutions delivering higher education qualifications has raised questions about the place for scholarship in these institutions. Scholarship is not commonly associated with the VET sector. Rather, teachers and trainers are expected to have the appropriate technical skills and knowledge of the subjects they are teaching and to be up to date with industry practice. This is essentially the 'knowledge' that teachers and trainers need and it is conceptually similar to the 'knowledge' required by university lecturers. In the latter case, the usual label is 'scholarship' and there is a vast literature

defining the concept. One particularly influential framework is that of Ernest Boyer with its four forms of knowledge — discovery, integration, application and teaching — and it is this framework the researchers adopt in this project.

Key messages

- Even though the term 'scholarship' is not normally associated with VET, it was clear from the research that Boyer's four forms of scholarship are relevant to the VET sector and are being practised. Examples of discovery included making films and composing music to be shared with students, while integration involved attending multidisciplinary networks and seminars. In terms of application, examples included participation in action research projects and ensuring their relevance to industry. Moreover, scholarship in VET is mainly related to teaching and learning rather than being disciplinebased.
- Scholarly practice in mixedsector institutions combines elements of scholarship from both the VET and higher education sectors. It focuses on individual practices, has an industry focus and is mainly undertaken in the areas of teaching and learning. However, as in the higher education sector, it recognises the role of critical reflection, the need to place the scholarly practice within the broader literature, and the necessity of addressing social and ethical issues.

Given the move towards delivering higher education in VET institutes there is increasingly becoming a need for scholarship in VET. Developing a shared language will help the teachers/lecturers in these institutes.

Download the PDF: <http://www.ncver.edu.au/research/proj/2599.pdf>

信息来源: <http://www.ncver.edu.au/publications/2599.html>

6. Cedefop News

2020 创业行动计划大纲: 提高创业教育与培训的重要性=Entrepreneurship 2020 Action Plan outlines the importance of improving entrepreneurial education and training

The proposed Action Plan sets out a number of actions to be taken at both EU and Member States' level to support entrepreneurship in Europe. One of its three pillars is increasing the prevalence and quality of entrepreneurial education and training, which is considered one of the highest return investments Europe can make. Among other objectives, the Commission will develop a panEuropean entrepreneurial learning initiative bringing together existing European and national expertise for impact analysis, knowledge sharing, development of methodologies and peer mentoring between practitioners from Member States.

Links http://ec.europa.eu/enterprise/policies/sme/publicconsultation/files/reportpubconsentr2020ap_en.pdf

信息来源: <http://www.cedefop.europa.eu/EN/news/20833.aspx>

爱尔兰教育与技能部长关于爱尔兰欧盟理事会主席教育优先权会议概要= The Irish Minister for Education and Skills outlines Ireland's education priorities for the EU Presidency

Welcoming the beginning of the Presidency of the Council of the EU, which Ireland will hold until 30th June, a number of legislative priorities in education have been identified in order to improve training, skills and access to education.

Links : <http://www.eu2013.ie/news/newsitems/ministerquinnoutlinesirelandseducationprioritiesforeupresidency/>

信息来源: <http://www.cedefop.europa.eu/EN/news/20822.aspx>

欧洲的不匹配技能挑战=The skill mismatch challenge in Europe

Skill mismatch in the EU is increasing. It negatively affects economic competitiveness and growth, increases unemployment, undermines social inclusion and generates significant economic and social costs. In order to make

effective use of its talent and to prevent the waste of its human capital, the EU has to overcome any skill mismatch.

As part of the Employment and Social Developments in Europe 2012 report, the analysis in this document estimates the incidence of both macro and micro level mismatches in both qualifications and skills in the EU and across Member States. It explores their variation across important determinants such as sectors and various socioeconomic groups and, on this basis, considers successful policies to tackle skill mismatch. It also emphasises the important advantages of policy measures that focus not only on education or qualification mismatch but also on the match between an individual's skills in relation to their job requirements.

Links : <http://register.consilium.europa.eu/pdf/en/13/st05/st05571ad09.en13.pdf>

信息来源: <http://www.cedefop.europa.eu/EN/news/20961.aspx>

投资于教育与培训的理事会决定-对反思教育的回应=Council Conclusions on investing in education and training - a response to Rethinking Education

EU Education Ministers met on 15 February to discuss relevant issues concerning education in the context of the 2013 Annual Growth Survey. The conclusions adopted are a response to the Commission communication "Rethinking Education" presented in November 2012 and highlight priority areas for education and training reform with particular emphasis on improving overall skills and competence levels in order to boost employability and reduce youth unemployment.

Links : http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/135467.pdf

信息来源: <http://www.cedefop.europa.eu/EN/news/21082.aspx>

斟酌思考过的青年就业承诺需经欧盟实施=Tried and tested "Youth Guarantee" must now be applied throughout the EU, says CoR

Europe's cities and regions have called on EU ministers to swiftly agree to plans to guarantee all young people up to 30 years old quality employment, education or training opportunities to boost growth and avoid creating a "lost generation". They stress that a lack of investment and proper local and regional authority involvement could seriously jeopardise the scheme's success.

Links : http://europa.eu/rapid/pressrelease_COR137_en.htm?locale=en

信息来源: <http://www.cedefop.europa.eu/EN/news/21075.aspx>

委员会提出需要推进创业教育=Entrepreneurship education needs to be boosted, says Commission

The Commission highlights that the Entrepreneurship Action Plan launched in January is a project for joint action to revolutionise the culture of entrepreneurship and create a more supportive environment for entrepreneurs to grow and thrive. While a number of Member States have successfully introduced national strategies for entrepreneurship education or made entrepreneurial learning a part of curricula, more action is needed, according to the Commission.

Links: http://europa.eu/rapid/pressrelease_MEMO1377_en.htm

信息来源: <http://www.cedefop.europa.eu/EN/news/21057.aspx>

就业和社会事务会议明确关注 ICT 技能=Employment and Social Affairs Meeting will look specifically at ICT skills

Ahead of the Employment and Social Affairs Informal in Dublin on 7th and 8th February Minister for Jobs, Enterprise and Innovation, Richard Bruton TD, talks about how the event will focus on responses to help European people back into work.

Links : <http://www.eu2013.ie/news/newsitems/20130206brutonvideo/>

信息来源: <http://www.cedefop.europa.eu/EN/news/21051.aspx>

爱尔兰社会保护部长谈青年就业保证=Irish Minister for Social Protection discusses the Youth Guarantee

Ahead of the upcoming Employment, Social Policy, Health and Consumer Affairs (EPSCO) Informal on February 7th and 8th in Dublin, Minister for Social Protection, Joan Burton TD, writes that youth unemployment increases the likelihood of being unemployed later in life, with possible consequences on pay, health and status. This week in Dublin Castle, as part of Ireland's presidency of the Council of the EU, social protection and employment ministers from the member states will gather to discuss the Youth Guarantee and other issues.

Links : <http://www.eu2013.ie/news/newsitems/20130206burtonoped/>

信息来源: <http://www.cedefop.europa.eu/EN/news/21041.aspx>

第 3226 个理事会主要决议=Main results of the 3226th Council meeting

The Council reached political agreement on a recommendation addressed to the member states to establish "youth guarantee" schemes that aim to ensure that all young people under the age of 25 who lose their job or do not find work after leaving education quickly receive a good quality offer of employment, continued education, an apprenticeship or a traineeship. They should receive such an offer within four months of becoming unemployed or leaving formal education. The "youth guarantee" is intended to provide for a smooth transition between school and work, to support labour market integration and to make sure that no young person is left out. The measure is a key part of the response to the worsening youth employment conditions across Europe.

Links : http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/lsa/135746.pdf

信息来源: <http://www.cedefop.europa.eu/EN/news/21127.aspx>

都柏林会议上主导产业专家集中讨论教学水平=Leading industry experts to focus on improving teaching standards at Dublin conference

The conference 'Better Evaluation and Assessment to Improve Teaching and Learning' will explore how assessment and evaluation can best support the acquisition of key competences for learning. It will draw from research carried out by the European Commission and the OECD. In particular, it will explore how elements of evaluation and assessment frameworks can be combined successfully to promote improved learning for students. Typical elements of an evaluation and assessment framework include student assessment, teacher appraisal, school inspection, school selfevaluation, appraisal of school leaders and education system evaluation, including the use of national and international surveys.

Links : <http://www.eu2013.ie/news/newsitems/20130319teachingconference/>

信息来源: <http://www.cedefop.europa.eu/EN/news/21164.aspx>

青年就业行动团队报告: 春季欧洲理事会最新消息=Report on youth employment action teams: update for the spring European Council

At the informal European Council in January 2012, the Commission launched an initiative to help the eight Member States with the highest levels of youth unemployment. Action teams composed of national and Commission officials were set up in February 2012 with Greece, Ireland, Italy, Latvia, Lithuania, Portugal, Slovakia and Spain. The action teams worked to reallocate and accelerate EU funding to support job opportunities for young people and to help SMEs access finance.

This note provides updated information on the situation in March 2013 and sets out how the European Union can continue to tackle youth unemployment in the months and years to come.

Links: http://ec.europa.eu/europe2020/pdf/barroso/report_en.pdf

信息来源: <http://www.cedefop.europa.eu/EN/news/21153.aspx>

欧洲委员会落实数字大联合工作=European Commission launches Grand Coalition for Digital Jobs

Commission President José Manuel Barroso called yesterday on Europe's digital businesses, governments,

training and education sectors to join a Grand Coalition for Digital Jobs to address up to 900.000 job vacancies expected to exist in Europe in Information and Communication technologies (ICT) by 2015. Despite the current levels of unemployment, the number of digital jobs is growing by more than 100.000 per year. Yet the number of fresh ICT graduates and skilled ICT workers is not keeping up.

Links : http://europa.eu/rapid/pressrelease_IP13182_en.htm

信息来源: <http://www.cedefop.europa.eu/EN/news/21130.aspx>

VET 实践质量会议在欧洲举行=European Conference on Quality in VET Practices

The conference will host 150 persons bringing together representatives of the national ministries, stakeholders (social partners, VET providers, sectoral representatives, industries VET learners and chambers) and multipliers (Lifelong learning programme National Agencies). The main aims of the conference are to: offer an overview of the results of the work of the EQAVET projects; share methods and tools elaborated by the projects; take stock of the common challenges; reflect on the needs for further development of EQAVET.

Links : <http://www.eqavetprojects.eu/conferencemainpage/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20802.aspx>

欧洲高等教育地区排行和优质收益能见性=Higher education conference "Rankings and the visibility of quality outcomes in the European Higher Education Area"

The subject of this conference is higher education ranking systems with a particular focus on the needs of different users. The conference will also focus on the Commission's UMultirank project and will provide an opportunity for the consortium leading this project to provide clarity to institutions and policy makers around the opportunities, challenges and requirements of the project.

Expected participants include representatives of the various users of rankings systems including students, institutional leaders, academics, enterprise leaders and policy makers.

Links : <http://www.eu2013.ie/events/eventitems/highereducationconference20121201/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20787.aspx> VETBib Bibliographic database

专家会议: 2013 欧洲就业和社会发展综述=Expert Conference: Employment and Social Developments in Europe Review 2013 Following the publication of the 2012 annual Review, DG EMPL is organising an expert conference by invitation only, to disseminate and discuss its findings. Nevertheless, the entire event will be broadcasted and a link will be made available for those who wish to follow it.

The titles of the four panels are the following: Longterm unemployment and longterm exclusion; The skill mismatch challenge in Europe; Wage developments in the European Union during a severe economic downturn; Employment and social aspects of the welfare state and taxation.

Links : <http://ec.europa.eu/social/main.jsp?langId=en&catId=88&eventsId=850&furtherEvents=yes>

信息来源: <http://www.cedefop.europa.eu/EN/events/20933.aspx>

教育、青年、文化体育理事会会议=Meeting of the Education, Youth, Culture and Sport (EYCS) Council

The Education, Youth, Culture and Sport Council (EYCS) deals with European Union policies on a wide range of issues. These include teaching and dissemination of languages, improving knowledge of the culture and history of the EU, encouraging mobility of students and teachers, vocational training to integrate citizens into the labour market, and stimulating artistic and literary creation. It works to complement Member State policies in this area.

Links : <http://www.eu2013.ie/events/eventitems/meetingofeducationyouthcultureandsporteycs20130215/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20792.aspx>

“集中、创新和提高”-教师教育的职业鉴定=Conference "Integration, Innovation and Improvement -The Professional Identity of Teacher Educators"

This conference will focus on the professional identity of the teacher educator. The issue of the quality of teacher educators has been identified by the EU Member States and the EU Commission as being an important contributor to the overall quality within education systems.

Links: <http://www.eu2013.ie/events/eventitems/conferencetheprofessionalidentityofteachereducators20121201/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20794.aspx>

欧洲 2020 时代的新技能和工作的议程=Europe 2020 Conference – Agenda for new skills and jobs

This conference will discuss how local and regional authorities can improve education and respond to the need for more flexible careers, contributing this way to Europe's growth strategy. The main priorities will be the reform of the labour market, the increase of skill levels, job growth and job quality.

The event is primarily aimed at policy makers and senior experts of national, regional and local public administrations, including ESF, ERDF and EAFRD Managing Authorities, as well as employment specialists from academia, networks and associations. The conference will be combined with (optional) study visits and a networking session dedicated to experiences and future aspects of transnational cooperation.

Links : <http://cor.europa.eu/en/news/events/Pages/europe2020conferenceagendafornewskillsandjobs.aspx>

信息来源: <http://www.cedefop.europa.eu/EN/events/20929.aspx>

进一步提高教学的评估与评价=Conference on better assessment and evaluation to improve teaching and learning

This conference focuses on how assessment and evaluation frameworks and practices implemented by schools and educational systems can best promote the acquisition of key competences and improved learning for students. Delegates will be enabled to consider the implications for policy and educational practice of recent research conducted by both the European Commission and the OECD, and the experience of countries that have successfully combined assessment and evaluation systems to promote better teaching and improved learning.

Expected participants include education policy makers, personnel from government departments and local authorities, personnel involved in evaluation and assessment, including inspectorates of education, research and evaluation institutes, school leaders and teacher educators.

Links : <http://www.eu2013.ie/events/eventitems/betterlearningandteaching20121201/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20798.aspx>

博洛尼亚后续小组会议=Meeting of the Bologna followup group

Biannual meeting of Bologna Follow Up Group the group charged with overseeing the implementation of reforms agreed by European Ministers of Higher Education. Expected participants include Government representatives and representatives of higher education stakeholders including students, staff, institutions, business and the European Commission.

Links :

<http://www.eu2013.ie/events/eventitems/meetingofthebolognafollowupgroup20121201/>

<http://www.cedefop.europa.eu/EN/events/20800.aspx>

青年讨论会和成员国集会=Youth Conference and Director Generals meeting

The EU Youth Conference will be the culmination of the Structured Dialogue process between young people and policy makers across 27 Member States.

This joint event for youth people, youth organisations and policy makers will facilitate discussion on theme connected to the overall Trio (Ireland, Lithuania and Greece) thematic priority of "Social Inclusion". As it is the

first phase of a new 18 month consultation cycle between young people and policy makers from 27 Member States, it will facilitate joint debate on the broad area of social inclusion, its challenges for, and impact on, young people and will explore the value of quality youth work (nonformal learning) for young people as a means to their social inclusion and to their development and wellbeing. This theme will be explored and developed via joint workshops – the thematic areas of which will be drawn from the results of reports of national consultation provided by 27 Member States and submissions from other stakeholders.

Links : <http://www.eu2013.ie/events/eventitems/euyouthconferenceanddirectorsgeneralmeeting/>

信息来源: <http://www.cedefop.europa.eu/EN/events/20796.aspx>

经济危机时期活跃劳动力市场政策的有效措施=Conference Effective tools of active labour market policies during the crisis

The purpose of the conference is to see which types of active labour market policies have proved efficient during the crisis. The conference will build on the results of a hearing held by the Labour Market Observatory in 2010 on the financing of active labour market policies and a background paper on the same subject elaborated at that occasion by Eurofound. National cases of application of active labour market policies will be presented.

Links : <http://www.eesc.europa.eu/?i=portal.en.eventsandactivitieseffectivelabourmarkettools>

信息来源: <http://www.cedefop.europa.eu/EN/events/21032.aspx>

7. ECVET Magazine No 12 (December 2012) and Special Issue No 11 (Annual ECVET Forum 2012)

The last issue of the magazine in 2012 is a joint issue prepared together by the ECVET core and support teams. It contains:

- An editorial by Erik Hess, Policy Officer ECVET at European Commission DG EAC, reviewing the year 2012 and stating the priorities for 2013;
- An article on the second joint ECVETEQA VETE QF seminar held in October in Paris on using units within professional qualifications;
- An article on the customized seminar for the UEAPME (European Association of Craft, Small and Medium sized enterprise) held in September in Brussels;
- An article on the customized seminar for the nuclear energy sector held in September in Brussels;
- An article on the pilot projects' approaches to the definition of units of learning outcomes and their assessment;
- An article on the ECVET expert teams from Greece, Malta, Italy and Slovenia; 4 articles each describing a pilot project: VETCCS (Vocational Education and Training Credit Conversion System in Malta), CO.L.O.R (competency valorisation and learning outcome recognition for migrants and mobile workers within Italy), ESyCQ (ECVET solution to the recognition of prior learning in Germany) MENE CVET (analysing alternatives for recognised mobility in France);
- An article on the NetECVET network, which promotes ECVET to practitioners;
- An article on the "PEP goes local" project, follow up of the PEP project (Partnership for Experimenting with ECVET in a Practical Context).

The issue 11, prepared by the ECVET support team, is dedicated to the annual ECVET Forum 2012 held in Brussels from May 31 to June 1. In this issue Cedefop has a prominent role.

Attachments : <http://www.cedefop.europa.eu/downloadmanager.aspx?id=20829&lang=en>

信息来源: <http://www.cedefop.europa.eu/EN/news/20825.aspx>

8. VETAlert Just published on Vocational Education and Training

VETAlert is a monthly selection of publications on vocational education and training available from Cedefop's bibliographic database VETBib.

- **VETAlert no 3 March 2013** http://www.cedefop.europa.eu/EN/Files/201303_VETAlert.pdf
- **VETAlert no 2 February 2013** http://www.cedefop.europa.eu/EN/Files/201302_VETAlert.pdf
- **VETAlert no 1 January 2013** http://www.cedefop.europa.eu/EN/Files/201301_VETAlert.pdf



中文资源

1 职业教育理论

庄泽宣职业教育思想及其启示/牛金成//职业技术教育.-2012,(31).-77~81

庄泽宣是我国著名的教育家,其职业教育思想是他教育思想的重要组成部分,他的《职业教育概论》与《职业教育通论》两本书构成了当时职业教育原理的基本体系,体现了当时我国职业教育研究与发展水平。庄泽宣认为,职业教育在本质上是培养直接生利能力的教育,职业教育应有完善的层次结构;职业教育应采用多元化的办学模式;职业教育课程由职业学科和非职业学科组成,以职业学科为主,职业学科应注重实习;职业教育教师应具有双层资格;职业指导是社会性的事业,应给予高度重视。这些思想对我国当前的职业教育发展具有重要启示。

论职业教育的工具性僭越与人本性追求/陈鹏,庞学光//江苏高教.-2012,(06).-147~150

在现实的职业教育实践中,存在着严重的偏"社会性"目的、重"输入性"过程和过于关注"输出性"的结果等方面的工具性僭越。然而,作为面向职业人的职业教育,要对接职业人的"生存性"和"发展性"两方面的本体需求,为个体提供"生存性"职业教育"和"发展性"职业教育两种教育服务功能。

新形势下职业教育定位的应然选择/杨海华,陈艳,李德方//职教通讯.-2012,(29).-6~8

科学定位是职业教育可持续发展的关键。新形势下的我国职业教育需要以终身教育的教育理念定位、能力为本的办学理念定位、就业为导向的办学方针定位、促进学生全面发展的培养目标定位、多层次和开放性的办学层次定位、与区域产业相适应的专业设置定位、工学结合的人才培养模式定位以及体现"双师"特征的师资队伍建设定位为应然选择,以促进人的全面发展,努力培养满足经济社会发展需要的高素质技能型人才。

职业教育中培养学生创造力的特殊性与策略研究/左兵//职教论坛.-2012,(36).-4~7

创造教育不是某一阶段教育才需要进行的教育,职业教育同样承担着培养和造就创造性人才的重任。职业教育的学生具有创造力的心理品质和人格特质,同时,职业教育较小

的升学竞争压力,多元化的评价方式,注重实践技能训练的教学方式,都为培养学生的创造力提供了有利条件。职业教育可以从调动学生的学习兴趣,完善科学多元的测评体系,强化实践教学环节,加强教师的创造意识等多种途径培养学生的创造力。

基于工具理性与价值理性的现代职教问题研究/雷久相//职教论坛.-2012,(36).-1~13

长期以来,职业教育改革始终面临着"两难抉择"。强调职业技术或能力,被质疑是功利至上;推崇生本,重价值导向,又被冠以普教样本。现代职教最完美的"人职匹配"教育究竟是什么样的?受工具理性与价值理性的启发,职教的全人教育不应是人与职的排斥,技术教育与职业信念教育的结合才是完整的。

职业教育国际化的内涵、形势及推进策略/侯兴蜀//中国职业技术教育.-2012,(21).-46~50

职业教育国际化是指一国或地区积极参与职业教育国际交流、分工、合作、服务与竞争,职业教育要素聚集、流动和对外扩散的历史进程。目前,北京职业教育虽然国际交流与合作形式多样并且初见成效,但国际竞争能力还比较薄弱,国际化程度需进一步提高,国际化进程需进一步加快。北京职业教育国际化要进行近期、中期和长期战略进程布局,开辟多元实现途径,并加强政策、组织和资金保障。

我国现代职业教育体系研究的现状及思考/肖凤翔,薛栋//中国职业技术教育.-2012,(24).-28~31

构建适应国家现代产业体系建设要求的有机衔接、多元立交的现代职业教育体系。统筹推进中等和高等职业教育协调发展,已明确成为我国职业教育改革和发展的重要战略任务。通过以我国职业教育体系建设的政策文件为背景,以不同层面和视角的现代职业教育体系研究的成果为线索,探讨其研究的现状和未来研究的方向,旨在为推进我国现代职业教育体系研究提供背景性知识和思路。

职业教育研究的复杂性范式论析/高文杰//中国职业技术教育.-2012,(24).-40~46

职业教育研究范式的取向是多元整合,即为不同范式的集合。其中复杂性范式是一个值得期待的重要研究范式。职业教育的复杂性、研究范式转变的趋势、复杂性范式的优越性表明复杂性范式引入是应然的。从范式的界定、理论基

础、方法论与技术工具、适宜的研究领域阐述复杂性范式的框架。

我国现代职业教育体系研究的现状及思考/肖凤翔, 薛栋//中国职业技术教育.-2012, (24) .-28~31

构建适应国家现代产业体系建设要求的有机衔接、多元立交的现代职业教育体系。统筹推进中等和高等职业教育协调发展, 已明确成为我国职业教育改革和发展的重要战略任务。通过以我国职业教育体系建设的政策文件为背景, 以不同层面和视角的现代职业教育体系研究的成果为线索, 探讨其研究的现状和未来研究的方向, 旨在为推进我国现代职业教育体系研究提供背景性知识和思路。

我国职业研究概述/赵志群//中国职业技术教育.-2012, (27) .-5~9

职业教育是针对“以职业形式存在的工作活动”的教育, 开展“职业”的研究, 对职业教育的科学发展具有重要的意义。这既包括针对职业和工作本身的研究, 也包括与此相关的社会、心理等其他问题的研究。本文对我国职业研究的历史和现状进行了回顾和展望, 以期对职业教育的研究和实践提供必要的理论基础。

职业的真谛对职业教育的启示/周志刚, 闫智勇, 朱丽佳//中国职业技术教育.-2012, (27) .-10~14

在扬弃主客体二分法的基础上, 基于三角互证的思想, 采用排除法和历史法对职业的本质进行了重新探究。研究表明, 职业是在社会分工中形成的受主体营私和社会需求耦合驱动的以社会交换为目的的对某些资源具有垄断性的社会劳动。这给新时期职业教育发展提供了新的思路, 即职业教育学科建设和职业教育研究必须回归学术原点, 夯实基本理论研究, 职业教育改革实践必须把握职业的本质特征。

建设中国特色现代职业教育体系是时代发展的要求/刘建同//中国职业技术教育.-2012, (30) .-5~7

2010年7月, 党中央、国务院颁布的《国家中长期教育改革和发展规划纲要(2010-2020年)》提出, “到2020年, 形成适应经济发展方式转变和产业结构调整要求、体现终身教育理念、中等和高等职业教育协调发展的现代职业教育体系”, 这是当前中国职业教育改革发展的重大任务。建设现代职业教育体系既是一个新问题, 也是一个老问题。作为一个13多亿人口的大国, 要科学地发展我国经济、改善人民生活、为世界经济复苏增长作出贡献, 就必须进一步做大做强做优实体经济, 由此要求我们必须把建设现代职业教育体系提上议事日程, 抓紧行动, 为实体经济以及整个国家经济社会发展提供有力的人力资本支持。

试论职业教育质量的生成机制/王军红 周志刚//中国职业技术教育.-2012, (36) .-11~15

厘清职业教育质量生成机制对制定职业教育质量标准、进行职业教育质量评价具有重要意义。质量是在成本投入与收益分析的基础上, 通过特定质量观指导下的主体实践活动及评价反思不断地生成。职业教育质量的生成机制是职业教育质量影响因素的结构功能关系及其相互作用过程、方式和机理, 主要包括质量生成的预警和动力机制、优化配置机制、竞争合作机制、表达及保障机制。

职业教育跨界研究初探/何应林, 顾建军//中国职业技术教育.-2012, (36) .-20~25

职业教育是一种跨界的教育, 当前我国职业教育需要跨越教育与职业、学校与企业、学习与工作、中职与高职、职业教育与“其他类型教育”以及教育学与“其他相关学科”之界。跨界的职业教育需要职业教育跨界研究。所谓职业教育跨界研究, 是指研究者跨越与职业教育问题相关的各个“定界”, 探求它们对职业教育的作用规律。为职业教育的问题解决和实践发展提供全面、有效的信息。

关注人的生存、生长与生成: 现代职业教育目的解析/张弛//中国职业技术教育.-2012, (36) .-26~31

作为职业教育理论的基础性问题, 现代职业教育目的研究应关注人的生存、生长与生成。本文通过职业教育目的的规定性分析, 构建出职业教育目的的层级解析体系, 即基础目的为关注人的生存能力, 高级目的为关注人的生长能力, 终极目的为关注人的人格生成。

“‘双师型’教师”: 一个中国特色概念的语用分析/刘猛//教师教育研究.-2012, 24(06) .-26~30

“‘双师型’教师”这一概念是最具中国特色的职业教育理论创造。从社会语用分析来看, 这一概念的使用既明示教师作为人的因素是学校教育发展的关键因素, 又揭示了职业学校与普通学校在办学上存在着鲜明差异, 更暗示着中国职业学校办学主体中企(行)业缺位的尴尬。但它远不如“教学名师”、“骨干教师”、“学科带头人”等称号那样, 成为现实生活中职业学校教师通过努力追求的理想目标, 这种状况需要人们去思考这一概念的未来命运。

2 职业教育发展

职业教育可持续发展的基本原理/查吉德//河北师范大学学报: 教育科学版.-2013, (01) .-65~69

差别原理、公平原理和效能原理是推动职业教育可持续发展的基本原理。要满足多样化的人才需求和教育需求, 职

业教育须遵循差别原理,不仅与普通教育差异化发展,而且应扩大内部的多样性。职业教育还应遵循公平原理,消解强制分流导致的教育不公平问题,通过完善教育分流标准、建立现代职业教育体系,促进教育机会公平和发展机会公平,否则会失去合法性基础。效能原理将处于对立冲突状态的差别原理与公平原理统一起来,要求职业教育不仅考虑经济效益,还应考虑社会效能。提高职业教育效能,不仅应转变发展方式,提高人才培养质量,还应考虑经济发展水平,避免过度发展或超速发展。

社会共生视域下职业教育社会伙伴关系发展研究/杨丽波,李欣//河北师范大学学报:教育科学版.-2013,(01).-74~79

职业教育社会伙伴关系是职业教育及培训机构、政府、行业(企业)、社会中介组织在“共赢”的基础上,为提升职业教育质量及促进社会、经济和个人发展而自愿建立的合作关系。通过对职业教育社会伙伴关系的特征、建立过程、角色分析,对如何发展职业教育及培训机构、政府、行业(企业)、社会中介组织关系提出建议。

构建面向人人的中国特色职业教育发展道路刍议/贺文瑾//河北师范大学学报:教育科学版.-2012,14(11).-73~77

职业教育作为现代国民教育体系的重要组成部分,是面向人人、面向全社会的教育,对促进就业、繁荣经济、消除贫困、保障公平和社会和谐具有重要意义。坚持中国特色是我国职业教育发展的必由之路,面向人人是我国职业教育的历史责任。面向人人的中国特色职业教育发展道路,必须以构建现代职业教育体系为先导,创新体制机制,提高办学质量,重点发展农村职业教育。

《教育规划纲要》颁布以来我国高等职业教育新变化/周建松//职业技术教育.-2012,(27).-50~53

2010年召开了新世纪第一个全国教育工作会议,颁布了《国家中长期教育改革与发展规划纲要(2010—2020年)》,共同描绘了今后十年中国教育改革发展的宏伟蓝图,对各级各类教育提出了明确的目标和任务,由此引发了全国教育战线的新一轮改革浪潮。高等职业教育作为中国高等教育的重要类型与职业教育的较高层次,同样经历着发展变革的洗礼与挑战,呼唤着我国高等职业教育认清形势、借助大势,谋求新的发展,实现新的跨越。

主体性哲学视域下职业技术教育的困境与反思/杨晶//职业技术教育.-2012,(30).-62~64

职业技术教育作为以培养专门的职业技能型人才为己任的教育类型,为国家的建设和发展培养了大量的专门性人

才,在国民经济的发展中发挥着无以替代的巨大的作用。我国高度重视职业技术教育的发展,并在2005年出台了《国务院关于大力发展职业技术教育的决定》,以此来促进职业教育的发展。

行业导向的职业教育政策发展/李玉静.职业技术教育.-2012,(31).-1~1

技能人才短缺与毕业生就业难已经成为制约我国经济结构转型及职业教育发展的一个重要矛盾,其根本原因是缺乏与经济和行业发展紧密衔接的职业教育或技能人才培养战略。因此,未来一段时期,怎样紧密适应产业发展升级和经济增长方式转变的需求,通过战略发展和制度创新应对行业发展与技能人才短缺的挑战,在经济社会发展中发挥更大的作用,是我国职业教育发展战略面临的重要课题。

职业教育均衡发展与区域经济协调发展互动的体制机制构建/林克松,朱德全//教育研究.-2012,(11).-102~107

在城乡一体化进程中,职业教育均衡发展与区域经济协调发展存在相互作用、相互制约的复杂关联,两者之间的互动是一种双赢互惠的发展战略模式。我国长期积累着的诸多体制机制上的沉疴构成了阻碍职业教育均衡发展及区域经济协调发展互动的桎梏和顽疾。从办学体制、人才培养体制、管理体制及其机制入手构建职业教育均衡发展及区域经济协调发展互动体制与机制的框架,将为采取体制改革与机制创新推动两者互动,实现城乡一体化发展提供借鉴。

高等职业教育质量观的转型与发展/任聪敏.职教通讯.-2012,(34).-31~35

民众对于高等教育的强烈愿望、社会政治与经济的转型、生产技术与企业竞争要求推动了世界高等教育大众化的发展,同时,也带来对高等教育质量问题的思考。在这一背景下,中国高等职业教育规模的迅速扩张,高职质量问题也日益受到重视。从中国高职教育质量观形成及其存在问题出发,就其转型提出三个发展方向及两个应注意的问题,提出形成科学的、可持续的质量观是高职发展的必然要求。

对职业技术教育及其创新模式的思考/刘雁琪//职教论坛.-2012,(35).-9~10

通过对职业技术教育办学体制、存在问题和原因的分析,力求为职业技术教育创新发展模式提供一些思考。

企业的职业教育参与职能分析/柳连忠,王玲,胡玲玲//职教论坛.-2012,(34).-8~11

从企业对职业教育的诉求分析,积极参与和举办职业教育是企业承担社会责任的需求,是经济转型期企业的职业

教育现实需求,是企业发展的历史需求,是企业可持续发展的需求;从职业教育的企业参与需求分析,企业是发达国家职业教育发展历史中的重要推动力量,是我国现代职业教育发展的历史选择,是职业教育人才培养的理性诉求。企业的职业教育参与职能主要有单独或联合举办职业教育,全面参与职业教育教学全过程,通过各种方式大力支持职业教育,做好职业教育公共服务工作等。

改革开放以来我国职业教育科研发展的特点研究——以“六五”至“十一五”全国教育科学规划职业技术教育学科课题为对象/李术蕊//中国职业技术教育.-2012,(21).-33~40

本文以“六五”至“十一五”全国教育科学规划职业技术教育学科课题为对象,通过对立项课题的数量分析、内容分析及课题负责人的相关分析,对改革开放以来我国职业教育科研发展的特点进行了探讨。

职业教育可持续发展之我见/刘建同//中国职业技术教育.-2012,(24).-10~14

可持续发展是科学发展观的根本要求。2012年6月1日,《中华人民共和国可持续发展国家报告》发布。同月21日至23日,联合国可持续发展大会首脑峰会在巴西里约热内卢召开。可持续发展早已从一个经济学概念演变为关于人类社会发展进程的综合性概念。作为构成经济社会可持续发展的要件之一,职业教育可持续发展既是一个理论问题,更是一个实践问题。而实现职业教育的可持续发展,关键在行动,在相关政策措施的制定和落实。唯其如此。职业教育才能实现自身的可持续发展,并服务好国家可持续发展战略的实施。

当代世界职业教育发展趋势研究——现象与规律(之三)——基于纵横维度交替发展的趋势:实然与应然/王泽荣,吴全全,陈东//中国职业技术教育.-2012,(24).-15~27

当代世界职业教育的发展,具有纵横交替的特点。职业教育作为一个巨系统,其体制表现为系统的架构。是静态的制度、规则、组织,其机制表现为系统的运行,是动态的工作方式、组分关系、变化响应。体制与机制的好坏,取决于职业教育自适应系统的优劣。这就必然引发哲学的思辨与处置:“实然”是经验的表述,“应然”是理性的论断。基于“实然”的灵活性与基于“应然”的规范性的互补,要求洞察和研究的敏锐与深刻:在职业教育发展与改革之中无序的实然,经由序化的处理,进而实现有序的应然,是推动职业教育发展与改革的应有之义;而有序的应然,遭遇无序的随机事件,却又必须做出恰当的应对,去依据变化了情境、条件,形成基于应然的有序的实然,从而达到新的应然。则

更是创新职业教育发展与改革的应有之举。世界职业教育在“纵横”维度的交替互补,是职业教育疆域的“厚度”充实。“应然与实然交替”的发展,是当代世界职业教育发展的又一趋势。

以现代职业教育体系建设推动职业教育转型发展的几点思考/胡泊,宁锐//中国职业技术教育.-2012,(30).-8~11

新中国建立后,职业教育体系的概念随着职业教育的发展不断完善、日趋成熟。在新的历史时期,中国的职业教育正面临着改革和发展的新任务。建设现代职业教育体系是当前职业教育领域最为重要的问题,适应体系建设特点,实现发展转型,成为职业教育在新形势下实现科学发展的一个现实选择。

职业教育均衡发展与区域经济协调发展互动的体制机制构建/林克松 朱德全//教育研究.-2012(11).-102~107

在城乡一体化进程中,职业教育均衡发展与区域经济协调发展存在相互作用、相互制约的复杂关联,两者之间的互动是一种双赢互惠的发展战略模式。我国长期积累着的诸多体制机制上的沉痾构成了阻碍职业教育均衡发展与区域经济协调发展互动的桎梏和顽疾。从办学体制、人才培养体制、管理体制及其机制入手构建职业教育均衡发展及区域协调发展互动体制与机制的框架,将为采取体制改革与机制创新推动两者互动,实现城乡一体化发展提供借鉴。

试论高等职业教育“四个合作”及其实践/陈德清//中国成人教育.-2012,(20).-93~95

合作办学、合作育人、合作就业、合作发展是我国新一轮高等职业教育改革与发展的新路径。在新的历史时期。必须明确和构筑新形势下实施“四个合作”的新要求和新思想。实践和创新“四个合作”。要通过“四个围绕”来促进其实现。

3 职业教育管理

加快现代职业教育体系建设/卢连大//职业技术教育.-2012,(27).-39~41

制度建设是现代职业教育体系建设的重要内容,是一项系统工程,需要统筹谋划,强力推进。建立现代职业教育体系的必然性 《现代职业教育体系建设规划(2012—2020年)》(征求意见稿)站在国家经济社会发展战略全局高度,清晰地描绘出未来一个时期中国职业教育体系建设的总体框架

和基本路线,既高屋建瓴,又很有操作性。文件从转变发展方式、促进技术技能积累、改善民生、改善生活、贯彻中国特色的教育方针等几个方面做了很全面、很深刻的阐述,笔者以为,需要注意以下两方面。

高职院校文化建设原则初探/倪筱荣//江苏高教.-2012,(05).-150~151

学术界对高校文化建设提出了三十多条普适性原则,在为高校文化建设提出规则的同时也提供了各种建设思路,其中部分原则大而不当没必要刻意作为原则来强调。在研究高职院校学生现状尤其是生源质量,高职院校人才培养目标,学生、家长、社会对高职生的成才期望,以及高职院校作为高校的高等教育属性之后,提出高职院校文化建设至少要坚持三条原则:促进自信自强自立原则,高等性职业性原则,创新创业原则。

