

职业教育文摘 (季刊)

Vocational Education Abstracts

2013 年 12 月

第三期 (总 第 21 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 JUNE 2013	1
2. VOCEDplus Highlights JULY 2013	3
3. Insight ISSUE 50 NOV 2013	6
4. NCVER News	9
5. Cedefop News	12
6. ECVET Magazine Issues No 15	16
7. VETAlert Just published on Vocational Education and Training	16
中文资源	18
1 职业教育理论	18
2 职业教育发展	19
3 职业教育管理	23
4 工学结合、校企合作	27
5 教育心理学	28
6 课程与教学论	30
7 教师教育	33
8 研究生教育	36
9 农村职业教育	38
10 就业指导	40
11 国外职业教育	43
12 教育学、教育事业	45
13 高等教育	50
14 成人教育、继续教育	54
15 创业教育	55
16 职业能力、师范能力	58
17 职业技能大赛	61
18 非洲职业教育	61
外文资源	62
1. 职业教育	62
2. 工学结合	64
3. 成人教育、继续教育	68
4. 就业指导	71
5. 高等教育	73
6. 教育学与教育事业	75
7. 教师教育	78
8. 教育心理学	79
9. 课程与教学论	81
10. 非洲教育	84

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 JUNE 2013

澳大利关于职业教育培训社会平等的社会报告= National report on social equity in VET 2013 / Sheldon Rothman, Chandra Shah, Catherine Underwood, Julie McMillan, Justin Brown and Phillip McKenzie. Melbourne, Victoria: National VET Equity Advisory Council, 2013. xv, 176 pages.

This report provides comprehensive information and analysis on the participation, achievement and transitions from the Australian vocational education and training (VET) system for learner groups which have been identified as at risk of disadvantage. Overall, the report portrays VET as providing a diverse range of training opportunities for individuals experiencing a wide range of life circumstances. The report includes separate chapters on: Indigenous Australians; people with a disability; people from culturally and linguistically diverse backgrounds; people living in remote areas; people from low socio-economic status (SES) backgrounds; issues relating to gender; and those for whom VET may be seen as offering a 'second chance'. Each chapter includes national and state and territory breakdowns of 2011 quantitative data relating to participation, achievement and transitions, with an accompanying analysis.

Download the PDF

http://www.nveac.natese.gov.au/__data/assets/pdf_file/0005/75263/National_Report_on_Social_Equity_in_VET_2013.pdf

欧洲职业教育的利益是为人民，组织和国家的=Benefits of vocational education and training in Europe for people, organisations and countries / European Centre for the Development of Vocational Training (Cedefop). Luxembourg: Publications Office of the European Union, 2013. 62 pages.

VET produces many benefits, such as higher wages, improved productivity and economic growth. VET also brings non-economic benefits, such as greater job satisfaction for individuals, lower absenteeism and less crime. Using existing and new research covering more European countries, this publication argues that many of VET's benefits, perhaps the most important, are difficult to express in monetary terms. Organisations (as well as individuals and governments) may fail to take full account of VET's benefits and how they interact when deciding to invest in it. A better understanding of its full benefits may not only influence the likelihood of investing in VET, but is important for organisations competing on the basis of high quality, high value-added goods and where skills and attitudes need to combine to bring success.

Download the PDF

<http://www.cedefop.europa.eu/download-manager.aspx?id=21467&lang=en&type=publication>

欧洲的年龄与就业：劳动力市场的年长工人的滞留和青年人入职的结合=Age and employment in Europe Combining the entry of young people in the labour market with the retention of older workers / Werner Eichhorst, Tito Boeri, Michela Braga, An de Coen, Vincenzo Galasso, Maarten Gerard, Michael J. Kendzia, Christine Mayrhuber, Jakob Louis Pedersen, Ricarda Schmidl and Nadia Steiber. Bonn, Germany: IZA, 2013. 136 pages.

This study provides an overview of the employment situation of young and old workers in the European

Union (EU) Member States, setting out the most recent developments during the crisis and dealing with policies implemented to promote the employment of both groups. The evidence collected shows that there is no competition between young and older workers on the labour market. Structural or general policies to enhance the functioning of EU labour markets are crucial to improving the situation of both groups. However, the responsibility for employment policies still predominantly lies within Member States of the European Union, although initiatives taken at the EU level can provide added value, particularly through stimulating the exchange of experiences and facilitating regional and cross-border mobility throughout the EU.

Download the PDF

http://www.iza.org/en/webcontent/publications/reports/report_pdfs/iza_report_53.pdf

美国的大学参与教育：每个人都应该进入大学吗？ =College participation in the US Should everyone go to college? / Stephanie Owen and Isabel Sawhill. Washington, District of Columbia: Center on Children and Families at Brookings, 2013. 9 pages.

In this paper, the authors draw on existing research to argue that while on average the return to a college education is highly positive, there is a considerable spread in the value of going to college. The authors outline three important steps for policymakers to ensure that every person makes a wise investment in their choice of postsecondary education. These are: provision of more information in a comprehensible manner; leadership by government in providing performance-based scholarships to incentivise college attendance and persistence; and more good alternatives to a traditional academic path, including career and technical education, and apprenticeships.

Download the PDF

<http://www.brookings.edu/~media/research/files/papers/2013/05/07%20should%20everyone%20go%20to%20college%20owen%20sawhill/08%20should%20everyone%20go%20to%20college%20owen%20sawhill.pdf>

英国父母对学徒制观点-从业展望：聚焦学徒制=Parental views on apprenticeships in the UK Employee outlook: focus on apprenticeships / Chartered Institute of Personnel and Development (Great Britain) (CIPD). London, England: CIPD, 2013. iv, 16 pages.

This report explores parents' views of apprenticeships and highlights the importance of parents' understanding to the value and potential for apprenticeships to be regarded as an alternative to university. The business case for employers to invest in apprenticeships is clear and policymakers have committed substantial public funding to this. The report concludes that about half of respondents that don't think apprenticeships have the same status as a university education think that more employers offering apprenticeships would help make them believe that apprenticeships are a good career option.

Download the PDF

[http://www.cipd.co.uk/binaries/6138%20EO%20Focus%20Spring%202013%20\(WEB\).pdf](http://www.cipd.co.uk/binaries/6138%20EO%20Focus%20Spring%202013%20(WEB).pdf)

中小企业的技能发展与培训=Skills development and training in SMEs / Organisation for Economic Co-operation and Development (OECD). Paris, France: OECD, 2013. 160 pages.

This report presents the findings from the Leveraging Training and Skills Development in SMEs (TSME) project. The report is the result of a three-year research program and includes analysis of empirical evidence collected from official statistical sources, surveys and interviews with various businesses, case studies, and workshops. The project examined access to training by small and medium enterprises (SMEs) across seven regions in six OECD countries: New Zealand, Poland, Belgium, the UK, Turkey and Canada. The report analyses

the policy issues related to both low access by SMEs, and how to recognise the increasing importance of informal training and skills development methods. The report looks at how both formal and alternative ways of training and skills development interact and identifies impacts at three levels: for the firm and employees; for the industry; and for the local area where the firm is located.

公众高等教育劳动力市场的结构改变=The changing structure of the public tertiary education workforce / Mieke Wensvoort. Wellington, New Zealand: Ministry of Education, 2013. v, 63 pages.

This report provides an analysis that depicts how New Zealand tertiary education institutional strategies have evolved in the light of changing policy over the last 10 years (2001 to 2011). Key findings include: polytechnics and universities now employ a higher proportion of professors due to the 'drag effect' of an ageing workforce, that is, people entering as lecturers and staying to become senior lecturers or professors; universities now employ a higher proportion of senior academic staff, in response to the greater focus on research performance; universities have moved to more part-time teaching staff to help manage the costs of the shift to senior academic staff; and universities and polytechnics now employ a similar proportion of part-time teaching staff.

Download the PDF

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0019/121645/The-Changing-Structure-of-the-Public-Tertiary-Education-Workforce..pdf

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0019/121645/The-Changing-Structure-of-the-Public-Tertiary-Education-Workforce..pdf

做为就业途径的志愿活动：为失业寻找工作的志愿增加几率=Volunteering as a pathway to employment: does volunteering increase odds of finding a job for the out of work? / Christopher Spera, Robin Ghertner, Anthony Nerino and Adrienne DiTommaso. Washington, District of Columbia: Office of Research and Evaluation, Corporation for National and Community Service, 2013. 31 pages.

This paper uses statistical techniques to test the hypothesis that volunteering is associated with an increased likelihood of finding employment for individuals out of work. The results of this study suggest a statistically significant and stable association between volunteering and employment.

Download the PDF

http://www.nationalservice.gov/sites/default/files/upload/employment_research_report.pdf

2. VOCEDplus Highlights JULY 2013

国际学生流动是怎样形成的=How is international student mobility shaping up? / Organisation for Economic Co-operation and Development (OECD). Paris, France: OECD, 2013. 4 pages.

The number of students enrolled in tertiary education outside their country of citizenship has sharply increased over the last decades, reflecting the expansion of tertiary education systems worldwide and the globalisation of economies and societies. Between 2000 and 2011, the number of international students has more than doubled. Today, almost 4.5 million tertiary students are enrolled outside their country of citizenship. The largest numbers of international students are from China, India and Korea. Asian students account for 53 per cent of all students studying abroad worldwide. New players have emerged on the international education market in the past decades, such as Australia, New Zealand, Spain, the Russian Federation and, more recently, Korea. By contrast, the share of international students in some of the most attractive countries - Germany and the United

States, for instance - has declined. As countries increasingly benefit from student mobility, the competition to attract and retain students has diversified the map of destinations over the past decade.

Download the PDF

<http://dx.doi.org/10.1787/5k43k8r4k821-en>

各行业技术的妇女：缺少48%=Women in trades: the missing 48 percent / Women NSW. Sydney, New South Wales: Women NSW, Department of Family and Community Services, 2013. 40 pages.

This research paper explores the pattern of women's employment in trade and technical jobs in Australia and specifically in New South Wales (NSW). In many technical and professional occupations women's share of the workforce has been increasing over time. The paper identifies engineering, information technology and science technicians, and skilled animal and horticultural trades as occupations where women have increased their representation in recent decades. These new areas of employment opportunity supplement the traditional 'female' trades of hairdressing and cookery. The analysis also suggests that working hours and work-life balance may be key issues for future progress.

Download the PDF

http://www.women.nsw.gov.au/__data/assets/pdf_file/0017/268010/3000_WNSW-OccasionalPaper_document_A RT.pdf

澳大利亚高等教育的质量与管理：寻找可持续框架=Quality and regulation of Australian tertiary education: searching for a sustainable quality assurance framework / Mahsood Shah and Sue-Ann Stanford. ACPET journal for private higher education. Vol. 2, no. 1, June 2013, pages 24-33.

The private tertiary education sector has experienced ongoing growth in Australia. Based on current trends, this sector is predicted to grow, contributing to the social and economic development of Australia and many other countries. While the private tertiary education sector is experiencing growth and tough competition from other providers, it is important and timely to revisit the quality assurance framework used in all tertiary education providers to assure internal quality and meeting external requirements. This paper is aimed to encourage debate on the need for private tertiary education institutions to develop internal capacity for quality assurance with the view to using a single framework to meet both internal and external requirements in a highly regulated tertiary education environment.

Download the PDF

http://www.acpet.edu.au/uploads/files/HE_Journal/ACPET_Journal_JUNE13_WEB.pdf

越南社区大学的历史与未来=The history and future of community colleges in Vietnam / Anh T. Le. New directions for community colleges. No. 161, 2013, pages 85-99.

This article describes the status of community colleges in Vietnam in the current context of the Vietnamese higher education system. It also provides historical background and suggestions for the future development of Vietnamese community colleges.

带给突尼斯社区大学的新模式=Bringing community colleges to Tunisia / Linda Serra Hagedorn and Wafa Thabet Mezghani. New directions for community colleges. No. 161, 2013, pages 101-111.

This article focuses on the country of Tunisia and explores the possibility of bringing aspects of the American community college model to the country to bring about needed reform and relief from unemployment.

高等院校与地方政府：合作成长=Higher education institutions and local government: collaborating for growth / Local Government Association (Great Britain) and Universities UK. London, England: Local Government Association, 2013. 14 pages.

This paper provides evidence of what can be achieved if the wider role and influence that higher education institutions (HEIs) have within UK cities and surrounding areas could be recognised. Opportunities to drive growth include: delivering business demand for skilled employees; developing knowledge and commercialising innovation; making the best use of public assets across an economic sub-region; and long term financial gain of attracting students to an area.

Download the PDF

http://www.local.gov.uk/c/document_library/get_file?uuid=ec25ef09-8129-4ead-8b2c-7aa5edbb4ad&groupId=10171

高等教育的个人收益：怎样比较新西兰与经合组织？=Private returns to tertiary education: how does New Zealand compare to the OEC D? / James Zuccollo, Sholeh Maani, Bill Kaye-Blake, and Lulu Zeng. Wellington, New Zealand: New Zealand Treasury, 2013. 46 pages.

According to the latest OECD measures, the private rate of return for New Zealand is 8.9 per cent, compared to an OECD average of 12.4 per cent, placing New Zealand toward the bottom of the OECD ranking. The aim of this study is to better understand the reasons for that gap and determine whether the low returns could be considered as problems amenable to policy interventions.

Download the PDF

<http://www.treasury.govt.nz/publications/research-policy/wp/2013/13-10/twp13-10.pdf>

加拿大完成注册学徒制的运转情况：谁来继续？谁来结束？谁来完成项目？=The completion behaviour of registered apprentices in Canada: who continues, who quits, and who completes programs? / Christine Laporte and Richard E. Mueller. Empirical research in vocational education and training. Vol. 5, no. 1, 2013, pages 1-30.

The number of registered apprentices in Canada more than doubled between 1995 and 2007, yet successful completion of apprenticeship programs increased by only about one-third as much. Data from the National Apprenticeship Survey (NAS) was used to investigate the completion behaviour of individuals enrolled in apprenticeship programs. The analysis revealed that program completion is positively related to a variety of demographic characteristics, including being married and having completed at least a high school education prior to beginning an apprenticeship. Males and females have similar completion probabilities. Completion is negatively related to time in the apprenticeship program (beyond the normal program length) and the number of employers during training. The regional unemployment rate has little effect on whether an individual completes an apprenticeship program or not. There are also large provincial and trade group differences.

Download the PDF

<http://www.ervet-journal.com/content/pdf/1877-6345-5-1.pdf>

澳大利亚的印第安高等教育学生：他们的模式和动机= Indian higher education students in Australia: their patterns and motivations / Bilal Rafi and Phil Lewis. Australian journal of education. Vol. 57, no. 2, August 2013, pages 157-173.

This paper provides a profile of Indian students studying in Australia and provides insight into their course

preferences and motivations for choosing Australia. A key finding is that apart from traditional motivators such as higher rates of returns and employability associated with a foreign qualification, Indian students are very responsive to changes in Australia's labour market, immigration and student visa policies relative to other international alternatives.

3. Insight ISSUE 50 NOV 2013

Realising our potential: widening participation through education and training

National research forum explores the role of tertiary education and training in overcoming social exclusion.

For graduates, is any job better than no job at all?

LSAY report examines young persons' decisions after completing education.

Higher qualifications don't necessarily mean better quality jobs

A report examines the pay-off from increasing levels of education.

Shortage of workplace numeracy specialists a challenge for business

We tread lightly on those who are bad with numbers, yet consider it unthinkable not to read.

Apprentices aren't what they used to be, or are they?

Is expansion of higher education affecting the calibre of apprentices?

Does being a boy or a girl influence science engagement?

New research explores whether gender influences science engagement among young Australians.

Casual employees participate in less training

But, for casuals, can work-related training lead to permanent or fixed-term employment?

Making it easier: how NCVER is supporting VET providers

NCVER releases new data tools and support materials to assist training providers become AVETMISS compliant.

NCVER data update

This update summarises the latest data releases on apprenticeships and traineeships, student numbers, historical time series, the Longitudinal Surveys of Australian Youth, student outcomes and VET finances.

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

跨越栅栏：高等教育建筑工程管理从职业教育培训中提供给学生的专业课程=Hurdling the barriers: enabling student pathways from VET to higher education in building and construction management

This project investigates student transfer from vocational education and training (VET) to higher education, that is, from diploma to degree, in the building and construction industry. Thirty-six VET diploma students currently studying a degree in construction management and related qualifications were interviewed across eight

universities to identify what helped them to make the transition. While previous research on pathways has considered the question of enablers, limited research has been undertaken from the perspective of students.

Key messages

Students who have used a pathway from a building diploma to a construction degree identified various enablers. The most common were:

- people who provided guidance, support and knowledge of pathways (particularly VET teachers)
- positive VET learning experiences, which built confidence and motivation for ongoing learning and the development of self-directed learning skills
- the recognition given for prior VET studies through admission and credit by the receiving universities.

While the research identified various enablers, the pathway from a building diploma to a construction degree is seriously constrained by the low numbers of students in diploma-level building studies. Improving recognition of prior learning for industry employees would help to expand the potential pool of students who could take this path.

<http://www.ncver.edu.au/research/proj/2633.pdf>

<http://www.ncver.edu.au/publications/2633.html>

澳大利亚劳动力市场与职业教育培训=Labour mobility and vocational education and training in Australia by Kostas Mavromaras, Stephane Mahuteau, Zhang Wei National Institute of Labour Studies, Flinders University

Labour mobility is a core element of a well-functioning and flexible labour market. Although mobility is considered to be generally desirable, this is not always the case, as individual job-movers can become better or worse off after their move. This paper examines the factors which influence 'good' or 'bad' mobility.

Using data from the Student Outcomes Survey compiled by the National Centre for Vocational Education Research (NCVER), the researchers examine the types of mobility and outcomes ensuing for those who have just completed a vocational education and training (VET) course in Australia over the period 2001–11. The different types of mobility considered include changing industry sector only, changing occupation only, and changing both sector and occupation. To determine whether job quality improves with mobility, the researchers have compared several measures of quality before and after a VET course, focusing on the association between mobility and better pay, better occupational status, a higher chance of full-time employment and a lower chance of casual employment.

Key messages

- Consistent with other labour mobility studies, it is the younger age groups and those with higher level qualifications who are more mobile.
- Around 30% of all people completing a VET qualification change their occupation, industry sector or both within six months of finishing their studies.
- Individuals with VET qualifications who change their occupation but stay in the same industry sector have the best labour market outcomes.
- Industry sector mobility is rarely beneficial to individuals, although they may be making this change to realise benefits in the longer-term.

The benefits of changing occupation and the drawbacks of changing industry have an apt 'human capital' interpretation. Mobility is always a little risky, because the individual leaves behind the skills, knowledge and networks associated with a particular job. On the other hand, moving to a new occupation (particularly after

completing a higher-level qualification) signals the acquisition of 'new technology'. Thus we see the benefits of moving to a new occupation but remaining in the same industry — the pay-off from acquiring new skills without the penalty of losing sector-specific knowledge and networks.

<http://www.ncver.edu.au/research/proj/2625.pdf>

<http://www.ncver.edu.au/publications/2625.html>

职业的进入：院校加强职业教育培训=Entry to vocations: strengthening VET in Schools by Kira Clarke, Education Policy and Leadership, University of Melbourne

This report is part of a wider three-year 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 examining how their study relates to their work. It is specifically interested in exploring how to strengthen the role of VET in Schools (VETiS) so that it leads to a viable post-school pathway. It builds upon previous research by the author, which argued the need for VET in Schools to be reconceptualised such that it provides a clear pathway to post-school vocational education and training (VET) rather than direct entry to the workforce.

The findings from the previous research were used as a basis for roundtable discussions with VET in Schools stakeholders, including representatives from education and training authorities, boards of studies, public and private registered training organisations, group training organisations, schools and industry and skills advisory bodies. Of particular interest was finding out why VET in Schools is currently not providing strong employment and further study outcomes for students and how it can be strengthened.

Key messages

- The roundtable discussions indicate that VET in Schools is perceived as having a range of objectives, offering everything from a 'taster' of future workforce opportunities, to a linear pathway to mid-level skilled employment. The author argues that these diverse perceptions are limiting the effectiveness of VET in Schools as a pathway to post-secondary vocational qualifications.
- Particular challenges for VET in Schools as a direct pathway to employment include the difficulty of properly integrating VET with school subjects, and limited access to workplace learning or industry experience.
- If the main objective is a pathway to post-secondary education, then other factors raised in discussions that might strengthen VET in Schools include:
 - using VET in Schools as a foundational pathway to further VET study following school and creating synergy between vocational learning in schools and the vocational options available to students post school
 - having a purpose-built school-based vocational curriculum rather than one based on Australian Qualifications Framework (AQF) qualifications to bring it in line with the broader preparatory role of the senior school certificate
 - integrating vocational and career learning with the general disciplinary school curriculum so that students undertake a complementary stream of study
 - providing a clearer role for employers and industry in the development of vocational programs in schools.

<http://www.ncver.edu.au/research/proj/2678.pdf>

<http://www.ncver.edu.au/publications/2678.html>

有技能的澳大利亚移民妇女：通过职业教育培训促进对社会的融入=Skilled migrant women in regional Australia: promoting social inclusion through vocational education and training by Sue Webb, Denise Beale and Miriam Faine, Centre for the Economics of Education and Training and Faculty of Education, Monash University

Skilled migration is an important source of population growth and labour supply in regional Australia. However, it can be difficult for the families of skilled migrants to integrate into the local labour market socially and into the community more generally. The purpose of this report is to investigate how vocational education and training (VET) can assist in achieving ‘social inclusion’ for the families of skilled migrants, using the Greater Shepparton region of Victoria as the basis of the research.

This work is one of three projects undertaken by the Centre for the Economics of Education and Training at Monash University, as part of its three-year (2011—13) research partnership with NCVER exploring the geographical dimensions of social inclusion and vocational education and training in Australia.

Key messages

- Settlement and securing employment commensurate with skill levels and previous employment histories are particularly difficult for the spouses of skilled migrants; in particular, non-recognition of qualifications and lack of family support for domestic responsibilities make it difficult for migrant women to get work commensurate with their skills.
- VET institutions can assist the spouses of skilled migrants by offering recognition of prior learning and providing advice on how educational opportunities relate to jobs.
- Resilience on the part of migrants, assistance in job seeking and finding Australian work experience or volunteering improve labour market outcomes.

The authors argue that, in order to achieve social inclusion, policies need to acknowledge the difficulties that the families of skilled migrants face and support the engagement and contribution of migrants to the communities in which they settle — support that exists for humanitarian migrants but not for skilled migrants and their families.

<http://www.ncver.edu.au/research/proj/2653.pdf>

<http://www.ncver.edu.au/publications/2653.html>

4. NCVER News

职业教育培训评估问题：使风险程度缩小到最小=Assessment issues in VET: minimising the level of risk by Sian Halliday-Wynes and Josie Misko NCVER

This report explores some of the key issues associated with assessment in vocational education and training (VET) and reflects on some possible solutions. The authors provide examples from three industry areas where concerns have been raised about the quality of provision and assessment, with some conclusions drawn on the issues raised, specifically relating to childcare and aged care services and the Certificate IV in Training and Assessment (TAE).

Key messages

- Large groups of existing workers in the childcare and aged care services industries have been required to attain or upgrade qualifications to keep abreast of regulatory changes. This has led to some apprehension among training providers and industry about the rigour and consistency of assessments, including the recognition of prior learning (RPL).
- Courses of short duration, coupled with insufficient training, are felt to increase the risk of poor skills acquisition and rigour in assessment, including for entry-level teachers and trainers.
- Inadequate mechanisms for selecting students with the appropriate attributes and motivations for working in the caring occupations (including aged care and childcare) are felt to reduce the quality of training and assessment.
- A lack of systemic validation and moderation processes within and between providers and training systems is reducing the level of confidence in the comparability and accuracy of assessments.
- The tendency on the part of assessors to develop and implement their own assessment tools and materials, as well as system imperatives for assessors to customise assessments to local contexts, may be factors contributing to a reduction in the comparability and accuracy of assessments. The regular use of independent assessors can help to minimise this risk.
- The Certificate IV in Training and Assessment may require more explicit content in relation to assessment if it is to provide teachers and trainers with the levels of underpinning knowledge and practice sufficient for undertaking quality assessments.
- The regular involvement of employers in assessments, including off-the-job assessments, needs to be encouraged.