发达国家职业教育价值追求嬗变:生涯指导的挑战与应对策略/汤霓//职教通讯.-2012,(34).-36~40

生涯指导包括生涯教育、就业咨询、特殊辅导和创业辅导。发达国家生涯指导面临诸多挑战,如不具胜任力的指导人员、零碎且不充分的指导建议、不可用的劳动力市场信息。为应对这些挑战,应对策略有:开设专门的生涯指导专业、提供积极的生涯指导服务、提供可用的劳动力市场信息、提供充分的工作实习机会。

对职业教育分级制度改革的思考与建议/赵俊梅,陈建民,任凤国//职教论坛.-2012,(36).-14~17

职业教育分级制度改革是对构建现代职业教育体系的新探索、新实践。针对当前专业发展定位模糊、培养目标重叠、无特色等问题,力图通过行政管理体制、院校内部管理体制和信息沟通与交流体制等改革与创新,推动北京职业教育和谐、健康、持续发展。

我国职业教育实训资源开发与共享机制建立的政策建议/南海,龚孟伟//中国职业技术教育.-2012,(27).-21~23

目前我国职业教育实训资源普遍不足,尤其是优质资源十分匮乏。随着产业结构调整与生产技术的更新换代,职业教育实训资源将面临更加严峻的挑战。因此,职业教育实训资源的有效开发与全方位共享,在技能人才培养实践中的价值将愈益凸显。而实训资源开发与共享的关键,在于创新与培育科学合理的开发与共享机制,这种机制创新与培育的必要前提是对相关主体合作价值基础的科学分析。

职业教育质量评价的困境及其消解/李义丹,马君//中国职业技术教育.-2012,(33).-18~21

职业教育质量问题日益成为阻碍职业教育蓬勃发展的瓶颈,人们日益增长职业教育需求与职业教育质量不高的矛盾日益突出。直接影响着职业教育的地位和吸引力。对职业教育质量进行评价是解决职业教育质量问题的有效途径。但限于我国职业教育质量评价起步晚、理论研究薄弱、标准单一、方法选择等问题的存在,使得职业教育质量评价体系迟迟不能建立。为此,文章就当前我国职业教育质量评价中存在的问题进行了反思,并提出了相应解决策略。

提升高职院校社会服务能力的策略研究/和克纯,邱开金//职教论坛.-2012,(36).-8~10

高职院校社会服务能力建设已成为当前高职教育领域关注的热点问题。社会服务是高职院校最主要、最核心的功能,也是高职院校核心竞争力最直接的反映和体现。高职院校开展社会服务的功能定位主要包括人才服务、技术服务、培训服务、文化服务、咨询服务。提升高职院校社会服务能力是一项系统工程,必须强化服务意识、夯实服务基础、创新服务模式、构建服务机制、健全服务体系。

本科层次高等职业教育培养目标及其内涵探析/涂向辉//中国职业技术教育.-2012,(27).-15~20

本科层次高等职业教育是我国职业教育领域目前正在探索的一个新的教育层次。文章分析了构建本科高职人才培养目标的原则和依据,提出了我国本科高职的人才培养目标并对其内涵进行了解析。

职业教育学之惑/孟景舟//中国职业技术教育.-2012,(24).-36~39

随着职业教育的大发展,职业教育学科建设取得了令人瞩目的成绩。与此同时,职业教育学界对职业教育学科的性质、地位也愈来愈加关注。目前,在职业教育学科建设中存在着名称之惑、本质之惑和理论之惑。对这些困惑的阐释与回答,成为职业教育学科建设急需解决的问题。

我国职业教育实训资源开发与共享机制建立的政策建议/南海,龚孟伟//中国职业技术教育.-2012,(27).-21~23

目前我国职业教育实训资源普遍不足,尤其是优质资源十分匮乏。随着产业结构调整与生产技术的更新换代,职业教育实训资源将面临更加严峻的挑战。因此,职业教育实训资源的有效开发与全方位共享,在技能人才培养实践中的价值将愈益凸显。而实训资源开发与共享的关键,在于创新与培育科学合理的开发与共享机制,这种机制创新与培育的必要前提是对相关主体合作价值基础的科学分析。

4 工学结合、校企合作

“工学结合、校企联动”的通信技术专业建设实践 / 盛国 // 职业技术教育.-2012, (29) .-18~20

浙江邮电职业技术学院通信技术专业以人才培养模式改革和创新为抓手,全面推进专业建设。其具体措施:校企深度融合,共同优化三年三阶段“工学交替,能力递进”人才培养模式;共同进行以“全过程通信线路”为导向的课程体系改革;打造一支校企互通、专兼结合的“双师”结构专业教学团队,提升教师社会服务能力;建成集专业教学、职业培训、技术服务“三位一体”的校内外生产性实训基地。

校企深度合作:高等职业教育质量提升和人才培养的根本途径 / 夏玲, 宋建军 // 黑龙江高教研究.-2013,31(01) .-66~68

高等职业教育要树立科学的质量观,注重内涵发展、特色发展,以服务为宗旨,以就业为导向,不断深化教育教学改革,加强校企深度合作,调动行业企业参与学校人才培养的积极性,构建和实施工学结合、校企合作、顶岗实习的人才培养模式,进一步推动校企深度合作发展。

我国高职教育校企合作的五重维度分析 / 郭福春 // 黑龙江高教研究.-2012,30(12) .-118~120

校企合作是促进我国高等职业教育特色发展,保障高等职业教育教学质量,培养大量高端技能型专门人才的必由之路。文章从学校维度的开放式办学、企业维度的人才培养与服务开发、专业维度的实践育人、师资维度的“双师结构”、课程维度的“工学结合”等五个维度对校企合作的内涵进行了全面分析。

校企合作”模式下的“就业机制”的构成及完善 / 芮秀文 // 江苏高教.-2012, (05) .-110~111

通过“校企合作”,让企业参与到学校的学生培养和毕业生就业中来,不断地探索就业新模式,努力完善“校企合作”模式下的“前就业机制”、“准就业机制”和“完全就业机制”的构建。从而在校企双方的共同努力下,为从根本上解决大学生的就业问题奠定良好的基础。

利用高校校办企业培养大学生创新能力和实践能力 / 黄传常, 刘臻 // 当代教育科学.-2012, (13) .-39~41

高校校办企业是高校开展大学生实践教学活动的场所和首选基地,是培养大学生创新能力和实践能力的重要载体。对大学生创新能力和实践能力的培养。高校校办企业具有三大优势:学科优势、地缘优势、人才优势。要发挥高校校办企业培养大学生创新能力和实践能力的作用,应采取

以下对策:构建一个以高校校办企业为龙头的全社会参与的实践体系;全面开放校办企业实践场所;建立校办企业实践教学质量考核与评估体系;增加实践教学的课时比重;增加实践教学经费投入;实行分类和阶段式教学实习;拓宽校办企业实践基地功能。

企业参与高职教育成本与收益分析——基于中、德、澳的比较 / 王红英, 胡小红 // 教育发展研究.-2012, (23) .-58~62

企业参与职业教育是基于成本收益考量后的决策行为,本文在对企业参与职业教育参与成本与收益分析基础上,比较分析德国、澳大利亚与我国企业参与职业教育的成本与收益,提出要提高我国企业参与职业教育的积极性,必须规范参与成本、提高参与收益,密切校企合作双方关系,建立多方共赢的企业参与机制。

企业参与校企合作的动因分析与激励机制探究 / 肖称萍 // 职教论坛.-2012, (34) .-77~80

依据校企合作中院校和企业的关系以及院校和企业的地位、责任、角色的不同,校企合作分为以学校为本位的学校本位模式和以企业为主的企业本位模式。当前我国的校企合作主要是学校本位模式,由于政府缺乏支持校企合作的力度,职业院校寻求企业合作的能力匮乏,企业参与校企合作的内生动力不足等原因,导致我国当前校企合作育人效果不尽如人意。文章在分析企业参与校企合作动因的基础上,提出要强化政府在校企合作中的主导责任;加强高职院校自身能力建设,提升对企业的吸引力;凸显企业参与校企合作的主体地位以真正体现职业院校和企业“双主体”育人。

企业参与职业教育:日本的经验及启示 / 喻忠恩, 姚楚英 // 职教论坛.-2012, (36) .-93~96

企业积极参与技能型人才培养是日本职业教育的一大特点。企业文化意识、利益机制的驱动以及政府法规政策的强有力约束,是日本企业参与职业教育的三个关键因素。借鉴日本职业教育发展经验,我国政府应合理发挥主导地位的优势,切实促成企业参与职业教育,同时构建多元化的职业教育发展格局。

论职业教育的校企合作法律保障机制及其优化 / 褚国建 // 中国高教研究.-2012, (11) .-83~86

校企合作保障机制的构建既是当前深化校企合作的现实需求,也是推进职业教育改革发展的政策导向。校企合作活动作为一种以关系型服务合约为基础发展起来的复杂法律关系,既可以通过强化合约本身履行预期的内生型路径,也可以通过寻求外部力量、优化其组织形态的外生型路径来构建其保障机制。但是在当前的职业教育体制条件下,

并没有一个通用性的法律保障机制可供采用,更为现实和合理的思路是根据校企合作的对象特征、职业院校的体制属性构建一个多元适需的保障机制。

校企合作背景下课程创新的整合意蕴与实现路径/张健//职教通讯.-2012,(31).-1~6

校企合作的深度融合和纵深推进,必然要求将合作的触角延伸到课程领域,同时也赋予课程整合创新意蕴:即不同学习领域的贯通整合,不同学习地点的统属整合,不同施教主体的互渗整合,不同学习内容的内在整合。这种整合创新课程的体现就是工作过程系统化课程,其实现路径是:课程工作化与工作课程化;课程性质的整合;焦点和背景的转换;课程结构的整合;学习情境设计;课程内容的开发整合;"做学教合一":学习途径的融合。

创新思维:深化职业教育校企合作/马庆发//职教通讯.-2012,(34).-6~9

"十八大"报告中关于主线有不同的诠释,从教育角度看,一个主线是全面建成小康社会,具体体现在三个方面:加快发展现代职业教育、更高质量的就业和努力办好人民满意的教育。这三个方面和职业教育密切相关,是一个整体。提高职业教育的地位要从三维资本的思维模式出发,即物质资本、人力资本和社会资本。只有这三方面的资本提高了,职业教育的地位才能相应提高,深化校企合作包括制度机制的创新,其机制行为主要包括四种激励方式:即显性激励、隐性激励、监督激励和内在激励。

职业教育校企合作要“有名有实”/黄志良//职教通讯.-2012,(35).-I0001~I0001

纵观国际职业教育事业发展的历程和经验,采用工学结合、校企合作的人才培养模式早已是不争的事实。如今我国各类职教政策文件、新闻报道中最常出现的也是“工学结合、校企合作、顶岗实习”等字眼;研究课题从国家到地方,再到学校,最经久不衰也是“产教结合、工学交替、校企合作”等内容。尽管如此,校企合作在我国职业院校中的实施情况却不乐观,不少学校只是“剃头挑子一头热”,各种浅层、被动、短视、低效的校企合作只是“看上去很美”。

5 教育心理学

近十年来中国大陆应用心理学专业研究综述/张祖洲//黑龙江高教研究.-2012,30(12).-162~165

应用心理学,在中国大陆1998年才开始将其列为本科专业,现有200多所本科院校开设该专业。文章就现有的关于专业研究的文章内容,从应用心理学专业现状及社会对人

才需求情况、现存的几个主要方面问题、进一步加强和完善专业建设的措施与构想等三个方面做出综述。

高校心理健康教育体制机制建设创新/吉明明//江苏高教.-2012,(04).-141~142

体制机制建设的创新是高校心理健康教育工作创新的基础。其重点在于三个方面:一是改进与完善心理健康教育组织结构;二是理顺管理体系;三是协调各组织要素,含文化、环境、人力资源及其相互关系。

基于儒家思想的大学生心理健康教育模式构建/马建新//江苏高教.-2012,(06).-131~132

儒家人本思想在大学生心理健康教育新模式的建立中要求教育目标确定应该一切以大学生为本;"修仁"思想提示我们教育内容的选择上要重视培养学生"仁德"思想和懂得"忠恕之道";"修身养性统一论"的思想为大学生心理健康教育提供了方法指导;"神形合一"的思想启发我们建立心理健康教育的保障机制。

高校网络心理健康教育模式探索/杨虎民,魏萌//江苏高教.-2012,(06).-133~134

网络时代给传统的高校心理健康教育既带来了机遇,又带来了挑战。文章提出了建立网络化心理健康教育档案、开设网络心理健康教育课程、建立心理健康教育的校园网站和积极开展网络心理咨询的网络化心理健康教育模式。同时,探讨了高校实施网络化心理健康教育模式的相关条件。

数学焦虑影响大学生/儿童估算策略运用的对比研究/孙燕,司继伟,徐艳丽//心理发展与教育.-2012,28(03).-263~270

选取66名大学生和40名小学四年级儿童,运用选择/无选择研究范式,采用自编乘法估算材料考察了数学焦虑对成人和四年级儿童算术策略运用的不同影响。研究结果显示:(1)数学焦虑仅影响成人在自由选择条件中策略选择的正确率。(2)数学焦虑影响儿童的策略分布、策略执行的正确率及最佳选择条件中策略选择的正确率。(3)成人和儿童策略选择的适应性(以有选条件下的策略使用正确率为指标)均受到数学焦虑的影响,低数学焦虑者的适应性明显更好。文章讨论了数学焦虑影响成人与儿童算术策略运用的不同潜在机制。

大学生自我构念与主观幸福感的关系:自尊与关系和谐的中介效应/胡金凤,孙配贞,郑雪,何资桥//心理发展与教育.-2012,28(03).-314~321

为了分析文化融合、社会变迁背景下大学生自我观的特点,及自我构念与自尊、关系和谐、主观幸福感之间的关系,

采用了自我构念量表、自尊量表、关系和谐量表及主观幸福感量表对 446 名大学生进行调查。结果显示: (1) 文化融合、社会变迁背景下, 代表集体主义文化价值观的互依我在大学生自我观中仍占优势。大学生自我观可分为二元型、独立型、互依型和边缘型。本研究中, 四种类型所占比例分别为 32. 5%、18. 6%、18. 0%、30. 9%。(2) 自我构念与主观幸福感显著正相关; 不同自我观类型大学生在主观幸福感上差异显著, 二元型个体主观幸福感水平最高, 边缘型最低, 独立型、互依型处于中间水平。(3) 自尊在独立我与主观幸福感间起到完全中介作用; 互依我一方面通过关系和谐间接影响主观幸福感, 另一方面, 通过关系和谐对自尊的促进作用影响主观幸福感。

大学生面孔信任评价的自动化加工/徐芬, 邹容, 马凤玲, 吴定诚 // 心理发展与教育 .-2012, 28 (05) .-449~455

本研究以 40 名大学生为研究对象, 通过内隐加工和内隐记忆的方法探讨面孔信任评价是否为自动加工。结果表明, 在外显记忆任务下, 大学生在三种可信度面孔的再认成绩两两之间差异显著, 其中不可信任面孔再认正确率最高, 反应最快; 在内隐记忆任务下, 不可信任面孔的再认成绩最好, 且反应最快。这些结果说明, 个体可以依据陌生面孔的可信度对面孔进行自动加工, 且对不可信任面孔最为敏感。

道德推脱对大学生攻击行为的影响: 道德认同的调节作用/王兴超, 杨继平, 刘丽, 高玲, 李霞 // 心理发展与教育 .-2012, 28 (05) .-532~538

采用问卷法以 440 名大学生为研究对象, 探讨了道德认同在道德推脱影响攻击行为中的作用机制。采用潜变量调节效应模型的无约束估计方法研究发现: (1) 道德推脱会对大学生的攻击行为产生显著的正向影响, 道德认同会对大学生的攻击行为产生显著的负向影响, 并且道德认同会对道德推脱与攻击行为之间的关系产生显著的调节作用; (2) 与低道德认同者相比, 高道德认同者的攻击行为会随着道德推脱水平的降低而明显减少。

学习拖延的整体化研究视角: 传统与创新/倪世光, 李虹, 黄琳妍 // 心理发展与教育 .-2012, 28 (05) .-545~553

传统的学习拖延是自我调节失败而导致非理性延迟的适应不良行为; 最新研究提出了主动拖延的概念, 认为主动拖延是自我调节的主动适应行为。根据学习拖延的定义及该领域的研究进展, 将学习拖延分为三个阶段: 传统学习拖延的多视角研究、传统学习拖延的自我调节研究、整体化观点的探索研究。文章依次介绍了每个阶段的研究成果。文章最后以自我调节机制为主线, 整合了主动拖延和被动拖延, 初

步建立了一个拖延整体化模型。该模型的主要贡献在于, 提出了干预被动拖延, 促进主动拖延的有益于健康的整体化方案。

大学生“知恩图报”的心理反应特点/蒲清平, 朱丽萍 // 心理科学 .-2012, 35 (05) .-1185~1189

以 52 名大学生为被试, 在模拟真实生活的游戏情境中, 设定施恩与受恩的情形, 考察个体是否会“知恩图报”。结果发现: 受恩的被试具有一定的感恩意识, 但比较薄弱; 感恩情绪总体上是一种积极的心理体验过程, 并且随着报恩行为的发生, 个体的这种正性情绪会相对增强; 受恩被试具有明显的感恩回报行为, 但回报值低于所接受的恩惠值。说明“知恩图报”是以保护自身利益为前提的有限回馈, 其实质很可能是基于亏欠而产生的一种偿还义务。

中国大学生面众恐惧的心理测量学再探/王洪礼, 邹维兴, 刘红, 袁宜, 谢玲平, 余昭琼, 谢其利 // 心理科学 .-2012, 35 (05) .-1218~1224

针对《心理科学》2011 年第 3 期发表的《大学生面众交流恐惧的心理测量学初探》研究中存在的不足, 通过理论与实践的深入反思, 重新设计、研制了调查中国大学生面众恐惧的调研工具。在我国东、南、西、北、中各大地区随机抽取了 17 个省(市)共 24 所高校, 用含有 79 个题项的预测量表进行预测, 获得 1057 个有效预测样本, 再将其划分为两组样本, 分别进行探索性因素分析和验证性因素分析, 研究结果表明: 《中国大学生面众恐惧调查量表》(2011 修订版) 修订为新的四个维度和 32 个题项后, 更能覆盖大学生面众恐惧现象的各个主要方面, 量表具有更高的信效度, 更好地达到了心理测量学的要求; 四个维度分别是上台恐惧、面试恐惧、办事恐惧、团组与校外交流恐惧, 可作为中国大学生面众交流恐惧的调研工具。

高校教师胜任特征模型的构建与验证/牛端, 张敏强 // 心理科学 .-2012, 35 (05) .-1240~1246

本研究采取工作分析和行为事件访谈整合的研究范式构建高校教师胜任特征模型, 然后通过团体焦点访谈、测验编制、评价第二个校标样本等三种方法, 验证模型的专家效度、构想效度与同时结构效度。结果表明: 高校教师胜任特征模型包括 8 项: 创新、批判性思维、教学策略、专注、社会服务意识、逻辑分析能力、成就欲、尊重他人; 高校教师胜任特征自评问卷可简缩为三个因子, 即人员导向、成就导向和创新导向, 该问卷具有良好的信效度, 可以作为测量高校教师胜任特征水平的工具; 将结构化工作分析与行为事件访谈法整合构建胜任特征模型, 是可行和有效的建模路径。

抑郁情绪大学生反应抑制的眼动特点/罗新玉, 陈睿,

高鑫,邹吉林,周仁来//心理学.-2012,35(06).-1289~1293

采用反眼动实验范式,通过BDI和SDS量表选取11名抑郁情绪大学生和12名正常大学生被试,旨在探讨抑郁情绪大学生对情绪刺激的眼动抑制能力。发现抑郁情绪组的眼跳反应时比正常组更慢,错误率更高;反朝向眼跳任务中,抑郁情绪组在高兴、悲伤图片上的错误率高于中性图片,且在悲伤图片上的错误率最高。表明抑郁情绪个体的认知加工速度慢于正常个体,且对高兴、悲伤刺激存在眼动抑制困难,对悲伤刺激抑制能力最差。

依恋与大学生人际适应——个人自主的中介作用/李彩娜,刘佳,黄凤//心理学.-2012,35(06).-1366~1370

采用问卷法对638名大学生的依恋、个人自主及人际适应状况进行测查,运用结构方程建模技术对数据进行分析,结果发现:(1)依恋与个人自主均能显著预测大学生人际关系适应;(2)依恋焦虑通过个人自主间接预测大学生人际适应,个人自主在依恋焦虑与人际适应间起完全中介作用;(3)依恋回避直接预测人际适应。该结果对进一步制定提高与改善大学生人际适应的干预措施具有重要的指导意义。

数学成就的性别差异/刘蕴坤,陶沙//心理科学进展.-2012,20(12).-1980~1990

数学成就的性别差异是多年来广受关注的问题。长期以来人们多关注男性、女性数学成就水平的高低,而近年来研究结果一方面揭示出总体上男性和女性数学成就的平均水平差异很小,呈现出相似性多于差异性的特点;同时也显示男性内部变异比女性更大,男性在高数学成就者中占多数。数学成就性别差异的大小和方向受到评分系统、测验组织形式、测验内容和难度的影响。数学成就性别差异的形成是心理、生物、社会文化等方面多因素综合作用的结果。近期研究探讨了年龄、遗传和进化、激素和脑、刻板印象威胁、社会性别公平和时代等因素在数学成就性别差异的形成中的作用。未来对数学成就性别差异的研究应注意开展追踪研究,关注低数学能力者,进一步探讨复杂数学加工机制的性别差异,建立数学成就性别差异形成机制的综合模型,并在更广阔的社会文化背景下开展研究。

大学生情绪智力、学业成绩和社会成就关系的探究/尹志国,陈权//教育与职业.-2012,(35).-83~85

为了探究不同专业大学生情绪智力、学业成绩和社会成就的差异以及大学生情绪智力、学业成绩和社会成就之间的相关性,本研究使用文献法、问卷调查法,在江苏3所高校采取随机抽取的方法,对596名不同专业类别大学生情绪智力、

学业成绩和社会成就进行调查研究。结果表明:不同专业类别大学生情绪智力没有显著差异,大学生情绪智力和社会成就之间正显著相关,和学业成绩之间不存在显著相关。研究还表明,情绪智力对大学生社会成就具有一定的预测力。

谈高校班主任角色定位及心理健康教育/连新//内蒙古师范大学学报:教育科学版.-2012,(07).-45~47

班主任作为高校学生工作的主力军,肩负着培养学生优秀思想品德、良好心理素质的重要使命。班主任工作要体现教育性、创新性、自主性与成长性四方面的有机统一,将教育者、管理者、心理辅导者这三种角色融为一体。班主任要具备较强的心理素质,立足发展性心理健康教育,在“无为中为”的自然过程中开展心理健康教育。

基于认知心理学理论的深度学习设计研究/慕彦瑾,段金菊//内蒙古师范大学学报:教育科学版.-2012,(07).-65~69

深度学习的研究缘来已久,但是对于深度学习设计的研究还处在起步阶段。基于深度学习的内涵及认知心理学理论,结合深度学习的认知特点和条件得出深度学习认知过程模型。并以此为依据,通过动机阶段的激发策略、准备阶段的启动策略,领会阶段控制加工策略和建构知觉策略、习得阶段的意象表征和命题表征策略、保持阶段的情景记忆和语义记忆策略、回忆阶段问题表征策略、创造阶段的分析认知重组策略,进行深度学习的设计,以期教师与学习者提供可资借鉴的深度学习设计理念与方法。

感知觉理论在绘画教学中的应用/高文亮//内蒙古师范大学学报:教育科学版.-2013,(01).-144~146

心理学与艺术教育有着较为密切的关系,心理学的理论与方法,是艺术教育研究应吸收与借鉴的内容。绘画教学中心理学感知觉理论的应用,更是美术教育工作者应予以关注的,因为在绘画教学中对学生感知觉能力的培养,与提高学生自身的专业能力和水平,以及与提高绘画专业的总体教学质量有着密切关系。

6 课程与教学论

现代课程教学与教学认识论/郭华//北京大学教育评论.-2012,10(03).-157~164

教学认识论揭示了现代课程教学以传递和掌握系统的科学文化知识为核心的本质特征。现代课程教学虽然有许多缺陷,但在现代社会和现代人的发展中起着无可替代的重要作用。要以健全理性来改进、改善现代课程教学,而不是以非理性的态度颠覆它。课程教学论应开展多样化的研究,追

求科学与人文的统一,理性与非理性的统一,提升课程教学在促进人的发展中的作用。

教学论的实践之维/陈菊,包兵兵//河北师范大学学报:教育科学版.-2012,14(12).-52~56

教学论的基本指向有两个:一个是服务于学科建设,一个是服务于教学实践。我们应该完整地理解教学论的实践意蕴,而不是将其局限在狭小的概念范畴内。教学论的“实践性”不仅在于其“回到历史中”的理论性,还在于其“到实践中去”的应用性,客观描述历史发展规律和积极关照当下教学生活是建设教学论学科和推动教学实验的双重动力。教学论回归“实践”需要提升文献研究的建构效益、强化课堂教学的深描力度和重申教学要素的发展状态。

高校选修课教学中存在的问题、原因及对策/鲁钊阳//教育评论.-2012,(06).-72~74

作为必修课的重要补充,高校选修课对于拓展学生的视野、增强学生的综合素质意义重大。由于学校、教师和学生自身的原因,直接导致高校选修课教学过程中存在教师教学随意性大、学生选课功利性强、教学手段落后、教学内容难以满足现实需要等问题。提高选修课教学质量,学校需要重视对选修课的管理,教师需要强化自我激励与提升机制,学生需要树立正确的学习理念,以及全社会需要投入到帮助贫困大学生的实际行动中。

教师课程理解的生存论意蕴——哲学解释学的视角/王明,姜琪瑞//现代教育管理.-2012,(09).-76~80

教师课程理解是存在于教育实践中的一种普遍现象。基于哲学解释学的视角,教师课程理解并非仅是作为达成课程目标的一种手段或工具,旨在实现对课程文本中课程设计者原意的复原,而是在事实上构成了教师生命存在的重要方式;教师对课程文本的理解是一个视域融合的过程,"先见"构成了理解的基础和前提,通过理解最终所实现的则是课程意义的不断创生。

动作技能学习理论及其对职业教育实训教学的启示/张越,夏建国//职业技术教育.-2012,(32).-25~28

动作技能学习历来是心理学所关注的重要课题。费茨和波斯纳将动作技能的形成分为认知、联系形成、自动化三个阶段,实训指导教师在教学过程中,应根据动作技能形成过程中不同阶段的不同特点,将职业教育的实训课按照讲解与示范、反馈与指导、验收与总结三个环节进行设置,这三个环节环环相扣,层层深入,形成一个完整的教学过程。

应用型课程教学内容体系的重构与优化/黄振菊//

黑龙江高教研究.-2012,30(08).-176~178

应用型本科培养应用型人才。相对传统本科和高职而言,技术应用型本科的人才培养从总体上看尚处于探索发展阶段。其课程教学内容体系还不能与培养目标完全适应。文章对技术应用型本科的教学内容现状进行了分析,从目标清晰化、认知与集成、多措并举等四个方面提出了技术应用型本科课程教学内容体系的重构与优化策略。

教师教学效能感对教师教学方式转变的影响/王洪席//黑龙江高教研究.-2012,30(09).-9~11

教师教学效能感是指教师在教学实践活动中对自己的教学行为和专业技能具有“多大把握”能对学生产生影响与转变的一种期望、知觉、信念和内在感受。它影响着教师教学方式转变的行为自觉性、努力度和坚持性以及情绪适应与心理调节。在新课程改革背景下,应积极引导教师积累成功教学经验、获取良性的替代性经验、展开制度化的教学反思和进行恰切的教学归因,来增强与提高自身的教学效能感。

应用型本科院校学科、专业与课程一体化模式的构建/段红红,徐权//黑龙江高教研究.-2012,30(09).-168~170

文章从地方应用型本科院校所面临形势和任务出发,找到了学科建设的独特路径即学科、专业、课程一体化模式构建,集中论述一体化模式建立的必要性、可行性和以课程为纽带学科、专业、课程一体化模式的内涵。

论世界一流高校对本科跨学科专业课程的践行普林斯顿大学的“综合科学”课程计划/吴迪//黑龙江高教研究.-2012,30(10).-65~68

“综合科学”(Integrated science)课程计划是普林斯顿大学路易斯—西格勒综合基因组学研究所对于本科教育阶段跨学科课程设置的一个新尝试。其创办的主旨是希望为这些本科生建立一个在不牺牲知识深度的同时,又能够打破各学科之间壁垒的科学课堂,为学生提供一流的跨学科专业准备。该课程模式对于我国研究型大学有很多启示:本科阶段学生研究能力的培养的重要性、跨学科本科生课程设置的紧迫性、如何设置真正意义上的跨学科课程等。

我国高职院校78类专业职业体能课程教学设计研究/曹锦飞//黑龙江高教研究.-2012,30(10).-96~98

传统高职体育课程注重学科特性而忽视职业教育特性,与职业所需人才培养目标吻合度低。文章以我国高职78类专业分类为依据,结合职业特点,以职业分类为载体,根据各项职业所需职业体能不同对体能课程教学内容、教学组织与实施、课程考核进行了全新的设计,为我国高职体育教学

改革提供理论参考。

应用型人才培养模式视阈下课程体系的建构/叶树江, 张洪田, 李丹//黑龙江高教研究.-2012,30(10).-141~143

随着我国经济的快速发展,社会对人才的要求越来越高,如何培养适应社会经济发展的具有实践能力和创新意识的高素质应用型人才成为关键,课程体系建设作为人才培养的核心内容,关系到人才培养目标的实现和人才培养质量的提高。文章以培养应用型人才为出发点,探讨了应用型人才培养模式视阈下的课程体系建构内容与实施措施,为创新应用型人才培养模式提供一定思路。

大学学风建设主体性的缺失与重建:基于文化管理的视角/钟凯雄//黑龙江高教研究.-2012,30(11).-103~106

当前,大学学风建设的整体成效仍不够理想,其深层次原因在于作为学风建设主体的教师和学生的主体价值陷入缺失状态。马克思主义关于人的主体性假设理论指导下的大学学风建设迫切要求大学管理转向文化管理模式。

论高校课堂人数与课堂效果的关系——基于多元线性回归的一个实证检验/孙庆刚//黑龙江高教研究.-2012,30(11).-158~160

文章利用准对照试验,借助多元回归模型,揭示了授课规模与授课效果之间的因果关系,并且验证了这种因果关系在统计上的显著性,同时发现授课规模影响学生的学习态度是产生这种因果关系的内在机理之一。建议在授课规模既定的情况下,通过改善授课方式影响学生学习态度,达到提高授课效果的目的。

试论地方高校的特色办学模式——以学科专业建设为抓手/王艳艳//黑龙江高教研究.-2012,30(12).-16~18

特色办学是地方高校发展的必由之路,学科专业建设则是特色办学的灵魂。地方高校特色办学模式应以“学科专业建设”为中心,将创新理念和学科专业特色渗透在“办学理念”、“教学管理制度”、“教学方法与改革”和“人才培养特色”中。

教师教学学术发展:合作研究的视角/张立新,付一书//黑龙江高教研究.-2012,30(12).-26~30

以某市部分高校调查数据为基础,分析教师与学生、本院系、其他院系、校外、国外等不同类型人员合作对教师教学学术发展带来的影响。认为合作研究是教师实现教学学术发展的重要途径,也是教师教学学术发展水平的重要标志。

试析高校第二课堂的设计与经营/孙丽华//黑龙江高教研究.-2012,30(12).-186~188

文章在辨析高校第二课堂概念,分析其特点、价值、现状的前提下,提出了高校设计和经营第二课堂的素质育化理念及建立与第一课堂课程教学体系相匹配的第二课堂素质育化体系的理论构想。

大学课程创新的时代抉择/徐同文//教育研究.-2012,(11).-73~77

高等教育由精英向大众的转变,提高高等教育质量的紧迫形势以及经济发展转方式调结构对人才素质需求的转变,都对人才培养提出了新的要求,大学课程必须在理念、体系和内容等方面进行全方位的创新。高校工作实践表明,课程创新提高了人才培养质量,适应了社会职业需求,促进了学校的内涵发展。

课程理解的意义之维/徐继存//教育研究.-2012,(12).-71~76

课程理解是教师通过对课程的解释或释义来把握课程意义的过程。而这一过程同时也是教师精神生命的丰富和发展的过程。课程理解是一种实践性的理解,凡是把课程引向神秘主义的,都能够在课程实践中以及对课程实践的理解中得到合理而恰当的解决。课程理解是历史性的存在,课程理解的历史性昭示着我们:教师必须具有一种历史意识,在把握自身存在历史的基础上理解课程。课程理解具有时代性,只有在不断解决课程实践问题的过程中,课程理解才能与时俱进,体现时代精神。课程理解内含和表达的教师价值追求和理想愿望确立和提供了评判与把握现存课程的超越性价值准则。教师个体的课程理解与教师集体的课程理解是一个双向返回的过程,通过课程理解促进教师个体自由和个性解放是一切课程理解活动的根本目标。

我国高校教师教学评价目的研究——基于职业生涯发展周期视角/李楠//高教探索.-2012,(06).-134~139

在对文献资料进行归纳整理的基础上,对高校教师的奖惩性评价目的和发展性评价目的之间的关系进行了阐释。从职业生涯发展周期的视角,通过实证调查,分析被评者——教师对于教学评价目的的看法。最终得到无论教师处于何种发展阶段,高校开展教学评价活动的目的都应以发展性评价目的为主,奖惩性评价目的为辅的研究结论。

高校课堂教学改革:一种教师课程意识视角的思考/刘旭,梁婷//教师教育研究.-2012,24(06).-52~55

高校教师的课程意识是影响高校课堂教学改革的核心因素。目前高校教师课程意识不强,成为高校课堂教学改革

难以落到实处的重要原因。为切实提高高校课堂教学改革实效,从教师课程意识视角而言,应着力强化教师的课程主体意识,实现课堂教学改革的主体到位;唤醒教师的课堂教学设计意识,提高教学设计水平;催发教师的生成意识,切实提高课堂教学效果;引导教师的综合评价意识,实现对课堂教学效果的科学评定。

提高教师课堂教学效果的策略研究——基于学生教学质量观视角/廖明,姜峰,朱蕾,郭燕锋//教师教育研究.-2012,24(06).-61~65

通过识别影响高校教师课堂授课效果的主要因子,以总结出有效地提高教师授课效果的措施。本研究以学生为课堂质量观为视角,选取广东省某高校1113份本科生为样本,调查影响教师授课效果的25个因子,采用多元线性回归分析以筛选出影响教师授课效果的主要因子。结果发现,课程能否学到有价值性知识或技能、教师授课是否富有激情、是否与学生互动、是否思路清晰方便学生笔记、教科书质量高低等都是影响教师课堂教学效果的主要因素。因此,教师注重提高课堂传授知识的价值性、使授课更有激情、有效与学生互动和授课思路清晰等都是提高教师课堂教学效果的主要措施。

从“制度文本”到“传记文本”教师教育课程的范式转换/王加强//教师教育研究.-2012,24(06).-46~51

教师教育制度课程难以保证未来教师的参与水平,难以培养自觉的教师,也落后于发达国家的课程研究与实践。因此,我国教师教育课程需要从课程开发范式的制度文本转换到课程理解范式的传记文本。教师教育存在体验课程是以未来教师和教师教育者的生命体验为内容,以“回溯前进分析综合”的方法揭示这些生命体验的意义从而培养自觉的教师的课程形态。

科学构建高校学生评教机制的探索/任红亮//中国成人教育.-2012,(20).-46~47

大学生对教师课堂教学情况进行评价既是大学生的权利,也是大学生的义务,更是提高大学课堂教学质量的重要手段之一,同时也是加强大学师生之间相互沟通的方式之一。本文针对传统的学生评教存在的问题和弊端进行了深入分析,在此基础上,从学生评教的意义、评教的方式以及评教人员的选择等方面提出了改进大学生课堂教学评教的相关措施和建议,以期对目前高校进行的学生评教活动提供有益借鉴。

用经验论高校教学管理目标及其科学设置/王明莉//中国成人教育.-2012,(21).-134~135

高校教学管理目标贯穿于整个教学管理过程中,是教学管理活动的出发点和归宿。本文分析了高校教学管理目标设置及存在的科学性缺乏、权力性倾向过重等问题,提出以人才培养目标作为科学设置教学管理目标最核心依据,遵循系统性、导向性、动态性与民主性的设置原则对高校教学管理目标进行科学设置。

我国大学通识教育发展现状及对策研究/义旭东,韦倩岚//中国成人教育.-2012,(21).-59~61

通识教育在理念上强调以人为本,培养完整的、全面发展的人,使受教育者在人格与学问、理智与情感、身与心各方面得到自由、和谐、全面的发展,并能够在自身和谐的基础上寻求与他人、社会和自然的和谐共存。在实践上必须以通识教育理念为核心,以通识教育目标为导向,从通识教育的课程体系、教学模式、评价机制和管理模式等方面进行改革,只有这样才能提高我国大学教育的整体水平,更好地促进我国高校的良好发展和人才培养目标的实现。

高校理工科专业实践教学改革探索/王平,李月云//中国成人教育.-2012,(23).-157~159

高校理工科专业本科生的实践能力和创新素质是衡量人才培养质量的重要组成部分,山东理工大学构建了“三层次、四模块”的实践教学体系,本文从管理角度阐述了该体系在理工科专业进行实践教学改革的组织思路和实施方法。

高校大学生学风系统化建设路径——基于艺术类专业学生学风的调查与分析/施娜柯//中国成人教育.-2012,(24).-53~54

通过对广东省某省属重点高校艺术学院进行跟踪调研,采取问卷调查与座谈等形式,归纳艺术类大学生的学风特点,提出了针对性较强的系统化建设路径:从教师教学切入抓学风、从入学教育开始树学风、从培养方案改革促学风、从心理健康与职业指导协调保学风。