<http://www.ncver.edu.au/research/proj/2620.pdf>

<http://www.ncver.edu.au/publications/2620.html>

半开之门：进入澳大利亚大学职业教育培训奖学金获得者课程=A half-open door: pathways for VET award holders into Australian universities by Louise Watson, Pauline Hagel and Jenny Chesters, University of Canberra

Effective pathways from vocational education and training (VET) to higher education increase access both to higher qualifications and lifetime earnings for people holding VET awards. However, there is substantial variation in the proportion of students admitted to different higher education institutions on the basis of a VET award. This paper investigates the extent to which these differences are the product of factors associated with specific fields of study or the result of varying institutional policies and practices.

The authors use cluster analysis to identify three groups (clusters) of institutions with similar patterns of admission of VET award holders across most fields of education. The universities in Cluster 1 admit relatively high proportions of VET award holders in all fields of education. Cluster 2 contains universities where the rate of admission of VET award holders is more haphazard between fields of study but is close to the national average overall. The universities in Cluster 3 admit VET award holders at rates consistently below the national average for nearly every field of study. Not surprisingly, the Group of Eight Universities sits within Cluster 3, probably a consequence of their status and the high level of competition for places from school leavers.

Key messages

- University policies and practices appear to influence the rate at which institutions admit students on the basis of a VET award. While all Australian universities have policies to promote VET to higher education pathways, there are subtle differences between universities in the way these policies are implemented.
- Inconsistencies in the policies and practices of universities mean that access for VET award holders will differ and depend on the university to which they apply. Consequently, this may restrict the access of VET award holders to higher education in some regions.

The authors argue, on the basis of the wide variation in admission rates across universities, that their analysis dispels the view that some fields of study 'lend themselves' more to VET to higher education pathways than others.

<http://www.ncver.edu.au/research/proj/2628.pdf>

<http://www.ncver.edu.au/publications/2628.html>

澳大利亚读写能力技能收益=The returns to literacy skills in Australia

Most investigations into the returns to training include educational attainment and labour market experience as determinants of earnings. The authors of this study propose that individual skills may also explain why some workers earn more than others.

This research investigates the relationship between literacy skills and the incomes of workers in the Australian labour market through the use of the Survey of Aspects of Literacy (SAL) and the Adult Literacy and Life Skills (ALLS) Survey. It also estimates whether the return from literacy skills changed between 1996 and 2006, and how returns vary with level of education.

Key messages

- Both educational qualifications and literacy skill levels are positively associated with income among full-time male and female employees. In addition, within broad education levels (university-level qualifications, vocational education and training qualifications, and no post-school qualifications), income increases with literacy skill level.
- Highly educated workers experience higher returns to literacy skills than workers with low levels of education. However, the returns to literacy skills held by workers with low and medium levels of education have increased over time in some cohorts, although not for workers with high levels of education.
- There was no change in the magnitude of the return from literacy skills between 1996 and 2006 at the aggregate level.

Given that both qualification level and literacy skills are important in determining wages, an implication is that the quality of the qualification is important. Those qualifications that offer improvement in literacy skills, in addition to technical skills and knowledge, will provide the best returns for workers.

<http://www.ncver.edu.au/research/proj/2623.pdf>

<http://www.ncver.edu.au/publications/2623.html>

5. Cedefop News

第二届国际会议关于创新与质量：数字资源的未来=2nd International Conference on "Learning Innovations and Quality: the future of digital resources" (LINQ 2013)

The main goal of LINQ 2013 was to bring together a variety of academics and professionals in active in the field of Innovations and Quality in Lifelong Learning (LLL) for an innovative exchange of the latest developments in education and training innovations and quality on both a European and international level. Potential points of access to this field included new learning methods and design, Technology-Enhanced Learning (TEL), quality standards and certification, human resources development, competences and skills, digital resources, learning materials, and online collaboration and communities.

LINQ 2013 attracted submissions from throughout Europe, as well as Asia, America, and Africa. Christian-Friedrich Lettmayr, Director of the European Centre for the Development of Vocational Training (CEDEFOP) presented current trends in vocational training in Europe.

Links

<http://www.elearningeuropa.info/en/news/linq-2013-attracts-200-professionals-fields-open-education-learning-technology-and-quality-mana>

<http://www.cedefop.europa.eu/EN/news/21523.aspx>

欧洲社会伙伴-青年就业行动框架=European social partners - Framework of actions on youth employment

At a press conference, on 11 June 2013, ETUC, BUSINESSEUROPE, UEAPME and CEEP presented their Framework of Actions on Youth Employment, resulting from social dialogue negotiations. This Framework is the first priority of the European Social Dialogue Work Programme for 2012-2014. With it, the European social partners aim to promote solutions to reduce youth unemployment. They call on national social partners, public authorities and other stakeholders to act together and achieve concrete progress in favour of youth employment.

Links

http://www.etuc.org/IMG/pdf/201306_Framework_of_Actions_Youth_Employment.pdf

<http://www.cedefop.europa.eu/EN/news/21495.aspx>

青年就业：欧盟对学徒制和受训练情况方案=Youth employment: EU support for apprenticeship and traineeship schemes

The importance of good quality apprenticeships and traineeships in the transition from education to work and for implementing the Youth Guarantee was the main focus of a conference hosted by László Andor, European Commissioner for Employment, Social Affairs and Inclusion in Brussels on 5-6th June. The Conference also looked at how EU funds can be used to help develop new schemes or improve existing ones, and what makes a traineeship or apprenticeship scheme successful in terms of labour market outcomes.

The Youth Guarantee, agreed by the EU's Council of Employment and Social Affairs Ministers, calls on Member States to ensure that young people are offered a job, further education, an apprenticeship or a traineeship within four months of becoming unemployed or leaving school.

Links

http://europa.eu/rapid/press-release_MEMO-13-518_en.htm?locale=en

<http://www.cedefop.europa.eu/EN/news/21490.aspx>

欧洲议会：欧盟妇女教育与职业流动报告=European Parliament report on educational and occupational mobility of women in the EU

This report emphasises the need for EU policies to include greater awareness of the situation of women belonging to different age groups, especially in the case of education, integration, migration, employment, poverty, health care and social protection policies, and to concentrate more on the situation of women in the decision-making process.

It will be discussed and voted on in the plenary session of June 10-11 2013.

Links

<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+REPORT+A7-2013-0164+0+DOC+PDF+V0//EN>

<http://www.cedefop.europa.eu/EN/news/21474.aspx>

地区委员会需求改革培训方案及其对增加青年就业主动性资源=CoR calls for reforming training schemes and increasing resources to the Youth Employment Initiative

Tackling unacceptably high rates of youth unemployment is a top priority for EU regions and cities. In the opinion on the Youth Employment Package, drafted by the President of the Tuscany Region, Enrico Rossi (IT/PES) and adopted unanimously at the May plenary, the Committee of the Regions endorses the European Commission's efforts to harmonise and improve provisions for traineeships, apprenticeships and work placements. The CoR also warned Member States against providing insufficient funding for the Youth Employment Initiative which was launched at the European Council on 7-8 February, earmarking €6bn from the EU budget. Regions and cities are calling for the initiative to be strengthened and brought forward, starting already in 2013.

Links

<http://cor.europa.eu/en/news/pr/Pages/reform-training-youth-employment.aspx>

<http://www.cedefop.europa.eu/EN/news/21477.aspx>

委员会对关于非正式和正式学习推荐的确认=Council Recommendation on the validation of non-formal and informal learning

Validation of non-formal and informal learning experiences in the EU Member States makes an essential contribution to EU's ambition to achieving smart, sustainable and inclusive growth set by the Europe 2020 Strategy.

Its impact can be significant in the labour market functioning: validation mechanisms allow for more transparency on the skills available in the workforce and facilitate a better match between skills and labour demand, promote better transferability of skills between companies and sectors and facilitate mobility on the European labour market.

It stresses that by easing occupational and geographical mobility and allowing for a better skills match, validation can have an important impact in addressing skills shortages in growing sectors and support economic recovery, and can also contribute towards the achievement of the Europe 2020 headline targets for early school leaving.

Cedefop's work is cited. COM (2012) 485 final, 5.9.2012

Attachments

<http://www.cedefop.europa.eu/download-manager.aspx?id=21460&lang=en>

<http://www.cedefop.europa.eu/EN/news/21459.aspx>

欧盟 27 成员国在 2010 所提供的三分之二企业的职业培训=Two thirds of enterprises in the EU27 provided vocational training in 2010

In the EU27, two thirds (66%) of all enterprises with ten or more employees provided vocational training to their staff in 2010, compared with 60% in 2005. The highest proportions of enterprises providing training were observed in Austria and Sweden (both 87%) the United Kingdom (80%), the Netherlands (79%), Belgium (78%) and France (76%), and the lowest in Poland (23%), Romania (24%), Bulgaria (31%), Latvia (40%) and Hungary (49%).

These data, published by Eurostat, the statistical office of the European Union, come from the Continuing Vocational Training Survey (CVTS), which is carried out every five years. This News Release presents data from the fourth and latest survey, referring to the year 2010, which covered the 27 Member States and Croatia.

Links

http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/3-11062013-AP/EN/3-11062013-AP-EN.PDF

<http://www.cedefop.europa.eu/EN/news/21498.aspx>

道路的复苏：2025 三种技能和劳动力市场情景=Roads to recovery: three skill and labour market scenarios for 2025

In line with earlier forecasts, Cedefop's projections for skill supply and demand in the European Union (EU) foresee a gradual return to job growth and an older, but better qualified workforce.

The latest forecast extends the time horizon from 2020 to 2025 and differs from its predecessors in seeing demand for high-level qualifications speeding up.

The forecasts consider three scenarios – baseline, optimistic and pessimistic – to show how different economic circumstances may influence the labour market from now until 2025. All three point to skill mismatches (skill shortages and overqualification) in the European labour market in the medium term.

Links

<http://www.cedefop.europa.eu/EN/publications/21513.aspx>

<http://www.cedefop.europa.eu/EN/news/21592.aspx>

欧洲联盟学徒制的启动=Launch of European Alliance for Apprenticeships

The European Alliance for Apprenticeships was launched by Commissioners Androulla Vassiliou (Education, Culture, Multilingualism and Youth) and László Andor (Employment, Social Affairs and Inclusion) at the 2013 WorldSkills competition in Leipzig, Germany. The Alliance will help to fight youth unemployment by improving the quality and supply of apprenticeships across the EU through a broad partnership of key employment and education stakeholders. It also seeks to change attitudes to apprenticeships. It will in particular identify the most successful apprenticeship schemes in the EU and apply appropriate solutions in each Member State.

Links

http://europa.eu/rapid/press-release_IP-13-634_en.htm

<http://www.cedefop.europa.eu/EN/news/21614.aspx>

欧洲理事会结论（2013年6月）=Conclusions of the European Council (27/28 June 2013)

The European Council agreed on a comprehensive approach to combat youth unemployment, building on the following concrete measures: speeding up and frontloading of the Youth Employment Initiative; speeding up implementation of the Youth Guarantee; increased youth mobility and involvement of the social partners.

Links

http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/137634.pdf

<http://www.cedefop.europa.eu/EN/news/21618.aspx>

研究部长计划什么技能对竞争的欧洲是必要的=Research ministers to map what skills are necessary for competitive Europe

On 24 July research ministers of the EU member states, during the informal meeting of the Competitiveness Council in Vilnius, discussed what skills are needed now and in the future to ensure EU competitiveness in the field of science and innovation.

During the informal meeting, higher education and business experts along with the research policy makers were sharing ideas on how to map and develop the currently lacking skills and better match skill supply and demand, as well as how to promote competitive skills in the field of science and innovation.

Links

<http://www.eu2013.lt/en/news/pressreleases/research-ministers-to-map-what-skills-are-necessary-to-competitive-europe>

<http://www.cedefop.europa.eu/EN/news/21652.aspx>

关于青年就业、参加教育和劳动力市场的欧洲统计局新增信息=New information from Eurostat on youth unemployment and participation in education and the labour market

Eurostat publishes two articles on youth unemployment and on youth participation in education and the labour market.

The article on youth unemployment explains how youth unemployment in the European Union (EU) is measured and how youth unemployment rates are affected by the transition of young adults from education to the labour market. The second one focuses on the complex interplay between education and labour market participation in the European Union (EU) and its Member States.

Links

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Participation_of_young_people_in_education_and_the_labour_market

<http://www.cedefop.europa.eu/EN/news/21649.aspx>

欧洲理事会和欧洲委员会发表关于学习流动性和非正式学习=Council of Europe and European Commission publication on learning mobility and non-formal learning

Mobility is considered to be important for the personal development and employability of young people, as well as for intercultural dialogue, participation and active citizenship. Learning mobility in the youth field focuses on non-formal learning as a relevant part of youth work, with links to informal learning as well as to formal education. Different stakeholders at European level, particularly the Council of Europe and the European Commission, but also individual member states, foster programmes and strategies to enhance the mobility of young people, and particularly the learning dimension in mobility schemes.

This book on learning mobility is a joint Council of Europe and European Commission publication and provides texts of an academic, scientific, political and practical nature for all stakeholders in the youth field - youth leaders and youth workers, policy makers and researchers. It should contribute to dialogue and co-operation between relevant players and to discussion on the further development and purpose of youth mobility schemes and their outcomes for young people.

Links

http://youth-partnership-eu.coe.int/export/sites/default/youth-partnership/publications/YNB/YKB17_Text.pdf

<http://www.cedefop.europa.eu/EN/news/21696.aspx>

欧洲需要架起在教育供给和劳动力市场需求缺口之间的桥梁=Europe needs to bridge gap between education supply and labour market demand

Bridging the gap between skills supply and demand was a clear focus of the second day of the Informal meeting of the EU Competitiveness Council in Vilnius, as EU research ministers discussed what skills are needed now and in the future to ensure EU competitiveness in the field of science and innovation.

Links

<http://www.eu2013.lt/en/news/europe-needs-to-bridge-gap-between-education-supply-and-labour-market-demand>

<http://www.cedefop.europa.eu/EN/news/21694.aspx>

6. ECVET Magazine Issues No 15

The latest issue of the ECVET magazine is available for download.

In this issue:

- ECVET in 2013; what's on the horizon?
- Implementing ECVET mobility in initial VET – a look from Germany
- Coordinators of national teams of ECVET experts Peer Learning in the Netherlands
- The implementation of ECVET in Estonia
- How we spread the word about ECVET in Denmark!
- ECVET in practice – secrets for success geographical mobility
- The quiet revolution: Modular structures and units within European vocational training
- The Croatian National Team of ECVET Experts
- ECVET Forum 2013

Attachments

<http://www.cedefop.europa.eu/download-manager.aspx?id=21526&lang=en>

<http://www.cedefop.europa.eu/EN/news/21508.aspx>

7. 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 10 - October 2013:http://www.cedefop.europa.eu/EN/Files/201310_VETAlert.pdf

- VETAlert - no 9 - September 2013 :http://www.cedefop.europa.eu/EN/Files/201309_VETAlert.pdf
- VETAlert - no 8 - August 2013 :http://www.cedefop.europa.eu/EN/Files/201308_VETAlert.pdf



中文资源

1 职业教育理论

职业教育知识生产逻辑：分析与批判——布迪厄实践理论的视角/唐林伟//河北师范大学学报：教育科学版.-2013(3).-63~67

从法国社会学家布迪厄的实践理论看，我国职业教育知识生产场域受权力场域的“规制”和自然科学、教育学、国外职业教育学等强势场域的影响。场域结构虽整体稳定，但多元复杂的紧张局面初步呈现。知识生产者功利化的生产目的、生活化的研究对象、片面化的生产成果“形构”着场域。建构研究对象、建立学术性的知识生产制度、催生中国职业教育学派，是未来我国职业教育知识生产场域自主发展的道路。

让职业教育更“有文化”/黄辉//教育与职业.-2013(16).-22~22

当今世界，文化越来越成为民族凝聚力和创造力的重要源泉、经济社会发展的重要支撑和综合国力竞争的重要因素。文化育人，既是文化的一项重要社会功能，也是教育的社会价值的重要体现。正如教育部部长袁贵仁所言：“所谓教书育人、管理育人、服务育人、环境育人，说到底都是文化育人。”

黄炎培职业教育思想的阐释与现实镜鉴/靳培培//教育与职业.-2013(14).-21~23

黄炎培提出“一贯的、整个的、正统的”职业教育地位，“使无业者有业，使有业者乐业”的职业教育目的，“社会化、科学化”的职业教育方针以及“敬业乐群”的职业道德教育。当今我国职业教育存在社会地位尴尬、教育目的异化、教育方针模糊、道德教育缺失等问题。通过构建完整、独立、开放的现代职业教育体系，增强职业教育社会吸引力，加强职业教育的社会化与构建新型职业道德教育模式等途径促进我国职业教育的科学改革与健康发展。

论职业教育中的利益与权利均衡——浅析职业教育现代化的社会维度/李俊//清华大学教育研究.-2013(2).-96~101

职业教育现代化是教育现代化的重要组成部分，但目前我国已有的关于职业教育现代化的论述更多偏重经济、技术

层面，较少涉及到社会制度的层面。本文采用文献分析的方法，通过解读几个发达国家职业教育发展的社会背景和制度环境，简要分析了职业教育系统与其外在制度环境和社会系统之间的互动关系，研究和探讨了职业教育现代化内涵的社会维度。本文提出，职业教育现代化不仅包含技术与经济的内容，也应当蕴含一定的社会维度，而不同群体的利益和权利均衡则是现代化的职业教育系统的重要内涵之一。

中国特色职教体系的历史演进与现代性构建/曹月柱,王珍//现代教育管理.-2013(4).-92~96

中国的职业教育经历了近代中国职教体系的萌发,新中国职业教育体系的重新构建、改革开放以来职业教育体系的重塑与发展等历史阶段。构建现代职业教育体系是适应经济发展方式转型和产业结构调整的需要,是实现职业教育可持续发展的需要,是建立终身教育体系与学习型社会的需要,也是中国职业教育发展的时代命题,要求我国的职业教育界加强现代职业教育体系的理论研究、推进现代职业教育体系的实践探索、拓宽构建现代职业教育体系的国际视野。

我国现代职业教育体系内涵研究述评/邹忠//现代教育管理.-2013(4).-97~100

我国现阶段推进职业教育改革和发展的核心工作是建设现代职业教育体系。厘清概念是理论探讨和实践工作的出发点。关于我国现代职业教育体系内涵的界定,既是当前职业教育研究的热点,也是难题。近年来,我国政府和学术界都对现代职业教育体系的内涵开展过广泛深入的探讨,取得不少成果,但仍有待继续深入和完善。

简论苏区时期毛泽东职业教育思想及其启示/熊标,刘东浩//职教论坛.-2013(10).-93~96

苏区时期,毛泽东根据马克思主义教育理论,立足苏区丰富职业教育实践,结合苏区革命人才匮乏的实际,形成了以苏区职业教育地位,职业教育与劳动相结合的原则,造就文明幸福之人的职业教育宗旨为主要内容的职业教育思想。这些思想有助于我们正确认识职业教育在社会主义现代化建设的地位,有助于推进新时期职业教育改革和坚持正确的职业教育价值取向。

职业教育学科体系划分：理论与框架/周明星,周雨可//职教论坛.-2013(7).-10~13

职业教育学科体系划分,指区分职业教育学科群族中的经度与纬度,以及各个素学科之间的关系。其主要依据是学科综合划分理论,包括学科情景划分理论、学科结构划分理论和学科类型划分理论等。依据不同理论,职业教育学科划分出情景式体系、结构式体系和层级式体系。

论政府在职业教育集团化办学中的作用/周乐瑞,徐涵//职教论坛.-2013(7).-14~17

近年来,职业教育集团化办学已经成为我国许多地方加快发展职业教育,促进职业教育资源优化整合的一种方式。职业教育集团化办学已经取得一些成效,但仍存在诸多问题,为了使职业教育集团化办学健康、持续、和谐与优质发展,需要充分发挥政府的作用。

本科层次高职教育问题研究综述/陈宝华//职教通讯.-2013(7).-53~56

本科层次高职教育问题研究是目前我国高职研究的一个焦点。通过对本科层次高职教育问题的研究成果进行综合分析,发现发展本科层次高职教育是大势所趋,以双轨制方式发展本科层次高职教育值得商榷,平等的单轨制值得进一步探索。

中高等职业教育衔接的国际比较/蒋春洋//中国职业技术教育.-2013(15).-60~64

构建现代职业教育体系是目前职业教育领域亟待解决的问题,也是社会关注的热点。在构建现代职业教育体系的过程中,完善中高等职业教育的衔接是核心。从国际比较的视角,选取英国、澳大利亚、美国及日本的中高等职业教育衔接的制度环境、衔接模式进行研究,试图归纳总结出四国在中高职衔接方面的成功经验,并借此反思我国中高等职业教育衔接的问题与对策。

职业教育培养目标三要素/黎荷芳,查吉德//中国职业技术教育.-2013(9).-20~23

职业教育培养目标应该包括培养的人才类型、人才层次、人才规格方面的有效信息。人才类型定位,有助于职业教育与其他教育类型相区别,体现职业教育在教育体系的分工和使命,当前宜定位为技术型人才和技能型人才;人才层次定位,有助于职业教育体系内部合理分工,避免各层次职业教育交叉重复,中职主要培养中初级技术技能人才,专科层次职业教育主要培养中高级技术技能人才,未来本科层次的职业教育主要培养高级技术技能人才,研究生层次的职业教育则培养专家级的技术技能人才;人才规格定位,旨在增强培养目标的可操作性,应避免培养规格缺位、虚化、理想化和现实化问题。

职业教育与普通教育差异性探究/李兰巧//中国职业技术教育.-2013(9).-24~27

近年来,职业教育得到了迅猛发展,本文从教育目标、教育对象、教育内容、办学模式、培养规格等方面对职业教育与普通教育的差异性进行了分析。

2 职业教育发展

职业美德伦理学:美德伦理学商业运作方式的前景/Dewell Meffier[美],杨婷(译)//国外职业教育.-2013(2).-6~9

在尝试将美德伦理应用于商业中,考虑怎样可能达到这两个标准。我认为,首先必须在生活范围内认真考虑工作的意义。我们所关心的是我们的工作怎样可以带来美好生活。还有不管是就时间还是就精力来说,我们大多数人的工作占据了生活的很大一部分

职业心理资源开发:现代职业教育发展的重要理念/刘星期,郑艳,安东//教育发展研究.-2013(1).-73~75

开发职业心理资源,将学生潜在的职业心理能力纳入职业考试选拔范畴,在职业教育中注重激发、培养学生的职业兴趣、职业动机、职业情感、职业意志,增强学生的职业学习认知能力和职业天赋能力指数,实现教育生源与教育资源的合理配置,使职校学生有价值、有自信、有成就、有自尊。把学生培养成为有职业专长、具有职业信念、职业人格完善的高素质技术人才是职业教育改革发展的重要内容。

台湾经济发展与职业教育改革的互动/曾繁相//教育评论.-2013(1).-135~137

20世纪九十年代,台湾进入高科技工业化时代。由于产业升级、经济结构调整,拉动经济再次转型,导致劳动力市场对人力资源素质和结构的需求发生相应变化。为适应这一变化,当局及时调整职业教育发展政策,采取提高办学层次,调整类科结构,创办综合高中,落实职业证照制度等多项措施,为经济成功转型提供了人力资源的保障

现代职业教育有效供给提升研究/贺书霞//教育与职业.-2013(15).-9~11

社会快速发展使职业技能与技术更新周期不断缩短,难度不断增大的技能和知识含量要求更高质量职业教育资源的供给。职业教育技术人才难以满足社会的需求,同时职业教育招生难、生源紧缩等现象也呈现出公众对职业教育需求不足。职业教育供给的有效性是职业教育赖以生存和发展的基础。提升职业教育供给有效性需要深刻认识职业教育培训有效供给的构成要素,基于多元化职业教育的理论和经验,

创新发展多元职业教育模式。

构建现代职业教育体系的几点思考/曹晔//教育与职业.-2013(14).-5~7

建立现代职业教育体系是未来十年我国职业教育发展战略的重大目标。文章从经济社会发展、人的全面发展、发展现代教育和职业教育自身发展完善等方面提出了构建现代职业教育体系应重点考虑的几个问题,指出了现代职业教育体系构建的一些思路,同时也对当前困惑人们的一些问题进行了解释。

我国职业教育办学体系与经济结构的协调性研究/王剑//教育与职业.-2013(14).-8~10

职业教育与区域经济发展紧密相连,职业教育办学体系结构是否合理直接影响着区域经济的发展水平。文章基于国家教育主管部门发布的官方统计资料,深入分析了我国职业教育的办学体系与我国三大产业结构、职业教育学科门类与行业门类、职业教育专业门类与行业门类之间的协调性及其存在的问题和原因,以期为我国职业教育办学体系的优化和调整提供科学的依据。