论课堂教学的技术品性/程轶波//当代教育科学.-2012,(13).-9~11,62

教育与技术的历史同源性特点使得课堂教学具有了技术品性的特质。从技术的视角考察课堂教学,教育技术在课堂教学中的应用出现了工具理性遮蔽了价值理性、教学意义的式微与跌落、对教育技术价值认识不当等问题。教育技术发展的应然取向是关注工具理性的同时,更关乎其价值理性;应用过程应展现应然的人文属性;从“前景”走向“背景”,为课堂教学营造一种新型的教学环境。

“显”与“隐”:探究教学中教师引导作用刍议/李运昌,何青霞//当代教育科学.-2012,(13).-12~15

在探究教学实践中,由于教师对其引导作用的认识偏差,导致了要么过度即控制式探究,要么不足即放任式探究的失范现象。探究教学具有建构性、情境性和社会性三个特性,相较于传统的传授式教学,探究教学的内在特性不仅未能消解教师引导作用,而是提出了更高的要求,其具体表现为引导学生探究的目标导向规范、学科文化规范与促进学生实现最大发展三个方面。

论科学课程作为“研究假设”/张磊//当代教育科学.-2012,(17).-12~15

科学课程作为有待师生检验的“研究假设”基于科学哲学的研究基础之上,是说师生需从研究的角度来处理课程所蕴含的教育理念与知识本质,将其视为可进一步探究的问题。因而,以问题为核心的科学发展决定了科学课程必然以问题为中心,才更符合科学发展的逻辑与人类认识发展的线索。“课程即研究假设”已获得在课程理论与实践中的进一步研究与应用的坚实基础,成为具有可操作性的思维框架。

从课程资源的演变透视教学方式的变革/谷陟云//当代教育科学.-2012,(19).-20~22

课程资源与教学方式二者之间是内容与形式的关系,内容决定形式,形式受内容制约,一定的形式需要相应的内容。课程资源经历了自在、自为和自由的历史演变历程,相应的教学方式也随之发展。自在课程资源时期的教学方式是一种与生活融为一体的生活教学方式;自为课程资源时期的教学方式是一种以知识为中心的灌输式教学方式,这种教学方式关注科学世界,却远离了人的生活世界,忽视了师生的精神交往。并将人异化为一种工具;自由课程资源时期的教学方式是一种立足于人的整体、全面、可持续发展的教学方式。是真正以人为目的的关注学生生命成长的建构式教学方式。教学方式具有课程资源的制约性与匹配性,同时具有创生、丰富、拓展课程资源,对课程资源具有反作用的特征。

校本课程策划的文化学分析/丁念金//教育发展研究.-2012,(20).-57~61

校本课程策划是在校本层次以全面的策略对课程进行系统的谋划的过程。校本课程策划要以文化为基础,因为校本课程策划行为具有文化性质,其核心内容是文化内容,它具有重大的文化使命。当前中国校本课程策划面临的文化学问题主要有:中国传统文化分析;多元文化价值整合;学校文化情境构建;学校文化特色形成。校本课程策划的文化策略主要有:关注文化创意;鼓励文化创造;体现崇高价值;聚焦素质文化。

论教师作为课程知识的统整者/张良,刘茜//教育发展研究.-2012,(22).-49~52

教师作为课程知识的机械执行者所引发的实践困顿以及当代知识研究的理论新进展共同呼吁着教师作为课程知识的统整者。教师所需统整的知识样态至少涉及到显性知识与隐性知识、公共知识与个体知识以及官方知识与地方知识。教师统整的策略体现为联合、综合以及融合三种策略。

职业教育课程冲突成因分析——基于文化的视角/郑娟新//教育发展研究.-2012,(23).-63~66

在全球化时代,职业教育课程改革出现了不同价值理念在体系构建中的冲突、不同群体利益的冲突、不同主体文化的冲突和课程内外部的冲突。从文化的视角,提出技术对文化的遮蔽和认同危机是文化转型中课程冲突的成因,而文化回归则是整合职业教育课程冲突的有效路径。

在教学质量监控体系下促进教师专业发展/于彦华,周建忠,刘占柱//教育与职业.-2012,(35).-66~67

高等学校教学质量问题是高等教育大众化阶段的核心问题,教学评价是教学质量监控体系的重要组成部分。文章以高校教学评价过程中存在的问题为切入点,提出构建以教师专业发展为核心的教学质量监控体系,描绘了该体系的基本框架,进而从理念、评价机制、配套制度、反馈系统等方面阐述了在教学管理过程中保障和促进教师专业发展的措施,以期通过教师的专业发展促进学生成长成才和学校教育目标的实现。

论应用型高校教学与科研并举之弊/贺蓉蓉,贺继明//教育与职业.-2012,(36).-25~27

文章通过分析我国应用型高校科研与教学的现状,指出了高等院校普遍存在重科研轻教学的种种现象与弊端,阐述了围绕应用型高校人才培养开展教学研究和课程改革的必要性,在此基础上以期建立常态的、科学有效的教师综合绩效评价体系和常态的职称晋升体制。者实行人性化的教学和管理。这些对推进我国职业教育课程深层次改革,实现教育公平和社会公平,解决我国社会贫富差距过大造成的现实矛盾和社会不稳定,推动社会和经济持续健康发展有着十分重要的借鉴意义。

应用型本科院校教学督导工作的实践与对策研究/张文华,张平,周玲//教育与职业.-2012,(36).-38~39

教育部实行的高校教学工作水平评估工作有力地推动了高校内部教学质量监控体系日趋完善,教学督导制度作为重要的组成部分,其外延和内涵都得到进一步拓展,在提高教学质量方面发挥了重要作用。文章从应用型本科教学督导工作的认识的角度出发,结合督导工作实践,对改进应用型本科院校教学督导工作提出了一些有建设性的意见。

关于提高高校教学质量管理的思考/嵇留洋,汪云香,高雷//教育与职业.-2012,(36).-42~44

文章从状态观和过程观两个方面探讨了高校教学质量管理的内涵,从人才培养目标的制定、培养方案的制订、培养模式的设计三个方面对当前高校教学质量进行反思,从中思考如何通过教学管理来提高教学质量的问题,并提出更新质量观念、创新教学质量管理机制、完善教学工作内部评价机制、完善教学质量内部监督机制、完善教学质量信息机制等五个方面的建议。

高校教师教学能力提升的妨碍因素及对策研究/罗秋兰,陈有禄,黄秉铎//教育与职业.-2012,(36).-80~82

教师是教育的根本,教师队伍的质量决定了人才培养质量,教师的教学能力决定了学校的教学质量和学生培养质量。目前我国高校普遍存在教师教育教学知识缺乏、教学能力薄弱等问题,因此,学校需要树立新的教育教学思想观念,构建促进高校教师教学能力提升的激励机制和保障机制,为提高教学质量提供基本保障。

试论我国高校教师教学发展机制建设的动因与对策/樊陈琳//教育与职业.-2012,(36).-78~80

2011年,教育部提出引导和推动高校建立“教师教学发展中心”,高校教师教学发展主题被正式提上了议事日程。国家对高校教师队伍建设的政策重心倾斜,质量压力下高校生存和发展的需要,高校教师专业化发展的需求等,成为当前我国加快高校教师教学发展机制建设的主要内外部动因。借鉴发达国家高校教师教学发展的经验,我国需要从国家层面、高校的制度和思想和操作层面等入手,探索建立具有中国特色的高校教师教学发展机制。

“通信原理”课程教学改革探究/于艳鑫,孙荣春//教育与职业.-2012,(36).-129~130

“通信原理”课程是通信、电子、信息领域中最重要专业基础课,同时也是电子信息类专业必修的基础课程,其特点是内容抽象,理论性较强,数学理论运用要求较高,专业术语、名词概念较多。文章从如何提高课堂教学效果以及不断改进和精心开展实验教学两大方面对“通信原理”课程的教学,文章分析了造成教育技术学毕业生就业难的主要原因,汇总了往届毕业生所从事的主要工作,提出了在校生存变被动就业为主动就业的一些建议,希望能给广大在校生提供帮助。

电子技术实践教学改革的探索与实践/李晓红//教育与职业.-2012,(36).-161~162

实践教学对培养实践理念、实践精神、实践能力、创新

精神和创新能力具有重要的作用。文章介绍了电子技术实践教学新体系的构建,优化实践教学内容,改革实践教学方法与手段,完善实践考核制度,调动学生学习积极性,将学生培养成为“三实二创”的现代工程师人才。

应用型机械类专业教学过程管理体系的研究与应用/李秀彩,程光,陈忆育//教育与职业.-2012,(36).-186~187

文章首先对大类招生带来的教学管理问题进行了分析,认为课程教学过程的管理是整个人才培养方案实施是否成功的重要因素。另外,文章对课程教学过程管理、实践教学过程管理、教学过程管理体系业务流程三方面进行了阐述,对研究内容的效果进行了分析。济发展轨道。在美国新经济发展进程中,以计算机相关技术为主线的高新技术产业占据了主导地位。美国新经济的发展与计算机教育的发展有着密不可分的联系。

模型建构式探究:科学教学改革的新路向/钟媚,苏咏梅//外国教育研究.-2012,(10).-42~49

根植于现代科学本质观的模型建构式探究教学扬弃了传统的科学方法式教学理念,提出基于模型的科学推理思想,倡导学生在实践活动中建构、使用、评价、修订模型以解释自然现象,将学习科学知识、发展探究能力和增进科学本理解融为一体,开辟了一条全方位提升科学教育质量的新路径。

垂直一致:美国一致性研究的新热点/龚伟,占小红,张新宇//外国教育研究.-2012,(10).-50~59

以内容标准的精细化、序列化与结构化为最终目标的垂直一致性研究正成为课程内容研究的新热点。美国各州教育部门、学区与学校以及教育研究机构为促进课程“垂直一致”已积极开展各方面工作,充分发挥一致性研究成果在共同核心(州立)标准开发中所起的重要作用。垂直一致研究具有广阔的发展前景,我国也应根据一致性研究成果,在课程实践中做到“破除陈旧认识”、“强化基础研究”、“加强课程引导”、“促进学科协调”。

英国高等教育优质教学:释义与批判/曹艳玲,陈欣//外国教育研究.-2012,(12).-113~121

为促进高校教师教学能力的提升,提高高等教育教学的地位,2000年以后,英国政府和高校将高等教育优质教学实践放在了高等教育发展的重要位置。实践活动离不开理论研究的指导。英国高等教育优质教学含义和内涵的不确定性使其实践类型多种多样,而对高等教育优质教学的批判又对这一理念的发展提出了挑战并提供了新的契机。对高等教育优质教学内涵的阐释不能脱离研究者的价值立场和高等教育

的发展环境,而对其批判性的思考更有利于我们客观地理解这一理念的发展。

我国课程与教学论专业研究生培养 30 年: 历史、现状与思考/吉标,徐继存//中国高教研究.-2012,(10).-39~45

我国自 1981 年正式招收教学论专业研究生至今已有 30 余年。在 30 余年发展历程中,课程与教学论专业研究生教育规模不断扩展。特别是最近 10 年,随着高等教育超常规发展,研究生招生人数成倍增长。当前课程与教学论专业研究生培养中存在诸多问题,亟需审时度势,重新思考和厘定研究生培养的目标与定位,有效管理现有的学位点,优化导师队伍,尽快更新不合理的培养模式,以提高研究生教育质量与水平。

高校核心课程建设及其制度架构/秦艳芬//高等教育研究.-2012,(06).-131~135

目前我国高校课程改革的基本趋势是建立一种与大众化教育相适应的课程体系,回应日趋完善的社会主义市场经济体制对人才培养提出的新要求,培养适应社会经济发展需要的具有核心竞争力的高素质人才。鉴于这种趋势与人才培养的任务,高校课程改革应当重视核心课程的建设,并处理好以核心课程为主导的课程体系内外部关系。同时,还应建立一套以课程负责人制为主的制度架构,才能保障课程改革的具体措施落到实处。

高职教育实践教学质量认证体系的构建/崔昌玺,陈志峰//内蒙古师范大学学报: 教育科学版.-2012,(07).-35~37

通过探索分析学校对实践教学质量的校内认证、实训实习单位和用人单位的校外认证、职业技能鉴定部门的资格认证、教学质量评估或实践教学专项评估的国家认证等路径,从而构建起国家认证为指导,校内认证为核心,校外认证为依据,资格认证为表征的彼此相关又相对独立的高职教育实践教学质量认证体系。

论教师教育的教学内容个性/付丽和//内蒙古师范大学学报: 教育科学版.-2012,(11).-25~27

教师教育的教学内容是教师教育教学的重要组成部分之一,反映着教师教育教学的个性与共性特征。教师教育的教学内容与其他类型教育的教学内容相比,其科学文化基础知识、学科专业知识、教育科学知识、教育实践等方面均体现出师范性个性特点。同时,教师教育系统内部小学教师教育与中学教师教育的教学内容因其各自培养目标不同而在师范性共性基础上又体现出各自的特殊性。

基于论证训练理念的教学法探索——以麻省理工学院开放课程《心灵与机器》为例/阳建国//现代大学教育.-2012,(05).-42~48

培养学生的论证能力是大学教育重要的目标,探寻基于该理念的大学课程之教学法,具有十分重要的实践意义。MIT《心灵与机器》开放课程的成功实践表明,论证训练理念对课堂教学(包括课程内容设计)、课前预读材料的选择和成绩评定等方面都提出了特殊的要求:就课堂教学而言,它要求以问题为导向来设计课程内容,教学方式既要有以重构论证——分析论证为脉络的专题讲座,也要有以小班为单位、形式多样的复习式教学;在课前预读材料的选择上,它要求最好既有难度较大的“源”论证性的经典文献,也有比较容易的简化和重构论证的导论性文献,但以前者为主,在选择某一论题的经典文献时,既要有立论性文献,也要有批判性文献;就成绩评定而言,它要求构建一种兼具反馈功能。

多生源背景下高校院系教学质量监控体系的建构/吴秀红,周金宇,张继英//职教通讯.-2012,(32).-36~38

随着大众化高等教育的迅猛发展,教育教学改革的不断深化,招生形式多样,生源结构日趋复杂。各高校只有建立完善的教学质量监控体系,形成教学工作的良性运行机制,并在实践过程中不断总结、提高和完善,才能顺利实现人才培养从数量的扩张向质量提高的转型,进而为用人单位培养大批专业性强的急需人才,为区域经济发展提供科技服务支持与智力保障。

7 教师教育

研究性变革实践与高能实践——当前中美两种教师教育实践观的比较/杨兰//北京大学教育评论.-2012,10(03).-165~175

研究性变革实践和高能实践是当前中美两国正在形成的两种具有一定流派特征的教师教育实践理念。两种实践观同是作为应对教师教育和课堂教学变革复杂性的解决之道而提出,但在如何处理理论与实践的关系、界定教师教育的界限及设计具体的介入手段等方面表现出和而不同的特点,其思维方式对于今后教师教育项目的设计具有很强的借鉴意义。

学术等级系统与锦标赛制/阎光才//北京大学教育评论.-2012,10(03).-8~23

由于国际学术劳动力市场日趋紧张,学术人的入职环节越来越具有锦标赛制特征。相对于美国和德国,我国大学教师不仅在入职聘用环节,而且在学术的业绩考核、晋升、薪

酬发放等整个过程,都带有一定的锦标赛制特征。除此之外,国家、地方政府以及高校行政部门,还通过设置一个带有等级性的人才项目支持系统,对各类学术职业人群施予了更为强大的竞争压力。这种泛化的锦标赛制固然有其效率主义或让少数人尽快脱颖而出等方面的制度优势,但长远来看,未必有利于学术环境的整体优化以及人才的引进、培养、使用。

后学院科学时代的大学学术职业/熊华军//高等教育研究.-2012,(9).-36~41

在后学院科学时代,作为学术资本家的大学教师不仅要具备学科性知识、跨学科知识、实践性知识和条件性知识等专业知识,还应具备批判性反思式教学能力、跨学科研究能力、学术资本化服务能力,并遵守职业伦理规范。为更好地以实际应用为导向生产知识,大学教师要进入学术圈,其专业发展须纳入体制建设中。同时,专业组织是由不同人员组成的有形组织,其运行依靠一套严格的官僚管理制度加以保证。

“澳大利亚政府优质教师计划”解读——基于教师专业素质提升的视角/俞婷婕//清华大学教育研究.-2012,(05).-108~113

“澳大利亚政府优质教师计划”(AGQTP)为澳联邦政府制定、推行的一项“旗舰型”教师专业发展政策,计划的首要目标在于提升教师的专业素质。立足于教师专业素质提升的视角,可以考察得出结论:计划的实施较好地实现了预设目标;进一步探究其原因可发现,计划在统领实践的框架、活动实施模式、活动开展渠道及价值取向等四方面颇具特色。

现代职业教育教育者的素质要求及其职责/肖凤翔,肖艳婷//职业技术教育.-2012,(27).-45~47

现代职业教育教育者的基本素质要求 现代职业教育的教育者是承担教育和训练责任,对职业教育学习者职业素质的形成和发展施加影响,使之达到职业教育人才培养质量规格预期的教育活动主体。与普通教育者相比,除了一般教育者应具有的素质外,职业教育教育者还应具有技能型人才的各种素质。

美国教师教育大学化转型述评/杨捷//比较教育研究.-2012,34(12).-24~29

美国教师教育大学化转型主要包括从师范学校到综合大学教育学院、从独立师范学院或师范大学到综合大学、大学设立教育学院三种形式。美国教师教育大学化转型一方面拓展了教师教育的职能和层次,强化了教师教育中通识课程的比重,促进了教师个体发展和专业发展,推动了教育学科的规范化;另一方面,美国教师教育大学化转型也导致教师

教育的边缘化和身份丢失,这引起了人们对教师教育大学化转型有效性的反思。

英国教师教育政策变革走向——基于《教学的重要性》报告分析/段晓明//比较教育研究.-2012,34(12).-35~39

教师教育政策的变革与学校教育政策变革的方向与路径具有一致性。2010年英国出台了《教学的重要性》学校白皮书,明确教与学是学校教育变革的核心,从三个维度构建了教师教育未来的政策框架。目前,在重实践、重绩效的理念下,英国教师教育变革重心从关注教师质量到关注教学质量,强调对教师的培养最终要回归到提高学生学习上。

行与知的审视:英国教师培训的实践取向/杜静//比较教育研究.-2012,34(12).-30~34

英国教师培训在行与知的纠结中经历了从基于教师的“工作职场”到依赖于高校或培训机构再到回归于教师的“工作职场”,从重视实践到强调理论再到实践中反思的过程。经过不断的改革,英国教师培训已显露出了以实践为导向的发展趋势,并呈现出基于教师工作职场,关注教师的反思实践和重视伙伴合作的特点。通过对其历史发展和特点的分析有助于把握英国教师培训的导向,并从中获得有益的启示。

基于多元学术观的大学教师发展路径探究/江萍//黑龙江高教研究.-2012,30(09).-98~103

大学教师发展问题越来越成为世界各国教育改革的核心议题,我国当前教师发展实践活动的困境主要体现在教学与科研活动相对立、教学发展路径单一以及教学活动中存在“教”、“学”分离等现象。多元学术观的提出,为教师发展运动在实践层面的推进开拓了思路、提供了全新理论指导。而以多元学术思想为基本理念的哈佛大学博克教学中心已经成为美国大学教师发展机构的一个标杆,也对构建我国大学教师发展理念和实践框架具有现实指导意义。

聘任制背景下地方高校教师管理中的心理契约研究/袁书卷//黑龙江高教研究.-2012,30(12).-44~46

心理契约是组织和成员对隐含的非正式的相互责任和义务的一种心理约定。建立有效的心理契约关系有利于个人的发展和组织目标的实现。文章就地方高校在实行教师聘任制中所存在的问题和不足,分析高校教师管理中重视心理契约的必要性和重要性,并进一步提出了新形势下的地方高校构建良好心理契约的具体策略和主要措施。

高校教师实践智慧问题探讨/李宏昌,杨秀莲//黑龙江高教研究.-2012,30(12).-90~92

高校教师实践智慧既是深化高等教育教学改革的客观需要,也是高校教师专业化发展的基础工程,更是高校教师职业素养的题中应有之义。文章以高校教师实践智慧的含义为逻辑起点,在总结高校教师实践智慧的表现形式的基础上,比较深入地分析了高校教师实践智慧的主要特征,进而对高校教师实践智慧问题进行了比较全面而系统的探讨。

尊重每一位成员的价值——《香港大学职工服务规例》特点分析 / 孙勇 // 全球教育展望.-2012, (11).-49~52

香港大学因其良好的制度建设,而广受赞誉。作为其学校规章制度建设重要组成部分的《香港大学职工服务规例》(Terms of Service (I, II, III or IV)),就是一个很好的典范,其理念先进,层次明晰,结构完善,表达准确,权责明确、程序公正,而且随着社会的发展,不断反躬自省,完善制度本身,尊重每一位成员的价值,致力于每一位教职员工的展。

教师教育者及其自我研究:提升教师教育质量的新途径/荀渊//教师教育研究.-2012,24(05).-12~17

教师教育者是提升教师教育质量的核心力量,并且在中国有着更为丰富的内涵。更为关注教师及其教育者教学实践活动的教师教育者自我研究,为教师教育者自身和教师的专业发展提供支持,成为提升教师教育质量的一个新途径。对教师教育者的研究应该成为教师教育研究领域的一个重要课题。

美国多元文化教师教育的实施策略与启示/王艳玲,荀顺明//教师教育研究.-2012,24(05).-85~91

美国多元文化教师教育指美国教师教育领域为了培养职前和在职教师的多元文化教育能力而进行的一系列变革。美国教师教育机构主要采取两大措施开展多元文化教师教育:一是开设专门的课程,同时将多元文化教育理念渗透在整个培养方案中;二是在课程实施中采取自传和反思、基于社区的学习、文化敏感性教学等方式培养教师的多元文化教育知能。这对我国民族地区教师教育的启示是:要重视民族地区教师教育的特殊性,充分挖掘和培育多元文化教师教育资源,为教师提供跨文化体验的机会,强化自主反思与探究。

当代高校教师在教育变革中应具备的意志品质/杨建华//中国成人教育.-2012,(20).-10~12

高校的教师应站在时代高度,以当代性为基点,不断更新观念,加强自身知识储备、人文精神、师德师风等方面的修养,进一步形成优秀的意志品质,并以全新的精神风貌来开展教学和科研活动。本文仅从高校教师在新的历史时期应具备的基本素质的角度来谈教师观念的转变,并为加强高校

的“硬件”建设服务。

美国教师绩效评价与管理效能研究/胡海建//中国成人教育.-2012,(20).-115~116

从20世纪二十年代开始到21世纪初,美国教师绩效评价几经反复,最终确立了多元教师绩效评价模式。美国教师绩效评价取得了一系列的建树:建立起了统一的全国性的教育评价制度、鼓励和奖励各州、学校建立起竞争机制的绩效工资制度及多元评价模式等。美国教师绩效评价通过确立评价目标提高管理效能;通过建立激励机制提高管理效能;通过因地制宜建立多元评价模式提高管理效能。美国教师绩效评价模式的建立与实施为我们提供了一个很好的绩效评价的范本,为我们推进绩效工资制提供了很好的启迪与借鉴。

高校跨学科知识团队提升机制研究/邱玉敏,党红星//中国成人教育.-2012,(22).-18~20

社会认定跨学科研究是解决复杂问题的根本所在,高校的特点与任务促使高校必须快速发展,但是大学科层制的组织架构以及大学对高校教师评聘等方面的制度制衡,又阻碍了高校跨学科知识团队的发展。基于现实需求,从制度安排、组织建设、自提升机制等三个层面就高校跨学科知识团队提升机制问题进行了系统化的研究,力求对高校跨学科知识团队建设与发

基于专业发展的职业教育教师转化学习/刘奉越,杨智榕//职教论坛.-2012,(34).-51~54,76

转化学习是指学习者在新的环境中,通过质疑、批判性反思、检验等多种方式形成新的意义观点和意义体系,以适应新的环境的学习过程。对于职业教育教师的专业发展来说,转化学习具有不可或缺的作用和意义,它不仅有利于提升职业教育教师的专业自觉性、促进职业教育教师的反思,而且是职业教育教师专业训练的重要途径。为提高转化学习的质量和效率,职业教育教师应采取增强主动学习意识、合理运用经验、注重批判性反思、加强合作、运用多元化的学习策略等基本策略。

论基于国际经验的职业教育教师标准构建/宫雪//国外职业教育.-2012,(04).-3~7

教师标准是教师专业化进程的产物。20世纪下半叶,教师专业化成为全球教师教育改革的主要趋势。许多发达国家与地区陆续制定了教师教育标准、教师专业标准、教师资格标准等旨在加强教师队伍建设、提高教师质量、从而确保教学质量的文件。职业教育教师的有关标准也在这一过程中产生并逐步完善。当前,随着我国职业教育事业改革发展进入内涵提升阶段,职业教育教师队伍建设的重要性日益凸显。

浅析日本职业教育师资建设对我国职业教育师资建设的启示 / 梁丽华 // 中国成人教育.-2012, (23).-119~121

战后日本为使产业教育适应社会和经济的高度发展,加大教育投资力度,加强师资队伍建设。以法律形式规定从事职业教育教师的准入标准,确定教师培训和进修体制,保证以优厚的待遇吸引最优秀的人才从事职业教育。日本积极探索以师资条件推进职业教育发展的有效途径,建立了一支掌握前沿技术的高素质师资队伍,促使产业教育推进社会和经济的高度发展,走出了一条具有日本特色的师资队伍建设道路。

8 研究生教育

研究生招考制度改革之流变、论争与反思/余桂红//高等教育研究.-2012, (11).-35~42

我国研究生招考制度主要有原生制度和次生制度两种形式。改革开放后,为维护原生制度的合理性,政府不断调整招生单位自行组织考试、全国统考、推荐免试等次生制度。尽管如此,原生制度本身及次生制度所引发的问题仍引起了广泛的社会论争。研究生招考制度改革,必须厘清原生制度是否必须继续坚持,研究生招考制度改革能否在开放环境下进行,政府应如何对待次生制度改革等问题。坚持以“考试”为核心的原生制度,尽可能在开放环境下积极稳妥地改革次生制度,我国研究生招考制度是未来改革的方向。

研究生创新能力培养的现状分析与对策研究/薛文飞,刘国学//河北师范大学学报:教育科学版.-2012,14(12).-87~91

当今世界国际竞争十分激烈,国与国之间的竞争突出地体现在科技和人才的竞争上。近些年来随着我国高等教育规模的不断扩大,研究生招生考试也降低了门槛,研究生教育规模迅速扩充。在数量巨大的基础上怎么才能保证培养质量,造就出具有创新精神和创新能力的高素质研究生,已经成为社会广泛关注的问题。在调查研究的基础上,分析了目前研究生创新能力培养的现状,指出了研究生创新能力培养不足的基本原因,提出了树立创新教育理念和营造创新学术氛围、构建科学的研究生培养体系、搭建研究生创新能力培养平台等举措。

专业型研究生助学贷款配置:美国经验及其对中国的启示 / 杨希 // 清华大学教育研究.-2012, (05).-61~68

随着对高技能专业人才的需求的增加,当前中国的专业型研究生教育正处于快速发展时期。建立有效的财政资助体

系将有助于促进其规模和质量的提升。从发达国家经验看,助学贷款是专业型研究生资助体系的重要组成部分。本文首先从理论上论证了专业型研究生采取成本分担与助学贷款政策的依据,并从成本和收益视角提出了贷款配置的基本原则。其次,研究以美国为例进行实证分析,所得结果与理论观点基本一致,有以下发现:(1)助学贷款在专业型研究生资助中所占比重较大;(2)联邦政府在专业型研究生贷款的发放和补贴中承担了主要角色;私人机构对专业型研究生贷款也相对学术型研究生更高;(3)贷款在配置时兼顾了专业型研究生教育的成本与收益因素。最后,本文结合合理理论及美国的实证结论,探讨专业型研究生贷款配置原则对中国的启示及其局限性。

研究生学术能力:一个基于政策文本分析的理论框架 / 朱志勇,崔雪娟//清华大学教育研究.-2012, (06).-92~99

近些年来录用研究生的用人单位对这些毕业生的能力提出诸多质疑,这引起了大学的反思。本研究从对中国研究生培养的政策文本入手,分析官方文件中规定的研究生需要培养的能力,基于对这些能力的编码分析以及研究者个人的反思和经验研究,建构出一个关于学术组织培养研究生的学术能力的理论框架,认为学术能力涉及与学科、研究以及实践三个维度相关的能力。本文也指出,在开放的学术组织的环境中,诸如学术文化、学术职业、学术理念等许多因素会对研究生产生影响,进而影响三个维度的学术能力的形成与发展。

我国专业学位研究生培养的改革与创新/赵岩,徐平//现代教育管理.-2012, (09).-115~118

随着教育规模的扩展和社会需求的增加,我国专业学位研究生教育面临自身教育模式以及评估体制的重大改革。我国专业学位研究生培养的基本模式已经形成,但还存在一些问题。建立职业导向的专业学位硕士培养策略:一是要调整培养目标定位,突出特色;二是以实践为核心,加强理论与实践知识的相互转化;三是建立和完善与职业资格标准相对应的评估体系;四是加大实践教师在导师中的比重;五是改革考核方式。

研究创新素质测评体系在复试中的构建/朱辉荣,王平义,白榕//黑龙江高教研究.-2012,30(06).-141~143

许多高校在研究生复试中已经开始重视对学生的创新素质考查,但是目前的考查工作缺乏科学性和规范性,不利于优秀人才选拔。因此,把心理测评、人格理论和企业面试技术引进研究生复试中,建立科学的研究生创新素质测评体系对考生在学术领域的创新精神、创新能力进行考查,结合学科(专业)培养目标和培养方案,使选拔标准与培养目标、

培养方案相一致,使研究生招生选拔与培养过程成为有机整体,这对科学遴选创新人才,提升我国的创新实力具有重大的现实意义。

结构调整视阈下的专业学位研究生教育刍议/潘剑波,李安萍//黑龙江高教研究.-2012,30(07).-85~87

我国研究生教育人才培养目标逐步由学术型向应用型转变,专业学位教育是培养高层次应用型人才的重要方式。经过教育实践,基本建立了中国特色的专业学位研究生教育体系。但与开展专业学位研究生教育较成熟的国家相比,还存在较大差距。在回顾我国研究生教育结构转变的基础上,分析了当前专业学位研究生教育面临的困境,分别从相关政策制定和培养过程两个方面提出了两点思路,以期促进我国专业学位研究生教育的良性发展。

国际化背景下研究生英语教师的专业发展/张素菊,曲鑫//黑龙江高教研究.-2012,30(09).-104~107

在高等教育国际化的发展趋势下,我国高校正在开展研究生公共英语课程国际化改革热潮。针对我国研究生公共英语教师专业发展相对滞后的现状,结合语言教师专业发展模式 and 我国研究生公共英语教师的实际需要,采取兼顾教师个人发展和组织发展的可行性途径,即通过国外进修,培养具有承担国际化课程能力的研究生英语教师,同时立足本校,拓展研究生公共英语教师专业发展空间;进行校际交流与合作以及设立相应科研项目等举措,才能在国际化教育发展的过程中提高教师的素质,使其适应新形势发展对教师的要求。

汉语国际教育硕士教学能力培养问题探讨/林秀琴//黑龙江高教研究.-2012,30(12).-109~111

对外汉语教学能力培养在汉语国际教育硕士培养中处于核心地位,是专业培养中的重点,也是关乎培养质量的一个系统工程,应建立有效的课程体系与训练机制。对外汉语教学能力培养涉及汉语作为第二语言教学理念的建立、实践性知识的输入、教学技能的磨炼、教学方法的探索、课堂管理技巧的掌握等多项实践性内容。目前,汉语国际教育硕士专业培养方案中的相关课程共有5门,各门课程之间分工不够明确,有一部分内容互相交叉、互相重复,而另一部分内容则可能成为共同盲区。导致课程之间内在关联性不清楚,系统性也不强。如果以系统论的观点将这几方面的课程整合起来,强化课程之间的内在联系。使之成为一个多位一体的“教学实训”课程体系,将会使单独设课的力量聚合起来,发挥更大的作用,并真正体现实训课程的实践性和有效性。

我国专业学位研究生教育扩招的多源流分析/万卫//江苏高教.-2012,(05).-81~83

我国专业学位研究生教育扩招政策的出台是多种因素共同作用下的结果。通过运用多源流分析方法对该政策的形成过程进行细致考察后发现:问题源流包括产业结构的升级、高校毕业生就业难和研究生就业的转向;政策源流包括政府官员和学者的意见;政治源流则为执政党的“以人为本”、“和谐社会”等执政理念。2009年3月2日召开的全国专业学位教育指导委员会联席会议开启了我国专业学位研究生教育扩招的“政策之窗”。

研究生科研能力结构模型的构建及胜任特征分析/陈木龙,张敏强//高教探索.-2013,(01).-100~104

通过对研究生科研活动的过程分析,编制了研究生科研能力结构要素的调查问卷。通过实施两次调查并进行统计分析,结果表明:反映研究生科研活动所需的基本能力要素包括成就欲、自主监控能力、逻辑思维能力、发现问题与解决问题能力、资料搜集与处理能力、科研创新能力、动手操作能力、语言表达与人际交往能力等八项。由于学科特点和培养要求的差异,研究生基本科研能力结构要素的重要度排序和胜任特征状况存在学科差异。

以“基于项目的学习模式”培养硕士研究生的研究能力/苗深花,王婷//当代教育科学.-2012,(15).-51~53

通过对硕士研究生研究能力薄弱的原因分析,选择以项目为基础的学习模式,来激发学生内在的学习和研究动力。强化导师的指导力度,提升研究生的教育研究能力。“基于项目的学习模式”是一种新型的探究性学习研究模式,具有问题性、作品性、学科交叉性、合作性和探究性等特征;依据其特征我们分为确定项目、制定计划、活动探究、成果展现及交流、活动评价五个步骤,并进行了实践探索。

浅析全日制专业学位硕士培养质量保障体系/屈艺//教育与职业.-2012,(36).-35~37

文章从全日制专业学位硕士培养存在的问题入手,简述了培养质量保障体系的必要性,最后落实到具体环节,包括质量评估和保障体系建设、课程教学、实践教学、学位论文和师资队伍建设等,阐述了这些与培养质量密切相关的环节的质量保障措施。规律的前提下,增加合作的“接口”数量和层次,提升校企合作的广度和深度。

高校扩招背景下研究生教育现状及问题研究/李伟,张清东//教育与职业.-2012,(36).-176~178

研究生教育是精英教育,是国家科技进步的重要推动力量,其规模的扩大是社会发展的必然趋势。伴随着研究生人数的增加,我国各领域涌入了大量人才,显示出蓬勃生机。研究生教育的扩大固然对我国社会发展起到了促进作用,但

任何事物都有两面性,我们应该透过研究生教育优缺点背后的实质,做到扬长避短,这样才能更好地发挥研究生教育的作用,为科研进步与繁荣作出应有的贡献。

专业学位研究生教育的中介组织建设/周宏力,蔡建华//中国高教研究.-2012,(11).-51~56

具有行业背景的教育中介组织因为最能体现职业特性。在西方高等教育较发达国家,已经成长为与政府、市场一起影响以职业性为特性的专业学位研究生教育的最主要的力量之一。其作用已全面渗透到专业学位研究生教育之中。在我国专业学位研究生教育进入规模发展、中介组织建设尚处于借鉴与探索的时期,如何结合本国实际,借鉴国外经验,逐步完善中介组织建设将是我国专业学位研究生教育今后一个亟待研究与解决的课题。笔者认为,制度建设、中介组织自身建设以及中介组织对培养过程的参与是影响我国专业学位研究生教育中介组织建设的三个关键因素。

9 农村职业教育

试析高职教育政校企合作开展农民培训的模式/朱雄才//黑龙江高教研究.-2012,30(08).-59~61

通过对我国农民培训的意义阐述及对农民培训现状和存在问题的分析,提出构建由政府推动、高职院校牵头、社会参与的利益共同体来实施农民培训,这样的利益共同体有助于形成政府统筹、社会参与的农民培训管理体制,有利于建立专兼结合、动态管理的农民培训师资队伍,有利于进行针对不同类型农民的课程开发,有利于促进功能对接、优势互补的校内外实训条件建设,从而提高农民培训的质量与成效。

新生代农民工教育培训的创新/胡跃茜//教育评论.-2012,(06).-18~20

新生代农民工是我国产业工人的重要组成部分,他们劳动素质的高低直接影响到今后的生存与发展、经济转型升级及社会和谐稳定。本文结合新生代农民工教育培训现状,强调探讨和创新新生代农民工教育培训路径,实现新生代农民工素质转型和可持续发展。

新生代农民工职业培训需求取匠及其实现策略/赵宝柱,张佳,郑洁,李婷//职业技术教育.-2012,(31).-64~70

职业培训是改善新生代农民工生存境遇、使之有尊严生活的有效路径之一。调查表明,新生代农民工在职业培训需求取向上表现出较为强烈的培训意愿和较为理性的行为选择倾向。满足新生代农民工职业培训需求,需要尊重并维护

新生代农民工的合法权益,明确并发挥输入地政府所应承担的继续教育责任与作用,强调并落实用人单位开展职业培训的主体责任,重视并加强以公民素质为核心的人文素质教育活动,研究与设计农民工职业培训整体解决方案。

新生代农民工职业决策困难实证研究/方翰青,谭明//职业技术教育.-2012,(31).-71~76

使用“职业决策困难量表(CDDQ)”对370名新生代农民工的职业决策状况进行调查研究,结果表明:新生代农民工普遍存在中等以上强度的职业决策困难,“存在错误观念”因子的情况更为严重;新生代女性农民工“犹豫不决”因子均分显著高于男性;不同年龄段的新生代农民工在量表总分、“不清楚决策步骤”、“对自己的认识不足”、“内在冲突”、“外在冲突”等四个因子上存在显著性差异;未婚的新生代农民工“对自己认识不足”因子的均分明显高于已婚的新生代农民工;不同工作年限的新生代农民工在“不清楚决策步骤”与“对自己的认识不足”两个因子上存在显著性差异。

校地合作:高校继续教育从“离农”到“向农”的转型/陈丽珍,马启鹏//教育研究.-2012,(11).-111~112

我国是个农业大国,虽然我国的城市化进程在不断加强,但在总人口中,居住在乡村的人口仍超过总人口的一半,达到了50.32%,而且,他们的受教育水平又普遍低于城市居民,从教育是立国之本、人才是发展之源的视角,其实更应该接受不同层次继续教育的对象是农民。

浅谈新形势下的新型职业农民教育培训/亓乐秋,鲁永香,张铁成//中国成人教育.-2012,(23).-190~192

文章介绍了山东省开展农业职业教育特别是新型职业农民教育培训的现状,提出并分析了现实中存在的重视程度不够、投入不足、职能交叉等主要问题,并从体系建设、机制创新、教学改革、平台建设等各个方面提出了解决问题的对策。

面向“三农”并举并重培养应用型农村金融人才/郁国培,凌海波//教育与职业.-2012,(36).-27~29

贯彻《国家中长期教育改革和发展规划纲要(2010~2020年)》精神,浙江金融职业学院以农金专业为依托,以继续教育与培训学院、农村金融学院为平台,坚持学校教育 with 职业培训并举,全日制与非全日制并重,培养应用型农村金融人才,服务新农村建设。文章根据育人实践,就面向“三农”并举并重培养应用型农村金融人才的现实背景、培养机制、实践措施、初步成效及对职业人才培养的几点启示进行了分析和总结。

高职农村籍大学生创业教育中存在的问题及对策研究 / 刘晓辉, 刘晓音 // 教育与职业 .-2012, (36) .-111~112

高职院校的生源主要来自广大农村,高职院校要以培养适应农村建设的创业创新型人才为出发点,通过分析高职农村籍大学生农村创业存在的问题,提出鼓励和扶持农村籍大学生到农村创业、提升农村籍大学生创业意识、加强创业综合能力的培养等应对之策。

农村职业教育促进农民社会流动的理性思考 / 张宇, 肖凤翔 // 职教论坛 .-2012, (34) .-4~7

农村职业教育和农民社会流动关系到当前国家战略发展需要考虑的重要问题。农村职业教育概念与农民社会流动概念的解析是研究二者关系的重要理论基础。农民理性的研究和农村职业教育回应农民理性的可能性分析证明了农村职业教育能够促进农民的社会流动。农村职业教育通过力促务农人员向新型农民转变,鼓励进城务工人员实现非农就业,指导返乡农民工向农民企业家转型等途径促进农民社会流动。

农民工培训中发挥政府作用探析 / 沈央儿 // 职教论坛 .-2012, (36) .-44~46

随着我国经济的快速增长和工业化、城市化进程的日益加快,大量农村剩余劳动力成为产业工人的重要组成。然而由于农民工数量庞大、从事的职业工种复杂、流动性大、整体素质相对较低,加快农民工培训俨然成为城市化建设必然选择,而政府和相关职能部门在农民工培训工作中有着不可或缺和不可替代的主导作用。政府须对农民工素质的优化与能力的提升采取非常之道,突破体制壁垒,开展协同创新,全面提升农民工教育培训,推动经济产业的转型升级。

教育对我国农村经济贡献率的区域比较研究 / 王家庭 // 教育科学 .-2012, 28 (05) .-1~7

基于丹尼森算法运用省区面板数据测算了1990-2008年教育对区域农村经济增长的贡献率,并进行区域差异比较。结果发现:(1)区域间教育对经济增长的贡献率存在显著不同,1990-2008年间西部地区教育贡献率最大,东部次之,中部最低;(2)不同区域教育贡献率的时间变化趋势不同,东部地区2000-2008年间教育贡献率较之1990-1999年有所降低,而中、西部地区均有较大提升;(3)不同区域起主要贡献作用的教育等级不同,当前阶段东部地区高等教育的贡献率最大,中西部地区则为高中教育。进一步分析发现,北京、海南、辽宁、宁夏、贵州、内蒙谷等少部分省区教育贡献率与所在区域平均情况有明显的差异。在此基础上,提出了具有区域针对性的政策建议。

10 就业指导

教育、行业分割与性别收入差异——基于中国大学生就业调查的分析 / 杨钊, 程飞 [译] // 北京大学教育评论 .-2012, 10 (03) .-95~113

本文利用2009年北京大学的“高校毕业生就业调查”及2008年麦可思公司的“全国大学毕业生就业调查”数据,将行业分割纳入对中国大学毕业生性别工资差距的研究。本研究主要利用布朗—穆恩—扎罗斯全因素分解模型进行分析。结果表明,所有行业中都存在性别收入差距,该差距随着个体受教育程度的提高而增大。性别收入差距主要由行业内的性别收入差别导致,而非行业间的收入差异。此外,行业内的性别收入差别在本科毕业生群体中主要来源于行业内的性别歧视,硕士生中的性别差异主要是由于性别间的个人特征差异所引起。因此,为了促进劳动力市场中的性别平等,政府应当首先考虑利用那些能改善行业内部性别歧视情况的政策。

试析就业能力导向的高校教育体制改革 / 黄敬宝 // 黑龙江高教研究 .-2012, 30 (06) .-130~132

就业能力导向的高校教育体制是指根据社会需求和大学生的就业能力来调整高校教育的制度及其规范。它既是人力资本理论和社会化理论的本质体现,也是解决大学生就业困难和学习不认真问题的必然要求。建立就业能力导向的高校教育体制要遵循全面性、实效性和灵活性等三大原则,从教育内容、教育方法和教育管理等方面展开。

体面式就业: 和谐视阈下大学生就业的思考 / 杨其勇, 张杰 // 黑龙江高教研究 .-2012, 30 (07) .-25~27

体面式就业是实现体面劳动、社会保障、劳动保护、尊严尊重等四大目标的就业活动。大学生就业问题不但关系到毕业生自身价值的实现及其家庭的切身利益,而且还关系到高等教育的健康发展和社会的和谐与稳定。当前的问题是大学生“NEET”队伍越来越庞大;大学生“非正规就业”越来越多,无法“体面”起来。高校应该创新工作,既要培养在校的学生,又要关心走出学校的校友一辈子的成长;高校对毕业生就业,应该起主导作用,不仅要积极联系用人单位而且要监督用人单位兑现体面式就业的四大目标,对损害毕业生权利的要帮助其维权、申诉。

破解大学生就业难研究的新视角: 职场伦理教育 / 曹照洁 // 黑龙江高教研究 .-2012, 30 (10) .-12~14

大学生就业难的问题一直困扰着社会各界人士,不同的学者从不同的角度对其进行研究,旨在破解这一难题。但随着社会对大学生素质要求的不断提高,影响大学生就业因素

的日渐复杂,大学毕业生的职场伦理知识成为破解这一命题的新切入点。大学生是否具有好的职场伦理品质已成为用人单位选人、用人的重要标准,职场伦理教育研究也随之进入研究者的视野。文章主张对大学生进行职场伦理常识教育,培养和发展大学生的职场伦理品质和职场伦理行为,促使大学生的价值观、行为导向和人际交往等方面发生积极改变,从而提高他们的职场伦理素质,增强他们的就业竞争力。

学生职业价值观与职业生涯辅导研究/丁蕾//江苏高教.-2012,(04).-100~101

如何帮助高校毕业生更好地认识自己的职业需求,最终做出合理的职业选择,是高校就业工作的重点课题。文章从高校毕业生职业价值观与职业生涯辅导双向互动的角度,探讨高校毕业生职业价值观现状及高校应采取的职业生涯辅导对策,希望为学生、学校、社会就业指导机构等提供有意义的借鉴,以便更好地推动高校就业工作。

日本高校就业指导工作对我国高校的启示/徐蕾//江苏高教.-2012,(04).-102~103

大学生就业难也是世界各国高等教育面临的共同话题。中日两国高等教育经历过相似的发展阶段,大学生就业面临很多相似问题。文章在分析日本高校就业指导工作特点的基础上,提出对我国高校就业工作的启示,对推动我国大学生就业工作具有积极意义。

高校就业指导存在的问题及对策/冯艳,李海普//江苏高教.-2012,(05).-107~109

目前我国高校就业指导存在机构不健全、师资力量薄弱、指导形式单一等问题。其原因有就业指导机制不完善、就业机构专业化水平不高、经费投入不足和评估机制缺位。为了促进就业指导工作开展,高校应加强就业指导机构建设,实现共性指导与个性指导相统一,提高指导教师的专业化水平,建立科学的评估反馈机制。

大学生就业竞争力差异分析——基于社会性别的视野/武毅英,杨珍//大学教育科学.-2013,(01).-92~99

运用社会性别理论和实证研究方法,以某省若干所不同类型院校的样本为例,重点考察同等就业竞争力水平下的两性就业差异状况。研究表明:同类型院校中的两性大学生就业竞争力水平总体上未存在显著差异;在同等就业竞争力水平下,女生获得的面试机会、薪酬水平、发展机会和就业质量等均不如男生,显示存在性别歧视现象。导致性别歧视的深层原因,一是传统的社会性别观念导致女生就业处于不利地位;二是社会角色与家庭角色;中突对女生择业产生一定困扰;三是社会化过程对女生社会性别认同产生负面影

响。因此,应将先进的性别敏感发展理念引入高校,借以促进两性大学生的平等就业。

就业视角下的本科教育改革/张永雄//高教探索.-2013,(01).-90~94

本文运用理论分析的研究方法对当前本科院校的就业导向型教育和实践教学中的理论问题进行了分析,提出了就业导向的内容是大学生就业能力,就业视角下本科实践教学目标完整实践能力的形成,并指出了实践能力培养的创新思路,即实践情境教学以及基于实践情境点构建实践教学体系的设想。

教育改革先行政策扶持保障——农村大学生返乡就业的可行性分析/贺妍//中国成人教育.-2012,(20).-55~57

农村大学生返乡就业可适当缓解我国城市地区日益严峻的就业形势和就业压力,并能为“社会主义新农村建设”提供必要的人才支持和人力资源储备。本文从农村大学生的职业愿望、职业发展及其示范效应等方面探讨了农村大学生返乡就业的实践依据,并指出高校转变教育培养模式、政府加大教育投入和政策扶持是保证农村大学生返乡就业切实可行的重要举措。

我国沿海地区农村大学毕业生就业问题研究/曲学勇//中国成人教育.-2012,(20).-87~88

随着沿海地区经济的发展及城乡二元结构改革的深化,十多年来农村地区大学毕业生的就业走向成为了一个讨论的话题。这一群体的就业范围、职业性质及职业发展状况对即将及未来数年内需要就业的大学毕业生们有着鲜明的指导意义,对已经毕业的农村地区大学生们有着深刻的启示。

西部地区高职高专毕业生就业现状与对策——以重庆市为例/李德全,赵立兵,周洪亮//中国成人教育.-2012,(22).-120~123

作为西部城市的重庆,由于宏观社会环境、高职高专院校办学结构,以及毕业生综合素质等原因,高职高专毕业生在就业竞争中处于劣势地位,呈现出就业率偏低、就业成本偏高、就业机会不均等、就业分布不平衡、工资待遇水平低等特点,亟需通过不断提升教育教学质量,推进就业指导与服务,从根本上提升毕业生就业竞争力。

硕士研究生就业心理危机及预警干预策略/李燕,赵曰峰,肖斌,胡敬安//中国成人教育.-2012,(23).-71~74

硕士研究生就业心理危机产生的原因包括社会经济因素、家庭因素、个体自身的因素以及偶然事件。为了更好地

促进硕士研究生就业与保持心理健康,应进行就业心理健康普查,建立专业化的就业心理危机干预人员队伍,形成三级预警机制实行全程化干预,重视贫困研究生特殊群体的干预,注重多元引导培养职业心理素质。

成教学生就业心理现状调查和调适策略研究/宋德清,黄美初//中国成人教育.-2012,(23).-105~109

成人教育的迅猛发展和成教学生就业指导缺失,就业心理问题突出之间的矛盾日益突显。本文通过大样本问卷调查,运用描述性统计分析、单因素方差分析对成教学生就业心理如自我认知、就业能力评估、就业心态、就业期望和职业需求等进行测度和分析,在此基础上提出有效的就业心理指导路径,以期为成人高校进行针对性的就业指导教育和就业心理引导提供借鉴和参考。

高校毕业生基层就业的特征与影响因素/王友航,文东茅//教育发展研究.-2012,(21).-37~44

本文通过对2011年全国8个省30所高校抽样调查数据的实证分析发现:尽管我国政府通过大量政策措施鼓励高校毕业生到基层就业,但出于对发展前景的担忧,只有少数毕业生到基层工作,且体现出明显向东部流动的倾向;人力资本、家庭背景、学校背景和求职岗位情况是影响高校毕业生基层就业的重要因素,到基层就业的学生大多在这些方面处于较弱势地位;他们在基层工作的职业地位、学用匹配度、起薪和工作满意度都相对较低。

工科院校本科毕业生有效就业的因素与对策研究/于雪丽,王永明//教育与职业.-2012,(35).-96~97

创业文化由来已久,随着时代的发展和就业压力的增加,创业教育受到越来越多高校的重视。但受多种因素影响,目前我国高校创业文化建设还不完备。因此,必须通过营造良好校园创业文化氛围、建立系统的创业教育模式、搭建创业平台等对策,加强对高校创业文化的培育。

以就业为导向的高职教学改革研究/刘敏//职教通讯.-2012,(30).-30~32

详细分析了“以就业为导向”的基本内涵,阐述了以就业为导向的高职教学改革的必要性,并以就业为导向,从优化教学内容、采用先进的教学方法、加强校内外实训基地建设、推进顶岗实习制度、加强双师型教师队伍、采用多元评价方式等方面,探讨了高职教学改革的主要措施。

11 国外职业教育

德国二元制职业教育及其在高等教育领域的发展/

高松//河北师范大学学报:教育科学版.-2013,(01).-86~88

德国二元制职业教育是一种企业和学校共同培养学生,以企业培养为主,学生理论学习与实践培训相结合,以实践培训为主的职业教育培养模式,最早出现于德国的职业学校。德国从20世纪70年代开始在高等教育领域中出现二元制培养模式。高等教育领域的二元制培养模式凭借其多种优势在德国迅速发展,规模不断扩大。

德国“二元制”职业教育发展特点新论/马宇//教育评论.-2012,(06).-150~152

德国“二元制”职业教育在立法、人才培养模式、师资培养、经费的投入等方面都有其独特的优势和特色,它的发展早已成为世界职业教育的典范,促进了德国经济的腾飞。德国职业教育发展的经验,为我国职业教育的发展提供借鉴,并促进我国职业教育的改革与发展。

加拿大高职教育顶岗实习模式探析/杨静丽,查英华//职业技术教育.-2012,(29).-88~90

顶岗实习制度在加拿大高等职业教育中的实施由来已久。其主要特征表现在:重视管理机构、用人单位和学生的三方合作,重视课堂学习与顶岗实习的交替进行,重视利用现代科技手段进行管理。加拿大高职教育顶岗实习模式的多方合作、交叉进行和力求实效值得我国学习和借鉴。

澳大利亚职业教育体系的特点与启示/杨旭辉//职业技术教育.-2012,(31).-82~88

澳大利亚职业教育与经济社会的互动性发展对中国职业教育体系构建具有重要借鉴意义。澳大利亚职业教育体系的特点是:构建职业教育体系是国家行为;职业教育体系的核心是职业资格;职业教育发展变革的主导力量是行业企业。借鉴澳大利亚的经验,我国应该把构建“中国特色,世界水准”的现代职业教育体系上升为国家战略,理顺职业教育宏观管理体系,充分发挥行业协会的职业教育影响力。

新自由主义对澳大利亚职业教育的形塑及其反思/赵军,马庆发//职业技术教育.-2012,(31).-89~93

在全球化进程中,新自由主义思潮影响到许多国家的政治、经济、文化和各种社会领域。澳大利亚职业教育受其影响尤为明显,政府通过颁布各种职业教育政策,构建产业导向的职业教育与培训系统和竞争导向的市场机制,使职业教育呈现出标准化、私营化、产业化和企业化的特点。我国对澳大利亚职业教育发展经验进行借鉴的同时,应规避市场导向的盲目性,注重协调发展,防止人文教育缺失。

英国中高职衔接课程体系建设及其借鉴意义/邵元

君//职业技术教育.-2012,(32).-82~87

英国中高职衔接课程体系建设独具特色。关注英国课程体系建设就是要研究在其资格与学分框架体系下,学习单元的开发依据、开发主体、开发内容及过程。借鉴英国的职业教育课程体系建设的意义在于:能够推动我国职业教育课程体系化建设,促进中高职课程开发主体互动成长,更进一步推进中高职课程体系开发的规范化、精细化发展。

新加坡南洋理工学院专业管理特色及其启示/刘俊
//职业技术教育.-2012,(32).-88~91

新加坡南洋理工学院以其卓越的人才培养质量享誉世界,其专业建设与管理体现出诸多特色,如多层次人员参与的学术管理架构,以科技中心为载体的专业发展机构及其实施的无界化管理,以教学资源充分利用为核心的教学管理体制,以及双轨制教学模式和有效、严密的考评体系等。我国高职院校专业建设与管理可借鉴其成功经验,建设“政、校、行、企”深度融合的学术管理架构,建立灵活多样、科学的教学模式,建立严谨的考核体系与机构,建立与高职专业群建设相匹配的管理机构等。

从国内研究看澳大利亚高中职业教育与培训/韩淑红
//世界职业技术教育.-2012,(05).-1~4

本文通过对我国国内关于澳大利亚高中职业教育与培训的研究进行分析,辨别其概念称谓,梳理澳高中职业教育与培训的体制框架,从中得出澳大利亚高中职业教育与培训的类型形式及其部分课程与教学的内容;同时也发现对澳高中职业教育与培训的框架体制研究颇多,具体实践操作形式的研究偏少;进而确定今后研究中应从高中学校的实践操作入手,全面客观的看待澳高中职业教育与培训计划的实施。

英国提升职业教育吸引力的主要举措探析/李敏谊,谢军
//世界职业技术教育.-2012,(05).-15~18

近年来,英国在职业教育与培训领域采取的一系列措施取得了初步的成效,其职业教育与培训的重要地位得到法律法规和相关政策的保障,重要性得以凸显;职业教育与培训的改革方向和具体建议与措施也得以明确;并确保人们获得更多的职业教育与培训机会,促使职业教育的咨询与指导体系更加完善。本文主要对英国提升职业教育吸引力的有效举措进行探讨,以期对我国职业教育吸引力的提升予以参考和借鉴。

国内外继续教育发展研究/吴伟英
//中国成人教育.-2012,(24).-119~121

继续教育是一个新兴的教育工程,是人类社会发展到一定程度必然产生的教育形态,属于特殊形式的教育。继续教育作为一种高层次的追加教育,是终身教育的重要组成部分

分,对世界各国的经济发展以及社会的各个方面都有着举足轻重的作用。本文研究了国外发达国家和我国的继续教育发展的基本情况以及今后的发展趋势,以提高大家对国内外继续教育发展的了解,并简要提出了我国继续教育存在的问题和应对策略,以期对继续教育的研究起到借鉴作用。

日本高等职业教育的体系结构及其办学启示/叶磊
//教育与职业.-2012,(35).-15~17

日本高等职业教育体系是由短期大学、高等专门学校和专门学校三种类型化程度较高的教育机构综合而成的有机整体。三类机构形成于不同的历史时期,对应不同的社会产业和职业需求,实施多元化的性别及职域分工定位,在教育功能和专业设置上形成了相辅相成的优势互补关系,其自由弹性的教育制度和灵活柔软的办学模式对于中国的高等职业教育具有十分重要的借鉴意义。

瑞士职业教育体系、管理体制及其启示/周红利,周雪梅
//教育与职业.-2012,(35).-18~21

马克思指出,生产劳动同教育相结合,是发展社会生产,造就全面发展的人的唯一方法。瑞士职业教育是马克思这一思想的生动实践。在技术革命突飞猛进的背景下,瑞士职业教育始终围绕劳动力市场需求与人的发展这一本质矛盾,建立了以职业资格认证和学历教育为链接点的四通八达的职业教育体系,实现了科技创新、技术进步、素质提高和生产发展的良性循环。文章根据瑞士官方权威资料勾勒出了瑞士职业教育体系的全貌,并提出对我国职业职业教育发展的启示。

简论美国联邦职业教育财政政策的转型/张澜
//职教论坛.-2012,(34).-90~93

作为联邦制国家,由于宪法限制和联邦税制落后于工业的需要,1917年以前的美国一直没有能够建立起稳定的、连续性的职业教育财政政策,服务职业教育体系。随着1913年美国国会通过的宪法第十六条修正案和《安德伍德西蒙斯关税法》,联邦进行税制改革,相继开征所得税、房产税、房产继承税等一系列税种,联邦财力日渐雄厚,能够承担起大量公共事业开支,为职业教育财政的连续性提供了保障。

法国现行“双轨制”职业教育体系及其启示/刘继芳
//中国高教研究.-2012,(11).-103~107

法国现行的职业教育办学系统呈“双轨”模式,一轨是工学结合的学校职业教育系统,另一轨是学校外“双元制”学徒培训中心系统。两轨结构完整,纵横交错,中高职衔接合理,各自轨道内部和两轨之间升学路径贯通,办学民主、灵活、开放。两轨以初中毕业为起点,提供从中等到高等的学历职业教育,颁发种类独特的职业教育文凭。法国职业教

育体系建设成功经验对我国构建职业教育体系具有积极的借鉴意义。

法国现代农业职业教育体系及对我国的启示/马吉帆,曹晔//国外职业教育.-2012,(04).-12~15

法国地处欧洲西部,总人口约6000万,国土面积55.2万平方公里,农林业用地占国土面积的87%,耕地面积为1825.5万公顷,人均耕地面积0.316公顷,高于世界平均水平0.07公顷;农业人口233万人,农业就业人口87.52万人,占农业人口的37.6%,占全国就业人口的3.6%。2011年,法国农业总产值达694亿欧元,农业产量占欧盟农业总产量的22%,在欧盟27国中居首位。法国农业在生物技术、化学、农田水利、生产专业化地区、农场、农艺1以及农业产业一体化经营等方面实现了高度现代化。农业现代化在极大提高生产效率的同时,客观上也推动了农业职业教育的发展。

瑞士高等职业院校应用型人才培养的特点及其启示/钱中平//国外职业教育.-2012,(04).-16~17

高职应用型人才的培养,是指高职院校培养的人才不是为了从事基础科学研究,而应致力于新技术的应用研究和开发,以便较快地将本国及其他国家的基础研究成果应用到工业生产中,使之成为新的生产技术和产品,直接为本国的国民经济服务。瑞士是世界最为稳定的经济体之一,也是世界上最为富裕的国家之一,人均收入处在世界领先地位,同时有着较低的失业率。

全球化中为了可持续增长的职业教育/Hanneshapiro[丹麦]//国外职业教育.-2012,(04).-26~29

目前,全球经济和社会发展在许多层面都已经深刻地联系在一起,创新模式、工作性质及工作世界的不断变化,青年失业问题的日益严峻,使世界各国加强了把职业教育与培训作为可持续经济增长驱动器作用的探讨。在这一过程中,人们认识到,职业教育与培训不能仅仅培养个体从事特定工作的能力,还应培养21世纪的关键技能,如交流、问题解决、信息通信技术、创新和创业能力。因此,职业教育与培训政策也应深刻反映这些变化,才能成为全球可持续发展的驱动力量。本研究主要探讨在一个互相联系的世界及不断变化的全球化背景下,职业教育与培训怎样成为推动可持续发展的核心杠杆。

英国职业教育学院质量的保障和改进/DavidCollins[英]//国外职业教育.-2012,(04).-36~37

在过去的20年中,出于对本国学生成绩与国际学生的

比较,以及和相关国际评估报告中英国学生的学习成就没有达到应有的标准,英同政府对职业教育与培训机构的质量给予了越来越多的关注。通过两个措施,一是明确低质量的学校不能获得政府拨款,二是建立一个独立的国家教育督导制度,并公布学生成绩表,学生的成功率确实得到了改善——在过去10年中平均提高了10%以上。

欧盟提升职业教育质量的举措分析/陈悦,董婧怡//国外职业教育.-2012,(04).-34~36

质量是职业教育的生命,各国都非常重视提高职业教育的质量。《国家中长期教育改革和发展规划纲要》明确指出:提高职业教育质量是我国职业教育改革与发展的核心。分析欧盟各国提升职业教育质量的举措对于探讨我国提升职业教育质量的对策具有借鉴意义。

德、日、澳职业教育产教结合、校企合作的比较/马铮//国外职业教育.-2012,(04).-38~41

当前,职业教育与产业发展对接,是职业教育向其本质的回归,构建产学研一体、校企一体的职业教育办学模式和运行方式,是我国职业教育发展与改革的核心。德国、日本、澳大利亚职业教育在发展过程中与经济和产业密切结合,企业在技能型人才培养中发挥了巨大作用。通过分析、对比职业教育发达国家在职业教育运行过程中围绕产教结合、校企合作建立的法律、政策和实施办法。从政策和体制的视角,对比德国、日本、澳大利亚等国的职业教育与经济和产业发展相互融合、相互促进的背景、过程、作用、方式、运行机制及成果,总结各国的共同经验,指导我国职业教育产教结合,实施校企合作的进程。

国外产学研合作的对比研究/秦军//国外职业教育.-2012,(04).-41~43

产学研合作是企业 and 高校、科研机构在技术开发、生产经营、人才培养、科学研究以及资源共享、信息互通、人员交流等方面所建立的互利互惠、互补互促的联合与协作关系。产学研合作受到各方的日益关注,是因为它是建立科技与经济密切结合、促进发展经济、提高综合国力的有效途径,并为发达国家的成功实践所证明。产学研合作涉及资本、研究、知识和创新四个方面:通过投入资本,研究工作得以顺利进行,获得的研究结果将产生新的理论知识和实践知识。这些新知识运用于创新实践,实现其商业价值,使各方的竞争优势提高,并且赚取大量的利润,从而产生良性循环。通过四者之间相互转化,促进了科研成果的产业转化,使各方获利,提升了合作各方的竞争能力和信心。

德国职业院校的职业能力理念和实践/张平//国外职业教育.-2012,(04).-46~47

德国教育界对职业能力内涵的理解呈现出浓郁的理性主义气息,“理性主义哲学、格式塔心理学与教学论构建了德国职业能力开发思想的三块基石”。与英、美等国热衷于力图通过职业资格证书来表征职业能力不同,德国教育界对用资格证书表征个人职业能力的做法持保留态度。他们认为“职业资格证书是一种功利取向的劳动力管理手段,它所表征的仅仅是能够显性化、行为化的静态知识和技能,并且它通常把职业能力与生活背景严格割裂开来”。因此,基于科学技术的飞速发展与动态的职业发展观,德国教育界普遍认为,职业能力的内涵正随着科技的快速变化而处于巨大的变动之中,但根本一条是“要求劳动者应具有灵活性并善于以创造性的方法,不仅能解决限定的问题,而且能在未知的领域发现并解决问题”。

德国高等职业教育培养模式的主要类型、特色及其启示/刘廷哲//职教通讯.-2012,(31).-42~45

德国的高等职业教育主要由技术(职业)学院和专科学校所承担,在其独特的社会、历史和文化背景影响下,这两种高职教育培养模式层现出了鲜明的特色:专业与能力相结合;理论与实践相结合;适应性与针对性相结合;文凭与经历相结合。深入研究德国高职培养模式的内涵和特点,对于探索高等职业教育规律,以及构建我国高等职业教育培养模式具有重要的参考价值与借鉴意义。

新加坡职业教育的特色及启示/张秀君//职教通讯.-2012,(36).-78~80

根据参加高等教育创新领导力高级海外研修的亲身培训经历,阐述了新加坡职业教育的特色与成功经验在于政府的大力扶持、师资队伍的重点建设以及学生创新与创业能力的有效培养等方面,为我国高等职业教育的发展提供了许多有益启示。

12 教育学、教育事业

论教育的民族性/李太平,黄岚//高等教育研究.-2012,(11).-13~18

民族性是指一个民族区别于其他民族的行为方式、情感、习俗和思维方式,是民族生存和发展的精神支柱,是凝聚民族全体成员心灵的纽带,是各民族交流和发展的源泉,是民族应对全球化挑战的思想源泉。民族性的重要表现是其独特的民族文化,民族危机最根本的是文化危机。教育对民族国家的形成具有独特的价值,被视为实现国家目的的重要工具;教育对于民族文化的发展在历史上和现实生活中都发挥了重要的作用。我们应该发挥教育的民族国家认同功能和文化认同功能,培养学生的民族国家意识。坚守教育的民族

性,是指在制定教育方针、教育目的设定、课程设置、课外活动组织、社会舆论营造等一系列教育活动中要始终突出民族性,弘扬民族精神。

论教育时序/胡弼成,上官晴//高等教育研究.-2012,(9).-13~18

世界万事万物都存在着“时”与“序”。纷繁复杂的教育现象中的“时”与“序”可以分析、归纳为“教育时序”。教育时序是个体发展与教学过程中教育要素内部的时间先后及其空间排列秩序。它表现为个体教育的时序规定和教学过程的时序要求,具有客观性、内隐性、复杂性、长效性和弹性。认识隐匿于个体教育、教学过程中的时序规律,是对教育内部固有关系的把握和深化,遵循这一客观要求有助于依据人的发展和成长规律更好地培养人才。

论教育学的学科品性/赵鑫//现代教育管理.-2012,(09).-1~4

学科品性是一门学科在发展过程中表现出的稳定的综合特征,是学科完整性、独立性的重要体现。教育学的学科品性是教育学在研究对象与方法、学科命脉与追求等方面表现出的稳定的综合特征,是教育学巩固自身学科地位的重要保障。生命品性、实践品性、历史品性与境界品性代表着教育学的学科品性,任何类型或派别的教育学说与实践都在一定领域和程度展现了上述四重品性。

建构教育管理的知识维度/安世遨//现代教育管理.-2012,(10).-7~11

知识建构是教育的基础性目标。尽管教育管理要运用管理的技术与方法,但其根基却是教育,教育管理只有奠基于知识,才能确保其教育品性。教育管理理应是依靠知识的管理、围绕知识的管理和创生知识的管理。但是,教育管理由于其中管理与教育分离、管理形式对内容的脱离以及管理技术对价值的剥离等原因,却常常总是背弃知识,在很大程度上成为知识建构的钳制力量。重新认识和建构教育管理的知识维度,有利于回归教育管理本位、增进教育管理合理性和形成教育管理良好作风。

技术本科教育:高等教育与职业技术教育的“跨界”生成/夏建国//职业技术教育.-2012,(31).-9~13

技术本科教育是一种兼具高等教育和职业技术教育双重特征的“跨界”教育形态。从教育类型的角度看,技术本科属于职业技术教育;从教育层次的角度看,技术本科又属于高等教育。在我国高等教育大众化和建设现代职业教育体系的时代背景下,要重新审视技术本科教育的定位:技术本科是沟通职业技术教育与普通教育的重要桥梁;技术本科教育既是我国现代职业教育体系高端层级的重要组成,也是我国

高等教育多样化发展的重要类型。

技术本科教育的客观性问题/杨金土//职业技术教育.-2012,(31).-5~8

技术本科是本科层次的技术教育,其主要任务是培养高级技术应用性人才。可以把技术本科视为应用性本科中的一个子类型,其不应该被应用性本科所排斥。欧美等发达国家的经验,世界高等教育多样化发展的理念都表明,技术本科是高等教育和经济发展的必然要求。近些年来,技术本科在我国得到越来越多同行的认可,其在国家经济社会发展中的重要性愈益凸显。因此,我国必须认识到技术本科教育存在和发展的客观规律。

学生生态意识教育的内涵及发展理路/李忠安,张博强//黑龙江高教研究.-2013,31(02).-28~30

生态意识教育是基于全球生态环境日益恶化的社会时代背景而发展起来的一种新的教育理念。人们已经逐渐意识到正确处理人与自然关系的重要性,但是基于人对自然环境所实施的某些行为的约束的不可避免性,在这种意识自觉的基础上必须要加大思想政治教育的力度。大学生不仅是高等教育的培养对象,也是未来社会发展的主要依靠力量,对大学生生态意识的教育,不仅仅是对大学生进行环保理念的培养,而更深刻的目的在于将生态意识内化为他们的思维方式,继而成为他们稳定的行为习惯。

儒家教育理念与中国文化强国的构建/宋金花//黑龙江高教研究.-2012,30(06).-42~43

儒家教育理念是一种和谐的教育模式。它强调仁厚之风的道德约束,重视有教无类的个人培育,体现了一种和而不同的合作精神以及在此基础上形成的对于既定信念目标的不懈追求。传统儒家的这种教育理念塑造了中华民族伟大的民族形象,促进了中国社会的发展和中华民族的进步。因此,准确地解读儒家经典的内涵,深入研究中国自己的教育与文化,以理性的态度正确对待传统文化,强化对自身文化的认同,从而培养高度的文化自觉和文化自信。

目标、体系与策略:高职院校推进文化素质教育的思考/刘楚佳,庄丽丽//黑龙江高教研究.-2012,30(09).-64~67

高职教育作为一种特殊的高等教育类型,其文化素质教育目标定位不同于普通高等教育,决定了高职文化素质教育体系及实施策略有自身的特点。文章就高职院校开展文化素质教育的目标定位、体系构建和实施策略等三个方面对高职文化素质教育工作的实施进行思考与探索。

管理学视阈下高等学校教育规划文本探析/何玉海

//黑龙江高教研究.-2012,30(10).-1~3

高等学校教育规划是通过科学而系统的分析、论证与评估,谋划学校教育整体发展愿景和实施方略的活动和过程,以及呈现这一活动与过程结果的文本形式。因此,作为规划结果的文本呈现形式—规划文本既要符合文体学规范,又要符合管理学要求,才能较好地发挥其应有作用。规范的高等学校教育规划文本应该是一个由前言、序言或引言、规划主体、附件等四大要素组成的语言逻辑体系。

CDIO 教育模式中国化研究述评/段庆茹,阚连宝,吴国忠//黑龙江高教研究.-2012,30(10).-33~37

CDIO 是国际创新型工程教育模式,它的中国化有利于培养我国大学生的创新精神和实践能力,有利于我国高等工程教育的改革和国际化。以近七年我国 CDIO 教育模式研究论文为研究对象,阐释了当前我国 CDIO 教育模式研究的基本概况、主要成果、存在的主要问题以及亟须深入研究的一些问题,以期对我国 CDIO 教育模式的理论研究及实践有所裨益。

现象学教育学:欧陆与北美教育学的桥梁/张荣华//黑龙江高教研究.-2012,30(11).-1~4

现象学教育学在欧陆和北美教育学之间架起了一座沟通的桥梁。欧陆有深厚的人文主义传统,而北美则以科学主义和实证主义为其主流范式。范梅南将欧陆的现象学教育学介绍到北美,丰富了北美教育学的研究。欧陆的生命哲学引出的以体验为核心的精神科学成为现象学教育学的先声,德国的文化教育哲学也与现象学教育学紧密相连。现象学教育学的哲学源头要追溯到欧陆现象学运动的不同分支,现象学的哲学思想滋养了现象学教育学的发展,为欧陆与北美教育学的有机结合创造了条件。

基于生态系统理论的大学战略规划方法创新/张庆辉//黑龙江高教研究.-2012,30(11).-5~7

大学生态系统是一个由众多利益相关者组成的复杂适应系统,具有层次性、开放性和共生性等基本特征。随着大学组织和外部环境复杂性的加剧,利用和再造大学生态系统,成为大学战略规划的重要内容。从大学生态系统出发进行战略分析和战略设计,能够切实提升大学战略规划适应性,保证大学战略管理活动的有效性。

基于耗散性的大学薪酬系统特征/王桂林//黑龙江高教研究.-2012,30(11).-39~41

分析耗散结构的自组织机理,大学薪酬系统具有开放性、远离平衡性、内部要素呈非线性相互作用、要素涨落影响系统的变化等耗散结构特征。运用其耗散结构特征,吸收负熵、加强系统的开放性、把握涨落态势,进一步提升薪酬

系统的耗散层次,促进人力资本的科学运营,丰富大学战略内涵。

印度教育督导评价对我国教育督导的启示/邢启敏//黑龙江高教研究.-2012,30(11).-73~76

印度是一个人口大国,其经济、教育与我国的发展有着许多相似之处,都是穷国办大教育。近年来,各国十分重视教育督导与评价,对于我国如何开展有效的教育督导和教育评价则是当前必须研究和探讨的问题,通过研究和分析印度教育督导与评价,对我国的教育督导评价的发展和完善具有重要意义。

分型培养模式下人才培养方案改革探讨/张建斌,楼竞//黑龙江高教研究.-2012,30(11).-139~141

分型培养模式是高等教育大众化背景下,适应经济社会发展需要和学生成长成才需求而探索的一种多样化人才培养模式。文章介绍了分型培养的基本内涵,探讨了分型培养模式下学分制专业人才培养方案制定与实施的改革思路。

论我国元高等教育研究的取向——我国元教育学研究沉寂的反思/邹海燕//黑龙江高教研究.-2012,30(12).-5~7

我国关于元教育学的研究已经有二三十年的历史,曾经在20世纪90年代引起“元教育学热”而如今却陷入沉寂。近年来,我国高等教育学者开始关注“元”研究,出现了元高等教育研究。通过介绍我国元教育学研究的历程以及对其陷入沉寂的原因进行反思,探讨元高等教育研究的取向。