“十二五”期间我国高职教育改革发展方向的省思/陈雪梅//教育与职业.-2013(14).-24~25

经过三十多年的发展,我国的高职教育已经占据高等教育的“半壁江山”。进入“十二五”时期,我国的高职教育仍然面临着前所未有的挑战。高职院校要想继续蓬勃发展,就必须明确改革方向,走综合化、品牌化、集团化、特色化的道路,不断提升自身的教育质量,实现自身的可持续发展。

苏州率先基本实现现代化过程中的职业教育改革问题研究/刘丹,吴佩华//教育与职业.-2013(14).-28~29

在苏州率先基本实现现代化的过程中,为更好地满足对技能型人才的需求,苏州职业教育应走特色发展之路,优化组建职业教育集团,成立职业教育(协调)委员会,提高人才培养的层次。

对高职教育教改四个转型的思考/吴宪洲,东艳//世界职业技术教育.-2013(2).-21~22

高职教育以培养高端技能型人才为目标,为实现这个目标,高职教育教学改革要从四个方面转型,确立实践教学在高职教育中的主体地位。

产业转型升级背景下行业与高职院校协同创新模式研究——以浙江服务业为例/石曼,胡斌武//世界

职业技术教育.-2013(2).-23~26

服务业作为浙江省支柱性产业,在近年来得到了迅速的发展。2009年浙江省经济工作会议明确指出要坚持把抓转型作为经济工作的主要方向。这一新的背景对高职院校人才的培养模式提出了新的要求。传统意义上的学校人才培养与新的产业转型升级所需要的人才结构产生了冲突,因此浙江省的现代服务业必须顺应时代潮流,加强与高职院校的合作。只有这样才能改善行业结构,推动经济的发展。本文将从行业协会与高职院校的协调现状出发,借鉴国外的先进经验,剖析原因,进而提出行业引领职业教育,职业教育渗透行业的新协同模式。

中国职业教育十年发展概况/无//世界职业技术教育.-2013(2).-46~46

助推经济增长:7265万技术技能人才走向经济建设主战场

十年来,我国各级各类职业院校毕业生达7265万人,职业教育对我国主要劳动人口平均受教育年限增长的贡献率为21%。

论高职教育评估方式的转变/无//职教论坛.-2013(10).-60~60

骆秋琴在《教育评论》2013年第1期中撰文概述了我国高职教育存在的较为突出的问题,并围绕高职教育评估方式的转变提出了四项改进建议,旨在确保高职院校健康持续发展,提高教育教学质量。第一,改进评估方式,加强“过程质量”工作检查和督导力度。高等职业教育应采用一种典型的能力标准参照评价。

培养完满的职业人——关于现代职业教育的理论构思/无//职教论坛.-2013(10).-60~60

陈鹏、庞学光在《教育研究》2013年第1期中撰文指出现代职业教育应以全面发展的完满职业人为培养目标,构建与此相适应的完整的课程体系,彰显主体关照的教学实践。任何现实的教育理想形态,都应该是实现其终极目的的一个暂时性、阶段性环节。职业教育也是如此。对于职业教育的终极目的,可主要从以下两个方面加以分析:其一,职业教育首先是教育,这就意味着它必然具有教育的共同属性;

皖江城市带承接产业转移视角下职业教育联盟发展研究——基于安庆地区的实证调查/储诚炜,吴一鸣//职教论坛.-2013(9).-14~17

如何提高高等职业教育水平,服务地方产业经济和社会发展具有重大的现实意义。在皖江城市带承接产业转移视角下,基于集约化和规模化发展要求,高等职业教育集团化发展

是重要的发展路径,以安庆地区为例,探索皖江城市带承接产业转移视角下职业教育联盟发展的路径、模式和配套政策方案。

中高职教育协调发展的若干关系梳理/张菊霞//职教论坛.-2013(7).-18~20

中高职协调发展在概念理解与实施上一直存在诸多困难与滞后性。文章以梳理中高职协调发展的国家政策历史脉络为基础,阐述了中高职协调发展的内部关系与外部关系,内部关系主要是中高职协调发展与中高职衔接的关系,外部关系主要是中高职协调发展与其他教育及产业的关系。中高职协调发展是一个整体性与系统性的概念,处理好其内部与外部关系是有效实现协调发展的基础。

举办五年制高职学院是推进中高职协调发展的有效途径/任君庆//职教论坛.-2013(7).-21~23

针对目前中高职衔接存在的专业、课程与教材体系,教学与考试评价等方面的脱节、断层或重复现象,文章提出举办五年制高职学院,以推进中高职协调发展。文章分析了举办五年制高职学院的必要性,提出了五年制高职学院建设的基本路径和推进五年制高职学院建设的政策措施。

高职教育规模与经济发展水平的相关性研究——基于产业结构调整视角/李志刚//职教论坛.-2013(7).-30~33

基于产业结构调整视角,利用引入总体均值截距项的固定效应变截距面板数据回归模型,研究了中国高等职业教育规模与经济发展水平之间的相关关系;发现,从 2005 年至 2011 年之间,伴随着经济的发展,各省高等职业教育规模同步扩大,各省均有对高等职业教育的刚性需求,这从总体上说明了经济增长对高等职业教育有正向的推动作用;还发现 " 引致性 " 高等职业教育需求在东部、中部和西部地区有所不同,可能的原因在于产业结构调整和产业转移;东部地区更多是被动接受高等职业教育,中部地区有更多的人自主去选择接受高等职业教育,而西部地区因经济发展带来的 " 引致性 " 高等职业教育需求还是不足的,随着产业结构的进一步调整,这种趋势应该会发生明显的变化。

试论高职教育整合的类别/张健//职教论坛.-2013(7).-34~37

整合是将两个以上异质事物、现象或主体统合为一体的归并融合的过程。高职教育的整合分类应以高等教育发展的本质特征——适应性为标准,将其划分为外适性整合、内适性整合、自适性整合、个适性整合四类,简称 " 四适性 " 分类。

关于现代学徒制(一)——什么是现代学徒制/杨黎明//职教论坛.-2013(6).-1~1

" 学徒制 " 是一种在实际生产过程中以言传身教为主要形式的技能传授方式。从本质上讲,现代学徒制和传统学徒制是一致的,即都有师傅、徒弟以及师傅对徒弟的培训和指导,都强调 " 做中教、做中学 ",但是现代学徒制形成的基础、意义和价值与传统的学徒制有很大的不同,学徒制的主体、形式、制度以及师生关系均发生了变化。

德国 " 双元制 " 职业教育发展特点新论/无//职教论坛.-2013(7).-55~55

马宇在《教育评论》2012 年第 6 期中撰文从德国的职业教育立法、人才培养模式、职业师资培养培训、经费的投入等多方面,综合分析和论述了德国职业教育发展的特点。

职业教育改革需强化四种意识/无//职业技术教育.-2013(6).-22~22

一是强化服务大局的意识,立足于国家需要和社会需求推进工作。当前,我国改革开放进入了综合改革的攻坚期,伴随着我国经济发展方式的改革,伴随着工业化、城市化进程的加快。

2013 年我国职业教育发展前瞻/陈衍//职业技术教育.-2013(6).-32~35

我国已经进入实施 " 十二五 " 规划的第三年,也是贯彻《国家中长期教育改革和规划纲要(2010-2020 年)》《国家中长期人才发展规划纲要(2010-2020 年)》的第四年,落实十八大精神的关键之年。

信息化助力现代职业教育发展:辽宁举措/章雪冬,魏民//职业技术教育.-2013(6).-60~61

作为我国重要的现代装备制造业基地,辽宁省在推动教育强省建设、服务产业转型升级的过程中,把提高信息化水平作为加快转变教育发展方式、提升人才培养质量的重要支撑。早在 2006 年,在时任副省长鲁昕的大力推动下,辽宁省就率先启动实施了职业教育信息化建设工程。几年来,辽宁省职业教育信息化建设形成了丰富成果。

协同型职业教育观研究与运行体系初探/方文明,罗来松,岳梅//职业教育研究.-2013(5).-67~69

职业教育的发展总是与经济社会发展密切相关。本文论证了协同型职业教育观的可行性,并从协同理念、教育内涵、组织保障、指标设置等方面提出了协同教育运行体系的基本设计思路。

两岸高等职业教育与区域经济发展的互动性分析

及其启示/胡颖森//职业教育研究.-2013(5).-177~180

高等职业教育与区域经济发展有着直接而紧密的联系。台湾高等职业教育在发展过程中十分注重与当地经济的互动与调整,极大地促进了社会经济的繁荣和进步。如今,为配合知识经济时代带来的产业结构升级,台湾高等职业教育仍在不断调整人才培养重心和策略,其成功经验为湖北省高职教育依托并且服务于武汉城市圈而获得可持续发展提供了宝贵借鉴。

内蒙古地区职业教育的现状及对策/李晓霞//中国成人教育.-2013(7).-48~50

内蒙古地区经济基础薄弱,职业教育发展滞后,与发达地区相比,教育资金严重不足。目前,职业院校普遍存在教学基础设施落后,“双师”力量、实验实训设备设施、实践教学基地等方面的办学条件不能适应职业教育改革与发展的需要,严重影响着技术应用性人才的培养。

德国代根多夫应用科技大学的办学特点及启示——探索生源减少形势下中国职业教育的发展之路/何奇彦//中国成人教育.-2013(7).-85~87

德国应用科技大学在办学思路、办学模式、人才培养模式、管理模式等方面具有鲜明特点,对我国高职院校办学具有借鉴和启示意义。

论我国高等职业教育产学结合模式的深化/张锋学//中国成人教育.-2013(6).-109~111

为了促进高等职业教育的快速发展,我国尝试了工学交替、中后期结合以及结合实际任务等多种产学结合模式,获取了一定的经验和教训,但由于在立法、政府的支持力度、社会对产学结合的重视程度、产学结合的深度等方面仍然存在诸多不足,导致我国高等职业教育产学结合的水准与西方发达国家相比差距较大。为此,我们必须采取有效措施,改革我国现行的产学结合模式。

我国高职教育发展的现状与未来走向探析/焦文渊//中国成人教育.-2013(6).-111~112

高职院校在一定程度上能够解决新时期各行技术型人才的短缺问题,如何加强高职教育发展成为一个重要课题。本文分析了目前高职院校中已经取得了一些成果,并指出其中存在的一些问题,并进行原因分析,最后就高职院校的未来走向提出了一些建议。

“中国制造”到“中国智造”背景下高职教育的机遇和挑战/丁玉兰//中国成人教育.-2013(6).-113~115

如何提高中国制造业的国际竞争力,从“中国制造”升级为“中国智造”成为中国经济的必经之路。要达到这个目

标,需要政策、体制、机制的创新,需要高新技术的突破,但同样也需要大批高素质的产业工人的支撑,这就为职业教育带来了新的机遇和挑战。

高等职业教育定位的探究/马明,马亮//中国成人教育.-2013(6).-119~120

近二十年来,我国的高等职业教育得到快速发展,正确的定位对于高职教育的可持续发展有着重要的作用,本文指出了我国高等职业教育中存在的问题,并对如何正确定位高等职业教育进行了探讨,以建立具有特色的新型高职教育体系,实现社会贡献的最大化。

以研促教 有效提升高职教育质量/刘进华//中国成人教育.-2013(6).-121~122

科学研究可以更好地指导实践工作,在高职教育中同样也是如此。科研工作不但可以有效解决各种问题,还能提高教师自身修养,但是目前高职院校中科研工作却未能良好开展,本文从科研工作的意义出发,分析影响科研工作的不利因素,提出以研促教的建议,从而有效提升高职教育质量。

时代呼唤职业教育教师专业化/崔明稳,李涛//中国成人教育.-2013(6).-125~126

教师专业化发展是职业院校适应社会经济转型升级的必然要求,也是职业院校改革发展的基本要求。正确把握教师专业化发展的科学内涵,建设高水平、高素质的职教教师队伍,加强教师专业化发展理论指导和宏观指导,积极营造有利于教师专业化发展环境,是全面促进职教教师专业化发展的有效策略。

职业教育集团化办学功能的研究/郭国侠,梅波,李浩//中国职业技术教育.-2013(15).-5~8

职业教育集团化办学是具有中国特色的职业教育制度创新。这一创新,来自于基层职业院校的自发探索,发展于各级政府及教育部门的支持推进,对职业教育自身的改革发展、对服务经济社会发展起到了十分重要的作用。但在20多年的发展中,对职业教育集团化办学的功能却未能进行深入研究和清晰的定位。在建设现代职业教育的新形势下,职业教育集团化办学亟须进一步厘清其功能,并依据其功能定位,采取相应措施,规范职业教育集团化办学的发展,进而推动现代职业教育的建设。

以集团化办学助力现代职业教育发展的若干思考/徐勇雁,宁锐//中国职业技术教育.-2013(15).-9~11

集团化办学是我国职业教育在实践中不断探索发展出来的一种符合职业教育发展规律、具有中国特色的职业教育办学模式,对发展现代职业教育具有重要的促进作用。在加快

发展现代职业教育的新形势下,应把推进集团化办学作为职业教育改革发展的战略任务,切实加以推进。

论职业教育集团化办学科学发展的关键要素/王稼伟//中国职业技术教育.-2013(15).-12~14

文章以江苏·发那科数控职业教育集团的办学实践为例,从“发展方向”、“发展模式”、“发展路径”三个维度阐释了职业教育集团化办学科学发展的关键要素:结合江苏·发那科数控职业教育集团办学实践的研究反思,提出了提高集团化办学效能的对策与建议。

学生的职业结果预期和职业发展态度的关系研究——以天津市职业技术师范大学卓越师资实验班改革为例/史卉,贾雪//中国职业技术教育.-2013(15).-75~79

解决大学生就业问题,迫切需要提升其职业成熟度。职业发展态度是衡量职业成熟度的重要维度。本研究从天津市职业技术师范大学三年级抽取了215名大学生作为被试,通过问卷调查法,对比了卓越师资实验班和普通班学生在结果预期与职业发展态度的现状和两者间回归路径上的差别。研究证明实验班学生在职业发展态度上更成熟,但是实验班学生和普通班学生在结果预期与职业发展态度的关系上区别不明显。

现代职业教育体系视野中的高职院校发展战略/王毓//中国职业技术教育.-2013(12).-35~37

不断构建和形成的现代职业教育体系既是高职院校未来发展的目标,也是其发展的外部环境。作为目标,现代职业教育体系的构建理念影响着高职教育发展的价值观和高职业院校发展目标设定;作为外部环境,影响着高职院校发展所需资源和与外界交互作用的方式、内容。高职院校应采取教育类型差异化、专业发展集中化、资源建设多样化、组织管理多元化、文化内涵职业化战略,回应现代职业教育体系构建要求。

民众评价职业教育剖析——以中部省份为例/徐泽民//中国职业技术教育.-2013(12).-59~64

职业教育的发展,在于满足民众和社会的需求。认识、理解民众对职业教育的评价,有利于“职业教育政策”的厘定与落实。本文根据2007—2008年的“中部职业教育调查”资料,分析结果发现:52%民众及63%父母偏向选择普校;略少于10%民众不愿与持职校学历者交友。约1/3民众不愿与持职校学历者结婚;至于投射职校学生自我感受。约2/3民众表示“自我感觉良好”。其余1/3报称不同程度的负面感受(如自卑和遭人白眼)。大部分民众歧视职校。因其师资、设备和管理问题;少数民众不愿跟持职校学历者谈

婚论嫁,因其综合素质、晋升机会和薪酬等,都不如普校毕业生。

台湾技术职业教育发展特色与两岸合作展望/张莉//中国职业技术教育.-2013(11).-87~91

台湾拥有完善的高等职业教育体系、重视学校校园文化文化的打造与学校办学理念的提炼、重视师资的培育,尤其注重实践教学师资队伍的建设、重视学生实践素养教育,给予学生人文关怀,务实致用、重视产学研结合和校企合作办学。本文认为两岸的教育资源互补,应进一步加强两岸合作。台湾地区职业教育改革的实践为我们提供不少宝贵经验和启示。

职业技术教育发展的历史逻辑探析/朱雪梅//中国职业技术教育.-2013(9).-16~19

在职业教育纷繁的发展历程中,究竟有着怎样的历史规律和逻辑主线,成为职业技术教育发展的内在规约?考察职业教育发展历史,三条发展逻辑逐渐清晰地呈现在研究者视野中,同时为我们揭示了高职教育发展的三大规律:一是职业教育模式在技术变迁的适应与选择,二是职业技术教育与人文学术教育的对峙与融合,三是职业教育发展道路在各国文化传统中的传统与变革,这三点构成了高职教育发展的历史逻辑。

3 职业教育管理

进一步完善职业教育集团化办学/高拴平//教育与职业.-2013(16).-7~7

总体上看,现有职教集团一定程度上推进了校企合作、城乡合作、区域合作与校校合作,促进了职业教育资源的整合优化、共建共享,促进了职业教育结构性优化和质量效益的提升。但由于种种原因,职教集团化办学并不理想,形式大于内容,表层多于深入,局部优于整体,阶段强于持久。建议如下:

高等职业院校教学考评机制改革研究/赵丽//当代教育科学.-2013(5).-50~51

在构建教学考评机制的过程中,应坚持理论学习与实践教学相结合、技能考评与非智力因素考评相结合,教师评定与学生参与相结合的原则,采取多元化的考评方式,分层级考评学生综合素养,关注企业评价在高职院校教学考评机制构建中的作用,从而促进高职教育的可持续发展。

高职院校教育创新能力提升机制探究/陈小燕//高等工程教育研究.-2013(2).-157~161

本文立足于创新型国家建设背景,针对现阶段我国自主创新能力不足的制约因素,从国家创新战略和教育创新指导思想出发,通过对发达国家创新教育的路径分析、经验借鉴以及我国30年来的创新教育实践,寻求建立高职教师创新教育能力提升的发展机制,对提高创新型高技能人才培养质量和服务地方产业转型升级具有重要的意义。

深化合作教育基地建设优化高职院校人才培养/陈江伟//高等工程教育研究.-2013(2).-162~165

高职教育人才培养模式改革的重要切入点是要积极推行工学结合的学习模式,而合作教育及合作教育基地是其中的关键。本文在分析合作教育基地的重要性及作用的基础上,从提升理念、完善机制等角度阐述了深化合作教育基地建设与优化高职院校人才培养的基本思路 and 观点。

基于“前店后校”的能力本位高职教育/楼锡银//高等工程教育研究.-2013(2).-166~169

如何开展校企深度合作是高等职业教育教学改革与发展中要解决的关键问题之一。本文提出建立“前店后校”校企合作高技能人才培养平台,充分发挥双方的优势,给师生营造“上学如上班、上课如上岗”全真环境,把企业对人才的要求贯穿于人才培养的全过程,从而提高人才培养质量,践行能力本位的高职教育理念

高职教育对接区域经济的现状分析与路径选择/丁金昌//高等教育研究.-2013(3).-61~66

高职教育是与区域经济联系最为密切的现代教育形式,其生命力体现在与区域经济的对接上。当前我国高职教育与区域经济对接中存在的主要问题是:高职院校服务区域经济的意识不强,人才培养目标定位不准,专业设置与区域经济社会发展需求脱节,人才培养质量难以满足区域经济社会发展需求,与区域产业对接的体制机制不健全。为此,高职院校必须树立开放办学的高职教育观,按区域产业岗位设置专业,培养区域产业不可替代性人才,大力开展“立地式”研发,并不断拓展社会服务的范围。

高职院校智慧教学的异构云生态模式探索/叶娟//高教探索.-2013(2).-103~108

利用现代云计算技术构建新型高职院校智慧型教学生态系统。通过对高职院校职业教学的现状和人才培养的目的、需求分析,提出构建智慧教学生态模式。将各类异构型教学资源和教育对象进行碎片化的重整和云计算集群管理,构建符合高职教学要求的新型智慧型异构云计算模式,实现教学资源的共享和自学习自适应功能,建设校园良性教学生态模式,从而服务于高职教学要求,培养满足社会需求的新型高职教育人材。

推进职业学校“双证书”制度实施的辩证思考/李红卫//河北师范大学学报:教育科学版.-2013(3).-68~71

为进一步推进“双证书”制度的实施,需要基于师资水平、实训条件等,辩证思考职业学校的培养目标、可为与不可为;基于企业的性质与组织目标,辩证思考企业在职业教育中的应为与不应为;基于现代政府权力的有界性、市场经济的特点、职业资格的不同类别,辩证思考政府在推进“双证书”制度中的作为与不作为;基于“双证书”制度工学结合的本质,宜将该制度作为职业学校教育改革的指导思想,而非指挥棒。

论高职院校的联合体式区域合作/刘克勤//教育发展研究.-2013(3).-16~19

区域合作是连接高职院校与区域经济的有效途径,正和博弈思想指导下的产业学院是联合体式合作的重要载体,是区域服务的制度创新。本文在对高职院校区域合作的目标定位与现实可能的学理分析后,提出以产业学院为抓手、推进区域合作的思路。

关于高职院校人才培养模式的思考/邵文红//教育发展研究.-2013(3).-69~72

高职院校人才培养目标的不同,决定了其人才培养模式的特殊性。本文从分析高职院校人才培养模式现状和特点入手,提出了我国高职教育人才培养模式的构建要素,对教育理念与培养目标、专业设置与课程建设、教学方法与教学手段、师资队伍与实训建设、质量监控与教学管理等进行了研究,并针对该模式的具体落实,从建立教学机制、保障机制、激励机制等方面进行了探索。

具国际竞争力高端技能人才培养与评价探析/刘伟//职教论坛.-2013(8).-52~54

对教育部新近提出的具国际竞争力高端技能人才的涵义及培养实现途径进行了探讨,并首次提出了从知识、技能、素质三方面构建该类人才的评价指标体系,将有助于高职院校确立人才培养目标,制定培养方案和课程体系、确定教学内容、教学方式及资源建设等。

关于高职教育融入人文教育的意义/袁小红,周国强//职教论坛.-2013(8).-74~76

高职教育需要融入人文教育。人文教育对于升华高职生的个性品质,铸就他们健全的人格,创建和谐人生,构建他们多样化的知识结构,增强他们的创新能力与传承文化的能力,都具有积极的意义。

构建职业技术教育职场模拟学习加工的有效策略/徐向平//职教论坛.-2013(6).-12~18

职业技术教育学生学习加工的有效策略就是充分利用职场模拟教学实践环节,让学生在特定的职场情境中掌握自我调节和自我导向加工技能开展学习,取得应有的学业成绩。为此,教师要营造满足学生需求的学习加工环境,指导学生开展高技能学习加工实践,支持学生成为学习加工的胜任者,同时,重视学生、教师以及学习加工环境之间的有机互动。

将“绿色”工业文化融入现代职业教育的思考/宋晶//职教论坛.-2013(6).-30~34

绿色工业文化是后工业时代的整体生态理念,它体现着劳动者间的关系,体现着代际关系以及人类生产活动与生物界以及整个自然界的联系。现代职业教育兼有产业导向属性和教育固有的公益属性,这使其有责任传播绿色工业文化理念,将绿色工业文化扎根于每位劳动者的心灵。因此,现代职业教育需要将绿色工业文化融入工学结合教育过程、渗透于职业教育内容、强化职业教育教师理念、践行于校园生活并引导学生参与社会生产实践来增强全体师生员工的环境实践能力。

新媒介环境下的高职校园媒体文化/李德富,任平//职教论坛.-2013(6).-38~40

在高等教育大众化、价值观念多元化、社会经济市场化的影响下,随着信息网络技术的快速发展,随着传媒技术的革新,信息社会“校园村”时代的来临,新媒介环境下高职的校园媒体文化出现了许多新情况、新问题,呈现出新的特点,也面临诸多挑战和路径选择问题。

关于职业教育顶岗实习课程的理性思考/夏英//职教论坛.-2013(6).-83~85

顶岗实习作为制度课程,享有制度的合法身份,却不具有权威性、规定性的课程内容,这是造成教学实施混乱的内在原因。顶岗实习课程需要系统设计课程目标、内容、教学和评价,要回归职业教育本质,旨在职业人格和职业精神的培养。

试论基于实现“体面就业”的职业技能开发政策体系的完善/徐向平//职教通讯.-2013(10).-1~8

职业技能开发是增强劳动生产力的核心手段,而劳动生产力的提高则是促进经济社会发展、实现“体面就业”的重要前提。职业技能加工品质不高的直接后果是经济社会发展陷入低教育水平、低劳动生产力和低劳动收入的恶性循环,整个社会将丧失实现“体面就业”的基石。经济社会要步入较高劳动生产力、体面就业以及较高劳动收入的良性发展循环,国家需要完善有效的政策体系,采取切实措施加强职业技能开发,改善国民基于增强职业技能的上升通道。

关于我国职业教育体系建设的思考/宋晶,周同//职教通讯.-2013(10).-9~14

我国职业教育体系建设自改革开放以来取得初步成就,实现了“跨越-转型-提升”式的快速发展。但是,我国的职业教育体系依然不完善、不科学,存在办学体制单一,质量低下,职业教育资源匮乏且布局相对不平衡,理论研究“重引进轻创新,多趋同少特色”,以及实践中职业教育体系衔接不畅等亟待解决的现实问题。因此,有必要对我国职业教育体系建设所取得的成绩和遇到的问题进行总结和分析,并进一步思考我国职业教育体系建设的保障机制和基本措施。

中、韩两国职业学校专业建设的比较/王中//职教通讯.-2013(10).-47~50

专业是职业学校的灵魂,专业建设是职业学校的核心工作,通过比较韩、中职业学校专业建设发现:在基础能力建设方面没有显著差距,但是在内涵建设方面各有所长,值得相互学习和借鉴。完善现代职业教育体系、加强专业内涵建设是未来共同努力的方向。

职业教育项目教学法及其实施情况研究/张棉好,徐东,陈丽萍//职教通讯.-2013(8).-29~31

从项目教学法核心概念界定出发,对项目教学法来源与特征进行分析并结合浙江省职业学校课程改革,分析浙江省项目教学法实施现状,提出评价主体及内容多元化、评价过程动态化,教学内容开放性建议。

现代职业教育体系构建中的学校实践与探索——以佛山市顺德区陈登职业技术学校为例/廉捷,姜绍辉//职教通讯.-2013(7).-28~31

构建现代职业教育体系是《国家中长期教育改革与发展规划纲要(2010-2020年)》提出的重要课题,是职业教育改革发展的关键。各职业技术学校深化教学改革,从专业设置、课程改革、校企合作、中高职衔接、国际化合作办学等多方面,为构建现代职业教育体系做着有益的探索与实践。以陈登职业技术学校为例,叙述所取得的一些实践探索成效。

关于高职院校建设开放型校内实训基地的思考/吕栋腾,姜鑫//职教通讯.-2013(6).-57~58

校内实训基地作为高等职业院校支撑实践教学和产学研结合的基础平台,在工学结合的人才培养模式实施过程有着重要的作用。通过深入调研分析,结合实践论述了建设开放型校内实训基地的重要作用,讨论了开放型校内实训基地的建设办法,并针对开放型基地建设和运行管理中存在的问题进行了归因分析,提出了产学研结合的开放型校内实训基地建设的新举措。

职业教育的有效教学: 实施框架/李玉静//职业技术教育.-2013(7).-1~1

有效的教学是提高职业教育质量和吸引力的关键因素。有效的教学实践是一系列复杂因素交互作用的结果,这些因素包含教师实施教学的策略与技能、教学实施的背景、教师与学习者的关系以及教师为持续改进教学实践进行的反思,这些因素共同组成了职业教育有效教学实施的框架。

感受“二元制” 德国职业教育考察报告/国家发改委东北振兴司赴德职业教育培训团//职业技术教育.-2013(6).-66~70

2013年1月6日-26日,在中国外国专家局与德国经济合作组织的合作框架内,由国家发展改革委组织,由国家发展改革委、国家开发银行、辽宁、吉林、黑龙江三省、内蒙古自治区、大连市等政府部门、职业院校和研究机构参加的16人小组,赴德国考察了职业教育。本次考察旨在研究借鉴德国职业教育的经验,进一步推进中国东北地区职业教育的发展,服务于东北老工业基地的振兴。

高职院校职业教育公平问题探究/卢本琼//中国成人教育.-2013(7).-74~75

本文从高等职业教育对于实现教育公平的重要性出发,结合一线工作实践,详细梳理我国高等职业教育发展现状,研究发现,我国高等职业教育存在资源配置不均、学费过高以及就业难、招生机制单一以及生源不高等问题,在此基础上,分别从国家政策调控、加大财政投入、改革招录制度以及高职院校目标定位等四个方面,提出促进高等职业教育公平的建议。

高端技能型人才“3+2+2”分段培养路径研究思路设计/张晓燕,王磊,李春侠//中国成人教育.-2013(6).-102~103

本文围绕着国家有关推动现代职业教育体系建设和职业教育科学发展切实提高高端技能型人才培养质量的政策文件,提出了“3+2+2”分段培养高端技能型人才的模式,并就分段培养路径提出了研究思路设计。

以创造力为核心的高职院校学生培养策略/张雪华//中国成人教育.-2013(5).-90~91

高职教育以高端的技能应用型人才的培养为根本目标,是否具备创造力,是衡量高职院校培养目标实现与否的一个重要指标。因此,高职院校应以培养学生的创造力为核心,基于目前的教学模式中存在的问题,必须以切实可行的培养策略来实施教育教学。

构建重庆现代职业教育体系的研究/赵月望//中国职**业技术教育.-2013(15).-15~20**

构建“现代职业教育体系”要确立“大职教体系”理念,包括职业教育管理体系、职业教育办学体系、职业教育人才培养体系和职业教育服务体系四个子系统的新观点。针对重庆直辖市城乡二元结构现状提出了构建覆盖城乡、面向人人

的职业教育体系的目标框架和若干深化改革的建议。
浅析“职业带”理论对构建现代职业教育体系的启示/杜连森//中国职业技术教育.-2013(15).-21~25

我国法律层面上的职业教育是一个广义概念,应理解为与联合国教科文组织所采用的“技术和职业教育”这一术语同义,所以本文中的职业教育即采取此义。“职业带”理论将现代人才结构划分为技术工人、技术员以及工程师类,从这三类人才背后的知识和技能结构来看,也即技能型、技术型以及工程型。现代职业教育体系要与现代人才结构的不同层次相适应,设置不同学历层次。中等职业教育的培养目标是技能型人才,高等职业教育的培养目标是技术型与工程型人才。

关于提高职业教育服务能力研究/张宇//中国职业技术教育.-2013(15).-31~35

提高职业教育服务能力是国家战略发展的迫切需求。实现个体的完美蜕变和社会的稳定发展是提高职业教育服务能力应达到的理想效果。然而,我国当前职业教育发展面临基础课程与实践技能课程比例失衡和人文教育与技能教育错位的双重困境,这将影响职业教育服务能力提高这一终极目标的实现。因此,改革发展方向,紧随产业步伐;改革教育教学,加强人文教育;创新发展模式,推动相关科研课题立项是摆脱职业教育发展困境、提高职业教育服务能力的重要举措。

职业教育评价体系构建的研究/汪长明//中国职业技术教育.-2013(15).-41~43

依据职业教育的办学目标,确定了职业教育不同层面的质量评价体系建设。以服务为宗旨的学校层面评价体系建设,以就业为导向的专业层面评价体系建设,以学生能力培养为核心的课程层面评价体系建设和以学生行为增值为目标的教学层面评价体系建设。通过四个层面评价体系建设,科学的建立以贡献为导向的学校评价模式和以能力为核心的学生评价模式。

技术知识视角下的职业教育有效教学路径探析/唐林伟//中国职业技术教育.-2013(12).-25~29

技术知识是制造人造物或进行社会管理、提供社会服务时所需要的“应该怎样做”的知识,它包括技能、诀窍、方案、程序与规则等内容。从职业教育视角对技术知识分类

与层次、产生与传播等基本问题探讨得出其对职业教育有效教学的启示:构建现代职业教育教学体系、依据教学内容选择恰当的教学方法、以工作任务逻辑组织教学内容、建立多元化立体教学评价体系和提升教师技术知识的教学能力等。

我国职业教育的区域结构特征研究/王剑,吕一中//中国职业技术教育.-2013(12).-30~34

职业教育肩负着为区域培养和输送一线技能人才的职能,职业教育的发展水平是影响区域经济发展水平的重要因素。我国地域广大,经济发展水平的区域差异明显。与之紧密相连的职业教育有何区际和区内差异?导致这些差异的主要因素及其作用机制是什么?本文利用国家教育和统计部门公布的统计数据。对这些问题进行了较为深入的分析和讨论,以期为主管部门的宏观决策提供科学的依据。

深化职业教育教学改革创新提高技术技能人才培养质量/李术蕊//中国职业技术教育.-2013(13).-19~27

党的十八大报告提出了建设中国特色社会主义五位一体的总布局和全面建成小康社会的宏伟目标,要求“努力办好人民满意的教育”、“加快发展现代职业教育”,对新时期职业教育工作做出了战略部署,对职业教育改革创新提出了全新要求。从“大力发展职业教育”到“加快发展现代职业教育”。

加强顶层设计构建现代职业教育体系——对荷兰、瑞士和意大利三国职业教育的考察与思考/焦玉步//中国职业技术教育.-2013(13).-28~33

去年下半年,我们组团赴荷兰、瑞士、意大利三个国家考察,重点了解教育规划、职业教育、继续教育等方面的发展情况。根据三个国家特点,着重考察了荷兰现代农业、瑞士现代制造业、意大利文化创意产业所需的技术技能人才培养情况和现代职业教育体系建设情况。

深化职业教育教学改革创新提高技术技能人才培养质量/李术蕊//中国职业技术教育.-2013(13).-19~27

党的十八大报告提出了建设中国特色社会主义五位一体的总布局和全面建成小康社会的宏伟目标,要求“努力办好人民满意的教育”、“加快发展现代职业教育”,对新时期职业教育工作做出了战略部署,对职业教育改革创新提出了全新要求。从“大力发展职业教育”到“加快发展现代职业教育”。

加强顶层设计构建现代职业教育体系——对荷兰、瑞士和意大利三国职业教育的考察与思考/焦玉步//

中国职业技术教育.-2013(13).-28~33

去年下半年,我们组团赴荷兰、瑞士、意大利三个国家考察,重点了解教育规划、职业教育、继续教育等方面的发展情况。根据三个国家特点,着重考察了荷兰现代农业、瑞士现代制造业、意大利文化创意产业所需的技术技能人才培养情况和现代职业教育体系建设情况。

高职院校在现代职业教育体系建设中的理性思考/王秀花//中国职业技术教育.-2013(13).-80~81

现代职业教育体系建设中的高职院校面临历史性的发展机遇和诸多现实挑战,需要我们理性思考四个基本问题:职业教育与高等教育一体、中职教育与高职教育有机衔接、就业教育与成人教育并举、学校教育与继续教育同行。

高等职业教育的困境与对策/来永宝//中国职业技术教育.-2013(9).-92~95

针对当下高等职业教育存在的一些问题,文中提出了加强高等职业教育的五点建议:完善法律体系,为高职发展提供法制保障;加大投入力度,为高职发展提供财政保障;推进中高职的贯通,构建完备的体系;切实执行职业资格准入制度,发挥高职的基本功;推行现代学徒制,校企深度融合。

4 工学结合、校企合作

浅议新时期高校在企业人才管理创新实践中的地位与作用/黄瑞敏//高教探索.-2013(2).-150~152

本轮因美国“次贷危机”而引发的全球金融危机,以及现今正越演越烈的欧债危机,使企业和社会所处的内外环境变化剧烈,欧美市场大幅萎缩,订单急剧下滑,对我国企业的冲击极为严重,导致我国大批企业经营陷入困境,甚至被淘汰出局。但有的企业逆势拼搏,创新突围,不但站稳了脚跟,化危为机,而且引领企业进一步做强、做大。一批企业在人力资源管理的创新实践中取得不俗业绩。更值得关注并难能可贵的是,部分企业在人力资源实践中的许多创新举措体现的价值取向、时代特征、管理理念、运用新科技手段的能力,无不极具前瞻性。

校企合作“3+1”人才培养模式研究/宋作忠,刘兴丽,关凤岩//黑龙江高教研究.-2013(5).-154~157

文章以高校教师与学生为研究对象,运用问卷调查研究方法明确了高校校企合作办学的现状。论证了校企合作的高校教师调查问卷指标体系,根据问卷调查实施统计后的数据从合作认知度、态度与行为参与度、交互度以及满意度等多角度定量分析,深入挖掘在校企合作过程中高校现存的问题。

题,为进一步的校企合作长效教学管理机制形成提供了科学基础。

工科院校校企联合培养应用型本科人才的探索——基于教学体系及运行的视角/杨文斌,何汉武//江苏高教.-2013(2).-65~67

文章以校企联合培养应用型本科人才的制度设计为切入点,从理念、方案和实施三个层面详细阐述教学体系构建问题,并提出通过实施全新的教学管理机制、优化完善质量保障体系与评估反馈体系等方面来完善其运行。

“示范高职”推动校企合作办学模式改革的效果分析——基于双重差分模型的实证研究/金鑫,王蓉//教育发展研究.-2013(3).-1~6

本文使用全国高等职业院校人才培养工作状态数据采集平台中 2008、2009 和 2010 三个年度的数据,采用双重差分方法分析“国家示范性高等职业院校建设计划”对于“校企合作”人才培养模式的改革效果。结果显示,示范校建设并未有效提升校企合作的办学水平,甚至可能因学校的努力程度不足而呈下降趋势。在进一步分析各个周期的建设效果时,发现政策效果整体呈现“升-降-升-降”的趋势:为获取示范资格的“申请阶段”呈现为提升、迈入门槛后的第一和第二建设周期呈现为下降、面临“示范性验收”的第三个建设周期为提升、完成验收后的第一年下降。

产学研合作与高校创新型人才培养/左健民//教育发展研究.-2013(1).-76~80

尽管在政府相关部门的正式文本中产学研合作被描述为一种以企业产品研发和科技创新为目的的机制,但无论在理论上还是实践中,产学研合作都可对创新型人才培养工作产生巨大的推动作用。本文通过分析我国产学研合作中人才培养存在的问题,提出若干促进产学研合作、提高创新型人才培养实效的策略。

教育、交往和生产劳动的结合/汪幼辛//教育评论.-2013(2).-3~5

教育与生产劳动结合,就是要在人的本质存在中实现人的全面发展。生产劳动既实现了人的自然存在,又决定着社会存在的实现方式——交往,个人须以社会存在(交往)为中介实现其自然存在。人的全面发展和解放,需在教育、交往与生产劳动有机统一的框架内实现。但是,私有制和分工形成的扭曲交往,使教育和生产劳动相脱离,造成人的片面畸形发展。教育要实现与生产劳动结合,就要重建教育主体的全面交往关系,并以全面交往为中介与社会化大生产相结合,促进个人全面发展,进而实现生产力的全面发展以及个人和人类的全面解放。

论当代大学生的国家认同教育/张素蓉,张明秀//教育评论.-2013(2).-60~62

国家认同是公民忠诚于国家的基础,也是爱国主义的基础。当代高校爱国主义教育的核心,是培育大学生理性而坚定的国家认同。当代大学生中存在国家、民族观念认知模糊,国家历史、文化认同不足,爱国行为表达不理性等国家认同问题。新时期,高校爱国主义教育应着力创新既反映时代特征,又反映当代大学生需求的国家认同教育,夯实大学生历史、文化认同的根基,提升大学生的社会主义核心价值观认同,并以大学生公民人格素质的塑造为目标指向,引导大学生爱国参与的实践行动。

大学生学习动机与社会责任感的相关研究/冉汇真//教育评论.-2013(2).-63~65

为了解大学生学习动机与社会责任感之间的相关性,本研究采用问卷调查法进行研究。结果表明,大学生学习动机各维度的强弱差异显著,由强到弱依次是:表层型动机、深层型动机、成就型动机;大学生社会责任感各维度的强弱差异显著,由强到弱依次是:群体责任感、物质责任感、文化责任感;大学生的学习动机与社会责任感整体上呈显著正相关,且相互影响,互为因果。

职业院校学生实习模式创新:从“顶岗实习”到“认识实习”/曲忠生,王启龙//现代教育管理.-2013(4).-101~104

目前,职业院校学生顶岗实习工作中存在着企业无法或不愿接受学生实习、学生不愿或难以完成实习任务、学校片面理解顶岗实习和缺少完善的实习模式等问题,使得职业院校专业实习工作难保质量。“认识实习”模式作为“专业实习”的实现形式之一,其与“顶岗实习”具有本质上的区别,不以实习后的留岗就业为目的,具有专业面向广泛、周期短、安排灵活等特点,可以加速职业教育学生身份转变过程,进而帮助学生为下一阶段的学习做准备。

教育应着眼于学生的身份建构/程然//教育探索.-2013(1).-21~22

教育有很多目标和任务,其中一个最重要的目标和任务是实现学生的身份建构。而在学生诸多身份中,教育不能只偏重于社会身份的建构,而忽视学生文化身份的建构。只有把学生文化身份的建构作为教育的核心目标,把合作型学习作为文化身份建构的最佳方式,我国教育才有可能摆脱困境。

5 教育心理学

EAP 视角下大学生心理健康教育途径/杨素华//中国成人教育.-2013(7).-58~60

EAP 作为一项心理援助与福利项目,具有系统性、科学性、实效性的优势。本文通过将 EAP 理念充分应用到大学生心理健康教育工作中,探索出以下四个途径:校内外资源有机结合,形成心理健康教育立体化合力;心理健康教育中心与各部门通力合作,构建“全员育心”工程;课内与课外功能互补,实现他助与自助的目的;预防与干预紧密衔接,提高心理健康教育的针对性和时效性。

新时期促进高职学生心理和谐的实践研究/闫颖//中国成人教育.-2013(7).-76~78

随着社会的不断进步,日益激烈的竞争使高职学生正面临着各种复杂的环境和多方面的压力,产生出不同程度的心理矛盾和困扰,导致心理上的不和谐,严重地影响和阻碍了自身的进步和发展。因此,研究并探索高职学生心理不和谐的应对策略与实践则具有重要的现实意义。

积极心理学视角下的阳光校园文化建设/罗婷,赵淑媛//现代大学教育.-2013(2).-95~99

阳光是一种积极的理念,一种积极的态度,一种积极的精神,一种积极的语言。阳光校园文化的建设以积极心理学的理念为指导,以物质文化、活动文化、学术文化、精神文化为主要建设内容,以积极组织系统的构建为重点,关注普通人群,强调人的价值与人文关怀,重视正能量的引导作用和积极氛围的熏陶作用。阳光校园文化的建设,凸显湖南女子学院校园文化建设的特色,促进学生积极品质的培养,激发教师的工作热情,营造阳光的校园氛围,提升校园文化的内涵。

生命意义教育论——当代大学生心理健康教育之要/刘颖洁//大学教育科学.-2013(1).-59~63

针对当代大学生生命失落的心理现状,从什么是生命的意义入手,尝试性地解答了大学生对生命意义之感,并指出,要大力加强心理健康教育,重点突出生命意义教育,以唤醒生命之爱,引领大学生正确认知生命,使其充分发挥出生命的创造力,实现个人价值与社会价值的统一。最终实现各自的生命意义。

情感,抑或义务?——“师爱”的道德基础辨析/柴楠,刘要悟//大学教育科学.-2013(1).-64~68

我们习惯于将师爱视为教师对学生的情感表达,然而情感的具体性、特殊性、主观性等特征注定了作为情感的师爱不能成为教师道德行为普遍的规范力量。事实上,师爱不仅源于自然情感的推动,也有着自身的理性基础,师爱是教师对学生所必须履行和承担的义务。对师爱做情感和义务的区分决非是为了克服理论困境的权宜之计或无奈选择,相反它

有着充分的现实根据和理论上的必然性。

孔子论学习中的非智力因素/陈功江//当代教育科学.-2013(6).-47~49

孔子在长期的治学生涯中不断探索和总结,他也朦胧地意识到了非智力因素与学习的密切关系以及对学习效率的重要影响。他从学习的动机、兴趣、意志、情感、性格等方面作了深入的思考和细致的分析,并上升到理论高度,对丰富和完善中国传统学习理论与心理学具有积极意义,尤其是对激励当代青年学子立志求学。发愤图强具有重要价值。

交往理性在高校幸福观教育中的作用/李嘉美//现代教育管理.-2013(4).-112~116

高校大学生幸福观教育意义重大,是一项关乎国家未来发展的战略大计。“理性”一直是西方哲学家们最重要的思维主题,它一直作为西方传统哲学的基本概念出现。哈贝马斯提出用“交往理性”重构人们的精神家园,通过实践、交往、语言、主体间性等构筑现代社会的道德共识,为我国当前在高校中开展幸福观教育提供了一定的借鉴。

论大学生心理健康教育体系的构建/杨素华//当代教育科学.-2013(5).-63~64

大学生心理健康教育工作是一项复杂的、系统的、长期性的工程,要使其正常有序的发展,必须构建科学合理的大学生心理健康教育体系。为此,应做好课程设置、心理危机预防及干预、大学生互助与自助及支持保障等四个方面的工作。

论对话性道德叙事在道德教育中的应用——以“孔融让梨”为例/黄华//当代教育科学.-2013(7).-3~5

在道德教育实践中,道德叙事常常被“独白”式地应用。而根据 Bakhtin 的对话论,道德叙事蕴含着丰富的对话性——不同声音或论述之间的持续协商与共存。道德发展是一个精致的内在说服过程,而非某个被胁迫或被引诱的结果。因此,道德叙事的有效应用需要彰显其内在的对话性,强调倾听的价值,倡导道德谅解与宽容,以及培育道德批判性思维能力。

大学生心理健康教育课程体验式教学的实验研究/邱小艳,宋宏福//湖南师范大学教育科学学报.-2013(1).-95~98

选取 156 名大学生作为被试,采用实验组一对照组前后测设计,考查体验式教学在大学生心理健康教育课程中应用的可行性与有效性。结果发现:对照组实验前后心理健康水平差异不显著,而实验组除性心理障碍与依赖因子外,其余因子与实验前相比均有了显著改善。此外,实验组学生对

教学效果给予了更高的评价。这表明与心理专题讲座相比,体验式教学在优化大学生心理素质、提升心理健康水平上更有效,教学效果更好。

“注意”的意义:认知科学的解释范式述评/蒋柯,胡瑜//华东师范大学学报:教育科学版.-2013(1).-44~49

心理学中的“注意”概念界定模糊,其根源是笛卡尔的身心二元论导致的心理本体矛盾。概念问题导致了研究方法的缺陷。心理学的“注意”概念描述的对象本身并不存在,它只是人们为了适应当时解释范式的需要而做出的理论建构,当解释范式发生转变时,它就没有存在的意义了。目前“注意”概念与实验研究中的问题不能通过技术层面的改革得到解决,而关于心理本体解释的变革则可能会让我们完全放弃“注意”这个概念。

论宾斯万格存在分析学的理论特征/任其平//华东师范大学学报:教育科学版.-2013(1).-50~55

宾斯万格吸纳了现象学和存在主义哲学思想,对弗洛伊德的精神分析进行了“改造”,开创了存在分析学运动。存在分析学的基本观点是强调人的在世之在和超世之在,关注人的整体性。他长期探讨人类的潜意识、梦、本真、非本真、被抛、焦虑、内疚和死亡等重要主题,建构了完善的存在分析学体系。其理论特征具体表现为:反对因果论,主张对人的行为进行存在分析;反对二分法,主张对人的经验进行整体理解;反对机械论,主张对人的生存进行本真解读;反对本能论,主张对人的存在进行现象学描述。

关于大学新生教育模式的心理学思考/陈晓斌,赵玉晶//江苏高教.-2013(2).-122~123

大学新生教育是高校教育的关键一环。文章结合大学新生的心理特点,主要从目标规划教育、自我认识教育、自主学习教育、人际交往教育以及道德观念教育等入手,探索一套切实可行的大学新生教育模式。

大学生挫折心理教育策略研究/聂邦军//江苏高教.-2013(2).-128~129

挫折心理教育是大学生心理健康教育的重要部分。通过个性化教育、渗透性教育和实践性教育,可以有效地培养学生的抗挫折能力,有益于他们的身心健康。

大一新生学习适应与教养方式的关系:人格的中介作用/王伟,雷雳//教育理论与实践.-2013(4).-31~34

通过采用问卷法对309名“90后”大一新生进行调查,探讨“90后”大一新生学习适应与其父母教养方式之间的关系,检验人格在其中的中介作用,研究结果发现:大一新

生整体学习适应处于中等水平,学习适应与父母教养方式、人格中的内外向存在显著正相关,与神经质存在显著负相关。人格在学习适应和母亲教养方式的关系中部分中介效应显著,但是人格在一大一新生学习适应和父亲教养方式之间的中介作用并不显著。