互涉”与“互摄”:教育理论与教育实践关系的时代解读/龙宝新//教育研究.-2012,(09).-32~37,43

教育理论与教育实践之间存在着一种以共存、共生为特征的“互涉”与“互摄”关系。教育实践蕴含教育理论、摄入教育理论,教育理论则兼容教育实践、向教育实践投射。只有涉及、摄入教育理念的“教育行为”、“教育工作”、“教育活动”才堪称教育实践,实践依存性、向实践性决定了教育理论关涉教育实践、向教育实践投射的宿命。教育理论与教育实践的互涉表现为彼此间自然调适、自然配置、自然选择的关系,合理的互摄发生在教育理论与教育实践的边缘。相互适应、自然配置、边缘摄入是教育理论与教育实践实现“互涉”与“互摄”的科学方式。

试论教育现代化的基本特征/顾明远//教育研究.-2012,(09).-4~10,26

教育现代化是社会现代化发展的必然要求,也是社会现代化的组成部分。社会现代化和教育现代化是一个相伴发展的历史过程。教育现代化包括教育的民主性和公平性、教育

的终身性和全时空性、教育的生产性和社会性、教育的个性和创造性等特征。在教育现代化的过程中要正确处理好现代教育与传统教育的关系,同时要正确对待外国的教育思想和经验。《教育规划纲要》为我国实现教育现代化设计了宏伟蓝图,认真学习和落实,是教育工作者的历史使命。

教育文化论/宋志臣//教育研究.-2012,(10).-4~11

教育文化是教育有机体的理论形态,其理论特质表现为:精神层面的教育文化是全部教育活动的灵魂,制度层面的教育文化是教育活动运行的轨道,器物层面的教育文化是教育活动的硬质资源,行为层面的教育文化具有目标终端达成的功能。教育文化功能在于:对教育的整体性观照,对生态有机体性质的揭示,对自组织动力的探寻,对主体的关注,对动态文化观的展示。其实质旨归强调:把握整体、精准定位,强化多维参照意识;坚持价值普照的一维陆;破除“制度拜物教”,促进主体理性回归;努力实现教育文化的自觉与自强。

论教育管理学的“两层面三层次”方法体系/张新平,陈红燕//教育研究.-2012,(10).-12~18

教育管理学的体系是由“两层面三层次”所构成的一个结构系统。“两层面”是指,教育管理学的体系可区分为教育管理研究的方法体系和教育管理工作的方法体系,这两个层面既相互联系又彼此独立。“三层次”是指,每一个层面的方法体系都是由密切相关的方法论、方式与具体的方法技术构成的一个有机系统。“两层面三层次”之间存在着复杂的互动关系

论人类学研究范式对中国教育研究的启示/李姗泽//教育研究.-2012,(12).-18~22

人类学关于人类文化的研究结论对中国教育研究的启示为:人类学对文化价值立场的坚守提供教育研究新的审视角度;人类学对文化的研究结论提示人的教育的独特性;人类学的文化视角帮助教育研究者看到当前中国教育核心问题的解决途径。人类学研究坚持的独特的田野考察法对中国教育研究的启示为:教育研究要深入人的发展的立体及细微层面;教育研究要深入教育实际,尽力展示最真实而鲜活的教育现实;自下而上的理论框架构建形式有利于发展中国教育学的本土理论。人类学的他者言说系统对中国教育研究的启示为:他者的眼光有利于对教育公平的研究与实践;在教育研究中要观照体系内部生命体内在的需求;在教育研究中要站在第三方审视教育问题。

建设性后现代教育论/温恒福//教育研究.-2012,(12).-23~28

建设性后现代教育是从文明更替的维度对教育的现代

性进行反思、批判与超越的思想与实践。其目的是创建建设性后现代教育理论,促进后现代教育改革,建设更加美好的后现代教育世界。有机哲学作为建设性后现代教育的方法论主要表现为机体存在论、过程本体论、创造性本论、整体效能论、积极中庸论、有机整合改革论与和谐共生论。建设性后现代教育的具体观点与内容主要表现在它对现代教育的批判和它的人性假设、教育目的、课程观、教学观等方面。建设性后现代教育将带给我们新的思考。

王国维与中国教育学术/胡德海//教育研究.-2012, (12) .-110~113,146

王国维是近现代中国著名学者,在中国教育学术史上有历史性贡献。教育学术是他一生涉足最早的学术领域,且他还是一位在我国最早设立的中等师范学校任教教育学科的教师。他的大量教育著译,有理论方面的,有教授法、学校管理法等方面的,也有针对当时国内实际情况而发的非常大胆的议论。他的有关教育宗旨、美育和文学教育等方面的教育思想、教育见解堪称确切精当,至今依然具有极重要的现实意义。

教授治学的理念与实现路径——纽约大学依靠教职员工的经验和启示/郭为禄,李家铭//全球教育展望.-2012, (11) .-38~43

"教授治学、学术自治"是现代大学治理的基本方式。实现这一理念的路径选择是多样的。本文以纽约大学为样本,阐述了教授治学的理念和路径,即学术自治是现代大学运行的基础,维护和发展教师权益是大学发展的基础,程序保障则是实现教授治学的基本方式,对我国现代大学制度的建设具有借鉴意义。

从“造材”到“立人”:近代中国教育启蒙的主题转换/胡金木//大学教育科学.-2012, (05) .-93~99

无论是教育的启蒙任务还是教育的救亡任务,它们的落脚点都是“兴学校”以“育人才”,但所育之“人”在不同历史阶段则有着不同的理解。救亡范式下的教育变革把人理解为器物之材,仅仅关注人作为手段的工具性价值,把人培育成为民族救亡之“材”料。随着启蒙精神的深化。教育变革开始关注到人本身作为一种自足性的目的而存在。近代中国教育启蒙的主题也逐渐从培养“器物技艺”层面上的救亡“造材”转换到“思想文化”层面上的觉醒“立人”。教育要以唤醒民众的自主自觉意识为己任,要“使人成人”,而不能“使其成为器”。令人遗憾的是,由于社会混乱与专制统治的影响,近代中国教育的启蒙立人之理想一次又一次停留于观念层面。

论教育功利的三个层次/蒋冀骋//大学教育科学

.-2013, (01) .-3~5

任何活动都有其功利,教育也不例外。教育的功利是有层次的,具体而言,表现在三个方面:一是形上功利,即灵魂教育;二是形中功利,即道德教育;三是形下功利,即知识教育。针对教育功利的不同层次以及存在的问题应采取相对应的策略。

通识教育:在理想与现实之间/钱志刚,祝延//高教探索.-2012, (06) .-109~113

通识教育是一种教育理念、教育内容和教育模式。它产生于美国大学,但源头却在欧洲,它在美欧以两种不同路径演变发展。通识教育移植到我国大学后遇到一些问题,如对通识教育的认识较肤浅、通识教育课程设置过于随意、通识教育的认可度较低、通识教育主体积极性不高、通识教育机制趋于僵硬等,通识教育现实与理想有很大距离。我国的大学要在超越现实的理想主义和以理想为旨归的现实主义之间寻找一种张力和平衡,去开拓一条真正的符合国情的、本土化的通识教育之路。

当前教育资源配置的主体与实现机制分析/欧阳,彭玉//中国成人教育.-2012, (22) .-10~12

资源配置首先应该考虑主体的利益关系,在市场经济条件下,资源配置的主体开始向多元化转变,形成了学校、社会和政府三个要素。我们需要建立以政府宏观调控为主,市场调节机制为导向,社会力量参与为补充,学校自身办学为主体的资源配置框架,使教育资源得到最大化利用。

经济全球化下我国教育发展的趋势/谢爱华//中国成人教育.-2012, (24) .-46~48

随着全球经济一体化的进程不断加快,我国参与国际合作也不断加深,直接影响到我国教育领域的改革发展。本文分析了教育国际化对我国教育的影响,并从建设自主教育品牌,提高教育的国际竞争力,转变政府职能,引入市场机制,立足国际视野,改进人才培养模式等方面展望了国际形势下我国教育发展的趋势。

浅析我国教育发展的几个问题/张栋贤//中国成人教育.-2012, (24) .-20~21

随着全球教育一体化的步伐不断加快,我国教育体制改革也成为当务之急。本文回顾了我国教育改革取得的成绩,分析了我国教育改革存在的矛盾和问题,在此基础上对我国教育改革的几个突出问题进行了分析展望。

杜威的教育学理想/陈瑶//教育学报.-2012, (06) .-15~25

19世纪末到20世纪初是美国教育学科的构建时代,作

为学科构建的最重要领航者,杜威的相关言说和行动,一方面是我们了解当时教育学科构建和发展样态不可或缺的资源,另一方面,也是我们检验当代教育学科发展变化的一种参照。杜威在其相关的三个重要文献中,以及在芝加哥大学创建教育系、实验学校和教育学院的实践中,体现了他对教育学科的基本看法和设想,即创建一种“统一的教育科学”。这是杜威赋予教育学的一种理想,然而这一理想在当时的种种现实条件下还难以实现。

什么是受过教育的人——彼得斯的观点及其批评/程亮//教育学报.-2012,(06).-44~51

“受过教育的人”的概念是彼得斯教育哲学的出发点。他不仅将它作为教育的内在目的,而且通过这个概念确立了认知标准在教育概念中的基础作用。根据彼得斯的观点,一个受过教育的人必定是在知识上显示出一定的深度和广度,并拥有“善的知识”。然而,德尔、怀特、马丁等批评者认为,彼得斯的这一观点主要是形式化的、先验性的、男性主义的,因而不完备的。在辨析这些批评合理性的基础上可以看出,彼得斯有关“受过教育的人”的形象表面上具有普遍的、客观的和先验的特征,实则浸润着彼得斯个人的教育理想和两方社会文化的主流价值。

西南联大教师管理理念及其启示/聂伟进//教育与职业.-2012,(35).-54~56

在中国高等教育史上创造奇迹的西南联合大学,其教师管理理念主要是民主办学、教授治校、合理流动、教学科研统一和以人为本。在去行政化、延揽人才、教师评价、尊师重道等方面给当前我国高校重要启示。

教育生态学视角的省级开放大学发展定位研究——以天津为例/田楠//职教论坛.-2012,(34).-24~28

教育生态学将教育及其各因子与其生态环境相联系,以其相互之间的关系及其影响机理为研究对象,把教育视为复杂并统一、有机且有序的系统。教育生态学理论的生态位势、生态位宽、生态位重叠等指标有助于分析天津市高等教育生态环境的情况,有效地将现有高校进行分类,为开放大学形成差异化发展的特色定位提供理论研究基础。

技术伦理教育的三重价值向度/陈向阳//职教论坛.-2012,(34).-43~46

近年来技术伦理教育日益引起学界和社会的关注,但技术伦理教育在实践中依然处于边缘化的境地,导致这一境地的重要原因可归之于对技术伦理教育价值缺乏清晰的思考与认识。通过在一人—社会—自然框架内展开对技术活动的思考,技术伦理教育内在价值诉求包括展现主体间的交往本

性、促进伦理责任感的提升以及培植必要的敬畏之心三重向度。

教育与生活命题的意蕴解读及致思路径/王振存//教育科学.-2012,28(06).-7~12

重提教育与生活命题基于以下原因:教育研究的长期关注,教育实践改革发展的现实诉求,教育本真回归的热切呼唤,生活之于人与教育自身发展的重要性认识。教育与生活这一命题蕴含着教育与生活的异质、教育与生活的联系、教育与生活的剥离、教育向生活的回归、教育对生活的超越与引领等重要内容。探讨这一命题,有助于深化对教育与生活本质的认识,丰富相关理论研究;加强教育与生活的联系与互动,推进教育改革发展;推动理论与实践结合,实现教育理论与实践共同发展。廓清教育与生活命题应明确教育应超越并引领谁的生活;教育应超越并引领什么样的生活;教育如何才能真正超越并引领生活。

教育叙事研究的方法论清理与批判/薛晓阳//现代大学教育.-2012,(06).-65~70

科学的标准已经不能作为判断叙事的唯一标准,人文研究的立场正成为评价教育叙事的新的尺度。教育研究不仅要揭示客观知识,更需要提供对教育的看法、态度和立场。叙事研究正在为真理的客观性提供另一种表达方式,将教育的故事经验变成可以分享的主观想象,将寻找教育的规律变成教育的意义诠释,将叙事的结果从研究的终点变成进一步反思的起点。因此,教育叙事研究不仅是一种教育研究,而且同时也应当是一种科学的教育研究。它既有规范性研究的可能性,又有规范性研究的标准性,同时还有规范性研究的结构性。

关于教育学的属性问题/张楚廷//现代大学教育.-2012,(06).-5~9

作为一门独立的学科,教育学的出现较晚。把关于教育及其相关的学问归结为社会科学,表现了社会本位的强势。社会本位的强势严重影响中国的教育,教育方针强调的“面向”、“服务”使教育处于从属或附属的地位,这些提法没有服务人,没有面向人的发展。教育是因人而生,因人而长的,并因此去影响社会。同时也不能因教育成为一种社会活动就说教育学属于社会科学;把教育学归为综合学科是一种无奈的选择,无助于人们去分析不同学科的属性。教育学属于人文科学,是经典的、正式的人文科学学科。

列奥·施特劳斯的自由教育思想及其借鉴意义/王海成//复旦教育论坛.-2013,(01).-18~22

列奥·施特劳斯的自由教育思想以其古典政治哲学为背景,立足于对现代性危机和古典政治哲学危机的双重批判

之上。其自由教育思想具有保守主义、精英主义和西方文化中心主义的明显色彩,但其对自由教育之真谛的阐发和对如何开展自由教育的探索仍对我国高校自由教育有着重要的启示意义:首先,大学应有其坚持一贯、不同流俗的办学理念;其次,通识教育应有崇高的目的和系统的教学计划;再次,施特劳斯以阅读经典原著为主的自由教育方式对改进我国高校通识教育的教学有重大启发作用。

13 高等教育

英国科研评估及其对高等教育的影响/马尔科姆·泰特//北京大学教育评论.-2012,10(03).-35~46

自1986年第一次实施科研评估以来,科研评估已经成为英国高等教育的重要部分。本文梳理了英国科研评估自首次实施以来的发展,审视了已有研究对科研评估实施和影响的分析,包括教育系统层面的评估和学科层面的评估,接着介绍了其他国家科研评估实践的例子,最后对大学科研评估实践可能的发展方向做一些预测。

大学排名对欧洲高等教育体系的影响/芭芭拉·科姆//北京大学教育评论.-2012,10(03).-24~34

本文分析了众多大学排名中存在的共同问题,并试图回答以下三个问题:大学排名测量的是什么?大学排名为谁服务?大学排名对谁最为重要?作者还通过具体分析一些欧洲大学排名与全国性大学排名,阐述这些大学排名对国家高等教育系统与高等教育机构的影响,并进一步讨论该如何正确运用大学排名、发挥大学排名的积极作用。

改革开放以来中国高等教育变迁的主题变奏与时代特征/周元宽//北京大学教育评论.-2012,10(04).-50~67

改革开放以来中国高等教育变迁的回顾与反思表明,改革与发展作为其核心主题,在具体的历史变奏中表现为弥散性、立体化和协同化的实践图景,并因其与中国社会变迁紧密的内在关联而呈现出经济驱动、政府主导、教育跟进、高校实施的实践逻辑和时代特征。

谁是高等教育的最大受益者?——来自转型中国的经验证据/陈纯槿//北京大学教育评论.-2012,10(04).-135~152

基于1992年到2008年进行的6次全国住户抽样调查数据,本文利用倾向得分匹配法,考察了高等教育扩张前后教育回报率的差异及其变化。在控制了样本选择性偏差后,倾向得分匹配结果与反事实分析框架下的因果推断相一致。研究显示高等教育回报率并不是呈均等化分布的,而是由不

同的选择机制和收入预期所决定。那些原本受教育水平和收入水平都普遍较低的从业者,其选择进入大学接受再教育的倾向性较高,而且一旦其选择进入就会获益最多。

国家高等教育理念创新研究/房保俊,刘献君//高等教育研究.-2012,(10).-7~7

面对科技进步日新月异、国际竞争日趋激烈的外部环境,为缩小与发达国家之间的差距,提高在未来国际社会中的竞争力,我国适时地提出了建设创新型国家与人力资源强国的战略目标。高等教育作为科技创新的主体、创新人才的培养基地与创新文化的引领中心,无疑被赋予了责无旁贷的使命与责任。加快高等教育发展、建设高等教育强国成为应对这一时代使命的实践诉求,这无疑对高等教育提出了更高的要求。但从现实来看,陈旧的观念、僵化的体制依然制约着高等教育的改革与发展。

论郭秉文的高等教育改革观/宋业春//河北师范大学学报:教育科学版.-2012,14(11).-52~56

郭秉文“四个结合”的高等教育改革观强调的是适应与平衡,有其内在的思想逻辑。他以洞明世界之潮流、符合世界发展趋势为视野,以倡导国民之文化、适应国家社会需要为目的,以平衡协进、借鉴融合为方法,审视中国高等教育的现状,深刻认识到中国教育发展所存在的问题、中国教育与西方国家的差距,明确提出自下而上的学术自主的改革主张,希望中国大学担负起发展文化的责任,提高中国大学在世界教育中的地位,并积极投身改革实践,对当时中国高等教育体制进行一次有机融合与成功改造,形成具有独特性且比较系统的高等教育改革理论。郭秉文“四个结合”的高等教育改革观对于当代中国高等教育改革仍然具有深刻的启示意义。

高等教育质量的院校类型及区域差异分析——兼论我国高等教育资源配置格局与质量格局/赵琳,史静寰,王鹏,王文,许甜//清华大学教育研究.-2012,(05).-1~12

本文使用清华大学教育研究院“中国大学生学习性投入调查2011”数据,将大学生学习性投入(五大可比指标)作为高等教育质量的过程性指标,将学生自我报告的教育收获(知识、能力、价值观收获)和在校满意度作为高等教育质量的结果性指标,综合而实证地考察在区域与院校类型的交互作用下我国本科教育的质量现状,并围绕教育过程性指标和学生先赋因素对教育结果质量的影响因素进行深入分析。研究发现,虽然我国存在高等教育资源区域和院校类型上分布不均衡的问题,但高等教育资源配置格局与人才培养质量格局之间具有复杂的关系,资源条件优势并不等同于学生的高学习性投入和高教育收获,不同区域和类型高校在人

才培养上各具优势。研究还发现,在不同区域、不同类型的院校中,影响学生教育收获和在校满意度的因素不尽相同,但就总的预测率而言,教育过程性因素对学生教育收获和在校满意度的影响远大于学生的先赋因素。

新自由主义背景下的澳大利亚高等教育管理模式转型 / 何晓芳 // 清华大学教育研究.-2012,(06).-55~60

20世纪80年代以来,澳大利亚高等教育改革体现为一种范式上的转型,高等教育从凯恩斯模式中跳出来,在新自由主义理念的指引下,以管理体制和投资体制改革为重点,引入了竞争机制与绩效管理。联邦政府在放权的同时,并没有削弱对高等教育的管理力度,大学在被给予更多自主权的同时,也越发关注消费市场的需求与影响。这场变革造就了澳大利亚政府与大学之间的新型关系,也改变了政府在高等教育领域中的角色以及高等教育自身的基本理念。

探析全球化时代高等教育的几种理论视角 / 谷小燕 // 清华大学教育研究.-2012,(06).-85~91

伯顿·克拉克提出的“国家、市场和学术权威三角协调模式”是分析和比较各国高等教育系统的经典模式。但是,在全球化进程不断深入的今天,高等教育所处的外部环境已经发生了深刻变革:不再仅仅受制于本国政府和市场,而被置于国际组织、本国政府和全球市场等更加广阔的视域内;这一转变也催生了新的高等教育研究理论视角。本文主要介绍了四种新的理论视角:以新制度主义为基础的高等教育同质化理论视角;以策略选择和转化理论为基础的高等教育异质化理论视角;调和同质化和异质化之争的“组织的同质异品”理论视角和“全球国家地方机构”理论视角。

高校组织变革中利益博弈的聚点效应分析——以澳门一所高校为例 / 张红峰 // 清华大学教育研究.-2012,(06).-119~124

在澳门P学院的组织变革实践中,运用参与观察和访谈的质性研究方法,隐蔽性地进入现场,以主体的立场深入剖析高校组织变革中利益主体间的博弈影响。研究结果表明,大多数利益表达者的真实利益诉求都是隐藏的。利益主体面对晋升制度、学科设置中的利益冲突时,通常采取“摸索”的解决方式,每一次“摸索”都附以“合理”的解释。然而先例的影响远远大于逻辑的重要性,诸如关注“核心利益”、“标杆”选择俨然成为利益博弈的聚点均衡。

从理想到现实:以学生为本的实现——加拿大范莎学院“学生成功服务”理念的践行及其启示 / 刘颖 // 职业技术教育.-2012,(32).-92~95

加拿大范莎学院“学生成功服务”理念的践行就是在学

生工作中确立以学生为主体的育人思想,尊重学生的选择权、决策权和发展权,促进学生的全面发展。其成功践行归因于思想指引、制度保障、执行系统、绩效评价和集中领导。我国高校“以学生为本”理念的彻底落实也必须有健全的服务制度、完备的服务机构、专业的工作队伍和统一的领导阶层,保证服务理念在理论层面和实践层面具有可持续性。

扩大的差距——巴西高等教育入学机会分配政策的变迁与面临的挑战 / 杜瑞军 // 比较教育研究.-2012,34(10).-50~55

在现代社会,高等教育越来越被看作是推进社会平等的工具,并期待为全体人口创造更大的机会。因此,扩大高等教育入学机会与确保教育公平是世界各国教育政策的核心议题之一。本文通过对巴西高等教育政策的梳理,对巴西高等教育的结构体系、受教育情况进行了概要介绍,对巴西政府为推进教育公平所采取的措施以及面临的困难和问题进行了深入分析。改进高等教育供给方式,完善学生资助手段,均衡质量和公平问题,是巴西高等教育未来发展面临的主要课题。

英国科研评估制度(RAE)对改进我国哲学社会科学评价的启示 / 常文磊 // 黑龙江高教研究.-2012,30(10).-4~7

英国科研评估制度(RAE)作为一项独特的制度设计,具有自身的显著特点,给英国高等教育带来了巨大的影响。该制度为我国高等教育评估制度的发展与完善提供了诸多的启示与借鉴:一是建立非官方中介评估机构;二是对不同层次的大学进行分类管理与评估;三是成果评价的质量与数量并重;四是加强评估过程的公正公开性。这对于改进我国哲学社会科学研究评价,促进高等学校哲学社会科学健康发展,具有重要的现实意义。

高水平理工大学优势学科分布及基础科学研究能力分析——国家自然科学基金的视角 / 范如永 // 黑龙江高教研究.-2012,30(11).-13~15

根据国家自然科学基金对高水平理工大学——华中科技大学资助学科的状况(1999-2010)进行分析,重点探讨了华中科技大学在面上项目、青年科学基金项目、国际(地区)合作与交流等项目上的优势学科分布,并以此为依据重点探讨和研究了华中科技大学在基础科学方面的研究能力,并针对高水平理工大学发展和高水平大学学科发展提出了相关的政策建议。

高等教育的功能研究——以文化力为背景的分析 / 鞠建峰,董长春 // 黑龙江高教研究.-2012,30(11).-22~24

文化是引领世界发展的核心力量这一观念已经成为当今世界普遍性的认识。文化力主要由道德力、思维力和创造力构成,高等教育与文化力之间存在着辩证的关系。以道德力、思维力和创造力为核心的文化力,对高等教育提出了新的要求,高等教育应以提高全民族的文化力为核心重新设定自身功能,应当以道德教育为基础功能,以思维力教育为核心功能,以创造力教育为提高功能。

高等教育系统的生态学阐释/贺祖斌//黑龙江高教研究.-2012,30(12).-1~4

生态哲学为分析和解决问题提供了新的思维,从生态的视角研究现实事物,观察现实世界,并建立起系统整体性的生态观。高等教育系统除了具有一般系统所具有的整体性、层次性、结构性、功能性、变异性 and 相对稳定性等共同特征,还具有生态演替、生态区域等特征。

全球大学排名:高等教育作为一个市场/刘垚,蒋凯//大学教育科学.-2012,(06).-107~112

全球化经济背景下的高等教育形成了一个市场,以市场需求为导向。大学排名可以方便高等教育消费者透明、有效地获取高校的信息并进行直观比较。随着知识经济竞争的加剧与全球化发展。大学排名演进成全球性的排名。本文引入目前最为普及的3个全球大学排行榜——上海交通大学“世界大学学术排名”(ARWU)、QS世界大学排名、THE世界大学排名。通过辨析其与高校评估之区别,阐述了大学排名作为“商标”或“品牌”的市场性特点。同时,全球大学排名有利于高等教育的质量保障,但指标设计不当与对“世界一流大学”的盲目追求很可能会对各国高等教育质量的战略发展造成方向性误导与阻碍。

高等教育国际化:德国经验及其对中国教育和经济发展的启示/许南//教育与经济.-2012,(03).-58~63

在经济全球化的背景下,高等教育国际化浪潮势不可挡,其经济学动因既有经济全球化这种外部因素要求,更有教育本身的规模经济效应和国家经济利益的驱使。本文结合笔者在德国留学期间的研究和见闻,以德国为案例分析了德国高等教育国际化过程中的课程国际化、学生国际化以及师资国际化措施,尤其是重点分析了其英语教学过程中的英语课程设计、国际课程开发和英语人才的培养措施,德国高等教育国际化为现代很多国家提供了一个样板,德国经验之于中国高等教育的国际化改革具有重大启示。

新中国大学制度建设的艰难选择/张应强//清华大学教育研究.-2012,(06).-25~35

新中国大学制度的探索与实践,走了一条非常曲折和复杂的道路。它建立在三种大学制度模式的基础之上:一是西

方国家的大学制度和大学理念,二是高等教育的“苏联模式”,三是由中国共产党人在革命战争环境下探索的高等教育模式。这三种大学制度模式影响了新中国大学制度的选择和实践。由于我国对高等教育和大学性质的特殊认识,现代大学制度建设任重道远。

我国高等教育的主要问题与改革对策浅析/康金莉//中国成人教育.-2012,(20).-18~20

自建国以来,我国的高等教育事业获得了很大发展,但存在资源不足、质量不高,特色优势弱化,管理体制僵化、低效,评估体系不科学、不合理等问题,不能适应科教强国的要求。高等教育改革势在必行,而改革的基本方向是:适当扩大办学规模,着力提升办学质量;大力培育特色院校和特色专业;建立高效管理体制;构建科学合理的高等教育评估、认证体系。

现代大学制度问题研究:当代挑战与路径转换/罗志敏//清华大学教育研究.-2012,(06).-100~105

目前,现代大学制度已作为一种明确的话语纳入国家政策文本,以制定大学章程为起点的大学组织内部转型改造也在着手进行。纵观近年来国内学界的相关研究与探讨,研究成果可谓丰硕,但其中存在的诸多问题与缺陷,使其难为目前大学制度的改革实践提供科学而全面的智力支持。而从伦理关系这一核心观念入手,阐释现代大学制度,并提出有关大学伦理关系呈现、解析与建构的理论解释框架,不失为推进现代大学制度研究与实践的一种新的思路。

英国高等教育改革与成效/丁笑炯//国家教育行政学院学报.-2012,(09).-86~90

近年来,英国高等教育围绕三个主题开展了一系列改革。一是吸引非传统学生入学,提高高等教育参与率;二是在加大成本分担的同时,给予贫困学生更多资助;三是加强就业指导,提高学生的就业能力。目前,英国非传统学生占高校在校生总数的比例已超过一半,入读高校的贫困学生持续增加,提高学生的就业能力也已成为高校关注的核心。

发达国家高等教育管理体制特点及启示/李海鹏//国家教育行政学院学报.-2012,(09).-91~95

教育作为知识创造与人才培养的基本手段,体现的是不同于其他社会组织的特殊规律,当今各国对教育管理体制的改革正是适应这种规律的一种更高价值追求,新型的政校关系将是决定未来教育体制改革成败的关键。不断寻求适合本国国情的教育行政管理体制,追求一种更好的教育秩序、教育公平和教育效率将是各国教育改革的重点。

我国高等教育财政体制的演变及发展趋向研究/赵

涛,李雅文//国家教育行政学院学报.-2012,(11).-42~45,80

我国高等教育财政体制经历了由改革开放前“统收统支、分级管理”的中央高度集权型体制到中央和地方分权型体制的嬗变,并在20世纪90年代后初步形成了“政府负担为主、多渠道筹资”的高等教育财政体制。透过我国高等教育财政体制的演变历程及其表征,我们可以发现未来我国高等教育财政体制演变的三大趋势,即更加注重扩大高校在经济上独立自主办学的权利、从国家垄断逐步转变到多主体共同参与以及由供给主导型财政机制向需求主导型财政机制转变。

新加坡高等教育国际化问题研究/刘晓亮,赵俊峰//外国教育研究.-2012,(12).-98~105

新加坡高等教育国际化的发展经历了教育模式移植、本土探索、国际化战略确立与发展、“国际本土化”与“本土国际化”四个阶段。在高等教育国际化发展的不同阶段,新加坡政府和高校从各自层面制定出了符合各时期自身发展的国际化政策和措施。随着这一系列政策和措施的实施,新加坡高等教育逐渐形成了独具特色的国际化发展局面,取得了巨大的成就。

我国高校开展院校研究数据库建设的困境与对策/王应密,张乐平//高等工程教育研究.-2012,(06).-139~144

从国际上高校管理的经验看,院校运行基础数据库已经日益演变成成为高校实现科学化管理所必须依靠的决策平台,而我国高校的院校研究数据库建设面临着经验管理、条块分割、学术化的研究传统等诸多困境。只有统一思想认识,重视院校发展数据对科学决策的重要作用;成立常设校级领导机构,统一协调院校研究数据信息的处理;强化院校研究队伍建设,打造一支精通数据处理的研究团队;超越职能部门的业务数据库建设,构建统一的数据仓储平台;强化制度建设,建立院校研究信息处理的制度保障体系,才能真正建设科学化的院校运行数据统一处理平台。

我国高等教育非经济回报比较研究/范静波//教育科学.-2012,28(06).-33~39

人力资本理论认为教育是一项可以为受教育者带来回报的投资,不但能带来经济回报,还能带来非经济回报。本研究运用因子分析方法对我国高等教育的非经济回报做出了比较研究。研究发现,总体来看,在13个学科门类中,文学的非经济回报最高,军事学次之,接下来依次为管理学、艺术学(含体育)与工学等。就工作总体满意度、家庭非经济资本、生活态度与社会地位自我认同度4个方面分别来

看,拥有最高回报水平的学科门类依次为文学、医学、文学与军事学。

14 成人教育、继续教育

论成人教育与农民工“城市性”的提升/崔铭香,刘建坤//河北师范大学学报:教育科学版.-2013,(01).-70~73

农民工流动到城市,必须养成“城市性”才能适应城市。而其城市适应过程中却面临着“城市性”不足的问题:经济适应不良、社会适应不良和心理适应不良。成人教育在破解农民工城市适应难题、提升其“城市性”方面具有独特的价值和意义,是提升农民工“城市性”的利器。应着力发挥成人教育的再社会化功能,提升农民工的城市性,促进其城市适应。

加拿大社区学院研究生文凭教育的特点分析——以乔治布朗学院为例/黄春麟//职业技术教育.-2012(26).-88~91

在美加教育体系中,职业教育的主要承担者是社区学院。加拿大社区学院在大专或本科教育之后,新增了研究生文凭教育的层级,既是社区学院教育的延展,也是学术性大学之后的一条选择,同时又与学术性硕士学位教育互通。以乔治布朗学院研究生文凭教育为例,其教育更加注重就业导向,继续采取校企合作方式,还为具有社会经验者提供系统学习的机会,而且与专科专业有很好的衔接,为我国现代职业教育体系建设和职业教育专业课程建设提供借鉴。

面向成人教育的Elearning系统中学习动机的激发与维持策略研究/张赛男,赵蔚,孙彪,徐晶//职业技术教育.-2012,(32).-33~36

分析国内外学习动机激发与维持策略的现状,针对成人学习者时间零散、地域分散,自我监督能力不强,学习动机难于维持等特征,提出面向成人教育的Elearning环境中学习动机激发与维持策略的设计方案,以经典TC动机设计模型为理论基础,将每个学习序列,依据时间的连续性,分为学习初始阶段、学习中期阶段和学习后期阶段。每个阶段分别对应态度和需求、刺激和情感、能力和强化等影响学习动机的因素。针对各阶段的学习动机影响因素应采取相应的策略,以激发和维持Elearning环境下成人学习者的学习动机。

高等职业院校继续教育模式探析/杜瑜//黑龙江高教研究.-2013,31(02).-122~124

高等职业院校肩负着为国家培养高素质职业人才的重任。从其在教育中的定位来看,它不仅要承担学历教育的重

任,更是众多初级、中级人才深造的必然选择。文章通过分析继续教育对象的特点、高等职业教育与继续教育的关系,为进一步发展我国高等职业教育模式提出建议。

中国成人教育国际竞争力比较分析/陈衍,房巍,于海波//教育研究.-2012,(09).-104~110

借鉴国际竞争力理论,从基础、规模、机会、投入四个方面对中国和部分 OECD 国家的成人教育国际竞争力水平进行度量和排名,结果表明:世界成人教育国际竞争力总体水平不高,中国成人教育国际竞争力水平明显靠后、竞争力较差。为从总体上提升我国成人教育的国际竞争力,我们应进一步重视成人教育的地位和作用,加强成人扫盲教育,巩固成人教育基础,营造全社会重视成人教育的良好氛围,探索灵活多样的成人教育形式与内容。

继续教育转型与发展:社会转型与高校继续教育冲突/乐传永//教育研究.-2012,(11).-108~110

高校继续教育的人才培养长期存在着“普教化”、“学历化”倾向,不仅缺乏对学员进行职业能力与职业素养的应有重视,更没有实质关注高校继续教育在推动学习化社会建设中的应尽之责。本组笔谈以“继续教育转型与发展”为主题展开,旨在讨论转型期的高校继续教育如何更好地服务社会经济文化的转型发展,并由此获得自身发展的更大空间,最终实现高校继续教育沿着“学历导向型—职业导向型—学习导向型”的路径转型,推进学习化社会的建设。

市场导向:高校继续教育招生体制转型的路径/卢美芬,方莹芬//教育研究.-2012,(11).-113~114

高校继续教育根据培养规格可分为学历教育与非学历培训。长期以来,在我国国民经济领域中实行的“有计划、按比例”发展模式直接被移植到了高校继续教育人才培养的体制上,尤其是学历继续教育,采用的是刚性指标、计划招生、统一录取的高度集权管理模式。这种招生体制在教育供给约束型的时代,对我国继续教育的发展起到了重要的推动作用。

论教育终身化进程中的四个转变/彭华//中国成人教育.-2012,(22).-15~17

建立教育终身化的教育体系已经作为21世纪我国必须要实现教育发展的一项历史使命。如何认知教育终身化的价值并借此设定教育的目标,从结构、形式和总量方面对一个国家当前和未来的教育的影响十分的显著,同时影响着人们的生活方式以及社会经济的发展。教育终身化的进程如何。

终身教育视野下成人教育学研究生培养模式探索/雷丹,曾荣青//中国成人教育.-2012,(23).-5~7

成人教育学研究生培养体现了普通高校成人教育在人才培养、学科建设与服务社会相结合方面的创新发展。树立为终身教育服务的专业人才培养理念,确立能力本位与智性品质双重提升的研究生培养目标,探索终身教育视野下成人教育学研究生培养模式,对建设有特色的我国成人教育学专业研究生教育提供一定启示。

城市新移民素质提升的壁垒突破与创新研究/沈央儿//中国成人教育.-2012,(23).-13~15

我国城市化进程中出现了大量的以务工为主体的城市新移民。这类新移民特征鲜明,整体素质亟待提升。素质的优化与能力的提升必须采取非常规之道,突破体制壁垒、层次壁垒、单一壁垒、法律壁垒,开展协同创新,全面开拓新移民素质提升工作,推动经济社会的全面转型升级。

论开放式教师教育人才培养模式的建构/张红梅//中国成人教育.-2012,(23).-122~123

教师教育人才培养模式一直是人们关注和研究的热点问题,变革传统的教师教育人才培养模式势在必行。文章主要对建构开放式教师教育人才培养模式的意义进行阐述,分析传统教师教育人才培养模式存在的问题,提出建构开放式教师教育人才培养模式的策略,以期为地方高职院校发挥教师教育特色提供参考。

开放大学教学团队的构建和运行模式研究/颜景佐//中国成人教育.-2012,(22).-5~7

教学团队建设是当前高校提高教师素质和教育水平的重要途径,本文结合开放大学的教育特点,提出了开放大学教学团队的构建模式和运行模式,这对发现和挖掘开放大学优秀人才,促进开放大学教师整体素质、教学质量的提高都将起到推动作用。

高校现代远程教育教学资源共建共享研究/孙姚同,王岳寿,马国刚//中国成人教育.-2012,(22).-23~26

信息技术进入了新的发展高峰期,现代远程教育资源共建共享不仅是自身内涵发展的需要,也是终身学习体系下高校社会服务的重要内容。本文基于对国内外远程教育资源共建共享的研究与实践现状分析,探讨资源共建共享的影响因素和基本要素,构建了高校开展共建共享研究与实践的内容体系。

搭建课程建设立交桥推动成人高等教育品牌专业建设/尹增德//中国成人教育.-2012,(24).-15~16

为进一步深化成人高等教育改革,提高人才培养质量,立体化推动学校成人高等教育的发展,山东省教育厅决定在全省各高校推动成人高等教育品牌专业建设。自2007年开

始,山东省已经连续进行了3年的品牌专业申报工作,3年共立项品牌专业建设点53个,其中,2007年立项的品牌专业已经进行了验收,并取得良好效果。本文根据作者自身从事品牌专业建设工作实际,对品牌专业建设提出一些想法,对于今后的品牌专业建设有一定参考价值。