积极心理学观照下大学生自我意识的优化/李文英//教育评论.-2013(2).-66~68

积极的自我意识是大学生成长、成才所需要的重要素质。积极心理学充满对人性肯定和期待的积极理念和思想,对当代大学生积极自我意识的培养具有重要启示

积极心理学视域下的感戴教育/孟小红//教育评论.-2013(1).-87~89

感戴作为积极心理学研究内容的重要组成部分,日益受到教育者的关注。本文从唤醒感戴意识、培养感戴情感、激发感戴行为三个层面,对感戴形成的内在心理机制进行解析,在此基础上探讨实施感戴教育的有效途径。

当前大学生常见的心理问题及其解决途径探析/曹中秋//教育探索.-2013(1).-139~140

大学生常见的心理问题包括理想与现实的矛盾、不良情绪的影响、神经症、人际关系的困扰、人格与行为的障碍和择业的难题等。在现今条件下,预防和解决大学生心理问题的途径包括:掌握心理健康相关知识,合理预防心理疾病;坚持树立正确的世界观、人生观和价值观,注重完善自我的心理品质;主动进行自我心理调适,及时进行心理咨询与治疗;积极学会适应,努力锻炼自身的独立生存能力和耐挫折能力;营造良好的校园文化氛围,协同创造良好的心理社会环境。

美德是否可教——论苏格拉底的德性教化/张济洲,黄书光//教育研究.-2013(4).-76~81

“美德是否可教”是德育理论必须回答的基本问题之一。苏格拉底对美德可教性命题的探讨充满悖论,不同语境下的表达并不统一,其实质是对“美德”和“教”理解的分歧。苏格拉底抛弃传统教授美德方式,采取另外一种“教”,即对自己的灵魂中的道德观念、道德概念进行省察。但是其囿于对德性概念的普遍本质的偏执追求,没有适当地区分德性的不同类别,以致无法适当地处理实践与理性之间的紧张关系,苏格拉底美德命题遭遇批判。无论直接道德教育还是间接道德教学都有其限度,只有对两种教的方式进行扬长避短的综合,才能达到最佳的效果。

6 课程与教学论

教学目标与教学管理/彭道林//现代大学教育.-2013(2).-91~94

教学是大学里许许多多活动中最基本的活动。教学本身也应该作为一个研究对象,关于教学的研究即教学研究。教学目标与教学管理都是教学研究的内容,前者属于教学研究的主观性范畴,而后者则是对主观性范畴进行的某种选择,他们之间有着密切的联系。教学活动的重要性使得教学管理在大学中的地位举足轻重。目标管理是教学管理的一种方式,对于教学目标正确的理解和完整的把握则有助于目标管理的实施。

境遇式教学理念在教学实践中的应用/庄龙玉//现代教育管理.-2013(4).-64~67

境遇式教学理念是伴随着后现代主义思潮而兴起的。它的基本特征是:情境性、开放性、互动性和主体性。根据境遇式教学理念的基本特征,教师在备课时应注重对知识的理解而非机械记忆,同时应注重对知识的拓展;在组织课堂教学时可采用丰富的教学形式,如组织学生参与课堂讨论,参与社会实践。在应用境遇式教学理念提高教学效果时,应避免以下误区:否定教学规律的存在,忽视专业知识的传授,导致课堂讨论的滥用。

高校思想政治理论教学改革探索——以专业艺术院校为例/王力明,陈艳,杨佳华//现代教育管理.-2013(4).-68~72

大学生思想政治教育是我国高等教育工作的重要组成部分,是提高大学生思想道德素质的重要途径。高校思想政治理论教学面临着社会消极因素的不利影响,学校思想政治理论教学滞后,艺术院校学生思辨能力差、政治热情偏低、自制力较弱等困境。为此,提出进行教学理念、教学内容、教学方法和教学评价的创新,探索高校思想政治理论教学的创新机制。

研究型高校内部教学质量多维评价体系构建/李辉,宣建林//现代大学教育.-2013(2).-106~110

高校内部教学质量评价体系是提高教学质量、实现人才培养目标的根本保障。目前高校侧重于针对知识教育的“一维评价体系”,从而导致教学体系不能适应知识经济对人才培养的要求,人才培养同质化现象严重。研究型高校建立教学质量“多维评价体系”,有利于高校将优势资源聚焦到人才培养,把人才培养服务于经济社会发展需要作为发展的动力之源,通过科学交叉融合和创新精神的塑造提升人才培养品质,引导课程体系和教学手段作为教学资源建设主体,支撑产学研用相结合模式服务社会,保障师资队伍建设的可持续发展,实现提高教学质量核心目标。

“夹层制”实训教学模式的实践与思考——以沈阳建筑大学工程管理教学改革实践为例/刘颖,刘亚臣,宋洁然,朱丹//现代教育管理.-2013(3).-83~86

实训教学一直是高等工程教育适应经济社会发展需要,服务于行业与企业生产实践的重要教学环节。2010年6月,国家教育部组织实施的“卓越工程师培养计划”对国内各高校工程教育实训教学的质量与管理水平提出了更高的要求,现行的“夹层制”实训教学模式面临许多新问题与新要求。在这样的形势下,“夹层制”实训教学模式改革与创新的基本路径是改革教学计划体系,建立高校和企业联合培养机制,配备专业合理的教学师资队伍,以及探索国际化、开放型培养模式。

“课程群”教学管理体系的建设与实践/张丽萍,刘东升,林民//内蒙古师范大学学报:教育科学版.-2013(3).-61~64

课程群是近年来高等院校在课程建设中出现的一项新的课程管理方法。课程群的内涵、组织划分对教学管理体系的建设与实践起着关键的作用。计算机程序设计类课程群建设作为专业建设和课程建设的桥梁,必须紧密联系实际的课程群建设过程中存在的各种问题,把更新观念、明确指导思想,制定合理的基础作为课程群建设的基础,通过科学的管理有效监督和促进课程群的建设,进行有针对性的教学研究与教学改革实践,从而提升课程群的整体水平。

基于CDIO教育模式的“数控技术”人才培养研究/毕俊喜,王连波,王丽琴,孙鹏文//内蒙古师范大学学报:教育科学版.-2013(3).-71~73

CDIO工程教育模式是国际工程教育最新改革成果,将CDIO工程教育理念引入数控技术专业课程教学,从教学资源、教学内容、教学方法以及学生考核等方面进行改革研究。研究表明,实施CDIO教育模式,有利于人才培养,使学生具有卓越工程师的素养;促进学生全新获取知识、综合应用知识能力的提高。

播音与主持艺术方向建设刍议/张芸//内蒙古师范大学学报:教育科学版.-2013(4).-159~161

结合当下媒介环境和内蒙古传媒文化背景,论证了内蒙古师范大学播音与主持艺术方向的办学思路是培养播、说、访、控、采、编、制一体的复合型人才,培养“全媒体”时代的创新型语言传播人才,培养具有师范院校人文特色的语言传播人才。在此办学思路基础上,确定了人才培养方案的指导思想和教学实施计划,并就播音与主持艺术方向的建设规划进行了阐述。

中国文学与人间情感教育——王国维的文学课程

革新实验/周勇//全球教育展望.-2013(4).-10~16

依靠悲剧哲学和以情感美学为本的文学理论,王国维重建了传统及各种功利的文学内涵界定与文学课程标准。在此基础上,他通过研究中国抒情文学及其境界之美,充实了其文学课程的内容架构,从而完成了以人间情感教育为宗旨的文学课程革新实验。这一长达十年的文学课程革新探索不仅盘活了许多被历史遗弃的中国文学,而且为教育、引导个体在世俗人间安顿自己的情感生命,开辟了一条“境界”优美的文学途径。

论具身认知理论的课程与教学意蕴/张良//全球教育展望.-2013(4).-27~32

当代认知理论的发展实现了范式变革,由信息加工理论、联结主义等完全抵制、摒弃身体参与的传统认知理论,逐步转向为将认知的发生看作是身体、心智以及环境三者构成认知系统的自组织生成与涌现。具身认知理论对课程与教学的意蕴至少体现在三个层面:引发对课程本质观的反思、提供重建教学实践的契机以及呼吁课程与教学整合的价值诉求。

国外关于学生课程观的研究及其启示/吴扬,高凌飏//全球教育展望.-2013(4).-33~41

学生对课程有着独到的看法和观念,这一观念的形成既来自于对课程本身的认识,更加深和定性于其学习的过程,从而支配着学生的学习,反之也影响教师的教学、课程的实施。当前我国的教师研究已出现由关注教师行为到教师思维转向的趋势,而学生研究却仍停留在学习方式等行为研究阶段。本文回顾了国外关于学生课程观研究的发展脉络,归纳整理了已有的研究内容与方法,以期对国内学者有所启示。

实施分级教学构建高校“和谐”教学新体系/徐艳甲//教育与职业.-2013(14).-104~105

目前高校学生差异性、层次性明显,传统教学模式已无法适应当前的高等教育现状。分级教学以多元智力、合作学习、因材施教等作为理论基础,在学生、教学、教材及评价等方面实行分层。作为一种行之有效的教学模式,分级教学有助于激发学生学习兴趣,提高教师工作积极性,从而实现高校构建“和谐”教育体系的目标。但在实施过程中应该注意加强对学生的心理引导,关注各层级学生间的动态,用现代教学技术和专业知识技能武装教师等三大问题。

运用全纳理念提升中职课堂教学质量的理论思考/包昆锦,肖春华//教育与职业.-2013(14).-107~109

文章从对“全纳”含义分析入手,提出了全部纳入、全部获益、全部成功三个不同层次的中职课堂教学形式,并对全纳理念下中职课堂教学目标定位、策略选择、程序设计、可能障碍、应对策略以及学生评价等逐一作了分析。最后,

提出了尊重、包容和发展每一个学生个体学习需求的“全纳教学”新理念。

高职院校生产运作管理实训课程开发研究/仲丛友,张旭军,吴纬地//职教论坛.-2013(9).-83~85

研究高职院校生产运作管理实训课程的开发,对培养学生具备生产管理岗位的职业能力具有重要的现实意义。本文就课程开发的目标、课程开发的原则、实训情景设计、实训内容设置、课程的实施等方面进行了探讨。

马克思主义中国化理论教学与学生创新能力的培养/姜淑兰//内蒙古师范大学学报:教育科学版.-2013(4).-125~127

学生创新力的提升,取决于认同伟人的创新人格,取决于对创新意识、创新方法作用的认识。通过马克思主义中国化理论教学,可以培养学生的创新意识、创新精神,帮助他们掌握创新的正确方法,提升创新能力。

谈思想政治理论课程中案例教学法的应用/马立国,王艳霞//内蒙古师范大学学报:教育科学版.-2013(4).-128~131

案例教学法作为一种成熟的教学方法,其明确的指向性和教学过程所独具的动态性与启发性是保障思想政治理论课教学取得良好的教学效果的方法之一。把案例教学法科学合理地应用到思想政治理论课教学过程中,目的是要发挥思想政治理论课理论联系实际的优越性和克服教学过程中的一些僵化的教学方法。在思想政治理论课教学过程中准确、灵活地运用案例法教学可以取得事半功倍的教学效果,但同时也应注意克服应用案例教学法教学过程中的一些认识误区,从而使这种教学方法的优势得到充分发挥。

环境科学专业认识实习的教学实践研究/李素英,常英,刘芳,王鑫厅//内蒙古师范大学学报:教育科学版.-2013(4).-132~134

环境部门对专业人才的实践能力提出更高要求,而中国高校的实践教学又相对薄弱,因此急需系统性研究环境科学专业实践教学体系。通过分析环境科学专业实践教学存在的问题,并就改进专业实践教学体系进行了有益的探索,即建立稳定的实习地点、丰富实习教学的内容、改进实践教学管理的方法和提高学生的实际工作能力等方面进行了经验交流。

“城市详细规划设计”教学模式探索/张旭//内蒙古师范大学学报:教育科学版.-2013(4).-135~137

作为职业学校,我们必须根据社会的需求,培养出适合市场需求的高技能应用型人才,提高人才的适应性和竞争力。

通过“城市详细规划设计”的课程定位,阐述了课程设计的依据和体现,务实地提出了课程的教学方法和特色创新。

7 教师教育

教师专业能力体系研究——基于国家教师教育课程标准/黄正夫,郭平//内蒙古师范大学学报:教育科学版.-2013(4).-64~66

国家教师教育课程标准下教师专业能力体系有着自身独有的理论逻辑和实践逻辑。根据各种能力在实践活动中各自所起的作用和适用范围的不同,从影响教育对象、教育教学实践活动、教师自身专业发展三个维度构建以研究分析学生、教育沟通交往、开发和利用课程资源、教学设计、教学组织实施、教学评价、教育监控反思、教育研究、终身学习、教育创新为核心的教师专业能力体系。

对当前教师教育公平理念的探析/张渝//内蒙古师范大学学报:教育科学版.-2013(4).-67~69

教育过程的公平,关键取决于教师,取决于教师自身对教育公平理念的认识和教育实践中的科学把握。在思想多元化背景下教师教育公平理念却不尽如人意。我们通过对当前教师教育公平理念的剖析找到广大教师在教育过程中践行教育公平的现实路径。

教师素养:影响学生转变学习方式的重要因素/王丽波//内蒙古师范大学学报:教育科学版.-2013(4).-73~75

2001年7月教育部颁布了《基础教育课程改革纲要(试行)》,时隔十年,2011年12月教育部又颁布了《义务教育语文等学科课程标准(2011版)》,转变学习方式是其中的热点问题之一。教师素养是决定教师教育教学效能的基本因素,是影响学生转变学习方式的重要因素。本文试图结合教学的实际情况,从教师素养的含义、教师专业能力素养和教师角色转换对学生学习方式转变的重要影响等三个方面去阐释教师素养和转变学习方式的内在关系。

企业技工学校“双师型”教师队伍的现状与策略研究——以济南地区为例/董琳//内蒙古师范大学学报:教育科学版.-2013(3).-56~60

目前,企业技工学校“双师型”教师的增长速度远远跟不上职业教育本身的发展,这种状况已成为当前困扰企业技工学校发展的瓶颈。对此,需要通过扩充教师渠道,提高教师实践操作技能,加强校企合作拓宽教师培训,构建“双师型”教师队伍的培训体系,建立健全教师激励机制,完善“双师型”教师制度的立法保障体系等策略,解决“双师型”教

师培养问题。

在教书育人中体验幸福/肖文强//当代教育科学.-2013(6).-54~54

回顾一路走来的教师职业历程,会思考:自己当老师幸福吗?老师的幸福在哪里呢?2012年10月13日,在全国特级教师、优秀班主任丁榕老师三个多小时、始终站着、嗓音有些沙哑的报告中,我茅塞顿开,找到答案——教师的幸福,其实就在日常的、真实的教书育人生活中

教育新世界的拓边者:教师身份时代定位/牛金芳//当代教育科学.-2013(7).-23~27

教育理论研究始终摆脱不了来自教育实践的一个质疑:为何最新教育生活样式总是发端于教师的教育实践而非教育理论专家,其合理的解释只有一个:教师在创新教育实践的同时也在创生着教育理论。他们是一个完整的教育世界——教育视野与教育领域的拓边者,其现实知识结构的复合性、教育行动的双轨性,穿梭式的存在样式,身处“夹缝”世界的生存状态便是明证。教师作为教育世界拓边者的理论蕴涵是丰富的,他就是教育理论与教育实践的中介者、化合者、磨合者和边沿拓展者。拓边者身份是对教师实践者生存状态的真实反映与自觉回应。

高校教师流动行为理论综述/陈玉芬//复旦教育论坛.-2013(2).-42~45

本综述回顾运用心理学、经济学与社会学理论对于高校教师流动行为的研究。应用心理学研究的学者认为,高校教师流动行为产生于工作满意度低落。近来有学者进一步将其扩充,指出工作士气的低落也是高校教师流动的主要原因之一。而应用经济学与社会学研究的学者认为,高校教师流动行为是组织内部的推力(如薪资过低、组织文化低落、工作压力过大)以及组织外部的拉力(如提供更好的职位与薪水)共同影响所造成的结果。

教师教育信息化与体育教师信息素养的提升/范运祥,舒根,马卫平//湖南师范大学教育科学学报.-2013(1).-57~62

教师教育信息化的核心目标是提高教师的信息素养,现阶段体育教师信息素养的提升理念与策略与教师教育信息化促进体育教育实现跨越式发展的要求还有很大的差距。如何开展卓有成效的体育教师信息素养教育成为各级教育行政部门、学校及体育教师共同关注的课题,也是贯彻落实以“以人为本”为核心的科学发展观的必然要求。鉴于体育教师信息素养培养目前仍然存在误区或缺陷,在借鉴前人及同行研究成果的基础上,从教师教育信息化视角审视和思考并提出体育教师信息素养的有效提升策略:要以强化信息

意识教育为切入点,以学校信息技术环境建设为提升平台,以建立跟踪评价平台和激励机制为提升动力,构建一个体育教师主动学习。

高校教师社会服务能力:内涵与生成逻辑/曹如军//江苏高教.-2013(2).-80~82

从高校教师专业发展的历程审视,社会服务能力并非高校教师“与生俱来”的素质构成。教师高水平服务社会,不仅要求其具备与之相应的通用能力和可迁移能力,还须拥有前瞻能力、捕捉信息能力、成果转化能力以及与实践话语的融通能力等。高校教师高水平社会服务能力的生成,既需要在高校外部营造有利于教师服务能力发展的良好氛围,也需要在高校内部处理好教师教学、科研与社会服务等职责的关系,不断增强教师服务社会的责任感,改革现行的教师专业发展制度与教师服务评价制度,建立起较为完善的教师服务学习制度。

求真务实:高校师德建设的根本/贾义保//江苏高教.-2013(2).-86~87

“求真务实”是高校师德建设的根本。强化高校“求真务实”的师德观,必须多措并举,即:以“人本”为核心,增强“求真务实”师德教育的实效性;以教师自我塑造为重点,锤炼“求真务实”的师德品格;以完善师德系统管理机制为保障,推进“求真务实”的师德建设水平;以优良师德氛围营造为条件,培育“求真务实”的师德建设环境;以向研究型教师角色转换为目标,争创“求真务实”之风。

论当代教师专业伦理的重建/刘万海,孔美美//教育发展研究.-2013(4).-29~31

当代教师专业伦理研究的显著成果体现为规范伦理的强势与细化,然而在实践的拷问下,既有的教师规范伦理陷入了贫弱的尴尬境地。儒家提倡的德性伦理思路是以人文关怀的视角将规范内含于价值,通过人伦价值进而体悟规范。当前的教师专业伦理客观上需要实现由规范伦理向德性伦理的转换。这样才能化解当前规范伦理的困境,有效促进教师专业伦理的发展。

教育公平与教师责任:《科尔曼报告》的启示——美国宾西法尼亚州立大学庞雪玲教授访谈/王艳玲//全球教育展望.-2013(4).-3~9

在这篇访谈中,庞雪玲教授介绍了美国《科尔曼报告》的主要内容及其启示。《科尔曼报告》认为,教育机会均等不仅是资源的公正分配,还要关注每一个个体和群体的发展,达到教育结果的均等;学校不仅应该提供均等的教育资源,而且还应该帮助学生克服其家庭出身的平等所带来的学习障碍。这启发我们,在教育资源配置基本均衡的前提下,

学校和教师如何创造丰富的学习机会和创设适切的学习环境,确保来自社会不同经济文化背景家庭的学生充分实现他们的潜能、得到全面发展,这就是教育公平的目标和追求。其中,教师的责任是在课堂上实质地践行公平的理念,保障教育活动内部的公平。

教师绩效工资制的管理学思考/胡永新//全球教育展望.-2013(4).-68~72

教师绩效工资是国家投入的物质性资源,如果只理解为执行文件、落实政策,或简单化地实施这一制度,效果必然有限。运用管理科学原理,结合不同学校的实际情况,通过系统思考与整体设计、明确绩效构成的价值取向、合理设定绩效工资差距、多维分析绩效责任及归因等管理策略,能持续发挥教师绩效工资制的积极效用。

给苏格兰教师教育的五十条建议——《唐纳森报告》述评/邱超//全球教育展望.-2013(4).-89~95

21世纪以来,苏格兰经历了三次比较大的教师教育改革。“唐纳森研究”是其中规模最大和影响最深远的改革。

《唐纳森报告》提出了旨在更新苏格兰教师教育体制和加强教师专业化的50条建议。报告除了致力于解决当前苏格兰教师教育所面临的问题之外,还为国际教师教育提供了许多有价值的思考。

全球化背景下的科学教育发展变革——2012国际科学教育研讨会综述/张宝辉,张红霞,彭蜀晋//全球教育展望.-2013(4).-120~128

2012国际科学教育研讨会(中国·南京)(International Conference on Science Education 2012, Nanjing, China)于10月12—15日在南京大学举行。本次会议的主题涵盖国际中小学科学教育标准、大众科学教育和科学教师教育。大会邀请了12位国内外科学教育领域的知名学者做大会报告,还有55个分组报告与14个壁报展示。来自全球15个国家的与会代表围绕主题分享了全球化背景下的科学教育发展变革方面的科研和经验:科·技·工·数(STEM)教育主导了一些国家的科学教育政策并成为研究热点、一些国家的新的科学教育标准在制定依据和内容等方面有革命性的变化、在科学教师教育方面中国和海外学者需要互相学习、各国在大众科学教育方面的有益经验还需要系统总结和推广、脑科学研究可能为教育评价提供新的依据、国内外专家共同关注中国科学教育改革面临的问题与出路。

高校教师职业倦怠和心理健康关系研究/王青//教育与职业.-2013(14).-68~69

文章通过实证研究,着重考察了职业倦怠与心理健康之间的关系,从而提出缓解教师职业倦怠和提高心理健康水平

的建议,包括构建和谐教育环境、健全心理健康教育机制等。

开放社会理论视角下的教师职业道德规范建设/郑霁鹏//教育与职业.-2013(14).-70~71

开放社会理论否定至善和绝对真理,尊重个人理性和多样性,认为发展的过程就是一个渐进的试错过程。借鉴开放社会理论思考教师职业道德建设,要明确当下社会环境和教师工作内容的改变,明确职业道德规范的属性定位,正视教师个体的多样性和权利诉求,以底线与理想并重,为教师提供自律与他律的双重空间,渐进完善教师职业道德规范内容,推动教师职业道德建设。

当前大学生职业指导师资队伍建设/董丽君//教育与职业.-2013(14).-76~77

做好大学生就业工作,关键之一就是要建立强有力的高校职业指导师资队伍。高校职业指导师建设中,必须明确职业指导师应当具备的素养和职责培养目标,积极构建起科学的职业指导师培训机制,重视社会教育资源的整合与开发,发挥高校在教育和培养职业指导师方面的优势,注重与学校具体实际的密切结合。

生态学视野下的地方高校师资队伍建设/林爱菊//教育发展研究.-2013(1).-81~84

人才资源是高校发展的第一战略资源,师资队伍建设已成为高校解决发展瓶颈的突破口。本文从生态学的视角切入,从人才的引进、人才的培养、人才的使用三个方面纵向分析高校师资队伍建设的生态失衡现象,并探讨构建生态良好的高校师资队伍建设的策略。

适合教师的个性化专业发展方式/史静寰,王振权//教育理论与实践.-2013(4).-35~39

个性化专业发展基于为每一个教师提供适合的专业发展方式及理念,立足于个性化的教师教育方式,思考和实践从“需求导向”出发,以适合教师自身专业发展的方式,引导和满足教师多样化专业发展的要求,探索“轻负担、高质量、可持续”的“生长型”专业发展新路,通过个性化的专业引领,帮助每一位教师自主建构并实现从“实践者-行动研究者-专业领导者”的角色转型。

论教师的社会良知/张杨//教育评论.-2013(1).-33~35

知识分子论者认为:教师不仅是一个职业群体,更是一个精神群体。作为知识分子的典型代表,他们应超越自身专业的桎梏,倡导积极的价值取向,思考一些普遍问题。然而,当前这个“精神群体”却存在着社会良知缺失的问题。本文主要从以下四个方面论述教师的社会良知问题:关怀意识、批判意识、独立精神与自由思想、塑造未来公众。

“90后”大学生公共精神培育的路径探讨/徐锋华//教育探索.-2013(1).-117~118

当前大学生公共精神的缺失主要表现为公共意识不足、权利意识过重、缺乏自律精神、行为能力缺失和参与意识不强等。“90后”大学生公共精神培育的路径包括加强课程体系建设、不断提升教师的教学能力和水平、增强教师的公共意识、发挥学生的自我教育功能和加强制度建设等。