一位女性成人教育工作者的专业社会化历程——基于生活历史法的研究/何爱霞//教育学报.-2012,(06).-119~127

由于注重探索个体的生活历史和日常生活经验在其学习和教育活动中的特殊意义,生活历史法对于成人教育工作者专业社会化研究具有很强的适切性。运用生活历史法对一位女性成人教育工作者专业社会化的研究显示,专业社会化与个体的家庭环境、受教育背景、社会环境、工作环境以及人格特征等因素密切相关,并呈现出专业社会化历程的终生持续性、专业社会化动因的多重性、专业社会化路径的“非正式性”和专业社会化模式的辩证互动性等特征。

美国社区教育的经验及其对我国的启示/郭中华//教育与职业.-2012,(35).-73~74

社区教育对美国的教育和经济发展起了很大的推动作用,并形成了普及性、公平性和灵活性的基本特征。我国发展社区教育可借鉴其经验:形成有教无类的终身教育理念,建设灵活务实的教学方式、直通便捷的学制管理、就近走读的学习场所、科学高效的评价体系,以使我国社区教育工作向纵深和规范化健康发展。

终身教育导向的职业规划课程模式探索/刘艳红//教育与职业.-2012,(35).-142~143

终身教育是高职推行“素质教育”改革的必经之路。终身教育导向的职业规划课程模式是一种以终身教育为指导思想,使学生完成职业规划为宗旨,兼顾素质教育与技能培养、职业教育与职业培训的新型高职课程开发设计组织模式。遵循“先育人、后做事”的原则,课程涵盖职前教育、就业教育、职后培训三个重要发展阶段的学习内容,循序渐进地指导学生完成职业准备、职业探索、职业发展三个阶段的主要学习任务,实现各阶段的人生目标。

基于数字化学习环境的社区教育模式与机制研究/张吉先//职教论坛.-2012,(36).-40~43

基于数字化、多媒体和交互性的终身学习环境,为社区成员的继续教育和各类培训提供了契机和可能,为全面形成终身学习社会创造了条件。本文结合浙江省社区教育实际,对依托电大系统构建数字化终身学习平台的组织架构、基于数字化学习环境的社区教育模式创新体系进行了研究和探索。实践证明,依托电大构建数字化终身学习平台可有效提升传

统社区教育功能,为社区居民的学习在终身学习体系的构建中找到了着陆点。

论成人高等教育市场理念的确立及其限度/秦发盈//职教通讯.-2012,(34).-41~45

我国成人高等教育受全球教育服务贸易市场的影响最为直接。随着教育服务贸易影响的深化,如何使成人高等教育市场理念取得实质性突破,成为当务之急。尝试提出成人高等教育引入市场理念的内在动力是知识生产、传播的商品化以及与之密切关联的教育消费服务。新自由主义教育市场理论是实现这一突破的外部推力。

15 创业教育

日本创业教育的演进、经典案例及启示/张昊民,陈虹,马君//比较教育研究.-2012,34(11).-49~54

本文通过梳理日本创业教育的历史演进,总结各阶段的发展特点,并对日本大阪商业大学、小樽商科大学以及东京大学进行个案研究,剖析其培养模式、教学理念、课程设置的独到之处。借鉴日本以高校为主体、辅以中小学教育并以“主人翁”为视角的日本创业教育新模式,对我国培养创新、创业人才有着一定的启示作用。

大学生创业竞赛活动的发展与教学研究/汤伟伟,梁瑞兵//黑龙江高教研究.-2013,31(02).-63~66

目前,我国高校教育呈现出盲目追求规模,教学质量不断下降,甚至出现与社会人才需求脱节的状况。随着大学生就业压力的日益严重,高校常规教学模式受到社会的广泛关注,教育体制和教学改革已成为当下中国教育的当务之急。文章就大学生创业竞赛活动与高校常规教学实践相结合,通过对大学生创业竞赛活动的深入分析,阐述我国创业教育的现状及存在问题,探讨创新型教学方法和人才培养模式。在高校有效开展大学生创业教育,培养学生的创新精神与创业能力,不仅可以有效缓解我国目前严峻的就业压力,同时还有利于大学生的人生价值在社会中充分体现。

发达国家的创业教育及其启示——基于美、英、德、澳大利亚四国的比较/牛金成,陆静//黑龙江高教研究.-2013,31(01).-46~49

文章以美、英、德、澳大利亚等四国为例,从理念目标、课程教学、教师队伍和政策资金等四个方面剖析了发达国家的创业教育,对其进行了简单的比较,并指出了我国创业教育应在明确目标转变理念、完善课程体系改革教学方法、提升创业教师能力、优化政策资金等方面需要进一步努力。

论高校组织文化建设与大学生创业教育/高海虹//黑龙江高教研究.-2012,30(06).-126~129

创业是就业之源。高校开展创业教育是解决大学生就业问题的重要出路。通过高校组织文化建设努力构建和谐、健康的创业文化氛围是创业教育的基础。文章从高校组织文化层面入手,分析指出高校组织文化建设对大学生创业教育的重要性,并就如何通过组织文化建设促进大学生的创业教育进行一些探讨。

创业型大学研究述评/付八军//黑龙江高教研究.-2012,30(07).-4~8

创业型大学是将知识生产、传承与应用融为一体的大学,代表了高等教育改革与发展的方向。像“研究”成为大学的中心一样,“创业”在经历一个阵痛过程之后,最终将成为大学的第三个中心。不管是教学型大学,还是研究型大学,都可以也应该转型为创业型大学。建设创业型大学,要推进管理体制、采取企业化运作模式、实现学术资本转化、培养创造性人才等。

创业型大学的生成机制、价值重构与途径选择/刘永芳,龚放//高等教育研究.-2012,(10).-95~101

大学、政府和市场三方相互作用、大学职能变迁和大学内部的权力制衡,是欧美创业型大学的主要生成机制。创业型价值观反映了传统学术价值观中的核心价值理念与服务经济的社会责任意识、市场导向的绩效理念的磨合与兼容。知识创新、技术转移与组织转型的协同,学术自由、大学自治与社会责任的结合,大学与政策制度环境的互动,结合自身个性转型的策略选择,是建立和发展创业型大学需要特别关注的四个问题。

大学生创业影响因素与支持体系完善/西凤茹//黑龙江高教研究.-2012,30(07).-60~63

通过对辽宁省所属7所高校部分大学生的问卷调查,分析了“创业意识、创业能力、创业障碍”等因素对大学生创业的影响度,以及大学生“对创业教育和创业支持的期望”等问题。以“能力成长、政策扶持、资金支持、专项服务和人文关怀”为核心要素,构建了大学生创业支持体系;从“完善创业教育体系、加大政策扶持力度、拓宽资金支持渠道、多层次开展专项服务和全程给予人文关怀”等方面,对完善与实施中国现行的大学生创业支持体系提出了具体建议。

四维融合模型:高职院校专业教育与创业教育研究/曹鸿涛,赵文蕾//黑龙江高教研究.-2012,30(07).-64~67

在国内外文献回顾基础上,文章提出我国高职院校应以能力导向为模型目标,以课程设置为模型核心,以师资构建

为模型内在驱动因素,以不完全市场监管为模型外在驱动因素,在专业教育中开展创新创业教育,培养学生创业洞察力和技能,提升学生创业动机与意识。四维融合模型无疑对以就业为导向的我国高职院校具有现实意义与理论意义。

求职能力与职业胜任力:创业教育的落脚点/曹大宏//江苏高教.-2012,(06).-104~106

十几年的实践历程表明,以“创业带动就业”政策对提升毕业生实际就业率的贡献十分有限,“求职能力与职业胜任力”培养才是就业取向创业教育的现实落脚点。旨在求职能力与职业胜任力培养的创业教育应坚持实践取向、行动导向原则,宽领域整合教育内容,选择体验式、探究式教学方法。

高校创业教育的再思考/陈燕//江苏高教.-2012,(06).-107~109

当前,国家已经把创业教育放到教育改革发展的战略高度来抓,高校的创业教育已经起步,在我国创业教育作为一个新兴的教育范畴,可以借鉴的经验很少,无论是在观念上、目标上还是在形式上都存在着误区,因而使教育不能达到预期的效果。文章指出新形势下高校创业教育中存在的误区,并力求通过分析创业教育的实质,提出一些避免、解决这些误区的思路与对策,以使高校创业教育更好地为高校毕业生创业、就业服务。

面向新兴产业的大学生创业教育策略建构/章宁//江苏高教.-2012,(06).-110~111

文章认为,高校需要超越创业教育的功利性认识,面向新兴产业发展的需要,优化高校创业教育方式,充分发挥高校在高新技术产业化推动中的作用,通过创业教育有效地实现知识生产、技术转移、产品研发以及产业发展的有效衔接。

大学生创业教育与创业能力研究/邹建芬//江苏高教.-2012,(06).-112~113

高校毕业生创业能力有待提高,核心知识仍显不足。从高校来说,主要是创业氛围不浓、创业准备不足、创业实践不够所致。高校要充分发挥创业教育提高创业能力的基础作用;拓展创业教育途径,包括普遍开设创业课程、强化创业实践环节、营造创业文化氛围等。

以岗位创业为导向:高校创业教育转型发展的战略选择/黄兆信,曾尔雷,施永川,王志强,钟卫东//教育研究.-2012,(12).-46~52

行机制创新发展的长效性设计,形成专高校创业教育在我国已经走过了十余个年头,并成为当前高校教育教学改革与创新人才培养的重要环节。开展创业教育,既要培养自主

创业者,又要培养岗位创业者,岗位创业为高校创业教育提供了新的思路。融入高校现有人才培养体系,以绝大多数高校在校生为培养对象,以提升大学生就业竞争力和创业能力为教育目标是岗位创业教育的特征。通过创业类通识课程培育、专业类创业课程创新与渗透以及岗位创业实践教学衔接等方面进行岗位创业教育的整体构建。为实现创业教育预期目标,应从满足不同类别学生需求的多样性设计,融入专业教育的持续性设计,推动创业教育运用教师内源性支持的引导性设计四个方面开展组织实施。

创业型大学的兴起与内涵——大学组织技术变迁的视角/陈霞玲,马陆亭//大学教育科学.-2012,(05).-42~48

大学的组织技术经历了知识的传播、创造和应用阶段。20世纪后半叶,出现了一种新的知识生产方式——知识的传播、创造和应用活动不再是单独地进行,而是被紧密地整合在一起,大学在应用中生产知识。创业型大学正是在校级层面主观地推动和组织了这种新的知识生产方式,并使其成为大学知识生产的最主要模式,这是创业型大学在组织技术上对传统大学的超越。为了配合这种新的知识生产模式。创业型大学进行了一系列变革,脱离传统大学的发展模式。以新兴大学为主体、以社会需求为出发点、单一的学校文化和自上而下的公司化经营战略是创业型大学的主要特征。相形之下,诸如MIT、斯坦福等美国研究型大学不能被认为是创业型大学,而是具有学术创业精神的大学。

基于创业导向的专业硕士研究生培养目标与路径研究/常永胜,罗海鸥//高教探索.-2012,(06).-100~104

我国专业硕士研究生教育应在规范各专业各类型一般质量标准(最低质量)的基础上激励各培养单位积极探索特色培养模式和特色质量(改进质量)标准。目前可着重发展的培养特色模式至少有三:一是与职业资格证书对接模式,二是国际化培养模式,三是创业型人才培养模式。本文认为:应用型人才的本质和最高表征是创业型人才,专业硕士学位教育应以培养“创业者”和在各种组织中具有创业精神的活动家为己任。为此,探讨了专业硕士创业型人才培养模式的目标与实现路径,并为其可持续发展提出了建设性意见。

高校创新创业平台建设的问题与对策/申屠江平//中国成人教育.-2012,(20).-57~59

高校创新创业平台是培养学生创新精神和实践能力的重要途径,对于促进地方经济和高校自身发展都具有重要意义。但是,高校创新创业平台建设普遍存在认识不足、机制缺失、协调不力等问题,所以,必须在提高认识的基础上,调动各方积极性,优化创新激励机制和投融资体制,使创新

创业平台建设真正成为高校可持续发展的动力源。

高校创业教育的困境及对策研究/陈娟//中国成人教育.-2012,(20).-67~70

面对日趋严峻的就业形势,在大学生中开展创业教育,树立大学生正确的职业理想和择业观念,开发创造性思维,提高综合素质和创业能力,对于大学生参与社会竞争,具有很强的现实意义。本文通过分析我国高校创业教育面临思想理念、保障机制、实践环节等方面的困境,提出创业教育改革须更新观念、完善体系、整合资源、营造氛围、展示成果等对策,以创业教育促进学生全面发展。

创业教育视野下的高职教育提升路径分析/肖美香//中国成人教育.-2012,(21).-109~111

21世纪,创新精神和创业活动成为一个国家或地区经济发展的动力和源泉。创业教育成为当代高等教育改革提升的必然选择,高职教育作为高等教育的重要形式,其提升的关键是引入创业教育理念,课程论做指导,整合课程体系、重构课程内容;运用建构主义学习观,采用探究式的教学模式,充分发挥学生的主体作用,在教师的引导下完成对学生创业知识、创业精神和创业能力的培养,使学生从“就业者”转向“创业者”。

创业型大学:地方高校特色办学的战略选择/陈春霞//当代教育科学.-2012,(15).-42~44

为了能够实现地方高校向创业型大学的转型,就相关问题进行了深入地研究。分析了创业型大学的内涵;讨论了创业型大学的组织特色;总结了地方高校转变为创业型大学的必要性;接下来,讨论了地方高校转变为创业型大学的必要条件;研究了地方高校向创业型大学转型的应对策略。

学生创业支持体系构建研究/姜鹏飞,许美琳//当代教育科学.-2012,(17).-38~40

大学生创业支持体系是为大学生创业提供保障的各种因素构成的有机整体,本文在对目前大学生创业过程构成要素及创业支持环境进行分析的基础上,提出政府、高校、社会、大学生“四位一体”,构建完善、成熟、立体、高效运作的创业支持体系的总体构想,并对大学生创业支持体系的四个子系统,即政策支持子系统、教育支持子系统、舆论支持。

高校大学生创新创业教育新模式/李占平,王宪明,赵永新//国家教育行政学院学报.-2012,(11).-12~15

在国家政策支持下,全国高校创新创业教育取得了较大进展,但由于大学生自身经验不足、资金缺乏等原因,创业成功率不高。基于中国高校专供网的建设,我们创新性地提

出打造全国大学生云创业平台。借助云技术平台,整合知名企业、指导教师、各高校创业团队,以打开大学生创新创业教育新局面,为大学生创新创业提供新平台。

创业型大学的理论与实践对西部高校发展的启示/马万华,牟海松//国家教育行政学院学报.-2012,(11).-55~60

在英、美等高等教育发达国家,大学正越来越多地影响着国家的经济建设和社会发展,成为一个国家竞争力和文化软实力的重要组成部分。在知识经济背景下,大学尤其是创业型大学正以其所拥有的知识、信息、智力、人才等方面不可替代的独特优势和服务经济社会发展的办学理念,发挥着引领社会风尚和提升综合国力的积极作用。因此,建设创业型大学已经不单纯是大学的事情。也应该成为一种国家战略。

大学生创业心理素质现状调查/赵果//教育与职业.-2012,(34).-44~46

如何把高校教育理论与实践有效融合,是当今一个值得思考的问题。更多的高校毕业生面对严峻的就业困难和巨大的就业压力,选择了自主创业,这种就业模式也得到了社会各界的鼎力支持,比如个别银行出现了大学生创业贷款与基金等,但对初入社会熔炉的大学毕业生来说,这还远远不够。没有正确的创业观念与较强的心理素质作支撑,创业受挫时便较容易败下阵来。

大学生创业保障机制探讨/田常华,杨春龙//教育与职业.-2012,(35).-92~93

在我国严峻的就业环境下,大学生创业成为解决大学生就业的有效途径之一,我国大学生创业正呈现星火燎原之势。然而,由于我国大学生创业处于兴起阶段,很多配套机制还不完善。文章分析了大学生创业存在的问题,从完善法律法规体制、教育机制体系、企业与创业团体生态链体系三个方面系统地阐述了促进大学生创业的一系列保障机制。

高校创业文化的培育对策研究影响/张艳亮,李瑞君,范超//教育与职业.-2012,(35).-102~103

普通高校毕业生的就业问题是社会、家庭、学生关注的热点,当前大学生就业困难是显而易见的事实。文章针对工科院校本科毕业生的具体情况,通过广泛的调查和研究,剖析影响本科毕业生就业的主要因素,并有针对性地提出工科院校要进行教学模式改革、培养全面发展人才等对策,以促进工科院校本科毕业生就业,为教育教学改革提供参考。

美国创业教育发展及其对我国创业教育的启示/孟祥霞,黄文军//中国高教研究.-2012,(10).-62~65

创业型大学是我国大学未来发展的方向。创业型大学的构建离不开创业教育发展,美国国家创业教育的成就和措施为我国创业型大学建设提供了参考。美国创业课程的设置、大学创业中心的建立、各种商业计划竞赛、创业基金会的保障和支持等为美国创业活动和创业教育提供了良好的发展环境。美国创业教育的这些特点对我们创造良好的创业环境、开展创业竞赛、建立多样化的创业教育课程体系、构建创业教育专家体系。以及建立与高校创业教育相适应的创业实践活动联动体系具有启示意义。

大学生创业法律教育:必要性、问题及其建议/黄兆信,黄丽君,宋兆辉//中国高教研究.-2012,(11).-76~78

创业教育已经逐渐成为高等教育的重要内容之一。随着社会主义市场经济的发展和社会主义法治的逐步完善,加强创业法律教育具有重要的现实意义。但是目前我国的创业法律教育仍显薄弱,在人才培养定位、课程教学、社会合作等方面均不能满足大学生创业的现实需要。高校应进一步明确创业法律教育的重要作用,从加强大学生创业法律理念教育、加强创业法律课程教学体系建设、加强创业法律教育长效机制建设等方面来推进创业法律教育的进一步发展。

美国凯克研究院创业型卓越工程人才培养模式研究/曾开富,王孙禺,张冰,李文中//高等工程教育研究.-2012,(06).-47~58,113

本文主要介绍了美国凯克研究院的研究生教育改革。凯克研究院的人才培养目标是生命科学产业的创业型领军人才,其教学活动的最显著特色是以团队为基础、以项目为中心。本文研究认为项目教学在教学论方面和对人才培养体制的改革方面都具有重要的意义。

大学文化视阈下高校创业教育的思考/朱春楠,范军//现代大学教育.-2012,(06).-104~107

高校创业教育过程中大学文化充分发挥了导向作用。大学精神文化是大学文化的核心和最高表现形式,是高校创业教育的本质所向;大学物质文化内涵广泛,包括一批高水平、结构合理、特色鲜明和课程和学科专业,一支具有人格魅力、学术造诣深厚和善于治学育人的教师队伍,是推动高校创业教育的关键;大学制度文化是大学在办学和发展过程中一系列权利、义务及责任的综合,是大学存在与发展的规范、规则,同时也表现为大学在长期的发展和实践中形成的观念、习惯等,是高校创业教育的有力保障。我们力求依托大学文化的教育力、凝聚力、创造力和引领力,提高高校创业教育的科学性与实效性。与测量功能的成绩评定体系。

16 职业能力、师范能力

“教师教育学院现象”与师范院校的发展战略/张斌贤,董静//高等教育研究.-2012,(10).-30~36

国内名称相同的教师教育学院在设立的直接起因、机构性质和功能定位等方面存在差异。中央教育政策、地方政府推动、院校自身行为是“教师教育学院现象”产生的动力。师范院校的教师教育特色主要体现在对教师教育领域所发挥的领导作用上,师范院校强化教师教育的根本之道在于促进机构发展、实现机构本质转型、注重高深学问探索,重建教师教育的知识基础。师范院校教师教育改革应以校内体制改革新为突破口,探索建立“文理学院+教育学院”体制。

技能习得:职业教育应对劳动力市场需求的策略/汤霓//河北师范大学学报:教育科学版.-2012,14(11).-67~72

职业教育能帮助学习者过渡到劳动力市场,而职业教育的发展依赖于劳动力市场的特性。决定职业教育发展规模的三个主要影响因素是:学生兴趣、雇主需求以及供应条件限制。为了平衡这三者,可通过工作场所培训、技能需求预测、生涯指导三种途径来实现。为应对劳动力市场变化,职业教育中通用技能正变得越来越重要,而通用技能在具有工作意义的情境学习中可以很好地习得。

大学生职业规划能力培养的本土化研究/刘爱平//教育评论.-2012,(06).-54~56

随着我国高等教育进入大众化阶段及受世界金融危机和经济衰退的冲击,大学毕业生就业矛盾和生存压力日益凸显,这不仅关系到高等教育的持续健康发展,而且影响科教兴国和人才强国的基本国策,不仅是社会问题,而且是经济和政治问题。由此,对大学生的职业规划能力的培养尤为必要,本文试从提高大学生职业规划能力培养的专业化程度、转变办学观念、宏观指导与具体塑造等方面对这一问题进行探讨。

造就个性化新型教师:俄罗斯师范教育的战略性发展/石隆伟//比较教育研究.-2012,34(11).-11~14,19

社会转型以来,俄罗斯师范教育高度重视教师的培养质量。为了进一步提升教师培养的质量和水平,俄罗斯坚持教师教育个性化发展理念,着力培养具有个性化的新型教师。作为教育改革的战略举措,个性化教师培养具有科学的理论基础、明确的培养目标和具体的操作策略,推动了教师教育改革从宏观层面进入到微观层面,对于提升俄罗斯教师个性化的专业能力起到了积极的作用。

普通高师院校教师教育改革的省思与措施/周海瑛,张冬有,徐淑梅//黑龙江高教研究.-2012,30(08).-98~100

教育部在2010年度工作会议上提出我国高等教育要全面推动教育教学改革,启动实施“卓越教师教育计划”,高等师范院校要根据国家教育发展规划纲要提出的人才培养要求,以实施卓越教师培养计划为突破口,促进教师教育改革创新。文章阐述了普通高师院校进行教师教育改革的必要性,揭示了目前普通高师院校教师教育存在的问题,并有针对性地提出了改革措施。

师范院校思想政治教育管理存在的问题及对策/张宁//黑龙江高教研究.-2012,30(08).-155~157

随着越来越多的“90后”步入高校,大学生的精神面貌、思想状况、思维模式,以及为人处世、待人接物的方式方法都发生了很大变化,对师范院校大学生思想政治教育管理工作提出很多新的挑战 and 考验,要求师范院校在新生代的教育和管理上要不间断探求新路径、新办法。文章通过反复探究,重点在更新管理理念、转换管理模式、健全管理制度、规范管理评估等方面发掘一系列新对策,以期对师范院校大学生思想政治教育管理工作的开展有所裨益。

论师范大学课堂教学之道/张荣华//黑龙江高教研究.-2012,30(09).-12~15

课堂教学是大学理念最主要的教育载体和实践支撑,历史上,我国的师范大学一直未能形成致力于知识创新和学生主体发展的课堂教学模式。面对国际教师教育和基础教育改革的挑战,高师院校的课堂教学应达到何种水平 and 水准?研究采用课堂观察、焦点小组座谈的研究方法,通过与学生和各类教师就大学课堂教学之道的探讨,总结出师范大学课堂教学之道,在于课堂教学的学术性、专业性、交往性、批判性和示范性。

师范院校核心竞争力培育探析——以沈阳师范大学为例/林群//教育研究.-2012,(11).-68~72

高校的核心竞争力是确保学校在竞争环境中占据优势的要素与条件总和。从学校教育活动的构成要素来看,师范院校的核心竞争力主要包括学校运行和发展中所能支配的经济资源总量,学校组织运行的制度管理系统,学校在长期发展中积累形成的大学文化,以及教师教育的水平和能力等四方面内容。沈阳师范大学的核心竞争力培育实践,在产权制度改革、治理结构再造、校园文化建设以及组织结构变革方面收获了提升学校核心竞争力的成功经验。

实践中学习教学——香港师范生专业实践能力的培养理念评析/王夫艳//全球教育展望.-2012,

(12).-75~79

教育实践是师范生体验教育现实、学习教学的关键路径,拓展了师范生专业学习的空间。香港职前教师教育追求实践的教育价值,将反思作为实践中学习教学的根本理念,创设挑战与支持性的反思环境,通过建构专业自我、研究与试验、专业对话等策略增进师范生的实践体验,提升师范生的专业实践能力。

省属师范大学师范生定向就业免费教育的实践创新/伊继东//教师教育研究.-2012,24(06).-37~40

基础教育优质师资匮乏是我国欠发达地区长期存在的问题,严重制约了基础教育的公平发展。云南师范大学针对云南“四位一体”的省情和师范生培养就业机制的实际,自2008年实施了师范生定向就业免费教育的实践探索,为深化新时期省属师范大学教师教育的改革,解决经济困难学生上学难,引导和鼓励毕业生到社会需求地方就业,逐步缓解艰苦地区基础教育高水平师资来源不足,促进基础教育的均衡发展提供了有益的成功经验。

师范院校大学生就业压力与社会支持的调查研究/杨小晶,李德勇//中国成人教育.-2012,(20).-109~111

选取师范院校的大学生为被试,采用《大学生就业压力问卷》和《社会支持评定量表》对师范院校大学生就业压力与社会支持的关系进行研究。结果表明:师范院校大学生就业压力在性别和年级上存在显著差异;师范院校大学生社会支持在年级上存在显著差异;师范院校大学生就业压力与社会支持存在显著的负相关。

高职教育职业能力培养有效衔接研究与实践/余翔//当代教育科学.-2012,(15).-45~46

本文分析了社会发展对高职学生职业能力的基本要求;剖析了高职院校学生职业能力培养有效衔接的重要性;从教学理念的转变、产学研的实践教学模式、师资队伍的建设以及社会支持的角度探索了高职院校学生职业能力有效衔接的对策。

独立学院职业指导工作的问题与对策/郭彩华//当代教育科学.-2012,(15).-49~50

当前独立学院职业指导工作存在着职业指导体系不健全、职业指导模式单一和缺少社会力量支持等问题。造成问题的主要原因是职业指导工作意识薄弱和职业指导工作机制未形成。问题的消解宜从健全全方位的职业指导体系、建立全过程的职业指导模式和完善全面的职业指导内容等方面着手。

日本高校职业生涯教育及对中国的启示/李晶//当**代教育科学.-2012,(17).-47~49**

日本的职业生涯教育由来已久,尤其’是高校中的职业生涯教育取得了一定经验。由课程与讲座、体验式就业和课外职业生涯支援活动这三大支柱构成的日本职业生涯教育体系,对于我国建立起由政府、高校、企业、学生共同合作的职业生涯教育体系具有有益启示。

大学生职业生涯规划视野下的目标导学体系构建/张精华,蒋蕾//中国成人教育.-2012,(20).-52~54

目标导向是大学生职业生活规划应遵循的基本原则,而目标导学是促进职业生涯规划实现的最有效手段。职业生涯规划与目标导学相结合应遵循能动性、引导性相结合、系统性与阶段性相结合、学校、社会、家庭相结合和个别与一般相结合的原则,积极构建专业学习、科技创新和就业创业“三大平台”,引导、促进学生的自主学习与成才。

论社会主义核心价值体系与大学生职业生涯教育的融合/方伟//国家教育行政学院学报.-2012,(12).-57~62

社会主义核心价值体系与大学生职业生涯教育的融合既有理论基础又具现实价值。在当今中国,社会主义核心价值体系为大学生职业生涯教育提供正确导向和精神动力,大学生职业生涯教育为社会主义核心价值体系融入国民教育提供有效平台与载体。社会主义核心价值体系与大学生职业生涯教育的融合可从职业观念、职业理想、职业精神、职业价值观和职业道德诸方面契入。

情绪智力视野下高校职业生涯教育研究/丁念金//教育发展研究.-2012,(23).-82~84

高校职业生涯教育是帮助学生认识自我、探索环境、完成生涯决策的教育体系,其目标明确、内容多样、形式灵活,在培养学生情绪智力方面具有独特作用。本文从情绪智力的四个维度,即自我情感评价、对他人的情感识别及评价、情绪控制、情绪运用入手,挖掘生涯教育课程中培养大学生情绪智力的内容,并结合实际提出生涯教育中完善情绪智力教育的几点建议。

高校辅导员职业生涯发展现状调查/陈光洪//教育与职业.-2012,(34).-48~50

《国务院关于进一步加强对改进大学生思想政治教育的意见》(中发〔2004〕16号)、教育部《关于加强高等学校辅导员、班主任队伍建设的意见》和《普通高等学校辅导员队伍建设规定》(教育部2006〔24〕号令)明确指出,辅导员是高校学生管理工作的生力军,他们组织、协调各种力量对高校学生进行思想政治教育,同时他们往往也承担一部分教学和科研工作,因此具有“双肩挑”的特色。然而长期以

来,辅导员这一职业缺乏明确清晰的发展前景,不少辅导员或转为专职教师,或转向其他行政管理岗位,因此造成辅导员队伍不够稳定、人员流失现象比较严重等问题产生。

成人职业培训支撑服务体系的内涵及特性/吴济慧//职教论坛.-2012,(34).-29~34

成人职业培训的健康发展离不开一个系统的支撑服务体系。成人职业培训的支撑服务体系应该包括组织保障体系、制度保障体系、基地保障体系、经费保障体系、师资保障体系、质量保障体系、考评保障体系、信息化保障体系等八个方面。成人职业培训支撑服务体系具备系统性、区域性、时代性、创造性、公益性等几个方面的特征。

对高职院校科研问题争论引发的思考/孙毅颖//中国高教研究.-2012,(12).-92~95

对高职院校科研问题争论的深层原因进行了分析,提出高职院校科研问题之争反映了“高等职业教育”元概念认识分歧下高职院校的发展定位、职业教育体系构建问题及高职院校“科学研究”概念认识分歧下高职院校科研定位等问题。据此,对高职院校科研发展定位问题进行分析。提出高职科研定位要服务、符合人才培养定位,人才培养—社会服务—科学研究的梯次重心是当前高职院校科研发展的理性定位;基于高职教育特点和高职院校实际。提出在教育教学中基于实践的校本研究以及基于生产一线实际的应用技术开发服务是高职院校科研的重点;并提出高职院校科研发展需要坚持的原则和具体措施。

技术本科:现代职教体系的重要组成部分/刘文华//职教通讯.-2012,(31).-15~18

现代职教体系应包括本科层次和研究生层次的职业教育,这既是现代教育体系发展的需要,也是我国社会经济发展对人才需求以及增强职业教育吸引力的需要,而且放眼国际,许多国家都举办了本科层次的职业教育。技术本科应作为本科层次职业教育的主要实施机构,另外,发展技术本科还有利于开展专业学位研究生教育,即研究生层次的职业教育。我国应进一步发展技术本科教育。

17 职业技能大赛

2012年全国职业院校技能大赛总结会暨2013年大赛工作研讨会在津召开/车明朝//中国职业技术教育.-2012,(34).-14~19

全国职业院校技能大赛作为中国职业教育的重大制度创新,在近年来推动职业教育发展中发挥了极为重要的作用。在经过四届积淀后,2012年第五届全国职业院校技能

大赛成为大赛历史上参赛规模最大、覆盖专业最广、参与行业最多、地方参与程度最深、历时最长、影响深远的一次比赛。

全国职业院校技能大赛赛项设计及其立体化教学资源开发/汤晓华,吕景泉//中国职业技术教育.-2012,(35).-81~84,88

本文通过五年来实践案例,探讨技能大赛赛项设计的基本原则,即赛项设计紧扣产业发展方向、与专业培养目标相结合、与专业日常教学相结合、与就业岗位相结合、引领课程体系改革、紧扣执业资格要求、强化职业素养培养。技能大赛引领专业建设与教学改革,最为重的就是将大赛赛项资源开发为可操作可实施的教学资源,并嵌入到专业教学体系,融入到日常教学过程去。《自动线安装与调试》作为将竞赛成果转化为教学资源的一个范例,介绍了以大赛为载体开发的立体化综合实训教学资源的定位、特色、内容架构及教育教学理念方法的应用,为技能大赛服务高端技能人才培养提供可借鉴的案例。

18 非洲职业教育

南非教师教育的变革历程与发展经验/何茜,田腾飞//比较教育研究.-2012,34(11).-6~10

南非自联邦时期出现教师培养活动以来,教师教育先后经历了封闭式教师教育、开放式教师教育和大学化教师教育三个发展阶段,相应地形成了独立教育学院、大学教育系以及大学教育学院三种教师教育机构,在培养模式上主要体现为并列型、连续型和混合型等多样化模式。这既反映了南非教师教育的变革历程,也体现了南非教师教育的发展特色。

东非“马德拉沙儿童早期发展计划”评析/万秀兰,曹梦婷//比较教育研究.-2012,34(12).-1~5,14

东非“马德拉沙儿童早期发展计划”始于20世纪80年代,它是阿迦汗基金会资助的区域首创计划。该计划产生于东非穆斯林儿童教育劣势和东非多元宗教信仰与教育选择冲突的背景中。为创立一个低成本高效率、依托社区的学前教育体系,该计划采取的策略是进行传统与现代元素相结合的课程开发,马德拉沙经营与管理机构的建设以及依托社区谋发展等。目前,该计划名下的学前教育在数量和质量上都取得了一定成效,但也面临着价值多元与能力建设的挑战。该计划在争取慈善教育项目、学习国际非政府组织运作模式、动员并引导民间力量发展教育、尊重本土文化与注重文化选择和重视为家长提供科学指导等方面,为我国学前教育发展提供了一些思路。

非洲大学联盟《战略计划(2011~2015)》评析/楼世洲,彭自力//比较教育研究.-2012,34(12).-6~9

非洲大学联盟(AAU)是由非盟建立的一个区域性的大学协作组织。为了有效整合非洲高等教育资源、扩大人才培养规模和提高人才培养质量,非洲大学联盟于2003年制定了第一个《战略计划(2003~2010)》。2010年在总结第一个战略计划实施的基础上,又制定了第二个《战略计划(2011~2015)》。该计划针对非洲高等教育发展的现实需求,以促进非洲高等教育本土化与全球化为目标,提出了一系列的改革措施。该计划的实施将对非洲地区高等教育的发展产生深刻的影响。

国际社会对乌干达的教育援助:结构与效果/郑崧,孙小晨//比较教育研究.-2012,34(12).-10~14

乌干达是一个高度依赖国际援助的国家。双边和多边机构每年通过项目援助和预算援助等形式,为乌干达提供了大量的教育援助,这些援助主要流向基础教育。在一个由乌干达政府主导下的援助体系中,对乌教育援助得到了较好的协调,并切合乌干达教育政策的需要。这些援助保证了乌干达重大教育政策与计划的实施,扩大了乌干达初等和中等教育入学人数,提高了乌干达教育机会的公平性,促进了乌干达教育系统的能力建设。

南非教师国际流动探析/周志发//比较教育研究.-2012,34(12).-19~23

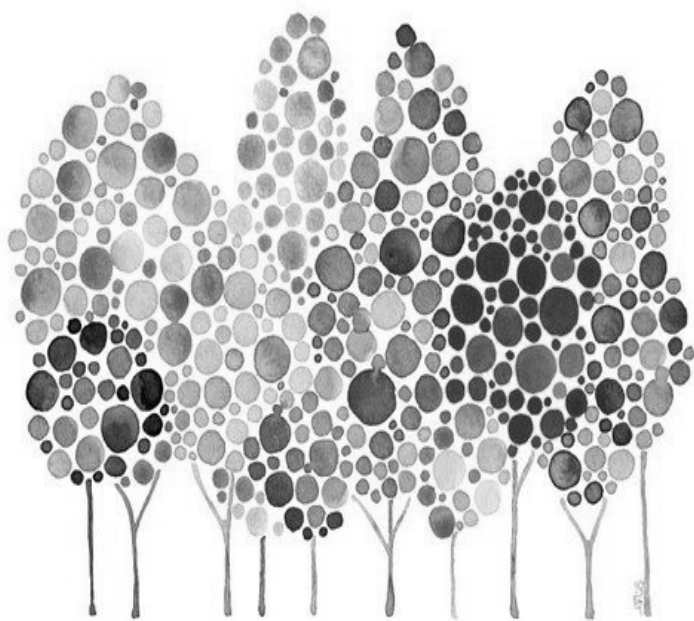
在全球化时代,教师国际流动为南非教育发展带来了机遇和挑战。20世纪90年代,教师国际流动很大程度上缓解了南非国内教师的就业压力,但也导致其优质教育的流失。21世纪初,教师国际流动使得南非教师短缺现象更为严重。南非教师国际流动有“推力与拉力”双重因素。其动因主要包括“国际教师劳动力供求失衡、经济因素以及教育政策、政治和社会安全等非经济因素”。南非本土教师国际流动的对策关键在于政府能否掌握话语权,为教师国际流动制定必要的协议以保护自身的利益。以南非为首的非洲国家需要协调好全球化与民族主义之间的关系,从而达到利用全球化优化师资、教育理念与教育制度,并用爱国主义等方式吸引智力回流。

摩洛哥教育改革的动向与挑战/於荣,孔祥茹//比较教育研究.-2012,34(12).-15~18

摩洛哥在1956年获得独立地位后,先后进行了以实现摩洛哥教育阿拉伯化和以提高教育系统效率为核心内容的教育改革。1999年摩洛哥政府颁布了《教育与培训国家章程》,围绕着普及教育、提高教育质量和使教育适应经济发展需要等问题对摩洛哥教育进行为期10年的全面改革。尽管这一改革取得了一定的成绩,但是摩洛哥的教育改革进程仍然面临着许多问题和挑战。

新时期中非教育合作的发展与转型/楼世洲,徐辉//教育研究.-2012,(10).-28~33

近十年来,中非合作论坛框架下的中非教育合作不仅促进了非洲国家教育的发展和改革,同时也扩大了中国在非洲的影响力。在新时期,中非教育合作出现了一些新的发展趋势,合作内容由“减少贫困”向“促进发展”转型,合作主体由“政府行动”向“社会行动”转型,合作方式由“输血援助”向“造血援助”转型。与此相适应,需要建立双边合作的交流机制,通过加强中非留学生交流,扩大汉语教育和文化影响力,建立合作研究和培训基地,深化中非教育合作研究机制等方式推进中非教育合作的持续发展。



外文资源

1. 职业教育

对英国职业教育任职资格的知识定义: 利益相关人士和知识构建的分析、目标及内容=Defining 'knowledge' in vocational education qualifications in England: an analysis of key stakeholders and their constructions of knowledge, purposes and content / Bathmaker, Ann-Marie // Journal of Vocational Education & Training.-2013, 65 (1).-87~107

What is meant by 'knowledge' in vocational education qualifications and who decides? These are significant questions in a context where 'skill' is the prevailing discourse. This paper reports on a research project, undertaken in 2010–2011, which investigated the role of national stakeholders in defining knowledge in vocational education qualifications at levels 2 and 3 in the English qualifications framework. The paper explores who the key constituencies were at this point in time, and how they conceptualised the purpose and content of vocational education qualifications. The study found a complex mix of stakeholders involved in design and regulation of qualifications, but it was difficult to discern who took responsibility for knowledge beyond qualification awarding bodies. While concern was expressed about the dominant role of employers, other constituencies such as higher education subject specialists and teachers were missing. There was a lack of consensus amongst stakeholders about the purposes of vocational education qualifications, and uncertainty about their role as preparation for both work and further study. The study indicates the complicated and unstable state of knowledge in vocational education qualifications. It is argued that knowledge needs to be considered in greater depth as part of qualification design, so that vocational qualifications genuinely enable progression, whether to employment or to higher levels of education.