论教师的教学伦理敏感性及其发展/郑信军,吴琼琼//教育研究.-2013(4).-97~104

教师的教学伦理敏感性是教师对教学活动中蕴涵的伦理价值与潜在的伦理问题的领悟和解释能力,具有情境觉悟性、观点特异性、反应直觉性和发展层次性等特点。伦理维度的教学反思、不断丰富教学伦理样例是教师教学伦理敏感性生成且保持活性的内在基础,教学自由和积极的教学伦理氛围则为其生成与发展提供了社会支持,频繁体验的道德情感是其得以启动、维护并转化为实践智慧的内部动力。教师只有适度发展与其道德行为能力及其他社会性行为技能相匹配的教学伦理敏感性,才更有利于他们的心理健康与职业幸福。

课程变革下教师自我导向学习的意蕴与生成基础/董静//内蒙古师范大学学报:教育科学版.-2013(4).-57~60

“教师自我导向学习”是对传统“他人导向”教师专业发展模式的挑战,体现了以师为本的教师教育理念。课程变革的“常态性”、“问题性”、“情境性”和“生成性”为教师自我导向学习提供了契机。基于“多维度论”的教师自我导向学习将教师学习视为一个内外统一的发展过程。自我引导、经验建构、反思、知识转化、共生性成长是教师自我导向学习的特征。教师自主学习意识的觉醒,学校场域下教师学习精神、制度、物质及管理环境的创设是教师自我导向学习的生成基础。

美国教师教育的第二条道路:争议中的选择性教师证书项目/周钧//外国教育研究.-2013(4).-3~10

20世纪80年代的美国,政治意识形态的偏好、教师短缺和政治压力等因素促成了选择性教师证书项目的产生。支持者认为,选择性教师证书项目从根本上重构了教师培养方式,培养质量超过了传统的教师教育,解决了教师短缺尤其是少数族裔教师短缺的问题。反对者提出,选择性教师证书项目降低了对教师专业化的要求,即破坏了教师教育专业,破坏了教学专业化的努力。双方形成了争议。

美国教师教育中的实习生文件夹——以马萨诸塞州某州立大学教育学院为例/申卫革//外国教育研

究.-2013(4).-27~34

美国职前教师教育中的实习生文件夹体现了实习办公室对实习过程的基本要求,实习内容明确,评价指标清晰。实习建立在教师专业标准基础上,实习评价制度健全,实习成绩和教师资格证的申请紧密相关。实习文件夹也体现了美国教师教育中实习管理的特点,有效的实习过程是职前教师教育质量的重要保证。

STPDS: 职教专业课教师教育的新模式/高忠明,肖莹//职教论坛.-2013(6).-35~37

职业教育的固有特色要求职教专业课教师必须集学术性、师范性和技术性于一身,偏倚其一或其二,职教教师很难履行教育职责。职业教育专业课教师专业发展学校(STPDS)正是针对传统职教师资培养弊端,回应职业教育要求而提出的,是对职业教育专业课教师培养模式的一种有益尝试,旨在通过三方有效合作,为职业教育培养合格的专业课教师。

“双师型”教师文化的解构研究/王亚平//职教通讯.-2013(7).-71~74

当前,“双师型”教师文化还处在孕育状态,但其对于构建中国特色、世界水准的现代职业教育体系意义重大。解构“双师型”教师文化,从其生长土壤——文化、职业教育文化、职业教育教师文化、企业文化及职业文化五个基壤探析“双师型”教师文化的层级结构,营造“双师型”教师成长的文化氛围,打造高水平的职教师资队伍,助推我国现代职业教育体系的发展。

“双师型”教师结构视域下职业技术师范教育课程改革/任平,唐玲//职教通讯.-2013(7).-75~78

随着职业教育的发展,对职业教育师资培养的要求也越来越高,“双师型”、“复合型”职业院校教师已成为职业教育师资培养的发展方向。然而现阶段我国职业技术师范教育的课程设置、教学水平和办学层次不能适应这类人才培养的需求,短期内无法实现“双师型”素质的教师的培养,所以,“双师结构”作为一种补偿性改革方案是一种十分务实的做法,在双师型教师结构视域下,探索教师教育课程的改革是非常有益的。

论教师教育全程实践教学体系的构建/于桂霞//中国成人教育.-2013(7).-114~116

教师教育全程实践教学体系是以学生教育教学实践能力成为目标的全时间段、多元化内容、多样化手段与形式的实践教学体系。具有全程性、多样性、多元性与整合性的特点。教师教育全程实践教学体系构建的理论基础是教师专业化的理念,实践基础是基础教育新课程改革的要求,现实基础是改革高师院校实践教学模式的需要。构建教师教育全

程实践教学体系要遵循实践性、目标性、整体性、多样性与能力评价的原则。

教育反哺视域下的高校教师专业发展/罗勇//中国成人教育.-2013(5).-22~24

随着我国高等教育的飞速发展,高校教师专业发展近来成为教育界的讨论热点,人们从各个角度进行了研究讨论。本文从教育反哺的视角分析高校教师自身专业发展的心理起点,认为教育反哺唤醒了高校教师追求自身专业发展的意识,从自身内部开始追求专业发展。并且根据勒温关于变革的过程概念,总结出教师专业发展的动态模式。

8 研究生教育

现代职业教育理念下的 4+2 研究生培养模式/李海港,于宝莹,杨迎春//中国成人教育.-2013(5).-17~19

4+2 人才培养模式的创新在各大师范院校如火如荼地开展着,从目前的情况看,多数院校毕业生以中学教师为最终就业目的,这个模式的理念是以职业为目标开展研究生教育。这种研究生 4+2 模式与职业教育的 4+2 模式在本质上是一致的。

地方院校研究生教育质量保障体系建构的策略/许慈晖,吴国庆,丁邦东//中国成人教育.-2013(5).-42~44

从高等教育改革发展形势和学校建设发展总体情况出发,总结我国地方院校研究生教育及质量保障体系建设现状,分析形成的主客观原因,提出了基本建构策略:确立质量保障主体责任意识和管理创新意识、强化内部质量管理的顶层设计与重点环节监控、建立和实施具有地方院校特色的研究生教育质量评估体系。

职业技术教育学硕士生学习倦怠的成因与对策/陈飞虎,黄胜,邹立君//职教论坛.-2013(9).-89~92

学习倦怠作为一种消极的心理状态,贯穿于每个层次的受教育者之中,严重影响了受教育者自身发展和身心健康;通过问卷调查,了解职业技术教育学硕士研究生学习倦怠的“症状”,分析其原因,并提出相应的策略建议。

研究生学术环境之我见——基于辽宁地区若干高校的分析/康翠萍,张翠华//大学教育科学.-2013(1).-107~111

随着我国高等教育大众化进程的加快。研究生规模的迅速扩大,研究生培养与管理越来越宽松,研究生的学术环境也因此得不到应有的保障和维护,在很大程度上影响了研究生的培养质量和学位授予质量。比如,由急功近利思想所引

起的研究生学术浮躁情绪,有限的学术资源与日益增多的学生之间的矛盾加剧,研究生的培养体制顽固陈旧,市场经济的冲击导致研究生学风不正等等。因此,针对现实弊端,改善我国研究生学术环境,是当前提高研究生培养质量急需解决的难点。对此,基于对我国研究生学术环境存在的现实问题,从物质环境、精神环境和体制环境等三个方面加以剖析并提出思路,为我国研究生教育改革实践提供借鉴和参考,不失为一种理性选择。

研究生指导效果及其影响因素的调查研究/张东海//复旦教育论坛.-2013(2).-37~41

导师指导是研究生培养质量提高的重要影响因素,我国自恢复招收研究生以来就十分重视研究生培养中的导师责任。然而,近年来研究生指导中出现了种种问题。为深入了解我国研究生培养过程中导师指导存在的问题,探索影响导师指导效果的主要因素,本文对全国部分高校进行了问卷调查。结果表明:导师指导的频率低于研究生的期望;导师指导过程中存在消极指导行为和积极指导行为;不同指导风格的导师其指导效果存在差异;师生关系是影响指导效果最重要的因素。

美国卫生事业管理硕士(MHA)课程体系的特点和启示/蒙艺,贺加//复旦教育论坛.-2013(2).-92~96

我国社会医学和卫生事业管理硕士课程专业方向模糊,缺乏与明确方向匹配的专业能力模型。美国一流大学卫生事业管理硕士(MHA)课程体系的特点,尤其是课程设置的指导思想 and 依据,可为我国社会医学和卫生事业管理硕士课程体系的改革提供参考。明确专业方向、建设专业能力模型、围绕专业能力培养开设课程、改进教学模式应是当前我国该课程体系改革的方向。

芬兰博士生教育的现状和问题述评/王文礼//高教探索.-2013(2).-67~72

本文分析了芬兰博士生教育的历史,入学要求,组织机构和资助方式,博士生教育的学习模式和博士论文的评审程序,质量保障体系,博士生的数量和规模,博士生教育当前取得的成就和存在的问题

当前硕士研究生学习情况调查及分析——广东省13所高校硕士研究生学习情况调查报告/马强,蔡茂华,刘运春//高教探索.-2013(2).-95~98

利用问卷调查的形式,对广东省13所高校硕士研究生的学习状况进行了抽样调查。结果显示:研究生入学动机多样,总体能解决在学习科研过程中遇到的问题,对于自身发展方向有更理性的看法;但存在着学习积极性不高,科学研究能力和社会实践能力相对缺乏,导师对研究生的指导与帮

助欠缺等问题。针对这些问题提出了建议。

基于信息不对称理论的研究生招生问题探析/黄建国//江苏高教.-2013(2).-77~79

目前,高校研究生招生过程中存在诸多信息不对称现象,它会造成学生和学校的逆向选择及败德行为。为了降低信息不对称在高校研究生招生过程中的影响,需要教育主管部门、高校和考生共同努力规避信息不对称,如提前下达招生计划、实施招考分离制度、完善信息公开制度等。

硕士生求职就业中的性别差异研究/杨钊,史祚美//教育发展研究.-2013(3).-62~68

随着研究生扩招和女性研究生比例的提高,女性硕士毕业生的就业情况并没有因受教育程度的提高而得到明显的改善,劳动力市场中仍然存在着显著的性别差异。通过对2005年和2009年北京大学“全国高校毕业生就业调查”数据分析发现,在求职过程方面,2009年女硕士倾向于把中介和亲戚朋友作为求职信息来源,她们更重视工资待遇,但是她们的求职面试比和求职花费均低于男性。在就业满意度方面,2009年不存在显著的性别差异,但男性毕业生在求职面试比方面的优势显著地提高了他们的就业满意度。2005年男性与女性的求职过程无显著差异,而且两性的求职过程对就业质量无显著影响。两年相比,两性毕业生的求职策略和行动随时间日益分化,但求职过程中的性别差异尚未完全转化为就业质量的性别差异。

新时期研究生导师队伍建设探索/杨雷,邓启刚,沙伟,张德庆,孙涌泉//教育探索.-2013(2).-76~77

研究生导师队伍建设存在着师资队伍结构不合理、培养模式较为单一、评估体系不够完善等问题。研究生导师队伍建设可采用推行导师团队制、加强兼职导师队伍建设、完善导师遴选制度、打破导师终身制、优化学缘结构、建立导师学习制度、加强学术失范的监督与管理等措施

建议为专业硕士研究生发放学历证书/钟秉林//教育与职业.-2013(16).-6~6

我国研究生教育实行的是学历证书和学位证书“双证”制度。长期以来,学历证书在社会上和劳动力市场上比学位证书重要,毕业生找工作、入职后起薪、职位的升迁、干部的选拔、劳动力的跨地区流动等,都要依据学历证书。这与以学位证书为依据的很多国家形成了鲜明反差。

对研究生社会实践的探析/王乐生,张瑾//教育与职业.-2013(14).-98~99

文章站在提高研究生群体就业竞争力的角度,利用研究生社会实践,从就业影响、存在问题、剖析原因、完善措施

四个方面,分析研究生社会实践的战略地位,从社会、学校、学生三个方面分析了制约研究生社会实践的问题,提出高等院校优化研究生社会实践,发挥优秀导师的作用提高研究生社会实践的时效性,充分挖掘研究生自身的主观能动性等措施,从而提高研究生的就业竞争力。

提高中国博士后国际化水平的思考/姚云//现代大学教育.-2013(2).-100~105

博士后国际化水平与中国建设世界一流大学密切相关。当前中国博士后制度发展存在着外籍与留学博士占博士后招收总人数中比例太低、本土博士后出国机会少,以及研究成果国际化程度不够等问题。造成问题的原因是博士后国际化政策制定的战略性缺陷,资助经费缺乏吸引力和博士后制度国际化宣传不够。提高中国博士后国际化水平,需要增加国内博士后的派出、对外籍博士后实施差别性资助政策和加强博士后制度的国际交流。

业内研究生收费等 / 无 // 教育与职业.-2013(16).-20~21

“实行研究生教育收费,能够增加经费投入,有利于改善办学条件,提高教育质量。研究生教育不是义务教育,而是带有竞争性、选拔性的精英教育,应当由个人承担部分成本。”——厦门大学教育研究院副院长别敦荣。

全日制专业学位硕士研究生培养中的问题及对策/孙若红,孙妍玉//现代教育管理.-2013(4).-60~63

当前我国专业学位硕士研究生教育正处于探索阶段,并已成为我国研究生教育的重要组成部分。从目前全日制专业学位硕士研究生的培养现状来看,主要存在重视理论知识传授,忽视实践能力培养,教材体系建设缺乏整体规划,学位论文缺乏应用价值等问题。因此,吸引优秀本科毕业生报考专业学位研究生,构建知识结构合理的网络化教材体系,制定科学的专业学位论文评价体系,提高导师的专业化水平等是全日制专业学位硕士研究生教育可持续发展的关键所在。

我国区域研究生教育发展的外部协调性研究述评/王传毅,赵丽娜,杨莉//现代教育管理.-2013(3).-101~105

区域研究生教育发展的外部协调性研究在研究视角上,单一化和综合化并存;在协调性的度量方法上,简洁化与复杂化并存;在基本结论上,趋同性与差异性并存。未来研究将会以获得更为丰富的研究生教育数据为基础,不断改进协调性度量方法,逐步提高研究信度。

高职院校主动服务“三农”的问题与对策/白朴,杨捷,丰玮//教育发展研究.-2013(3).-11~15

高职院校具有服务地方“三农”的教育资源、人才资源、科技资源、信息资源和地域优势。本文通过归纳我国高职院校主动服务地方“三农”存在的主要问题,从完善工作机制、拓展服务形式、提升服务效率三个方面提出高职院校主动服务“三农”的对策建议。

农村职业教育投资回报率的变化:1989~2009年/胡咏梅,陈纯瑾//教育与经济.-2013(1).-22~30

农村职业教育对农村经济发展有着重要意义,特别是随着我国农村劳动力市场发育程度的不断提高,职业教育对农村劳动参与和就业收入的影响越来越明显。为了定量考察过去20年来我国农村职业教育投资回报率的动态变化,以及农村职业教育对农户家庭及居民劳动收入的影响效应,本文利用新近发展的倾向得分匹配方法,基于1989年至2009年进行的8次全国住户抽样调查数据进行了实证分析。在控制了样本选择性偏差后,倾向得分匹配结果显示,农村职业教育比普通高中教育的投资回报率更高,而且农村职业教育对农户家庭及个人收入均有正向显著影响,其中家庭年均回报率约为8.33%,个人年均回报率高达16.94%。从这个意义上讲,促进农村职业教育发展是加快我国农村经济转型和调整农村收入分配格局的重要途径。

推动农村职业教育健康发展/盛连喜//教育与职业.-2013(16).-7~7

2011年10月,教育部等九部委联合下发了《关于加快发展面向农村职业教育的意见》。从落实情况看,各级政府尽管态度积极,但农村职业教育发展动力弱、吸引力不强的根本问题远没有解决。

论地方性知识与农村职业教育课程改革/辛学东//教育与职业.-2013(15).-171~172

从职业教育知识的性质和演化过程来看,地方性知识是职业教育知识体系的重要组成部分。对原来不属于知识主流的地方性知识予以重视,开发包含地方性知识的农村职业教育课程,培养具有本土意识和知识的新型农村人才,有利于解决农村职业教育吸引力不足的问题。

乡土文化对农民子女职业教育选择的影响探究/王苗,张力跃//职教论坛.-2013(10).-9~12

当前我国中等职业教育的发展达到了普职持平的高峰,如何推进其持续发展是亟需解决的问题。农民及其子女作为接受职业教育的主体,其教育选择对中等职业教育发展具有重要影响。乡土文化制约农民的思维方式、思想观念等,进而影响农民子女的职业教育选择。发扬乡土文化中有利于职

9 农村职业教育

业教育发展的因素,规避不利于职业教育发展的因素,对中等职业教育的发展具有重要意义。

基于需求视角的农村实用人才培养体系探究——以天津市为例/张洪霞//职教论坛.-2013(10).-42~45

文章以天津市 11 个区(县) 861 名农村实用人才为例,分析了现实的实用人才培养与农民所期望的实用人才培养在培训内容、培训时间、培训形式等方面存在的差异,指出农村实用人才培养缺乏合理规划、内容与需求脱节、培训形式错位、培训时间短期化等方面存在的问题,从夯实提高农村实用人才培养需求的基础、明确培训目标、丰富培训内容、创新培训形式、增加培训周期等方面入手,提出了以需求为导向的农村实用人才培养体系改革的对策,以期提高农村实用人才培养质量。

对江西面向农村中职教育人才培养模式的探析/黎瑛,邓娟//职教论坛.-2013(8).-59~61

在中国特色社会主义新农村建设的背景下,如何安置农村剩余劳动力成为政府重点关注并需要着手解决的问题。运用好职业教育培养适应社会发展需求的批量人才是破解“就业与用工”冲突的关键所在。分析了江西省面向农村中等职业教育的发展现状,就新形势下如何建立适合江西农村的中等职业教育人才培养模式作了有益的探析。

农村成人教育的着力点: 培育新型职业农民/赖立//职教论坛.-2013(6).-48~52

我国正处于传统农业向现代农业转化的关键时期,但是农村后备劳动力出现断层,年轻人不想务农、不爱务农、不愿务农,“明天谁来种田”并非杞人忧天,而是我们必须面对和破解的现实问题。如何破解?把培育新型职业农民作为农村成人教育的着力点,农村成人教育既要加快自身转型,准确定位,强化特色,又要加大政策扶持,夯实基础,做大做强。

农村职业教育研究: 检视与反思/邬小学,王中华//职教论坛.-2013(7).-38~41

目前,我国农村职业教育研究取得了相当的成绩,同时也存在研究目标不明确、研究方法单一、研究内容局限等不足。为此,我们需要从明确研究的主旨、加强研究的理论深度、提高研究成果发表的档次、实现研究方法的多元化等方面着手去推进农村职业教育研究。

新世纪以来我国农村职业教育政策研究综述/夏蕾//职教通讯.-2013(10).-55~59

近年来,在职业教育和“三农”问题日益成为国家和社会焦点的大背景下,与农村、农业、农民发展直接相关的农村职业教育成为我们关注和研究的重中之重。通过重点对

21 世纪以来有关农村职业教育政策研究的文献进行分析、整理,帮助人们从整体上对新世纪以来我国农村职业教育政策研究有较清晰的认识,并力图对有关政策走向提供可行性借鉴。

“用工荒”背景下新生代农民工教育培训策略研究/吕莉敏//职教通讯.-2013(7).-36~39

“用工荒”现象反映了农民工教育的缺失与错位,教育培训对于提高农民工职业技能具有重要作用。通过培训不断提升现有产业工人的素质,以适应产业发展对人力资源的需求,才是破解“用工荒”的根本途径。本文通过分析“用工荒”产生的原因,指出新生代农民工接受教育培训的必要性,从而提出新生代农民工教育培训的对策。

城市圈圈层联系与农民工技能培训供需匹配度研究——以湖北 77 个区县为例/柳劲松//职业技术教育.-2013(7).-66~71

基于城市圈建设的现实背景,对 2008-2010 年湖北省 77 个区县外出务工农民职业技能培训供需匹配度进行分析,结果显示,湖北省外出务工农民职业技能培训总体处于低水平发展阶段,外出务工农民职业技能培训处于供需双维较低型的区县占大多数,少部分 IX41--k 外出务工农民职业技能培训供需匹配度和供需均衡水平平均相对较高,具备了率先发展的条件。各区县培训供需均衡差异较为明显,经济联系量与 2010 年培训供需匹配度之间的相关性不显著。

农民工职业技能培训: 基于供求框架的分析/马凯,潘焕学,秦涛//职业技术教育.-2013(7).-72~76

基于供需框架分析我国农民工职业技能培训方面的已有研究成果发现,相关研究既指出了开展农民工职业技能培训的必要性、重要性和迫切性,分析了目前农民工职业技能培训供给、资金投入机制和需求等方面存在的问题,又从各层面和维度提出了相应建议。但已有研究还存在以下不足,需要在以后的研究中予以高度重视:将政府作为农民工职业技能培训的主要乃至唯一供给主体,没有将企业、民办培训机构等非政府力量纳入进来;对于新一代农民工对职业技能培训内容提出的新要求缺乏研究;对于培训资金的筹措问题缺乏深入研究和实证分析;未能将各大利益主体统筹纳入农民工职业技能培训体系中。

农村成人教育基层调研报告/无//中国成人教育.-2013(7).-7~13

为了了解掌握农村成人教育基层现状,为教育行政部门决策提供依据,根据中国成人教育协会及农村成人教育专业委员会 2012 年工作计划,农村成人教育专业委员会开展了农村成人教育基层调研活动,抽取了天津、上海、江苏、山西、

四川等五省(市)承担调研,现将调研情况综述如下。

农村职业教育发展的制约因素及对策探析/刘建玲,张巍//中国成人教育.-2013(5).-185~187

我国农村职业教育受传统观念制约、教育成本偏高、教育质量偏低、教育体系不完善等因素的制约发展明显滞后。这就要求我们加大宣传力度,推进义务职业教育,加强政策支持、完善教育体系,加强农村职业教育法律法规建设,推动农村职业教育实现可持续发展。

农村大学生的就业困境及救济/郭丽莹//教育评论.-2013(2).-72~74

城市化对农村大学生的影响既有积极的一面,也存在某些消极因素。农村大学生就业难,主要表现在就业资源不足、就业环境不佳、竞争能力不强、就业心理脆弱、就业质量不高等方面。政府层面、社会层面、高校层面、家庭层面、学生个人等方面存在的某些不理想现状,共同造成了农村大学生的就业难。救济之路在于:国家宏观引导、社会宽容接纳、高校改进教育、家庭降低期望和学生自我调适,其中个体的努力最为关键。

10 就业指导

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(1).-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;冲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。

我国高校毕业生就业政策的范式转移研究——基于政策文本的内容分析/徐自强,龚怡祖//大学教育科学.-2013(1).-100~106

以1985年以来中央部委发布的高校毕业生就业政策为样本,对政策文本进行内容分析发现,以“国家统包统分”为特征的毕业生就业政策范式已被打破,政策范式的第三序列出现变化,实现了第一次转移,以双向选择和自主择业为特征的市场导向政策范式已经形成。当前,在毕业生就业政

策的目标与价值方面开始出现政策范式的第二次转移迹象,但显现出较为明显的国家利益导向,毕业生个人的就业利益诉求尚未得到足够有效的关注与反映,就业政策的新范式尚未完全形

人才培养模式、劳动力市场与大学生就业/马廷奇//高等教育研究.-2013(3).-34~39

大学生能否充分就业既与高等教育人才培养质量有关,也与劳动力市场及其供求机制有关。当前人们更多地把大学生就业难问题归责于高等教育,实际上,劳动力市场缺陷可能是更为根本的原因。劳动力市场分割导致大学生人才配置效率偏低,劳动力市场信息机制失灵导致高等教育人才培养价值取向迷失。因此,要实现大学生充分就业,既有赖于高等教育人才培养模式的改革和创新,也有赖于劳动力市场的改革和发展。

高校毕业生就业学科结构与产业结构的相关性研究——基于江苏省的数据/乔学斌,赵丁海//高教探索.-2013(2).-140~144

针对高校毕业生“就业难”这一社会问题,根据江苏省1992—2010年的统计资料,从毕业生就业结构入手,重点研究毕业生就业学科结构与产业结构之间的互动关系,并结合江苏“十二五”规划,提出优化毕业生学科结构的对策措施,以期有效促进高校毕业生就业和产业结构转型升级。