与学生表现与满意度相关的职业教育主要继续课程及其设计形式和有利的学习环境特征之间的差异=Differences in design format and powerful learning environment characteristics of continuing pathways in vocational education as related to student performance and satisfaction / Biemans, Harm J.A.; de Bruijn, Elly; den Boer, Peter R.; Teurlings, Christa C.J // Journal of Vocational Education & Training.-2013, 65(1).-108~126

An important trend in Dutch Vocational Education and Training (VET) to ensure the curriculum continuity of sequential educational programmes is the design of continuing pathways encompassing more than one qualification level. These continuing pathways are characterised by different design formats and differences in learning environment characteristics that are regarded as powerful. In this study, the variety in design formats and powerful learning environment characteristics of existing continuing pathways, and the relationships between design formats and powerful learning environment characteristics on the one hand and student performance and satisfaction on the other hand were examined. Participants were five co-ordinators and 161 students from five so-called Green Lycea – each of which comprises a two-level (i.e. 'Pre-Vocational Secondary Education (vmbo)' and 'Secondary Vocational Education (mbo)') agricultural VET trajectory. There are preliminary indications that students benefit most from continuing pathways in which vmbo and mbo elements are truly interwoven, as these have relatively more powerful learning environment characteristics than those of separate pathways. When separate vmbo and mbo programmes are simply stuck together, the pathways seem to be relatively less powerful and to lead to lower satisfaction scores and a decrease in learning performance.

基于技能的培训，国际学生在职业教育与培训中的全球技能流动性和教学=Competency-based training, global skills mobility and the teaching of international students in vocational education and training / Tran, Ly Thi; Nyland, Chris // *Journal of Vocational Education & Training*.-2013, 65 (1).-143~157

In Australia, all vocational education and training (VET) qualifications must be based on competency-based training (CBT) and training packages. Yet, since 2005, there has been a major expansion in the number of VET international students in Australia, 85% of whom are from Asia. Given this development, the teaching and learning contexts in which competency-based training and training packages are located are becoming increasingly diverse and no longer reflect the traditional training characteristics and boundaries that apply for domestic students. This paper examines the relevance of training packages and CBT for teaching international students in the Australian VET sector. It draws on interviews with teachers and international students from 25 public and private training providers in Australia. The discussion of the findings aims to assist the VET sector create a curriculum framework that supports flexibility, adaptation and responsiveness so that international students' divergent and shifting study purposes and complex learning characteristics can be catered for effectively. This contributes to helping the sector remain viable in a context in which a VET course is no longer a pathway to migration.

乌干达的非正式职业教育：通过切实可行的转换达到实践的目的=Non-formal vocational education in Uganda: Practical empowerment through a workable alternative / Blaak, Marit; Openjuru, George L.; Zeelen, Jacques // *International Journal of Educational Development*.-2013, 33 (1).-88~97

This article reflects on the potential of non-formal vocational education in Uganda to improve the quality of life of those excluded from formal education. Based on an exploration of humanizing development theorists Sen, Freire and Nyerere, together with two case studies, practical empowerment is described as a desirable outcome of education for development. Practical empowerment includes acquiring marketable skills as well as capabilities to critically give direction to one's life. Although education leading to this outcome is desirable for all, non-formal vocational education can reach those currently excluded from formal education, thus enhancing their empowerment by equipping them with useful skills and knowledge.

用改进实验室方法来发展教师跨文化能力=The Development of Teachers' Intercultural Competence Using a Change Laboratory Method / eras, Marianne; Lasonen, Johanna // *Vocations and Learning*, 2013, 6 (1).-107~134

Immigration is an integral phenomenon of our globalising world. The increasing flow of people creates new challenges for educational institutions and workplaces. The purpose of this article is to address challenges that vocational teachers face with diversity at colleges and workplaces. Two research questions are addressed: how do teachers prepare immigrant students for working life? What challenges related to intercultural competence do teachers preparing immigrant students for working life face? The theoretical background lies in cultural-historical activity theory, developmental work research and in the concept of intercultural competence. The change laboratory method used in study is a formative intervention method evolved within developmental work research. The data comprised two change laboratories organised at the same vocational college in 2001 and 2011. The results showed that teachers' work with multicultural students and groups can be developed by following five perspectives: preparation, reflection, contribution, guidance and responding. Intercultural competence is constructed contextually and is intertwined with activities such as teaching, facilitating students' learning and cooperating with workplaces. The participants of the change laboratories experienced it as a good instrument for their intercultural work. Based on the results, some implications are suggested.

高等教育的技能：对能力方法的鉴定分析=Competencies in Higher Education: A Critical Analysis from the Capabilities Approach / Lozano, J. Felix; Boni, Alejandra; Peris, Jordi; Hueso, Andrés // Journal of Philosophy of Education.-2012, 46(1) .- 132~147

With the creation of the European Higher Education Area, universities are undergoing a significant transformation that is leading towards a new teaching and learning paradigm. The competencies approach has a key role in this process. But we believe that the competence approach has a number of limitations and weaknesses that can be overcome and supplanted by the capabilities approach. In this article our objective is twofold: first, make a critical analysis of the concept of competence as it is being used in higher education, identifying its limitations and weaknesses; and second, present the potential of the capabilities approach for higher education and review its complementarity to the competence approach. We begin with a brief characterisation of the capabilities approach and its implications for education. Then we examine some implications of the competencies approach in higher education and the reasons that led us to choose the DeSeCo proposal for comparison with the capability approach. We then go on to compare the two approaches, addressing 1) the aims of education and 2) the concept of competence and capability. Finally, we address the implications of incorporating the capabilities approach in learning and teaching in higher education.

职业发展促进项目：过去和现在=The Career Development Facilitator Project: Then and Now / Hoppin, Judith M.; Splete, Howard H // Career Development Quarterly.-2013, 61 (1).-77~82

The National Career Development Association (NCDA) has consistently been involved in the professional training of individuals who provide career development services for youth and adults. It has provided outstanding leadership in the field of career development. NCDA's impact on the training of professionals and paraprofessionals working in the career development field is evident in its support of the Career Development Facilitator (CDF) project and delivery of CDF training. This article provides a history of the CDF project, its development and expansion from national to international use, current developments in the project, and its impact on the careers of those involved.

恢复自由发展的空间：新西兰职业教育、职业培训、和社会福利制度改革=Reclaiming the disengaged: reform of New Zealand's vocational education and training and social welfare systems / Stratthdee, Rob // Research in Post-Compulsory Education.- 2013, 18 (1/2).-29~45

This paper uses Habermas' theory of the state and his idea of legitimation crisis to critically evaluate recent reforms in New Zealand designed to engage young people (16–24 years of age) in paid employment and/or education and training. The paper identifies three broad strategies adopted by the state to reclaim the disengaged and hence, resolve the crisis of legitimation. These are motivational, punishing and bridging. Motivational strategies are designed to reclaim the disengaged by encouraging young people to adopt dispositions favourable to economic conditions of the time. If successful, young people will work hard to build their human capital in ways conducive to the needs of the economy. Punishing (or work-first) strategies are designed to reduce welfare dependence by making benefits harder to gain in the first instance and reducing entitlement where beneficiaries do not undertake mandated activities (such as looking for work). Finally, bridging strategies attempt to create links between job-seekers and recruiting employers. The paper argues that while these strategies will deliver short-term gains (for the state), the fact that they tighten the connection between the current labour market and education, means that over the longer term, crisis tendencies will remain.

继续教育中的高等教育：学生基础学位任职资格的价值观念=Higher Education in Further Education: student perceptions of the value of foundation degree qualifications / Robinson, Denise // Research in Post-Compulsory Education.-2012, 17 (4).-453~469

This paper seeks to illuminate the crucial and contradictory features of Higher Education (HE) in Further Education (FE) student experience as seen through students' perceptions. The empirical study of Foundation degree (Fd) students studying in FE Colleges using a critical hermeneutics approach, raises a contrasting perspective on the HE in FE landscape. It points to the students' emerging critical awareness of the perceived limitations of the Fd qualification within the HE landscape and offers an insight into differing critiques of widening participation and opportunities for social mobility (Ainley 2009; Osborne 2006). This is in contrast to various UK government policy statements which claim that widening participation strategies will result in a realignment of access to educational opportunities at HE level and that such widening participation students will be incorporated into a social framework that will facilitate economic prosperity for individuals and the economy.

发展中国家与早期阅读成就有关的环境因素：跨国研究=Environmental factors associated with early reading achievement in the developing world: A cross-national study / Friedlander, Elliott // International Journal of Educational Research.-2013, 57.-25~38

Educational research from the developed world is often used as the basis for policies and programs in the developing world. However, local contextual factors should be taken into consideration in any transfer of research findings. This study examines associations that socioeconomic status (SES) and the home literacy environment (HLE) have with reading achievement in the developing world. Models that predict reading achievement are created and the patterns across countries are analyzed. The correlation coefficients for achievement and SES, as well as achievement and HLE are compared. Significant between-country variation in the best proxies for SES and HLE is discovered. Results from this study suggest that education efforts in the developing world must consider local contexts to achieve their goals.

对职前教师的决定行为的研究测试以及基于三个实际的在线方法的个体差异=Examining preservice teachers' decision behaviors and individual differences in three online case-based approaches / Çevik, Yasemin Demiraslan; Andre, Thomas // International Journal of Educational Research. -2013, 58.-1~14

This study compared the impact of three types of case-based methods (case-based reasoning, worked example, and faded worked example) on preservice teachers' (n=71) interaction with decision tasks and whether decision related measures (task difficulty, mental effort, decision making performance) were associated with the differences in student characteristics (decision making styles, self-efficacy, confidence). Participants in this study received a short-term implementation of one of these three major approaches to case-based instruction. The results showed that while students' perceptions of task difficulty and mental effort did not change as a function of treatment, the worked example group, compared to the case-based reasoning and faded worked example groups, performed better on making reason-based decisions related to classroom management. Furthermore, some of the relationships between individual differences and decision related measures were inconsistent with the existing literature.

继续，扩展和反思关于培训转换的实际研究=Extending, Broadening and Rethinking Existing Research on Transfer of Training / Volet, Simone // Educational Research Review.-2013, 8.-90~95

The aim of this Special Issue was to generate a new integrated agenda for research on transfer of training. It brought together scholars from diverse perspectives and invited them to strive toward synergy. This article examines how this collection of articles, as well as other bodies of literature, can help extend, broaden and rethink current research on transfer of training. The lack of articulation between the concepts of training and learning, and the missed opportunities for capitalizing on the synergies with research on transfer of learning, are examined. The new insights that could be gained by rethinking research on transfer of training from a perspective of transfer as boundary crossing are also discussed. Finally, the significance of both reconceptualizing "transfer of training" as

"transfer of learning from training" within a perspective of adaptive learning and actively seeking crossfertilisation with the literatures on transfer of learning and boundary crossing is highlighted.

透过社会心理学视角来获得培训转换的洞擦力=Gaining Insight to Transfer of Training through the Lens of Social Psychology / Weisweiler, Silke; Nikitopoulos, Alexandra; Netzel, Janine // Educational Research Review.-2013, 8.-14~27

The article deals with the question under which conditions people change their behavior through vocational trainings or not. Following the demand of more theory-driven investigations in transfer research (Blume, Ford, Baldwin, & Huang, 2010) we wish to add the perspective of social psychology. We therefore illustrate how well-known concepts from social psychology hold untapped potential to improve transfer research by explaining the underlying mechanisms of factors that support (or hinder) the transfer of newly trained behavior and skills on the job. In choosing social psychological theories that have so far only scarcely been considered with regard to explaining training transfer we combine them with well known concepts in transfer research. We give furthermore hints for implications and tools to foster transfer in practice.

生产能力的训练效果：从经济视角看工作培训的转换=The Effect of Training on Productivity: The Transfer of On-the-Job Training from the Perspective of Economics / De Grip, Andries; Sauermann, Jan // Educational Research Review.-2013, 8.-28~36

Although the transfer of on-the-job training to the workplace belongs to the realm of educational research, it is also highly related to labour economics. In the economic literature, the transfer of training is based on the theoretical framework of human capital theory and has been extensively analysed empirically in econometric studies that take account of unobserved heterogeneity of workers and the selectivity in training participation. The aim of this paper is to give an overview of the underlying theoretical paradigm in economics, and the challenges faced in empirical research. The economic literature finds that participation in training is beneficial for both the participating workers and their employers, although there is also evidence that selectivity of workers matters. Despite this progress in the economic literature, the underlying processes through which training leads to a higher productivity remain unclear. We argue that this "black box" offers opportunities for multi-disciplinary research projects on the transfer of training that relate the perspectives of educational and economic research.

在需要人员发展地区高等教育影响职场学习转换的变量和因素：研究综述=Influencing Variables and Moderators of Transfer of Learning to the Workplace within the Area of Staff Development in Higher Education: Research Review / De Rijdt, Catherine; Stes, Ann; van der Vleuten, Cees // Educational Research Review.-2013, 8.-48~74

The goal of staff development in higher education is a change in teacher practices to positively influence student learning. In other words, the goal of staff development is the transfer of learning to the workplace. Research illuminates that this transfer of learning to the workplace is a complex issue. To make an accurate assessment of staff development initiatives one must consider what works for whom and under what conditions. We need to understand which influencing variables actually lead to which effects. Furthermore, we have to gain insight into moderators in the relationship between influencing variables and transfer of learning. With this interdisciplinary review we combine the findings of management, Human Resource Development (HRD), and organisational psychological research with educational research. We attempt to generate guidelines for further research to improve staff development by revealing gaps in earlier research on impact of staff development.

尼日利亚经济发展中的职业技术教育作用=The Role of Vocational and Technical Education in Nigeria Economic Development / Ohimrei, Franklin Ohiole; Nwosu, Basil Ogomesgem // Educational Research Quarterly.-2013, 36(3).-47~66

The researchers tried to ascertain the role of vocational and technical education in the Nigeria economic development using historical survey in analysing the views of various academic authors in an attempt to inform researchers' on current issues on the field. The research reveals that there was a defect in the curriculum of vocational and technical education programmes in Nigeria. The role of Vocational and Technical Education in the production of skilled manpower cannot be achieved if an efficient and effective teaching and examination is not maintained. No nation can develop without vocational and technical education. The solution to the economic development is total commitment to accepting vocational and technical education in Nigeria. Vocational and Technical Education graduates are not given proper training therefore, are unable to be engaged in the area of maintenance of roads, pipe water, electricity, refineries, improving the food supplies etc. Conclusion and recommendations were made.

2.工学结合

工作场所的非正式学习：关键的活动和过程=Informal learning in the workplace: key activities and processes / Cunningham, John; Hillier, Emilie // Education + Training.-2013, 55(1) .-37~51

Purpose – The purpose of this study is to define characteristics and processes that enhance informal learning in a public sector workplace. Design/methodology/approach – Based on interviews and questionnaires, the authors solicited examples of informal learning practices that 40 supervisors experienced during their careers. The examples were content analyzed to define seven broad themes underlying informal learning. Findings – The findings illustrate seven broad themes describing learning activities and processes. The first three themes describe the types of informal learning activities that supervisors found valuable: relationships; learning opportunities enlarging or redesigning their jobs; and enrichment opportunities that provided higher levels of managerial learning. Four themes describe processes for facilitating informal learning: planning processes; active learning and modelling; relationship dynamics; and tying learning to applications. Originality/value – The value of this study is in presenting a possible framework defining informal learning that describes both activities (the what) and the underlying processes (the how) by which they are delivered. Beyond this, it suggests that there is a close connection between the activities and the processes underlying them.

教师利用课堂实践来进行创业教育=Teachers implementing entrepreneurship education: classroom practices / Ruskovaara, Elena; Pihkala, Timo // Education + Training.-2013, 55 (2).-204~216

Purpose – This study aims to highlight the entrepreneurship education practices teachers use in their work. Another target is to analyze how these practices differ based on a number of background factors. Design/methodology/approach – This article presents a quantitative analysis of 521 teachers and other entrepreneurship education actors. The paper first examines the overall picture of entrepreneurship education practices. Then, after a factor analysis, the paper builds new sum measures of entrepreneurship education practices. Finally, the paper studies the teachers' background information to further analyze the entrepreneurship education practices. Findings – The findings provide information on which methods appear to be used the most frequently in basic and upper secondary education, and how these practices vary between different school levels. The results also indicate that the perception teachers have of their own entrepreneurship education skills is closely connected to the implementation of entrepreneurship education. Moreover, the findings present the connection between teacher training and the implementation of entrepreneurship education. Originality/value – Teachers' entrepreneurship education practices and related teaching and working methods are important in many respects. As research has primarily focused on higher education where the transferability of the results to basic and upper secondary education seems vague, this paper concentrates on the teachers' role and especially their practices in lower education. The authors consider that their article has a special value in exploring and opening dialogue in

this area.

学生利用课外课程活动以优先适应充满竞争的就业市场=Students' use of extra-curricular activities for positional advantage in competitive job markets / Roulin, Nicolas; Bangerter, Adrian // Journal of Education & Work.-2013, 26 (1).-21~47

With the rise of mass higher education, competition between graduates in the labour market is increasing. Students are aware that their degree will not guarantee them a job and realise they should add value and distinction to their credentials to achieve a positional advantage. Participation in extra-curricular activities (ECAs) is one such strategy, as it allows students to demonstrate competencies not otherwise visible in their résumés due to limited job experience. This article presents data from interviews with 66 students about their use of ECAs in relation to the labour market. It describes the reasons students got involved in ECAs, how they integrate them in their résumés, their perceptions of their peers' behaviour and their beliefs about how employers will interpret their activities. Our data show that especially students involved in associations use ECAs to distinguish themselves from competition. Implications for employers, students and further research are discussed.

学生非全日制工作：是政策问题还是利益问题？=Part-time working by students: is it a policy issue, and for whom? / Smith, Erica; Patton, Wendy // Journal of Education & Work.-2013, 26 (1).-48~76

This paper uses data from interviews with representatives of national and state organisations that have a policy interest in student-working in Australia. The interviewees included representatives from employer bodies and trade unions as well as government organisations. The data are used to discuss these stakeholders' perceptions of the main advantages and disadvantages of working by young full-time students and the ways in which organisations in the business and educational sectors have adapted their policies and practices for student-working. The analysis is then used to inform a discussion about whether this is a legitimate area for public policy formulation and if so, what principles might underpin such policy and what some policies might look like.

在虚拟工作环境里培训学生的合作技能=Preparing students to collaborate in the virtual work world/ Lori K. Long, Patricia A. Meglich // Higher Education, Skills and Work-based Learning.-2013, 3(1).-6 ~16

Purpose – The proliferation of inexpensive and accessible internet communication tools coupled with an increasingly geographically dispersed workforce has increased the use of virtual collaboration in the workplace. To prepare students for a virtual work environment, educators must provide classroom-related opportunities to build students' virtual collaboration skills. The purpose of this paper is to examine the use of virtual collaboration in the workplace, the implications for today's college graduates, and the need to provide students with experience in virtual collaboration. Finally, the paper provides a case study example of a course assignment to build virtual collaboration skills.

教育系统基于工作的学习设计：学习者的经验=Design of educational systems for work based learning (WBL): the learner experience / Lalith Liyanage, Rebecca Strachan, Roger Penlington, Biddy Casselden // Higher Education, Skills and Work-based Learning .-2013, 3(1).-51 ~61

Purpose – Information and communication technologies have transformed higher education providing e-mechanisms to support the delivery of content, communication and interaction. One example is the widespread adoption of virtual learning environments (VLEs) by higher education institutions to provide a key interface among learners, the content and tutors. The aim of this paper is to explore the effectiveness of the design of educational systems for work based learning (WBL) from the learner's perspective. The study includes consideration of the use of technology to support the work based learning process for the learner.

Design/methodology/approach – Case studies from four postgraduate programmes and one undergraduate programme within the School of Computing, Engineering and Information Sciences (CEIS) at Northumbria University are presented. Key results from a survey of students on these programmes are discussed.

Findings – The results demonstrate that there are different motivations for this type of provision when compared with more conventional higher education programmes. In this digital age, technology should be a key enabling factor and students expect its adoption to support the learning process. However, academic institutions and staff are still not fully exploiting the possibilities of new media technologies through adapting their approaches to learning.

Originality/value – Traditionally the WBL concept has focused on two of the stakeholder contexts, namely the learner and the academic environment. Consideration of the other two important stakeholder contexts: the workplace and the external environment could significantly enrich the student experience and overall effectiveness of WBL delivery. The current study aims to address this deficit by considering all four stakeholders contexts in one model in order to evaluate the effectiveness of design of educational systems for WBL. This paper presents the first of these stakeholder contexts, the learner experience.

基于工作的联合传递式学习：对评估制与理论制的质疑=Co-delivered work based learning: contested ownership and responsibility / Denise Meakin, Tony Wall // Higher Education, Skills and Work-based Learning.-2013, 3 (1).-73-81

Purpose – The purpose of this paper is to explore, from a practitioner perspective, the tensions in facilitating the “challenging and complex” terrain of co-delivered work based learning (WBL) – a growing area of practice in the UK, but under-researched and under-discussed – and a possible cutting edge resolution which is currently being developed.

Design/methodology/approach – The article draws from on-going practitioner research using a first person action research methodology which uses critical reflection and peer discussion over two years.

Findings – Although higher education institutions are required (by regulation) to be responsible for the quality of teaching, learning and assessment of the qualifications granted in their name, this becomes problematic in co-delivery. Three tensions emerged which contest such ownership and responsibility: a perception (or preference) of co-delivery trainers to be “trainers delivering training” rather than owning taking responsibility for teaching, learning and assessment; a perceived “legitimacy dilemma” in relation to the relative importance of the training against the assessment elements; and a “displacement” of the academic by her colleagues from an academic position to being part of the training organisation.

Research limitations/implications – Within a tradition of qualitative practitioner research, this article encourages practitioners to consider these possible tensions in their own practice, and possible resolutions.

Practical implications – This paper raises on-going issues in a reportedly “challenging and complex” area of practice, and a possible resolution which is currently being developed.

Originality/value – This paper foregrounds the importance of the practitioner perspective in organisational development and change in the co-delivery of WBL.

3.终身教育

教师终身学习的赠送与传播：离休教师给青年教师留下的知识=Gift and transmission in teachers' lifelong learning: what remains of those who leave / Imbert, Pierre // International Journal of Lifelong Education.-2013, 32 (1).-26-38

This article analyses the activity of those involved in teacher training. Learning effective techniques for action is at the heart of the process of becoming a teacher, which contributes to the general conception of lifelong

learning as the transmission/construction of utilitarian knowledge. We hypothesised that this situation has other dimensions that are often unnoticed on a daily basis, only to become visible once we look for events belonging to longer time-scales. The focus on utility places value on knowledge that has immediate and visible application; yet, some meaningful facts or events cannot be explained solely in these terms, including in such fields as teacher training, which provide unfavourable ground for our hypothesis. These dimensions are analysed here using a theoretical framework incorporating gift theory and the life course of professional practice. The corpus was compiled from self-confrontation interviews with 12 individuals who had given or responded to speeches during four retirement ceremonies in two teacher training institutes of southern France. The analysis shows that these ceremonies reflect organising rituals and contribute to the anti-utilitarian dimension of lifelong learning that is both collective and individual, based on gift cycles, and related to long time-scales of activity. It reverses the traditional idea of teacher training as utilitarian knowledge transmitted by older to younger teachers in favour of lifelong learning by cycles of gift giving. Last, this study opens a research perspective in fields other than teacher training and points towards how applications can be defined according to the results.

计划好日常事情来面对终身学习=When design of everyday things meets lifelong learning..../ Poizat, Germain; Haradji, Yvon; Adé, David // International Journal of Lifelong Education.-2013, 32 (1).-68~79

The present article deals with how the processes of learning and development can be taken into account in the design of everyday things. The objective is to encourage designers to consider the role of appropriation in their work in order to anticipate: (1) the integration of technical tools, objects and devices into a variety of spheres of activity; and (2) the long-range transformations initiated by the use of these things. We hope that this article will encourage exchanges between designers and researchers in the field of lifelong learning, as we are firmly convinced that mutual enrichment is likely and certainly desirable between the fields of design and learning theory. We also assume that making appropriation the basis for design will encourage reforms in the design of training situations.

以互动的和多模式的视点来看待职场背景下所提供的学习环境=Affording learning environments in workplace contexts: an interactional and multimodal perspective / Filliettaz, Laurent // International Journal of Lifelong Education.-2013, 32(1).-107~122

The present article seeks to contribute to reflections about learning in and through practice by addressing some general questions about the role of action and context in work-related training practices. It aims at a better understanding of the conditions under which work-production environments may or may not afford rich learning opportunities to novice workers. How can workplaces produce learning environments for newcomers in a profession? Under what conditions may workplace practices support learning opportunities or, on the contrary, generate obstacles to such opportunities? How can one assist vocational trainers or workplace supervisors to shape adequate learning environments in work-production contexts? To address these general questions, the article adopts a specific theoretical and methodological perspective, linking social theories of vocational learning with concepts and analytical tools borrowed from the fields of sociolinguistics and applied linguistics. It is proposed that an interactional and multimodal approach, based on a fine-grained analysis of discourse and interaction between learners and trainers, may inform about the challenges faced by both learners and trainers in practice-based training programmes. In the present article, these claims are elaborated and illustrated with empirical data gathered in the context of apprenticeship programmes as they are implemented in Switzerland.

毕业五年后, 谁参加与工作有关的培训? 欧洲国家之间的比较=Who attends work-related training five years after graduation? A comparison across European countries / Støren, Liv Anne // International Journal of Lifelong Education.-2013, 32 (2).-165~189

What are the driving forces behind the unequal distribution of training after graduation among higher

education graduates? Participation in lifelong learning is restricted here to work-related training. The paper aims at examining the mechanisms that cause variation in training rates, by taking into account fields of study, personal competency profiles, preferences, motivation and effort, as well as job and workplace-related characteristics and social- and human-capital related variables. International survey data (the Reflex study) five years after graduation are employed. The results indicate that participation in work-related training is mainly triggered by push-factors at the workplace, as well as by motivational factors. The training rates vary across countries, with an especially low participation rate in Norway, and a high participation rate in Finland. The paper discusses the possible reasons for this variation.

与成人教育相结合的工作背景下的知识学习与建设：对葡萄牙的实例研究=To learn and to construct knowledge in the context of work with adult education: a Portuguese case study / Loureiro, Armando; Caria, Telmo H. // *International Journal of Lifelong Education*.-2013, 32 (2).-149~164

Work contexts are frequently referred to as spaces of learning and production of individual and/or collective knowledge. In such contexts specific dynamics are developed which cause the processes of learning and of knowledge production to have particularities. This paper aims at accounting for some dynamics that are associated with those processes, based on the main results of an ethnographic study on the adult educator team of a Portuguese local development association. The research identified ways of working/action rules based on the learning and knowledge production processes in the association. Mutual help, the reformulation and collectivization of practice, reflection in and about the action, and the negotiation of meaning about the practice are some of the mechanisms identified. The study also highlights how those dynamics of knowledge and learning and ways of doing may contribute to a practice which is closer to the needs of the adults to whom this team offers its education and training services.

从农业推广到能力发展：探索新兴形式下的基础实践= From agricultural extension to capacity development: exploring the foundations of an emergent form of practice / Lauzon, Al. // *International Journal of Lifelong Education*.-2013, 32(2).-247~266

This essay argues that capacity development is a response to changes in the organization and practice of agricultural extension as these changes have excluded small resource farmers. In this essay I trace the changes in the organization of agricultural extension through to the emergence of the concept and practice of capacity development. The idea of capacity development is then examined as presented in the existing literature where it is concluded that capacity development is a somewhat vacuous concept. It is then argued that capacity development needs to be understood in the context of an emerging participatory worldview. The foundations of this participatory worldview are then articulated, including the dimensions of a participatory epistemology. The concept of capacity development is then revisited examining the implications of this new worldview for the practice of capacity development followed by the conclusions.

非洲大陆及其为终身学习制定的国际政策：文本启示录=Africa and international policy making for lifelong learning: textual revelations / Preece, Julia // *International Journal of Educational Development*.-2013, 33(1).-98~105

This paper discusses the relationship between international agendas for lifelong learning and financial aid for low income countries, especially those on the African continent. It argues that there are subtle differences in terminology written by policymakers respectively in Europe and South Africa for lifelong learning but that international development agendas reinscribe lifelong learning for countries in receipt of development aid. Taking a postcolonial perspective the paper provides a textual analysis of case examples from policy documents in two African countries to demonstrate how international aid priorities negatively affect government choices and policies for lifelong learning, in spite of more regional analyses of the role of education and lifelong learning for

the continent's development needs. It argues that the inclusion of indigenous worldviews from the south have potential to enhance a global agenda for the social purpose element of lifelong learning.

任职资格结构和学习效果：欧洲终身学习地区的挑战模式=Qualifications frameworks and learning outcomes: challenges for Europe's lifelong learning area / Bohlinger, Sandra // Journal of Education & Work.-2012, 25 (3).-279~297

Qualifications frameworks are political instruments that are supposed to facilitate the assessment of learning outcomes. They are hoped to be drivers for change since they are meant to provide the impetus for a number of fundamental reforms required in education and training systems. These considerations frame the design and implementation of coherent reforms, strategies and instruments. Thus, there are conceptual, political and procedural issues which are equally worthy of attention. Focusing on the European area, this paper addresses the question of whether the development of qualifications frameworks yields the anticipated benefits of the 'shift to learning outcomes'. The aim of the contribution is to review previous experience with learning outcomes and its links with qualifications frameworks as well as to analyse the current trends and challenges within the European countries.

英国继续教育和美国社区教育大学的观察比较=A comparative view of Colleges of Further Education (UK) and Community Colleges (US): maintaining access in an era of financial constraint / Jephcote, Martin; Raby, Rosalind Latiner // Research in Post-Compulsory Education.-2012, 17 (3).-349~366

In an era of financial constraint, this article gives attention to the role of 'community college global counterparts' by comparing colleges of further education in the UK with community colleges in the US. It points to similarities between the two and the ways in which budgetary constraints impact on them – and, in particular, on access opportunities for different groups of students, such as those from non-traditional backgrounds. It is suggested that admission is not so much an issue of selection, but one of social, cultural and economic capital, and how this plays out in terms of getting into college, staying in college and differential progression into higher education or higher-level occupations is considered.

社区大学机构涉及社区计划学习的经验=The Experience of Community College Faculty Involved in a Learning Community Program / Jackson, Dimitra Lynette; Stebleton, Michael J.; Laanan, Frankie Santos // Community College Review.-2013, 41 (1).-3~19

A study was undertaken to determine how teaching in learning communities (i.e., courses that are linked or intentionally integrated in terms of learning objectives and shared assignments) affects the perspectives and work of community college faculty members. Interviews with 14 faculty members who taught in learning communities at a Midwestern community college indicated that the benefits of participation included greater empathy for and awareness of students, the development of authentic relationships with students, enhanced engagement in the larger campus community, and active collaboration and professional development with faculty colleagues across disciplines. Study limitations and implications are discussed.

4.就业指导

1984年到2005年西德青年从学校到工作进入劳动力市场的性别差异转换趋势=Trends in gender disparities at the transition from school to work: labour market entries of young men and women between 1984 and 2005 in West Germany / Jacob, Marita Kleinert, Corinna Kühhirt, Michael // Journal of Vocational Education & Training.-2013, 65 (1).-48~65

This paper examines trends in school-to-work transitions of young men and women with lower and higher secondary education in West Germany between 1984 and 2005. This period was marked by an increase in young women's educational attainment and a continuous growth of the service sector. We assume that both developments have benefited women more than men in terms of smooth labour market integration. Results from discrete event history analyses show that in recent years women indeed found their first job faster than men. However, this is not mainly due to an improvement in young women's chances to enter employment, but to deteriorating employment prospects of men, in particular of unskilled men.

毕业生偏向于最初完成的职业教育培训吗？对德国，英国和瑞士公司招聘策略的研究情况=

Are graduates preferred to those completing initial vocational education and training? Case studies on company recruitment strategies in Germany, England and Switzerland./ Hippach-Schneider, Ute; Weigel, Tanja; Brown, Alan; Gonon, Philipp // Journal of Vocational Education & Training. -2013,. 65 (1).-1~17.

The German and Swiss economies value skilled work highly and initial vocational education and training (IVET) has been the predominant traditional pathway into such work. However, concerns about a more 'knowledge-based society' and the 'academic shift in the labour market' are starting to undermine the status associated with those who complete IVET pathways and these former trainees also face competition from graduates from the relatively new Bachelor programmes in Switzerland and Germany. An international project investigated whether these developments pose a threat to developed IVET systems and whether companies are changing their recruitment strategies and how they rate the status of IVET. The findings from Germany and Switzerland were compared with the situation in England, the home of two-phase HE structures along with a very different tradition of vocational training. The findings from individual case studies in England, Germany and Switzerland are presented here, with the focus on the expectations of companies towards applicants with experience of IVET or Bachelor's degrees.

大学生安排就业服务：能被雇主接收和优先合作介入的探究调查=Student placement service: An exploratory investigation of employer retention and a "Priority Partner" intervention / Walsh, Francis D.; Byrne, Seán // Education + Training.- 2013, 55 (2).-139~158

Purpose – The purpose of this paper is to investigate the factors relating to retention of employers on an undergraduate work placement programme in a third level institution. Design/methodology/approach – An action research methodology involving problem diagnosis, intervention planning, action and evaluation is employed. The diagnosis involved a survey of 130 employers that had taken students on placement during the first two years of the placement programme. The action research also involved workshops with the work placement team and the making of an intervention with respect to enhancing the placement process through the introduction of a Priority Partner initiative for 26 of the employers. Findings – The survey findings reveal differences in the ranking of importance of college selection criteria by employers, as well the impact of the placement manager's characteristics on the placement process. The intervention findings show that the employer retention percentage increased for the Priority Partners but remained the same for the other employers. Research limitations/implications – The study reports qualitative findings in the context of a placement programme in one institution which limits external validity. Practical implications – Employer retention would seem to be improved with the development of a customer relations management orientation with employers. The role of the placement manager is pivotal to enhancing the retention of employers as is the quality and professionalism of the work placement service. Originality/value – New empirical data extends the very limited understanding of company retention on work placement programmes.

用本科教育中知识转换合作的方法和基于实践的培训来鼓励雇主签约=Using the Knowledge Transfer Partnership approach in undergraduate education and practice-based training to encourage employer

engagement / Harris, Margaret; Chisholm, Colin; Burns, George // Education + Training.- 2013, 55 (2).- 174--190

The purpose of this paper is to provide a conceptual viewpoint which proposes the use of the post graduate Knowledge Transfer Partnership (KTP) approach to learning in undergraduate education and practice-based training. Design/methodology/approach – This is an examination of the KTP approach and how this could be used effectively in undergraduate education and training to encourage and increase practice-based learning and employer engagement. The methodology consists of a literature review, and a case study of the KTP approach. The literature reviewed examines the KTP approach, employer engagement in education and strategic government approaches to stimulate investment in knowledge and skills for workforce development, and the development of practice-based learning in the UK. The KTP provides a case study to illustrate a successful model of employer engagement, which benefits all parties to it, and assists with the strategic development required by successive governments. Findings – The suggestions are based on the authors' investigation and their understanding and experience of: the KTP approach; practice-based learning; undergraduate education; and learning and teaching approaches. The paper suggests that the KTP approach (normally a post-graduate model) could be extended to undergraduate education to provide sustainable practice-based learning that fits well with the strategies and ideologies of government, employers and academia. Practical implications – Barriers to employer and academic engagement, such as that linked to the confused terminology used to describe practice-based learning, and competing political ideologies, should be researched further to gain a better understanding of how to mitigate these in order to make the KTP approach in undergraduate education successful. The implications are that synergistic development of the KTP approach in an increased range of academic and workplace partnerships needs to be done before a fully tested model could be agreed. Originality/value – The originality is the idea of utilising a well acknowledged post-graduate model of learning within an undergraduate environment. The value is to increase the awareness of the benefits of the KTP and how the approach could be adapted for use in undergraduate environments for the eventual benefit of students, academics, employers and policy makers.

雇佣签约的成功与挑战: 一种新型的毕业任职资格=Successes and challenges of employer engagement: the new Diploma qualification / Huddleston, Prue; Laczik, Andrea // Journal of Education & Work..-2012, 25(4) .-403~421

The involvement of business, including the engagement of employers, with the education sector, in particular across the secondary phase, has been a contested area for over 30 years. A recent example of employer engagement is the development of the new Diploma qualifications, introduced as part of the 14–19 education reform in England and supposedly, employer-designed qualifications: knowledge and transferable skills are developed in an applied context. It is argued that employer involvement in Diploma development represented an extreme manifestation of employer engagement. Research data reveal employers' enthusiasm and commitment to the task and their appreciation of being able to participate in shaping the education landscape in a significant way. At the same time the question is raised whether employers were stretched beyond their capacity. Even though a large number of employers were mobilised, there were clear insufficiencies in the process. Considering the size and spread of employers in England, the number of participating employers was small and so could not be representative. Employers were unfamiliar with the technicalities of qualifications development, and many felt that their initial vision and content suggestions were not incorporated as the qualification developed. Despite employers' good will, the question is raised about sustainability of existing employer engagement in the current economic climate, let alone its intensification.

职业生涯准备: 生涯规划和适应新工作的再访=Career-Life Preparedness: Revisiting Career Planning and Adjustment in the New Workplace / Lent, Robert W // Career Development Quarterly.-2013, 61(1) .-2~14

Although the economic and social context of work appears to be changing for more and more people, the author argues that time-honored and empirically supported theories of career development continue to be relevant

and useful. However, these theories and the core assumptions that underlie them (e.g., the "matching metaphor") may need to be augmented by models and methods that help students and workers to prepare to a greater degree for difficult developmental transitions, obstacles to preferred career paths, and negative career-life events such as unplanned job loss. The author offers a view of "career-life preparedness" that, while informed by social-cognitive career theory, is largely compatible with other approaches to career development and is linked conceptually to other recent work on career adaptability, resilience, and coping.

韩国大学生的荷兰类型以及职业妥协过程=South Korean College Students' Holland Types and Career Compromise Processes / Ju-Ri Joeng; Turner, Sherri L.; Ki-Hak Lee // Career Development Quarterly.-2013, 61(1).-64~73

This study explored South Korean college students' career compromise processes and examined whether preferences for sex type, prestige, or interests would be differentiated by Holland theme interest types, gender, or college major. Participants were South Korean undergraduate students from 2 universities in Seoul, South Korea. They were asked to choose 1 occupation from each of 168 pairs of occupations using a forced-choice format. A total of 376 surveys were analyzed. There were significant main effects for Holland interest types and for gender but not for college major on their career compromise processes. Implications for career counselors and researchers are discussed.

关于职业指导中的利益保障和就业评价历史=The History of Interest Inventories and Career Assessments in Career Counseling / Harrington, Thomas; Long, Jennifer // Career Development Quarterly.-2013, 61 (1).-83~92

Interest inventories and career assessments continue to be used to support practitioners as they work to uncover client interests, abilities, skills, motivations, values, and other personal factors that help individuals self-define and construct their career. The skilled use of career inventories and assessments remains a minimum competency of career service providers' ability to successfully partner with their clients. A history of the evolution of assessment from 1914 through 1974 and considerations for the future of assessment are highlighted to provide historical perspective to inform practitioners as they serve the diverse needs of complex client populations.

同预科大学学生谈就业指导=Using Narrative Career Counseling With the Underprepared College Student / Hughes, Amber N.; Gibbons, Melinda M.; Mynatt, Blair // Career Development Quarterly.-2013,61(1).-40~49

An increasing number of students enter college underprepared. These students do not have the academic skills to take college-level courses and are placed in remedial classes. Career counseling can help underprepared college students make educated career decisions based on their current situations. This article explores the characteristics of underprepared college students, examines career-related issues these students face, and reviews the literature on narrative career counseling. The life design method is applied to a case example of an underprepared college student to demonstrate how to best serve the needs of these students.

偶然的学习理论被运用到偶然职业转换=Applying the Happenstance Learning Theory to Involuntary Career Transitions / Krumboltz, John D.; Foley, Pamela F.; Cotter, Elizabeth W // Career Development Quarterly.-2013, 61 (1).-15~26

The happenstance learning theory (HLT) proposes a model of career counseling that helps clients to build more satisfying personal and work lives. Although reflective listening remains an essential part of the process, HLT is an action-oriented approach to helping clients to both create and benefit from unplanned events. Success is measured not by what happens during the counseling interview but by what the client experiences in the real world during and after counseling. A case study illustrates how HLT might be applied with a client who has been laid off after 20 years on the job.

文科专业运用基于工作的混合模式学习的早期职业教育=Educating the early career arts professional using a hybrid model of work based learning / Peter Bryant, Adesola Akinleye, Alan Durrant // Higher Education, Skills and Work-based Learning.-2013,3 (1).-17-29

Purpose – Using data drawn from two cohorts of learners studying the Bachelor of Arts (Professional Practice) programme at Middlesex University, the purpose of this paper is to critically analyse the effectiveness of work based learning in improving the skills bases of early career arts professionals in the twenty-first century and to explore the changing place and role of “traditional” concepts of knowledge and teaching.

Design/methodology/approach – This study utilised a collaborative action research approach in order to categorise and theorise the themes that have emerged from the practice of delivering the programme, and to provide data that informed the on-going curriculum development.

Findings – The study identified three emerging themes in terms of the role of knowledge attainment for the early career arts professional undertaking workbased learning. First, knowledge attainment processes shift from a push model to a pull model, second the authors noted a change in the inequalities in knowledge attainment facilitated by the use of the web 2.0 platforms and third it is argued that there are recognisable differences in the value and use of experientially gain knowledge in the establishing and in the established practitioner. The study then suggests changes that may occur in terms of curriculum design, delivery and pedagogy to support establishing arts professionals through a work based learning programme.

Originality/value – There is a limited research discourse on the authenticity of the use of work based learning with early career professionals. Further, the study of this emerging cohort for work based learning programmes at Middlesex University points to a wider discourse in terms of positioning work based learning in volunteer environments, third sector and other creative industries contexts where the notion of work is challenged and the connection of learning to practice less firmly set in the established identity of a workplace.

5.高等教育

基于游戏的虚拟环境学习：高等教育中的比较评价=Learning in a game-based virtual environment: a comparative evaluation in higher education / Mayer, Igor; Warmelink, Harald; Bekebrede, Geertje. // European Journal of Engineering Education.-2013,38(1).-85~106

The authors define the requirements and a conceptual model for comparative evaluation research of simulation games and serious games (SGs) in a learning context. A first operationalisation of the model was used to comparatively evaluate a suite of 14 SGs on varying topics played between 2004 and 2009 in 13 institutes of higher education in the Netherlands. The questions in this research were: what is the perceived learning effectiveness of the games and what factors explain it? How can we comparatively evaluate games for learning? Data were gathered through pre- and post-game questionnaires among 1000 students, leading to 500 useful datasets and 230 complete datasets for analysis (factor analysis, scaling,t-test and correlation analysis) to give an explorative, structural model. The findings are discussed and a number of propositions for further research are formulated. The conclusion of the analysis is that the students’ motivation and attitudes towards game-based learning before the game, their actual enjoyment, their efforts during the game and the quality of the facilitator/teacher are most strongly correlated with their learning satisfaction. The degree to which the experiences during the game were translated back into the underlying theories significantly determines the students’ learning satisfaction. The quality of the virtual game environment did not matter so much. The authors reflect upon the general methodology used and offer suggestions for further research and development.

主张平等主义的方法论和工程教育研究=Feminist methodologies and engineering education research / Beddoes, Kacey // European Journal of Engineering Education.-2013, 38 (1).-107~118

This paper introduces feminist methodologies in the context of engineering education research. It builds upon other recent methodology articles in engineering education journals and presents feminist research methodologies as a concrete engineering education setting in which to explore the connections between epistemology, methodology and theory. The paper begins with a literature review that covers a broad range of topics featured in the literature on feminist methodologies. Next, data from interviews with engineering educators and researchers who have engaged with feminist methodologies are presented. The ways in which feminist methodologies shape their research topics, questions, frameworks of analysis, methods, practices and reporting are each discussed. The challenges and barriers they have faced are then discussed. Finally, the benefits of further and broader engagement with feminist methodologies within the engineering education community are identified.

荷兰高等教育中工程学课程的工程同一性发展：来自教育工作者视点的探索性研究

=Development of an engineering identity in the engineering curriculum in Dutch higher education: an exploratory study from the teaching staff perspective / Dehing, Fons; Jochems, Wim; Baartman, Liesbeth // European Journal of Engineering Education.-2013, 38 (1).-1~10

How do engineering students develop a professional identity during the course of the curriculum? What are the development mechanisms and important conditions? In an exploratory study among teachers the authors tried to find out whether the development of engineering identity can be understood by using the theoretical models of Ibarra and Sullivan. The results showed that the development of engineering identity is boosted during the internship in industry in the third year. Furthermore, the theoretical models could be recognised in the findings and four interaction types in internships, with significant differences in effect on identity development, could be identified if two dimensions were used: (1) industry supervisors' perception of students; (2) the professional responsibility awarded. Some recommendations for curriculum improvement could be made; for example, introducing projects into the curriculum to stimulate identity development from the start. Further research is required on students' preparation for internships.

教学问题由谁来解决=Teaching problem solving: Don't forget the problem solver(s) / Ranade, Saidas M.; Corrales, Angela. // European Journal of Engineering Education.-2013, 38 (2).-131~140

The importance of intrapersonal and interpersonal intelligences has long been known but educators have debated whether to and how to incorporate those topics in an already crowded engineering curriculum. In 2010, the authors used the classroom as a laboratory to observe the usefulness of including selected case studies and exercises from the fields of neurology, artificial intelligence, cognitive sciences and social psychology in a new problem-solving course. To further validate their initial findings, in 2012, the authors conducted an online survey of engineering students and engineers. The main conclusion is that engineering students will benefit from learning more about the impact of emotions, culture, diversity and cognitive biases when solving problems. Specifically, the work shows that an augmented problem-solving curriculum needs to include lessons on labelling emotions and cognitive biases, 'evidence-based' data on the importance of culture and diversity and additional practice on estimating conditional probability.

从学生的视角来对通信工程真实实验室和虚拟实验室的比较研究

=A comparative study on real lab and simulation lab in communication engineering from students' perspectives / Balakrishnan, B.; Woods, P. C // European Journal of Engineering Education.-2013, 38 (2).-159~171

Over the years, rapid development in computer technology has engendered simulation-based laboratory (lab) in addition to the traditional hands-on (physical) lab. Many higher education institutions adopt simulation lab, replacing some existing physical lab experiments. The creation of new systems for conducting engineering lab activities has raised concerns among educators on the merits and shortcomings of both physical and simulation labs; at the same time, many arguments have been raised on the differences of both labs. Investigating the

effectiveness of both labs is complicated, as there are multiple factors that should be considered. In view of this challenge, a study on students' perspectives on their experience related to key aspects on engineering laboratory exercise was conducted. In this study, the Visual Auditory Read and Kinetic model was utilised to measure the students' cognitive styles. The investigation was done through a survey among participants from Multimedia University, Malaysia. The findings revealed that there are significant differences for most of the aspects in physical and simulation labs.

世界一流工程大学的课程计划的共性元素=Common elements of capstone projects in the world's top-ranked engineering universities / Ward, Thomas A // *European Journal of Engineering Education*.-2013, 38(2).-211~218

'Capstone' is a metaphor used to describe a final achievement that builds upon previous works and encapsulates them. Capstone projects are included in engineering curricula to integrate multi-disciplinary subjects and teach professional skills that are difficult to impart in a traditional lectured course. Since these projects serve to transition students into professional engineers, they have a direct impact on a university's industry reputation and ranking. Therefore, it is worthwhile to study the capstone programmes implemented at the world's top-ranked engineering universities to discover common elements which characterise them. In this paper, common elements of the capstone programmes implemented in mechanical and aerospace engineering undergraduate programmes in the world's top-ranked engineering universities are identified and analysed to determine established best practices. These practices can be modelled and applied to the pedagogy of engineering programmes at universities around the world to improve the development of professional skills of future graduates.

利用环球虚拟工程课程团队的通信技能发展信任关系=Communication skills to develop trusting relationships on global virtual engineering capstone teams / Zaugg, Holt; Davies, Randall S. // *European Journal of Engineering Education*.-2013, 38 (2).-228~233

As universities seek to provide cost-effective, cross-cultural experiences using global virtual (GV) teams, the 'soft' communication skills typical of all teams, increases in importance for GV teams. Students need to be taught how to navigate through cultural issues and virtual tool issues to build strong trusting relationships with distant team members. Weekly team meetings provide an excellent opportunity to observe key team interactions that facilitate relationship and trust-building among team members. This study observed the weekly team meetings of engineering students attending two US universities and one Asian university as they collaborated as a single GV capstone GV team. In addition local team members were interviewed individually and collectively throughout the project to determine strategies that facilitated team relations and trust. Findings indicate the importance of student choice of virtual communication tools, the refining of communication practices, and specific actions to build trusting relationships. As student developed these attributes, collaboration and success was experienced on this GV team.

马来西亚和日本这两种跨界形式的高等教育学位课程对劳动力市场产生的效果=The labor market outcomes of two forms of cross-border higher education degree programs between Malaysia and Japan / Koda, Yoshiko; Yuki, Takako // *International Journal of Educational Development*.-2013, 33(4).-367~379

This paper examines the labor market outcomes of two different forms of cross-border higher education degree programs (i.e., study abroad vs. twinning) between Malaysia and Japan. Based on a new graduate survey, it examines whether there are differences in the labor market outcomes between the two programs and what other factors have significant effects on the labor market outcomes. We observed no significant differences in the labor market outcomes between the two programs. Instead, the degree fields, internship, and university rankings are significant for the first employment. For current work, post-graduation qualifications and skills such as English become important.

高等教育水平是为实现高等教育个人收益：来自马来西亚的新证据=Higher levels of education for higher private returns: New evidence from Malaysia / Kenayathulla, Husaina Banu // International Journal of Educational Development.-2013, 33(4).-380~393

This study provides new and more accurate information about private rates of return to education (RORE) in Malaysia. Most of the prior studies on RORE have not addressed selectivity bias, and those that have are based on an older data set. The findings suggest that for both males and females, the average private returns to education are highest at the secondary (16.5 percent and 27.2 percent, respectively) and university (15.5 percent and 16.1 percent, respectively) education levels. Thus, it is important to pursue education until the secondary level and further to the university level to capture higher returns to education.

高等教育和公民构成问题=Higher Education and Problems of Citizenship Formation / White, Morgan // Journal of Philosophy of Education.-2013, 47 (1).-112~127

The purpose of the university should be grounded in the concept of citizenship rather than the promise of increased future earnings and research consultancy work. However, this conception of citizenship should be republican rather than liberal. British higher education institutions have suffered at the hands of mechanisms intended to promote accountability. The concept of accountability has undermined the legitimate authority of the university. As pressures from student fee increases, fiscal austerity and accountability mechanisms further undermine the ethic of scholarship, the idea of the university needs to recover its central purpose to ward off civic privatism.

从高中到大学：可再造的学生能力=From high school to university: students' competences recycled / Dias, Diana; Sá, Maria José // Research in Post-Compulsory Education.-2012, 17 (3).-277~291

The process of transition from high school to higher education might be viewed as a continuum of learning new codes of conduct that guide the exercise of a (re)new(ed) student craft. This article presents a qualitative analysis of the results of interviews conducted with students, focusing on the need for students to trigger a set of adaptive skills to a new and dynamic environment, using their 'old' pupil competences acquired in high school and recycling them to cope with this life challenge. The study concludes that transition to higher education is perceived by students as a hard challenge, implying a learning of a renewed student craft, which requires learning new codes that brand intellectual and social life. The transition is made from the pupil's craft to the student's craft, but there is also a social promotion from the school culture to the academic culture.

职业化的重新定位：师资力量，指导，政策和实践=Repositioning professionalism: teachers, mentors, policy and praxis / Ingleby, Ewan; Tummons, Jonathan // Research in Post-Compulsory Education.-2012, 17 (2).-163~178

This article reflects on the interplay between the recommended policy of providing mentors for PCET ITT (Post-Compulsory Education and Training Initial Teacher Training) students and the praxis or application of this policy. The findings are based on questionnaire data that has been gathered from 80 PCET ITT students and their mentors alongside semi-structured interview data from eight mentors. The research has been funded by the UK Higher Education Academy via ESCalate's Developing Pedagogy and Practice research grant scheme. There appears to be a repositioning of professionalism because the ideal of a mentoring relationship that is developmental may become in reality a process that is judgemental in nature. The research data sheds new light on the work of Michel Foucault by viewing PCET ITT mentoring through this theoretical lens.

国家，市场和波斯瓦纳高等教育=The state, markets and higher education reform in Botswana / Tabulawa, Richard; Polelo, Mino; Silas, Onalenna // Globalisation, Societies & Education.-2013, 11 (1).-108~135

Market forces are being introduced in public spheres such as higher education and public health, which hitherto were closed to such forces. Ironically, it is the state that is responsible for this process of marketisation. Some see this state action as leading to a growing influence of the state in public policy while others see an attenuation of its role. Critiquing this market-state incompatibility thesis from a geo-spatial perspective on globalisation, this paper calls for an articulation of state-market relations that emphasises their interpenetration. Using Botswana as a case study, the paper argues that although on-going tertiary education reforms in the country are characterised by the state's promotion of market forces this does not mean that the state is retreating, leaving the sub-sector to the vagaries of the market. Contrarily, the state is employing marketisation to reform the sub-sector so that it is responsive to labour and skills demands of an economy aspiring to be knowledge-based.

6.教育学

教师为什么缺乏讲课能力？用能力要素法和批判实在论来说明坦桑尼亚教师表现=Why are teachers absent? Utilising the Capability Approach and Critical Realism to explain teacher performance in Tanzania / Tao, Sharon // *International Journal of Educational Development*.-2013, 33 (1).-2~14

Tanzanian teachers have been criticised for a variety of behaviours such as absenteeism, lack of preparation and rote-teaching. This paper introduces an analytical framework that attempts to provide explanations for these behaviours by locating Capability Approach concepts within a Critical Realist theory of causation. Qualitative data from three primary schools will contextualise this framework and demonstrate how criticised practices are often a product of teachers contending with capability constraint. By reframing teacher actions this way it is hoped that a more nuanced understanding of teacher performance might be had, which may enhance measures aiming to improve it.

在国际发展中新出台的融合教育：来自巴布亚新几内亚的经验教训=The inclusion of inclusive education in international development: Lessons from Papua New Guinea / Le Fanu, Guy // *International Journal of Educational Development*.-2013, 33(2).-139~148

A new 'inclusive' curriculum has been introduced in Papua New Guinea, with significant levels of support from a bilateral development agency. The curriculum is inclusive in the sense that it is designed to meet the diverse, complex, and ever-changing needs of students. Research indicates the curriculum has been shaped by various influences, most particularly Western educational ideology. Research in remote rural schools revealed that stakeholders were unable and unwilling to adopt many of the precepts of the new curriculum. Broader analysis indicates that this is likely to be the case elsewhere in PNG. In the light of these findings, it is proposed that international development agencies (IDAs), if they wish to effectively promote inclusive education, should become more 'inclusive' organisations – in the sense that they should adopt more responsive and participatory approaches in low income countries.

关于中国大学生在个体特征作用、社会经济状况、政治制约下实现领导角色的作用=The effects of individual characteristics, socioeconomic status, and political engagement on the attainment of student leadership roles in Chinese university students / Wu, Ching-Ling; Bao, Wei // *International Journal of Educational Development*.-2013, 33 (2).-149~155

This study analyzes the effects of individual characteristics, socioeconomic status, and political engagement among Chinese university students with respect to their attainment of student leadership roles. The study investigated 10,930 students from elite Chinese universities. The results showed that female and only-child students were more likely to become student leaders than male students and students with siblings. Students from local Hukou (household registration) were less likely than students from nonlocal Hukou, to become student

leaders. Each upgrade of one level in the membership of the Chinese Communist Party doubled the students' odds for attaining student leadership roles.

用能力要素法发展共同教学法：撒哈拉非洲计划中利用开放教学资源（CER）的教师教育=Developing a pedagogy of mutuality in a capability approach: Teachers' experiences of using the Open Educational Resources (OER) of the teacher education in sub-Saharan Africa (TESSA) programme / Murphy, Patricia; Wolfenden, Freda // International Journal of Educational Development.-2013, 33(3).-263~271

The TESSA (teacher education in sub Saharan Africa) programme aims to improve teacher education at scale by developing open educational resources (OER) that allow sustainable and locally managed pedagogical change in higher education institutions and schools. The article offers a sociocultural theoretical rationale for the pedagogy of mutuality represented in the TESSA OER; and for the research approach to understanding pedagogical change that recognises the dialectical relationships between national policies and institutional structures and practices, and the consequent impact of these on teachers' practice and pupils' learning. It reports from an interview-based enquiry, from the project 1 [1] The project is funded by the William and Flora Hewlett Foundation. 'Extending and embedding TESSA OER', looking at how teacher educators at a Kenyan University served to broker changes in pedagogy within the institution and its partner schools. Two school-based cases are discussed that highlight the role teachers, who take up these pedagogical challenges play in further brokering change in their local institutions; some of the influences that support the process of institutional change are identified and how these are understood and reported to increase access and enhance learning for all pupils.

泰国校长引导教学质量改革能力的探索=Exploring principal capacity to lead reform of teaching and learning quality in Thailand / Hallinger, Philip; Lee, Moosung // International Journal of Educational Development.-2013, 33 (4).-305~315

In 1999 Thailand passed an ambitious national educational law that paved the way for major reforms in teaching, learning and school management. Despite the ambitious vision of reform embedded in this law, recent studies suggest that implementation progress has been slow, uneven, and lacking deep penetration onto classrooms. Carried out ten years after the launch of the reform law, the current research sought to expand on these earlier studies by examining the capacity of Thailand's principals to lead reforms in teaching and learning. The study developed a national profile of principal instructional leadership using a Thai Form of the Principal Instructional Management Rating Scale (Hallinger, 1994). The overall profile of 1195 primary and secondary school principals suggested a moderate level of engagement in two dimensions (Creating a School Mission and Developing a Positive School Learning Climate) and a lower level of activity on the dimension, Managing the Instructional Program. The results provide preliminary evidence which suggests that a more systematic human resource strategy is needed in order to ensure that Thailand's key school leaders have the knowledge, skills and motivation needed to support changes in teaching and learning envisioned in the nation's education reforms.

促进标准，实际经验和认知观念：中国重点大学的定性研究=Promotion criteria, faculty experiences and perceptions: A qualitative study at a key university in China / Jingning, Zhang // International Journal of Educational Development.-2013, 33(2).-185~195

The purposes of this micro-level, detailed qualitative study of a university faculty in a large city in China are threefold: to identify the sources of institutional promotion criteria, to illustrate the experiences of frontline faculty members with these criteria and their perceptions of them, and to discuss the possible bearings of the findings on the modification and reform of the existing system for faculty evaluation and promotion in China. The data and analyses suggest that promotion criteria at the institutional level are largely influenced and determined by the policies that are developed by regimes at the national level. My research further suggests that faculty members are highly reflexive and pragmatic with respect to external definitions of scholarship. Future efforts in faculty

evaluation and promotion might need to move the locus of the teaching criteria for promotion to the departmental and workgroup levels and broaden the research criteria to include faculty “knowledge application.” Research work may need to be reviewed for content rather than evaluated in terms of language or quantity.

埃塞俄比亚学校的公民教育：多元文化背景下所采用的范例，指导技术和民主公民=Civic education in Ethiopian schools: Adopted paradigms, instructional technology, and democratic citizenship in a multicultural context / Semela, Tesfaye; Bohl, Thorsten; Kleinknecht, Marc // International Journal of Educational Development.-2013, 33(2).-156~164

After nearly two decades of military dictatorship, democratic civic education has been integrated into the Ethiopian school curriculum. This paper examines the policy–practice concordance in implementing the civic education curriculum based on empirical evidence generated on the philosophical underpinnings, curricular contents, pedagogical approaches, and the role of instructional technology. Data were gathered through a questionnaire survey on 179 randomly selected high school students, key informant teachers, and content analysis of students’ textbooks, teachers’ guides, and official policy documents. The findings reveal that the existing civic and ethical education curriculum is eclectic in its character blending the minimal interpretation of democratic civic education with the inclusive conception of ethno-cultural diversity relevant to multicultural societies. Nevertheless, the manner in which the TV-instruction is used in classrooms is found to hinder interactive learning that is instrumental to nurture democratic and active citizens.

教育关于认识论的叙事研究=On the Epistemology of Narrative Research in Education / Caduri, Galit // Journal of Philosophy of Education.-2013, 47 (1).-37~52

The purpose of this article is to explore the epistemological foundations of narrative research in education. In particular, I seek to explain how one can obtain knowledge, given its origin in teachers' subjective experiences. The problem with rhetorical and aesthetic criteria that narrative researchers use to warrant their knowledge claims is not that they don't meet a correspondence criterion of truth as post-positivists contend, but rather that they fail to connect teachers' ethical views with their practice. Since narrative research is aimed at understanding teachers' actions and not at seeking some kind of mechanism in teachers' behaviour, the link between past experiences and present teaching practice is not causal but teleological. I suggest that although the knowledge claims of narrative researchers may not be justified (because they don't meet the criteria of truth as correspondence theory), we might nonetheless be intellectually entitled to accept them. Entitlement is an epistemic right or warrant that constitutes knowledge as justification, but uses different reasons-teleological not causal explanations. I offer three criteria to establish entitlement to accept narrative researchers' findings: (1) the meeting of rhetorical standards such as plausibility, adequacy, and persuasion; (2) the inclusion of teachers' stories about their pedagogical practice; (3) the meeting of ethical criteria that connects a teacher's actions to an articulate and defensible end-in-view or vision of the good.

学生和教师之间口语互动的模仿意义=The Significance of Emulation in the Oral Interaction Between Teacher and Students / Kindeberg, Tina // Journal of Philosophy of Education.-2013, 47(1).-99~111

The lack of attention to the role of emotions generally has led modern learning theories to neglect the importance of emulation as a pedagogical support to students' learning. One reason could be that the influence of teacher personality is not considered in relation to learning outcome. Another reason may be that the concept of emulation has been used as a psychological conception for one-way transmission. From a pedagogical rhetorical perspective, it is here argued that emulation and its pedagogical function is rooted in three human conditions: the biological, moral and political. The framework for this reasoning is discussed, as well as historical changes in pedagogical focus. Finally, it is concluded that the educative character of the teacher has a crucial impact on how willing students are to interact and share the teachers' knowledge, skills and values. Therefore, there is a need for a

greater awareness of these aspects to be developed among teachers.

课程设计和认识的提升=Curriculum Design and Epistemic Ascent / Winch, Christopher // Journal of Philosophy of Education.-2013, 47 (1).-128~146

Three kinds of knowledge usually recognised by epistemologists are identified and their relevance for curriculum design is discussed. These are: propositional knowledge, know-how and knowledge by acquaintance. The inferential nature of propositional knowledge is argued for and it is suggested that propositional knowledge in fact presupposes the ability to know how to make appropriate inferences within a body of knowledge, whether systematic or unsystematic. This thesis is developed along lines suggested in the earlier work of Paul Hirst. The different kinds of know-how and their relationships are discussed and it is suggested that they occupy different places and different relationships in any curricular hierarchy. The changing role that knowledge by acquaintance plays within this hierarchy is also discussed. Implications of this account for the current National Curriculum and for curriculum design more generally are discussed, looking at History, Science and Design Technology as examples.

讲奉献就是愚人之举吗？职业道德和受教育程度之间敬业精神的再思考=Only fools? Reconsidering the relationship between commitment to the work ethic and educational attainment / Dunn, Andrew // Journal of Education & Work.-2013, 26(1).-1~20

This article argues that work ethic research has suffered from a tendency to conflate preference and morality, and that this has been particularly detrimental to our understanding of the relationship between commitment to the work ethic and educational attainment. The work ethic is almost always measured quantitatively, yet in-depth research offers a fuller understanding of individuals' moral beliefs and motivations, and it can provide possible explanations for the very different results established by the various quantitative measures. Findings from 50 in-depth interviews offered support to those who claim that work morality is largely a 'wealth ethic' – about not being dependent upon state benefits. Education strongly influenced moral beliefs. Crucially, while the more educated were the least likely to moralise in favour of work or the 'wealth ethic' and most disliked lower status employment, they could expect to score highly on measures of the work ethic that emphasise preference rather than morality because their education usually secured them enjoyable 'career' jobs. Furthermore, the fact that preferences play such an important part in work ethic measurement might help explain the discrepancy between theoretical claims of a declining work ethic and empirical studies which demonstrate that it is thriving.

英国教育和社会阶层的重构=Education and the reconstitution of social class in England / Ainley, Patrick // Research in Post-Compulsory Education.-2013, 18 (1/2).-46~60

This paper extends the work of Gamble, who followed Marx in seeing a reconstitution of the reserve army of labour as a key function of capitalist crisis, but it suggests a wider class reformation that includes what can be called the middle-working / working-middle class. Education and training to all levels are deeply implicated in this class reformation, not only by relegating an unskilled section of the previously manually working class to worthless vocational certification at one end, but in cramming for academic qualifications to 'restart social mobility' at the other. The riots of summer 2011 are seen as a crystallisation of this new class formation, which goes further than during economic crisis in the 1970s manifested in what Finn called 'training without jobs' to be succeeded by what Ainley and Allen called 'education without jobs'. Delusionary efforts to 'educate our way out of economic crisis' are questioned in relation to 'education's credibility crunch' since there is no 'new correspondence' between education and the economy so that the main remaining 'function' of institutionalised education and training is increasingly one of social control. Education must therefore regain its purpose of critically learning from the past to meet the crisis of the present.

全球化，教育同步和教师教育的挑战=Globalisation, the challenge of educational synchronisation and teacher education / Papastephanou, Marianna; Christou, Miranda; Gregoriou, Zelia. // *Globalisation Societies & Education*.-2013, 11(1).-61~84

In this article, we set out from the challenge that globalising synchronisation – usually exemplified by Organization for Economic Cooperation and Development and World Bank initiatives – presents for education to argue that the time–space compression effected by globalisation must educationally be dealt with with caution, critical vigilance and a broadening of educational theoretical outlooks. We focus on the demands this raises upon the teacher as a researcher and a critical thinker and claim that meeting such demands presupposes some curricular enrichment of teacher education. We suggest two theoretical frameworks that can effect such enrichment and be made relevant to a critique of the globalising educational synchronisation, namely, the charge of developmentalism and the capabilities approach (Sen, Nussbaum) to equality. We conclude with some indications of the need for a reformulated notion of cosmopolitanism that should be contrasted with those globalising practices that often appear in cosmopolitan guise.

教师中对工作满意度的社会认知模式：试验与验证=The social cognitive model of job satisfaction among teachers: Testing and validation / Badri, Masood A.; Mohaidat, Jihad; Ferrandino, Vincent; El Mourad, Tarek // *International Journal of Educational Research*.-2013, 57.-12~24

The study empirically tests an integrative model of work satisfaction (Lent & Brown, 2006; Duffy & Lent, 2009; Lent, Lopez, Lopez, & Sheu, 2008; Lent et al., 2011) in a sample of 5,022 teachers in Abu Dhabi in the United Arab Emirates. The study provided more support for the Lent and Brown (2006) model. Results revealed that this model was a strong fit for the data and accounted for 82% of the variance in work satisfaction. Of the five predictor classes, work conditions, goal progress, and positive affect were each found to explain unique predictive variance. This suggests that teachers who are most satisfied with their jobs see their work environment as supportive, experience positive goal progress, and report high levels of trait positive affect. Self-efficacy was related indirectly to work satisfaction (via work conditions and via goal progress). Goal support was also related indirectly to work satisfaction (via work conditions, and via self efficacy, but through goal progress. Implications of the findings for future research and efforts to promote teachers' job satisfaction in Abu Dhabi are discussed.

成就感预测：亚洲国家和欧洲国家之间自我效能、忧虑观、自我概念信心的比较=Predicting achievement: Confidence vs self-efficacy, anxiety, and self-concept in Confucian and European countries / Morony, Suzanne; Kleitman, Sabina; Lee, Yim Ping; Stankov, Lazar // *International Journal of Educational Research*.-2013, 58.-79~96

This study investigates the structure and cross-cultural (in)variance of mathematical self-beliefs in relation to mathematics achievement in two world regions: Confucian Asia (Singapore, South Korea, Hong Kong and Taiwan) and Europe (Denmark, The Netherlands, Finland, Serbia and Latvia). This is done both pan-culturally and at a multigroup-level, employing multiple regression analysis and structural equation modeling on a sample of 7167 students (modal age 15.1) from nine countries in Confucian Asia and Europe. As expected, Confucian Asian countries were lower on self-concept and higher on math anxiety than European countries. In contrast, confidence, a relatively new measure of self-belief, shows little difference between regions, yet is the single most important predictor of math accuracy both within each country and pan-culturally. It accounts for most of the variance explained by the other self-constructs combined, has excellent psychometric properties, and is simple to administer. Self-efficacy adds only a very small amount of incremental validity when confidence is in the equation. There are significant differences between the two world regions in terms of calibration – Europeans are more overconfident – due to lower overall mathematics scores of students from Serbia and Latvia.

影响高中数学和大学数学课程成绩之间的制度因素=The Impact of Institutional Factors on the

Relationship Between High School Mathematics Curricula and College Mathematics Course-Taking and Achievement / Danielle, Michael N.; Amanuel, Thomas R.; Dupuis, Brandon Harwell // Educational Research Quarterly. -2013, 36 (3).-22~46

Meta-analytic methods were used to examine the moderating effect of institutional factors on the relationship between high school mathematics curricula and college mathematics course-taking and achievement from a sample of 32 colleges. The findings suggest that the impact of curriculum on college mathematics outcomes is not generally moderated by institutional characteristics such as selectivity and educational profile, providing evidence that the relationships between curriculum and college mathematics outcomes generalise to a range of colleges. The results inform college policies and practices for advising students on mathematics course-taking including enrollment in developmental courses, and high school mathematics curriculum selection.

大学教师工作期的转变：中国大陆的知名大学和地方大学的对比研究=The changing work life of academics: a comparative study of a renowned and a regional university in the Chinese / Mainland.Lai, Manhong // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40(1).-27~45

Expansion of higher education has been perceived as the major tool through which China can raise its international competitiveness. To raise educational quality, the Ministry of Education initiated a new employment reform and a Teaching Quality Assessment for Undergraduate Programs. In this research, we employed a qualitative method to investigate the changing work life of academics in two universities in the Chinese Mainland: University A, a regional university, and University B, a renowned university. The experiences of the two universities reflect that the reform measures have led to a distortion of academic culture. Besides competing for national research projects, academics at the renowned university conducted research for the governmental sector, while academics in the regional university worked with the market. The government continually used various measures to maintain control over academic work. Most academics felt forced to conform to the reform measures. Within the two sample universities, there were indigenous interpretations of the relationship among the state, the market and academics.

教师教育合作研究中的机遇和挑战=The opportunities and challenges of research partnerships in teacher education / Schuck, Sandy // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40(1).-47~60

Collaborative research partnerships are widely recognised as being of value. This paper examines the benefits, constraints and challenges of research partnerships between teacher education faculties in universities and teacher employing authorities or departments of education and schooling. A case study of a collaborative research partnership between an education faculty and a teacher employing authority is examined to illustrate the features that supported a truly collaborative partnership and also to provide insights about the challenges that occurred. This research partnership was studied using self-study methods. The partnership between the individual researchers was examined in the context of the systemic partnership, to investigate the impact of the two contexts on each other and on the partnership. Constraints and facilitators of this collaborative partnership are identified in this paper. The feasibility of truly collaborative partnerships between institutions with differing aims and methods of operation is critiqued, using this particular partnership as an illustrative case study.

教育的文化和未来研究：专家演讲=Presidential Address: Culture and the future of education research / Halse, Christine // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40 (2).-139~153

Recent changes in higher education have confronted education research with a conundrum: how our traditionally multidisciplinary field can refine itself as a unified discipline. In this address I sketch out what this conundrum may mean for education research, both substantively and methodologically, in the future. I propose

that one starting point is for education researchers to consider what unites rather than divides us. One common, unifying conceptual concern is with the operation of culture/s in educational settings. I use the narratives of two teachers from different places and times to illustrate how culture analysis can be a fruitful tool for understanding the experience and practice of Education. In my conclusion, I extend the theme of culture to education research itself. I suggest that the challenge of disciplinary identity confronting education research requires a culture change in the modus operandi of our practice, and that this will involve an articulated focus on methodological pluralism, interdisciplinarity, and the use of new modes of communication as key unifying elements of the discipline of education research.

澳大利亚教育设想和社会学教育=The educational imagination and the sociology of education in Australia / Matthews, Julie // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40 (2).-155~171

A remarkable feature of the sociology of education is its proliferation under a broad gamut of research themes and topics. Understanding the relationship of education to social reproduction and social change are pivotal to the sociology of education, and have fruitfully informed research in fields such as gender and education, vocational education and lifelong learning, policy sociology in education, cultural sociology of education, literacy, social justice and education, globalisation and education. Tracking the historical trajectory of the sociology of education in Australia, this article underlines the productivity of educational research and methodological advances in the fields of gender, literacy, and policy. It also points to the failure of the sociology of education and educational research to engage with the education system's complicity in reproducing Indigenous and ethnic disadvantage. I argue for an sociology of education along lines envisaged by Emile Durkheim who recognised the importance of understanding education systems past and present, so that educators might comprehend the relationship of education to social change. New theories, methodologies and fields of education play an important role in informing understandings of contemporary education. However, if education and educational research are to inform social futures, they require an educational imagination able to account for achievements and deficiencies; an educational imagination able to undertake theoretical deliberations about the social and material conditions, struggles and occlusions that have and continue to constitute the purpose and practice of education.