非认知能力在大学毕业生从学校到工作过渡中的作用及培养/吕媛,李文利//现代教育管理.-2013(4).-105~111

人力资本理论强调教育通过传授知识技能提高劳动者的劳动生产率,影响劳动力市场的产出。近年来国际教育经济学界特别关注非认知能力对个人发展的作用及教育对于非认知能力的影响。非认知能力在教育影响劳动力市场产出这一关系中表现为:工作前毕业生评价自身就业力主要基于专业能力,工作后个性品质等非认知能力因素对于毕业生适应职场、提高就业力等发挥了更重要的作用。非认知能力因素可以通过参与社团活动、丰富校园生活、增进人际交往、建设校园精神文化等途径来培养。

以就业能力为新的使命——高职高专院校组织变革的案例分析/无//职教论坛.-2013(7).-51~51

杨钊在《教育发展研究》2012年Z-1期中撰文并以社会学理论和组织学理论为分析框架,研究了中国高职院校正在经历的组织变革。在对高职高专院校组织变革进行研究时,作者主要采用了定量分析与田野调查法混合的研究方法,运用了组织理论、社会学理论的分析框架。

心理资本增长法则对大学毕业生就业心理困境的预防研究/王志贤,靳婷婷,宋丽娜//中国成人教育.-2013(7).-60~62

文章首先对大学毕业生的就业心理困境的主要表现与成因进行了详细的分析,然后介绍了心理资本增长法则,并对其在预防大学毕业生的就业心理困境中所起的重要作用进行了深入的剖析。

基于前景理论的高校毕业生就业问题研究/吴莎,肖云川//中国成人教育.-2013(7).-63~65

高校毕业生对待就业存在“非理性”认知偏差,包括对就业前景的认知偏差、对就业目标及方向上的偏差、对大学生创业认识上的偏差等。应用前景理论对这些认知偏差进行分析,提出解决对策及建议,从而为解决高校毕业生就业难问题做出积极的努力。

提升大学生就业竞争力视角下的高校企业家精神教育研究/吴楠,张季芳,石秀杰//中国成人教育.-2013(7).-65~68

企业家精神作为一种社会稀缺资源,由创新精神、理性风险承担、合作、敬业、诚信等要素组成。企业家精神教育的目的是创业基因遗传,教育内容包括创业知识和技能。大学生就业竞争力是大学生在就业市场上,通过角逐或比较而体现出来一种相对优势,反映出就业个体之间的就业能力的差别。本文从大学生就业市场的供求角度,分析企业家精神教育对提高大学生就业竞争力的影响机制。在此基础上,提出构建以社会教育为核心的企业家精神教育模式,即实现课堂与教师社会化、教育方式社会化和教育支持体系社会化,通过社会体验式教育、高校与企业及其他社会组织合作,提升大学生就业竞争力。

无边界职业生涯背景下大学生就业能力的培养/高芳//黑龙江高教研究.-2013(5).-80~82

无边界职业生涯和大学生就业能力都是当前学术界研究的热点之一,无边界职业生涯不同于传统职业生涯,它带来了职业成功标准的变化,并对大学生就业能力提出了新的要求。在无边界职业生涯背景下,大学生就业能力的培养可以通过加强职业生涯规划教育、推进高校课程结构与内容以及教学方法的改革、多渠道培育社会资本等路径进行。

学生就业能力结构分析及培养路径——以商务英语专业为例/李红//黑龙江高教研究.-2013(5).-83~85

商务英语专业毕业生的就业压力日益增大,究其原因主要是学生生源质量下降、培养模式与社会脱节以及核心竞争力、自我培养意识缺乏等。文章分析了商务英语专业学生就业能力构成要素,提出了商务英语专业学生就业能力培养

路径。

高校毕业生就业心态现状及调适/吴婉如,戴艳//黑龙江高教研究.-2013(5).-86~88

随着社会经济的不断发展,高等教育逐步从“精英化”走向“大众化”,高校毕业生的就业问题越来越受到社会的关注。文章从毕业生的就业心态着手,分析就业心态问题,帮助毕业生找到有效调适的方法。

高职院校毕业生就业质量评价结果应用探讨/陈春法//黑龙江高教研究.-2013(5).-137~139

高职教育已占我国高等教育的“半壁江山”。对高职毕业生就业质量评价结果应用进行探讨,既事关国计民生和产业转型升级,也是高职院校提高培养质量和社会贡献度的重要举措。构建高职毕业生就业质量评价结果应用体系,有利于高职院校形成以校企合作、工学结合为切入点的培养模式,提升毕业生就业质量,适应我国建立与发展现代产业体系的需要。

整体工程观:毕业生就业能力诉求与课程结构调整/崔军//湖南师范大学教育科学学报.-2013(1).-68~72

当代工程实践面临的背景与挑战呼唤“两种文化”理念下的“整体工程观”。社会各界对工科毕业生就业能力的期望体现了整体工程观的诸多特性:系统性、复杂性、全球化、多样化、创新性和应变性等。传统的工程教育课程存在诸多弊端,其改革的困境亟需寻求课程结构的突破。课程结构在功能、组织原则、要素、课程群的组合关系以及具体课程设计等方面的调整。均能回应毕业生就业能力的诉求,从而体现整体工程观的思想。

用人单位对高校毕业生就业能力的期望和评价——基于已就业毕业生的调查/孙志凤//湖南师范大学教育科学学报.-2013(1).-73~77

在解决高等教育扩招后的大学毕业生就业问题中,用人单位对大学毕业生就业能力的期望、评价起着重要作用。通过对已就业毕业生的调查分析,考察用人单位对高校毕业生就业能力期望和评价,结果显示:高校毕业生需着力提升人际交往、沟通与表达能力;需要根据未来就职业行业需求进行自我认识与自我职业定位;用人单位对解决问题能力需求的内核是领悟力及自学能力;用人单位希望高校毕业能经历一场“真正的实习”,切实锻炼实践能力。

大学生就业困难群体的特征及帮扶策略/黄一岚,吴剑//教育评论.-2013(2).-69~71

大学生就业难已成为全社会关注的热点问题,而对大学生就业困难群体进行帮扶则是高校就业工作中的重要内容。

本文对大学生就业困难群体的特征和成因进行了分析,并对大学生就业困难群体提出帮扶策略。

女大学生就业中社会性别刻板印象解读/原丁//教育评论.-2013(1).-63~65

女大学生在就业中因性别原因而带来的尴尬,既体现了社会性别刻板印象,从中也暴露了女大学生的自我能力不足和社会媒体的过度关注。本文从女大学生就业中社会性别刻板印象的现状入手,分析刻板印象社会化建构的原因,探讨解决的途径,希望女大学生及社会客观看待社会性别刻板印象,从而实现女大学生的顺利就业。

广西高职学生就业心理调查分析与对策/杨小琼//教育与职业.-2013(15).-94~95

文章采用问卷调查的方法调查了解广西高职学生的就业心理和求职意向,以期广西高职院校专业教学改革和就业指导提供依据。本文通过对问卷数据的统计分析,探讨了广西高职学生就业心理新特点,提出了相应的对策建议。

论大学生职业决策自我效能感及其培养/杨淑芸//教育与职业.-2013(15).-111~113

大学生职业决策自我效能感是指大学生进行职业决策时,利用其自身能力去完成职业决策的自信程度,它会影响大学生的成功就业。当前我国大学生职业决策自我效能感总体情况一般,并且个体间有较大差异。个体心理特质的差异是其决定性因素,而外在的经济环境、支持系统以及实践经验也对其有着重要的影响。开设职业生涯规划课程、有针对性地进行团体辅导以及改变个体归因等都是培养大学生职业决策自我效能感的有效途径,此外也要从社会层面去改善大学生的就业环境,为其择业就业以及终身职业生涯发展提供良好的环境。

论基于“五个一”综合能力培养体系提升文科大学生就业能力/陈广正,徐春梅//教育与职业.-2013(15).-114~115

从文科大学生就业能力的内涵出发,分别从学校、学生两方面指出了当前文科大学生就业能力形成中存在的问题,最后提出了加强“五个一”综合能力的培养措施,以提高文科大学生的就业能力。

生涯发展阶段理论视角下的医学本科生就业教育理论与实践探究/颜亮//教育与职业.-2013(15).-118~120

在毕业生就业形势日益严峻和结构性矛盾日益突出的新形势下,文章尝试以生涯发展阶段理论为基础,将就业教

育工作与学生生涯发展相结合,将大学生就业教育工作纳入学生培养五年的全部环节之中,有效地促进了学生就业。

理工类高校数学专业毕业生就业探析/张凤敏,马仲立//教育与职业.-2013(14).-95~97

文章对近几年来高校中数学专业毕业生的就业方向进行了归纳整理,根据当今社会经济发展趋势对数学人才的需求做了一定的分析,提出了高校基于大学生就业需求的人才培养模式调整的具体措施,从而使高校达到培养出适合社会经济发展需求的数学人才的目的。

基于就业质量跟踪调研的现代职业素养体系构建研究/龙银成//职教通讯.-2013(8).-48~52

高等职业教育是高等教育的重要组成部分,其主要任务是系统培养生产、建设、服务和管理第一线的高端技能型专门人才,在现代职业教育体系建设中发挥着引领作用。高职院校应把社会主义核心价值观体系、现代企业优秀文化理念融入人才培养全过程,整合各方资源,全方位的加强学生职业素养和职业技能培养,以期在发展战略性新兴产业背景下,构建现代职业素养体系,培养合格人才,早日实现中华民族伟大复兴。

基于精细化理念的高职院校就业工作机制创新/杨明刚//职教通讯.-2013(8).-53~55

通过分析高职院校就业工作中存在的问题,提出就业工作精细化要实现的目标和实施原则,提出就业工作精细化服务模式构建的要素,结合实际工作提供了几种供参考的特色做法,以期对进一步提升就业工作质量,创新就业工作机制有借鉴价值。

从就业质量状况论高职院校教学运行组织体系的重构/刘红燕,汪治//职业技术教育.-2013(7).-11~16

对高职毕业生就业质量、工作能力、满意度状况与本科毕业生进行对比分析发现,高职毕业生就业质量较低,学校教学运行组织制度是造成这一问题的主要原因。应以“宽平台、核心化、多拓展、活模块”的动态、灵活、组合、并行、开放的课程框架体系改革为基础,重构高职院校教学运行组织体系,提升就业质量、学生满意度和对社会的贡献度。

偶然事件在就业选择中影响的研究评述/赵敏//中国成人教育.-2013(7).-42~44

文章总结了近三十年来国内外偶然事件在就业选择与职业发展中影响的相关研究,在理论突破、发生及分类、影响因素、在咨询中的应用等四个方面进行了分类和整理,并指出了本研究领域研究现状的不足,对今后的研究进行了展望。

独立学院毕业生提升就业竞争力的途径探析/卢春艳,左旭乾//中国成人教育.-2013(6).-37~38

独立学院作为我国高等教育发展的新生力量,其毕业生的数量与日俱增,独立学院就业率的高低显然已成了独立学院能否生存、发展的主要因素。本文针对独立学院毕业生现状,分析了影响独立学院毕业生就业的主要因素,结合独立学院发展中出现的问题,提出了可以有效提升独立学院毕业生就业竞争力的对策与建议。

高职院校就业指导中的思想政治教育功能研究/刘海霞,张希//中国成人教育.-2013(6).-51~53

充分认识就业指导中思想政治教育的重要性,是增强高职院校思想政治教育实效性、完善就业指导工作的必要前提。皋文在对高职学生就业意向调查的基础上,针对学生就业思想意识上存在的主要问题,从不同角度阐述了就业思想政治教育的功能。

大学生就业过程中被侵权行为初探/卢进伟//中国成人教育.-2013(6).-56~57

对大学生就业过程中常见的被侵权行为进行分析,指出侵权行为的表现特征,总结出权益被侵害时的保护途径,维护大学生就业合法权益。

大学生就业力现状分析及对策研究/李琳琳,贾东超//中国成人教育.-2013(6).-67~69

随着高等教育的快速发展,高校大学生就业形势日趋严峻,大学生就业难已成为一个突出的问题。提升就业力是帮助大学生更好就业的一个重要措施。通过对当前高校毕业生就业力现状的分析,从政府、高校、用人单位和学生自身四个方面寻求提升大学生就业力的有效途径。

高校大学生就业难的原因分析及对策研究/郝咏梅,李纯成//中国成人教育.-2013(6).-74~75

我国高等教育已从精英教育阶段转化为大众教育阶段,高校毕业生就业难成为学生、家庭、学校、社会和政府关注的焦点。本文分析了新形势下高校大学生就业难的原因,在众多原因中抓住主要矛盾,提出了促进大学毕业生顺利就业的对策。

高职院校就业指导队伍建设面临的问题与对策/刘志强,彭美娟//中国成人教育.-2013(6).-107~108

毕业生就业问题的解决离不开一支高素质的就业指导队伍。因此,探究当前高职院校就业指导教师队伍建设中存在的问题,并提出就业指导教师队伍构建的革新策略就显得尤为必要。

比较视野下我国高职院校大学生就业的现状与对策/贾美倩//中国成人教育.-2013(5).-94~95

在分析当前我国高职院校大学生就业现状与存在的问题基础上,分析了高职院校大学生与普通本科院校大学生在就业竞争中的优劣势,并探讨了国外职业教育先进的人才培养模式与就业指导服务,在比较视野下提出了加强我国高等职业教育大学生就业的对策。

高校毕业生就业质量调查现状——以浙江省为例/朱茹华,甄月桥//中国成人教育.-2013(5).-117~120

就业质量是评价高校毕业生就业工作的重要途径,也是衡量高校教学水平和学生综合素质的重要手段。研究围绕就业单位性质、就业岗位特征、工作匹配度、工作环境等指标对毕业生就业质量进行衡量。结果表明:高校毕业生的就业质量整体较好,但在人职匹配、就业层次、薪酬水平方面有待提高。

高职院校毕业生就业影响因素的实证研究/蔡瑞林,王彦//中国职业技术教育.-2013(12).-45~49

本文在文献研究基础上,构建了高职院校毕业生就业影响因素模型,并通过对常州高职园区顶岗实习学生的问卷调查,采用层次分析法计算出社会因素、学校因素、家庭因素、个体因素、用人单位因素5个因素和18个指标的影响权重。结论显示:当前高职院校学生的就业问题不在于能否就业,而在于缺乏就业的自主性,为高职院校的就业指导、特别是提高就业质量提供了有效参考。

天津市职前教育与职后教育有效衔接研究/张惠//中国职业技术教育.-2013(10).-62~64

当前,高等职业教育以适应社会和市场需要为目标,展开教育与教学活动,注重实践能力和职业技能的培养,以岗位为标准,培养学生未来就业能力,这种教育分为职前教育和职后教育。职前教育和职后教育之间需要高职院校、用人单位及学生共同努力去做好衔接,提高职业教育的应用性、技能型和实践性,在职前教育和职后教育中,更多地听取用人单位的意见和建议,制订培训计划并尽快实施,以便使毕业生尽快适应工作岗位的需要,达到用人单位的满意。这对高职院校的良性发展具有重要意义。

11 国外职业教育

社区学院:美国职业教育的样板/陈凤英//世界职业技术教育.-2013(2).-1~3

通过对国内已有美国社区学院的职业教育研究文献的梳理分析,主要以横向的时间序列、纵向的主题、研究者的

工作单位、研究者所在地域四个维度为框架进行分析,从中揭示已有研究的现状、特点及其对我国职业教育的启示,以期对未来社区学院在中国职业教育领域的发展有所裨益。

英国和挪威职业技术教育教师持续性职业能力开发及其启示 / 徐向平 // 世界职业技术教育.-2013(2).-4~9

职业技术教育是保持经济社会稳定发展和普遍提升民生福祉的核心手段,需要拥有专业素养过硬、教学技能高超的教师队伍,而开展持续性的职业能力开发,才能确保教师保持并提升自身的专业能力和教学技能。本文通过探讨英国和挪威职业技术教育教师持续性职业能力开发的不同模式及其实践路径,提出我国应该不断营造和完善有利于持续性职业能力开发的制度环境,有效提升职业技术教育教师的整体素质。

俄罗斯职业教育发展历程研究/顾金玲//世界职业技术教育.-2013(2).-10~12

俄罗斯职业教育历经形成、发展、完备三个阶段,职业教育成为推动俄罗斯经济发展的强大动力,纵观俄罗斯职业教育发展历程,体制上的创新,类别的多层次性,产学研的一体化,以及课程、教学内容的弹性化是俄罗斯职教发展的不竭动力,这都对我国职业教育的发展提供了诸多启示与借鉴。

“整合与衔接”理念下的美国职业教育培养模式探析/郑坚//职业技术教育.-2013(7).-77~82

学习项目既是美国职业教育新型培养模式,更是美国职业教育核心理念“整合与衔接”的集中体现。其以专业群为教学基础;制定旨在促进学生全面发展的三级标准;制定旨在整合各种社会资源,保障教学衔接畅通的项目开发要素,以帮助学生获取各种资格证书及学位为即时目标,以培养学生全面综合素质,提高可持续发展能力,最终成就成功职业生涯为长远目标,极大提高了美国职业教育在促进经济社会持续快速发展方面的作用。

从美英职业技术教育实践的视角解读工作本位学习/龚雯//职业技术教育.-2013(7).-83~87

美、英等国的职业教育实践表明,应设立单独机构管理和实施工作本位学习。工作本位学习并不总发生在工作地,也- q~发生在任何有利于工作过程知识和技能学习的场所,其内部元素的复杂关联性表现在宏观、中观和微观三个层面上。工作本位学习的形式和内容随着社会需求而变化,宏观上表现为随社会进步而变化,微观上表现为随实践类型改变而变化。其实施模式可依据工作项目中各元素的特性和相互间的关系确定,模式具有灵活性。

感受英国职业院校的“人本管理”/胡定军//中国职业技术教育.-2013(13).-64~64

笔者去的对口交流学校是位于英格兰的伯顿和南:部德比学院。通过 10 天的交流培训,英国职业院校“以人为本”的现代学校管理理念和模式给我留下深刻印象。

感悟英国职业教育/李新春//中国职业技术教育.-2013(13).-66~66

英国政府对职业教育非常重视,将职业教育列为其国家战略中心来推动经济发展和减少失业,特别是减少年轻人的失业,并注入大量资金用于职教发展。英国学校在与政府相关部门沟通和联合方面的意识相对薄弱,缺乏寻求政府支持的力度、而在市场开拓意识方面,相对增强,总体是只看市场,少看市长。

英国职业教育中的“以人为本”/陆生春//中国职业技术教育.-2013(13).-66~67

在英国的职业教育中,坚持以每一个学生的发展为根本的理念已经落实到了每一个方面。人性化的学校规划。英国学校没有像我国学校有严格和明显的教学区、生活区和活动区,在规划设计以及使用上利用率高,且具有人性化的特点,在功能上都有合理的考虑。

浅谈英国职业教育特点/岳国铎//中国职业技术教育.-2013(13).-69~69

笔者在零距离的“影子校长”工作体验中,深刻感受到作为世界上职业教育最发达的国家和最早建立职教体系的国家之一——英国,在职教领域已经形成了鲜明的特色与相对成熟的做法,为我国职教事业发展提供了很多有益经验。1986 年,英国成立了职业资格证书全国委员会。

美国教育合同理论及其对我国教育合同法制建设的启示/严鸿雁//中国职业技术教育.-2013(9).-49~53

我国教育纠纷频发。但由于缺乏对教育机构与受教育者之间法律关系性质的科学认定,缺失处理教育纠纷的规则和依据,导致纠纷处理结果千差万别。美国建立在教育市场化基础之上的教育合同制度,不仅有利于优化教育资源配置,还可以在合同法规则的统筹下,建立完备的教育合同制度以规范教育活动。因此,我国应尽快进行专门的教育合同立法,以规范教育机构与受教育者的关系,统一教育纠纷司法裁判规则。

美国比较教育研究的发展现状与未来走向/李俐,谭菲//比较教育研究.-2013(4).-22~27

美国是世界上较早成立比较教育学术组织的国家,其比较教育协会经过半个多世纪的发展,不仅拥有来自不同国家的会

员,还有在全世界享有盛誉的学术杂志。它所开展的各项活动促使美国比较教育研究的主题、研究地域和研究方法向多元化方向发展。同时,美国在比较教育专业的人才培养目标、招生录取和课程设置方面都具有较强的灵活性,并注重培养成为国际教育舞台上的领导者。在未来的发展中,比较教育学科的发展、人才培养和增强其影响力方面是美国比较教育研究的基本走向。

智库如何影响教育政策的制定——以美国“教育政策中心”为例 / 谷贤林 // 比较教育研究.-2013(4).-38~42

本文以美国教育智库“教育政策中心”为例,探讨智库对美国教育政策影响的方式:(1)通过在国会听证会上作证,扩大在政策决策圈的影响;(2)借助媒体影响公众舆论与大众的认知,左右政策议程;(3)通过“旋转门”机制,实现智库研究与政府决策的对接。

联合国教科文组织积极推行气候变化教育/张婷婷(编译)、董筱婷(编译) // 比较教育研究.-2013(4).-106~107

据联合国教科文组织网站 2013 年 1 月 8 日报道,如何应对全球气候变化已经成为国际议程中的一项重要议题,联合国教科文组织认为,教育是应对全球气候变化的一个核心举措,不仅要毫不遗余力地促进公众对气候变化的理解,还要在学生中普及基本的气候知识,帮助学生适应气候的变化。

国际教育:用基才发展的欧洲新视野解决教育问题/董筱婷(编译) // 比较教育研究.-2013(4).-109~110

据国际教育组织网站 2013 年 2 月 22 日报道,近日,国际教育组织的两个分支机构——希腊国家二级学校教师联盟(OLME)以及德国教师工会,在希腊雅典举行了欧洲教育问题研讨会,主题是欧洲教育界面临的共同问题。

美国高校通识教育发展进程中不可忽视的问题与危机——基于 ACTA 调查报告的解读与分析/卓泽林、柯森 // 比较教育研究.-2013(3).-13~18

通识教育在美国高校已实施了近百年,在取得巨大成就的同时,也潜伏了不可忽视的危机。分析表明,这些问题与危机主要表现为:通识教育概念不清;与专业教育的整合不到位;水平质量下降;不被师生重视;被“虚化”,以及缺少核心课程。造成危机的原因在于通识教育本身性质的广泛性、高等教育大众化、大学市场化以及金融危机和经济衰退等因素的综合作用。

21 世纪美国高等教育科学、技术、工程和数学教育的问题及其应对/张燕军、李震峰 // 比较教育研

究.-2013(3).-19~22

21 世纪,美国在高等教育阶段存在学生科学、技术、工程和数学素养缺失、大学科学、技术、工程和数学学位不足、大学培养的尖端科技人才短缺等问题。针对这些问题,美国联邦政府主要从两方面进行了应对:促进高校在科学、技术、工程和数学领域的创新和研究,加强对研究生/博士后进行科学、技术、工程和数学研究的资助。美国对高等教育科学、技术、工程和数学问题的应对呈现出思想上的高度重视、资金上的大力投入,以及多部门的协同行动等特点。

中美价值教育课堂比较——以哈佛道德推理课和中国高校道德修养课为例/张燕、戴晓芳、张黎 // 比较教育研究.-2013(3).-23~27

本文借鉴弗兰德斯互动分析法,对课堂进行量化统计比较,发现中美价值教育呈现“对话与权威”、“探究与接受”、“开放分析与封闭系统”的分野,这种差别根植于中西历史文化以“融合性”和“自主性”为重的传统价值。提升价值教育有效性的路径在于实现“理性”与“超越-生”的统一,“情境”与“对话”并举,现实与传统经典融通,构建开放式课堂。

教育博士学位论文的形式与质量标准/李云鹏 // 比较教育研究.-2013(3).-28~32

教育博士学位论文的形式与质量标准体现了其学位属性和价值取向。教育博士学位论文的形式越来越多样化,“档案袋”和“课题研究设计”等实践性强的毕业考核项目正在越来越多地取代传统的学位论文,质量标准也日渐明晰化,与哲学博士明显区别开,更加充分地体现出其作为专业博士学位的属性和特色。

奥巴马政府首任内的教师教育政策评析/赵萍 // 比较教育研究.-2013(3).-80~85

奥巴马政府首任期内的教师教育政策主要包含三个方面:一是关注教师培养的质量,通过增值性评价手段强化教师教育机构的绩效责任;二是大力推动教师培养模式的创新,支持通过驻校教师培养模式为教育薄弱地区提供高质量师资队伍;三是改革师范生资助方式,吸引和鼓励热爱教师职业的师范生进入高质量教师培养项目。奥巴马政府首任期内的教师教育政策进一步强化了联邦政府对教师教育的干预,影响了美国教师教育认证制度的改革方向。

12 教育学、教育事业

儒家教育思想对现代教育的启示/杨桂霞 // 中国成人教育.-2013(6).-12~13

从我国封建社会的科举制度到现代社会的高考,再到当前的素质教育,教育理念、教育方法都发生着深刻的改变,但是归根溯源都能找到儒家思想的痕迹。本文阐述了儒家教育思想的主要内容,从多个角度,全方面分析了儒家思想对现代教育的启示。

创新人格培养与生命化教育关系论析/程玮//中国成人教育.-2013(5).-20~22

创新性人格在创新性活动中发挥重要的作用,是创新人才的核心基质。创新人格是主体人格、弹性人格和健康人格的有机融合。生命化教育是以生命的全面发展为根基,以精神生命为介质,以促进个性丰富和生命的独特为核心价值取向。因此创新人格的培养根植于促进人的生命全面发展的生命化教育中。

儒家人本思想对思想政治教育的启示/陈曦//中国成人教育.-2013(5).-25~27

本文试图从分析当今思想政治教育的人本缺失入手,结合儒家人本思想的主要内涵,从转变教育理念、丰富教育内容、改进教育方法等几个方面系统地论述儒家人本思想对创新思想政治教育的启示,进而为思想政治教育的自我完善指出具体方向和路径。

构建“学习型社会”背景下我国教育发展的基本走势/邱果//中国成人教育.-2013(5).-27~29

构建“学习型社会”需要全面深化教育改革。从整个社会教育需求的角度看,我国教育发展与建设学习型社会的目标差距依然很大。本文阐述了构建“学习型社会”背景下我国教育改革的必要性,分析了“学习型社会”对我国教育事业的要求,在此基础上对我国教育事业的发展趋势进行了展望。

浅谈高职院校学生教育管理策略/杨丹//中国成人教育.-2013(5).-30~31

“以生为本”一直是高职院校教育的理念,实践过程中希望通过全方位、多角度、深层次、高质量的教育管理策略实现高职生全面、协调、可持续发展。本文在释义教育管理的基础上,结合高职学生的特点,探寻教育的最佳策略。

OECD 教育公平政策的话语分析/孙亚,窦卫霖//全球教育展望.-2013(4).-61~67

话语分析逐渐成为教育研究的热点理论与方法,教育公平已成为政策话语的重要组成部分。本文以 2012 年 OECD 发布的报告《教育公平与质量》为研究对象,融合语料库方法与话语分析,统计结果主要是该文本的主题语义域和主题

词,包括“弱势”、“领导力”、“经济”等,这揭示了目前 OECD 教育公平政策的关注点,即要解决的问题、要采取的措施以及动因,并反映了政策制订者如何定义教育目的。

中国教育投入的外溢效益及其计量检验/周胜,刘正良//教育与经济.-2013(1).-36~41

教育的外溢效益是指教育部门对非教育部门产生的影响。基于中国教育投入的计量表明,中国的教育总体上存在外溢效益,但各教育类型之间外溢效益不平衡:基础教育有显著的正外溢效益,职业教育有不显著的负外溢效益,而高等教育却显示出显著的负外溢效益。应该根据教育外溢的属性构建中国各类教育资源配置的选择机制;加强高校基础研究;大力发展基础教育;推进职业教育市场化。

90 后大学生的责任意识及培育对策/王磊,曾贤贵//中国成人教育.-2013(5).-75~77

目前,90 后大学生已经成为高校的主流学生群体,本文在分析 90 后大学生责任意识特点基础上,探讨从加强高校思想政治教育促使责任认知提高,积极发挥校园内各种组织在责任意识培养中的功能,优化环境,激发责任情感,深化责任体验,培养责任能力,严于律己,加强自身修养,养成责任习惯五方面来加强 90 后大学生的责任意识培育。

蔡元培道德思想与学校德育教育/曲凯//中国成人教育.-2013(5).-77~79

蔡元培先生是中国近代历史上著名的教育家、思想家。他的五育并举的教育思想以及培养公民完全人格,德育为完全人格之本的德育理念,对我们当今高校的学生思想政治教育有很强的指导意义和借鉴作用。

新兴媒体环境下大学生的自律研究/柴迎红,张剑//中国成人教育.-2013(5).-121~123

随着信息技术、网络技术的高速发展,新兴媒体对社会尤其对青少年的影响越来越大。但目前对新兴媒体的监管手段尚未完善,因此在现阶段培养大学生的自律能力有着尤为重要的意义。通过对大学生新兴媒体环境下自律现状和自律影响因素等问题的研究,把握影响自律能力的关键要素,提出培养大学生新兴媒体环境下自律能力的教育途径。

批判性思维对大学素质教育的重要性和迫切性/黄朝阳//现代大学教育.-2013(2).-27~31

素质教育的完整意义包含两个方面。它不仅是思想道德素质、文化科学素质、心理素质和身体素质全面发展的教育,还是诸项素质、特别是文化科学素质内部各层因素,即知识、能力和智力之间协调发展的教育。对于如何做好大学素质教育第二方面工作,解决知识和智能失调的问题,我国教育学

界、教育界的认识尚有不足。批判性思维对培养大学生各项具体能力,如表达能力、学习能力、创新能力的产生和发展能够起到切实有效的促进作用。然而,问卷调查显示,我国大学生的批判性思维水平偏低,还难以满足能力培养的现实需要,因此迫切需要加强批判性思维的培养。

社会发展中的教育与经济: 国际的观点/无//北京大学教育评论.-2013(2).-1~1

教育与经济的关系是一个老话题,至少从人力资本理论提出以来,诸多学者就围绕教育的成本与效益、公平与效率展开了大量的研究。但是随着社会经济的发展,特别是在科技进步和高等教育大众化的时代,这一老话题仍然有着很大的现实意义。

教育如何适应未来——以美国教育为背景的探讨/亨利·M·列文//北京大学教育评论.-2013(2).-2~16

教育如何为21世纪中叶的经济发展培养劳动力?本文从人力资本理论出发,探讨了教育如何提高以前未具体讨论过的工人能力。扩展的人力资本理论认为,受教育水平较高的工人之所以生产能力较高是因为其有能力在资源分配、适应新技术新组织形式方面做出复杂的决定,有能力对常规工作之外的不可预见的情况作出恰当的反应。而这些特征是不能被传统的学校考试所测量出来的。本文还回顾了有关内生增长理论和教育生产的外部性的研究进展。实证研究一致表明,更长的受教育年限具有独立于考试成绩之外的经济回报,即便教育年限是因义务教育年限的延长而延长的。最近的证据显示,在影响教育成就和劳动生产率的因素中,人际的、内省的技能是非常重要的;然而不同于认知能力,这些因素却被以往的研究所忽略。因此,本文建议大力提高劳动者的教育成就,尤其是那些边缘群体,重点培养劳动者的适应性,并提出了均衡发展适应性的几个具体维度。

教育在转变经济增长方式中的作用/闵维方//北京大学教育评论.-2013(2).-17~26

本文从三个方面阐述了教育在转变经济增长方式中的作用。一是通过大力发展教育事业,提高教育水平,增强我国的自主创新能力,从而实现从投资驱动向创新驱动转变的发展模式。二是通过增加教育投资,提高我国人力资本的数量和质量,从而为我国实现产业结构升级奠定必要的基础。三是优化教育资源配置,以教育公平促进社会公平和经济收入分配的公平,尤其是提高经济弱势群体的收入,从而为通过扩大国内居民的消费需求,促进经济增长创造条件。文章最后强调,要实现教育在转变经济增长方式中的作用,最根本的是要大力提高我国的教育质量。

教育是否促进了中国公民的政治选举投票参与一

一来自CGSS2006调查数据的证据/郑磊,朱志勇//北京大学教育评论.-2013(2).-165~185

在中国的政治民主化进程和公民社会建设过程中,公民的政治参与是个重要问题。理论研究表明,作为教育的非货币收益之一,公民教育程度的提高有助于促进政治参与程度,但是针对中国的经验研究还相当少。基于政治社会化理论,本文利用全国性调查数据,研究了学校教育在公民政治选举投票参与中的作用。研究发现,学校教育和政治选举投票参与行为之间具有显著的负相关关系。针对可能存在的内生性进行的工具变量估计以及稳健性检验表明,上述结果并没有显著发生变化。本文从学校教育在政治社会化过程中的作用以及选举制度两方面对上述结论进行了进一步的讨论。

比较教育学的概念建构及其现实意义/陈时见//比较教育研究.-2013(4).-1~10

比较教育学在这个越来越全球化的世界里遭遇了新的挑战,因此,在全球化发展的今天,比较教育学的概念建构对于比较教育学的学科发展具有更加重要的现实意义。比较教育学的概念建构涉及比较教育学的本体论、方法论和目的论等关键性问题,对这些关键性问题的阐释,有助于界定比较教育学的研究对象及其具体的知识领域,有助于明确比较教育学的方法论原则及其具体的研究视角,有助于揭示比较教育学的发展方向及其具体的研究目的。因此,比较教育学的概念建构对于比较教育学的学术规范、话语体系、研究范式和知识内容具有非常重要的导向性作用。

新殖民主义视阈下的比较教育研究/周琴//比较教育研究.-2013(4).-11~16

新殖民主义旨在解释旧殖民统治体系瓦解后发达国家与发展中国家之间依旧存在的不平等、不合理的国际关系。比较教育研究中的新殖民主义呼吁加强对欠发达地区或第三世界的教育研究,从而拓宽了比较教育研究的视野;其依附论和世界体系理论的分析框架对于研究“不发达国家”的教育问题也有着重要意义。基于对新殖民主义的反思和批判,有必要引入后殖民主义的思维方式,以期更有效地奠定比较教育研究中多元论述的基础。

比较教育学的发展路径与比较教育学者的职业选择/姚琳,彭泽平//比较教育研究.-2013(4).-17~21

当前我国比较教育学的困境是其“现实存在方式的困境”而不是“学科本身存在价值的危机”,其核心表现在于服务国家战略需求的乏力以及自身理论体系建设的滞后,但并不意味着社会已经丧失了对比较教育的需求。我国比较教育研究要走出困境,实现自我超越,必须树立应有的“身份自信”,牢记自身的时代使命,不断提高服务国家教育战略需求的能力并致力于自身理论体系的建设与完善,这是比较教育学科

安身立命的基点与焕发蓬勃生机的内在源泉。

比较教育本体的存在方式及其哲学表征/袁利平//比较教育研究.-2013(4).-28~32

比较教育本体研究是把比较教育作为一种对象性存在,探究其何以“存在”的本质和基本特征的学问。比较教育本体的显性存在方式就是使比较教育的本体从遮蔽走向去蔽,从隐藏之物迈入敞开之物,从隐生表征延伸至显性意义存在。比较教育本体的隐性存在一方面是指其本体是一种根本性的存在方式,所要廓清的是比较教育的方法论价值;另一方面是指其本体是一种意义层面的价值预设性存在,所要澄清的是比较教育的本体论价值。比较视域是比较教育作为一种正确认识自我和区别于其他教育科学的一个学理性概念,甚至可以说是上升到本体论层面的哲学表征。

教育政策比较研究:理论、方法及其应用/韩玉梅,李玲//比较教育研究.-2013(4).-33~37

本文系统探究了教育政策比较研究的概念和范畴,从工具理性主义和冲突理论两大视角挖掘了其理论基础,尝试构建了跨学科视野的、量化研究与质性研究相结合的方法体系,指明了其在操作中的一般程序与步骤,并提出了其在实践应用中所需注意的一些规范性问题和建议。

论教育功利的三个层次/蒋冀骋//大学教育科学.-2013(1).-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。

论中国古代书院与现代大学精神/王洪才//大学教育科学.-2013(1).-6~10

书院制度在我国文化发展史上具有非常重要的地位,它在近代中国社会转型时被废常令人扼腕叹息。不少新儒家学者认为书院制度可以弥补西方大学制度诸多不足,为此将在21世纪中国大学制度建设中扮演重要角色。经过仔细比较与分析考察后发现,虽然书院制度出现了现代大学制度的某些特质,但并未真正具备现代大学精神。因此,对于书院作用尚需采取更客观公正的立场,从而不至于走上矫枉过正的老路。

论现代大学制度肇始的精神传统/刘赞英,程悦//大学教育科学.-2013(1).-16~22

从西方现代大学制度的发端到我国现代大学制度的肇始,我们都不难发现:当大学在中西方以独立的社会学术组

织形态浮出历史水面时,它本源于学术活动的规律和逻辑是大学自治、学术自由、教授治校等大学精神的彰显。故此。西方现代大学制度的发端是大学自治、学术自由、教授治校的精神传统;我国现代大学制度的肇始则是潜心向学、追求学术的书院精神、中体西用的思想宗旨以及学术至上的大学理念。纵深的历史证实基于崇尚学术的精神传统是中西方现代大学制度肇始的思想根基与共同指向。

应用型人才教育观探疑/彭道林//大学教育科学.-2013(1).-23~29

对于知识而言,有应用型知识的说法。然而,在我国高等教育界目前流行的应用型人才的观念,以及在其基础上派生出来的应用型人才教育观,却很难从教育科学理论的角度找到相应的学术支撑。我国对基础理论研究长期的忽略,是导致我国科技、经济长期落后于世界发达国家的重要原因之一。而应用型人才培养教育观所提倡的根据市场需求培养人才的办学策略,带有明显的功利主义色彩,将从后备人才的角度为我国基础理论研究带来进一步的负面影响,进而将使得我国的大学离真正的高等教育精神越来越远。

《论语》中的“好学”之德及现代启示/李建华,冯丕红//大学教育科学.-2013(1).-112~117

“好学”在《论语》中具有极其重要的地位,它是把学习(道、礼及其他相关知识)当成一件乐事为前提,确知己之所学与未学,并以“日新知”与“时习之”的方式不断累积精进,从而在“问”、“闻”等开放性、互动式的学习中实现共同进步所需要的一种难能可贵的品质。《论语》中的“好学”作为一种教育德性,给予我们的启示是:当代大学生不仅要从价值层面重新审视、重视《论语》中的“好学”之德,而且要以实际行动养成“好学”之德。一方面,把“好学”之德的培养与“修身”紧密结合起来,把成就自己的内在人格修为与实现造福世界的外在人生理想统一起来;另一方面,不抱功利心,真正把学习当作乐事,本着求真务实的态度和“学如不及,尤恐失之”的精神,每天坚持“温故知新”。家庭、学校、政府、社会等组织则应该营造一个重视并积极鼓励培养“好学”之德的社会环境和精神文化氛围。

论《老子》的思想政治教育价值/张卫良,颜峰//大学教育科学.2013(1).-118~124

《老子》中的自然观、道论、以水为象征的上德理论、圣人理论以及辩证、对反和循环往复的方法论与儒家的伦理思想互补形成了中国文化的基本格局,千百年来深刻影响着世代代中国人的思想言行。思想政治教育要落地生根必须回到中国优秀传统文化中来,开发《老子》的思想政治教育价值,是我国思想政治教育回归优秀传统文化、提高实效性的必然要求。《老子》的思想政治教育价值主要体现在:明

确思想政治教育的目标,提供了一种民族文化遵道尚德而任自然的视角;丰富思想政治教育的内容,创造了一种具有阴柔美的“水德”和“圣人”标准;提升思想政治教育方法,构建了一个以“道”为核心的认知、思考和修身的方法论体系。

“知己”是大学介入世俗的基本前提——读董云川教授新著《寻找迷失的象牙塔》/徐娟//大学教育科学.-2013(1).-F0003~F0003

教育功利化趋向的愈演愈烈是当前摆在中国大学面前的一个不争的事实。作为中国大学“特色”之一,官、学、商三种功能、目标完全不同的机制在大学里同时运行,使其不知不觉地社会化、政治化与市场化了。虽然制订了创建世界一流大学的宏伟目标,但无论政府还是大学自身,都尚未厘清一流大学的本质。

新中国成立以来城乡教育政策的嬗变与反思/王正惠,张乐天//当代教育科学.-2013(6).-3~6

城乡经济社会一体化是城乡教育一体化的重要背景。新中国成立后,我国城乡关系经历了从城乡隔离走向城乡一体化的发展变化过程;相应地,我国城乡教育政策也经历了由城乡二元教育到城乡教育一体化的嬗变过程。反思教育政策嬗变过程,我们可以获得诸多启示:对价值理性的高度关注应为教育政策嬗变的应然价值取向;教育政策嬗变模式应常规变化模式与“范式”转换相结合;教育政策嬗变方式应政策延续与政策终结相结合

“教育意义”逻辑下的生命教育——兼论教育领域中的多种价值取向及其关系/王平//当代教育科学.-2013(5).-3~5

教育的意义集中体现在目的的“为善性”、过程的“主体性”、方法的“道德性”等方面。这是一项被称为“教育”的活动的根本规定性。生命教育与道德教育、价值教育、科学教育以及人文教育在教育的目的和过程上是高度一致的,由此而创建的各种教育学派都是从不同的角度来对教育进行考察,既凸显了教育的意义,又紧密结合教育实践,是对教育从理论走向实践的一次有意义的尝试与探索。

论教育隐喻理解的思维机制/高原//当代教育科学.-2013(5).-6~8

隐喻广泛存在于中外的教育论著之中,“情感——认知”构成了隐喻与思维的关系维度。对于教育隐喻的理解正是以这一维度为前提而建立起来的,在情境中进行比较,这是实现教育隐喻理解的根本机制。

区域教育战略规划的价值维度与现代视野/高树仁//

当代教育科学.-2013(7).-31~33

运用区域教育战略规划调控区域教育布局 and 促进区域教育发展,既是国际教育发达地区的成功经验,也是我国教育区域化发展呈现新格局的一个重要特征。面对区域教育改革、教育内涵发展和教育公平等日益迫切的现实需求,必须整体提升教育战略规划的质量和水平,在发展路径、发展目标、规划理念和方法等方面实现创新。

关于现代工程教育的几个认识问题的讨论/余寿文//高等工程教育研究.-2013(2).-1~5

本文就现代工程教育中所关心的几个重要的教育观念展开讨论。首先分析当前世界“大工程”的新需求以及国际上和我国工程教育发生的新变化,提出工程教育中关于学生素质培养的多样性问题,讨论了工程专业与学科交融的趋势与内涵。在此基础上,强调在我国培养具有适应创新广谱性要求的工程科技人才的必要性,勾划了我国如何实现工程教育强国的“双轮驱动”的发展战略。文末论述了为实现上述目标,秉承“以人为本”的宗旨以及以“学生学习结果”为主要对象的教育评鉴标准与机制。

教育公平的应有之义及其研究方法反思:质化研究在其中的作用和意义/钟景迅//高等教育研究.-2013(3).-52~60

西方学界对教育公平概念的探讨经历了从分配正义论到关系正义论的转变,这种转变启发教育公平研究者致力于从社会互动以及制度背景等层面关注教育领域弱势群体的处境。质化研究作为一种提倡理解和意义的研究方法,因其特质适用于公平研究而受到许多研究者的重视和应用。从事教育公平质化研究的研究者,尤其强调对教育弱势群体的关怀和理解,并主张对其文化意义进行解释以反映其处境。与西方学者相比,我国教育公平研究在理论探讨、质化研究的实际开展方面有待进一步完善。

论文化育人/刘献君//高等教育研究.-2013(2).-1~8

文化育人具有重大和深远的意义,它主要体现在增强国家文化软实力、维护国家文化安全、文化是教育之根等方面。认识文化育人,要理解文化“有而无在”、“整体性”、“差异性”、“渗透性”等特性,要站在文化的高度,遵循文化的规律,运用文化的方式,探索文化育人的有效途径。

论马克思主义经典作家德育评估思想/赵祖地//国家教育行政学院学报.-2013(3).-11~14

马克思主义是关于无产阶级和全人类彻底解放的学说。马克思主义经典作家虽然没有对德育评估进行研究,但在其宏大的思想宝库中蕴藏着丰富的德育评估思想。马克

思主义价值本质的思想是德育评估的基础,“两个尺度”的思想是德育评估标准依据,实践的思想方法、“历史”与“人本”的评价方法、数量分析方法是德育评估的方法论原则。

论艺术教育的四重取向/罗常军//湖南师范大学教育科学学报.-2013(1).-42~45

取向问题是教育的根本性问题。在艺术教育的过程中,必须坚持四重取向,即感性取向、实践取向、科学取向和人文取向。四种取向既相互区别,又彼此关联。感性取向是艺术教育的基础取向,实践取向与科学取向是艺术教育的必然要求,人文取向则是艺术教育的价值旨归。

班干部:成长和教育的双重需要/孙俊三//华东师范大学学报:教育科学版.-2013(1).-11~18

学校,以学为主,也要和实践相结合。学校是学习的场所,学习的东西包括一切;学校也是生活的场所,生活的内容应该真实;学校当然也是社会的场所,社会的内容应该全面。学校的班干部制度,既是为了儿童,也是为了社会,学生当班干部,是青少年成长的具体内容和过程。培养学生班干部,充满了教育性,班干部工作,教育性是第一位的,教育性是最大的追求。班集体在培养班干部中起着非常重要的作用。

教育建设的第三条道路——近代中国发展新式教育的轨迹及经验/张礼永//华东师范大学学报:教育科学版.-2013(1).-84~88

自清末兴学以来,发展新式教育一事总算是告别了“政论”,成为了“新政”之一。建立现代学制的目标之一就是希望能够普及教育。为了实现这一目标,教育行政者没有固守儒家先贤提出的“先富后教”之道,而是参考东西方社会的成熟经验为本国教育的发展设计出了一条独特的道路。这条道路既有别于纯粹民间自营,又非全由政府强力推行,可谓“第三条道路”。其主旨是通过发展民间教育组织(如教育会、教育社、教育学会),实现了“官民合作”,并由此来进行教育建设,逐步向教育的普及迈进。这些经验,对今日之中国,不乏借鉴意义。

论教育家陈嘉庚公益思想的基本内涵/宋秋蓉//江苏高教.-2013(2).-140~142

教育家陈嘉庚赋予他举办的私人教育事业以公益性质,视私立学校为公共事业;他倡导国民的公益教育行为,尤为强调国民负有兴办教育的义务;在经济富有与投资公益先后次序上,他力倡公益不应等待富而后行;在家庭利益与公益事业的轻重程度上,他主张以公益事业为重;他秉承金钱取之于社会和金钱用之于社会的思想,以后者为毕生理念。

全面提升教育科研创新能力和服务水平/无//教育发展研究.-2013(4).-28~28

全国教育科研工作会议于1月31日在京召开,教育部部长袁贵仁出席会议并讲话。他强调,教育科研要在办好人民满意教育过程中发挥创新理论、服务决策、指导实践、引导舆论的重要功能,全面提升创新能力和服务水平,促进教育事业科学发展。

教育的内在品格:精神交流与灵魂转向/余小茅//教育发展研究.-2013(4).-60~65

在中国,当下人们比较关注教育的数量、投入、效率等,由此也使得教育的功利主义、物质主义等逐渐显露,这已经对教育的深入变革与发展带来不容忽视的负面影响。为了推进我国教育事业的健全发展,我们认为应关注教育的内在品格,尤其是精神交流与灵魂转向方面的内在品格,让教育回归教育的本体。其实,这也是教育之为教育的本质诉求。

教育政策效率低下的原因分析及其提升策略/魏峰//教育发展研究.-2013(3).-37~41

在现实的教育政策运行中,政策资源投入不足、过剩和分配不合理导致了教育政策配置的无效率;而由于资源没有被充分转化为教育收益或浪费又导致了政策生产的无效率。为此,提升教育政策效率的策略主要有:在教育政策制定阶段,应提高教育政策的科学化水平;考虑教育政策与其他政策的耦合状态;充分考虑教育发展的未来可能性和地方差异性。在教育政策执行阶段,应提高教育政策执行主体的专业水平和道德素养;加强教育政策的宣传及其与政策利益相关者的沟通;加强对教育政策执行的监督和评价。

对教授治校关键问题的审视/韩玉璞//教育发展研究.-2013(3).-42~48

教授治校的科学性与先进性在于教授阶层参与大学权力治理活动,它不能由种种变体,如教授治学、教授治教等取而代之。对教授治校实践中六个关键问题,即管理还是治理、在朝还是在野、干预还是介入、治学还是治政、名义还是实质、个人还是群体等的回答直接决定着该治校实践的核心理念与根本构架。事实上,教授治校的本性是大学治理,其基本思路是以在野治校为主途径,以间接干预为主形式,以治政为主内容,以实学教授为主体,积极推进教授群体治校与教授个体参与治校的同步发展。

13 高等教育

高校廉政监督机制建设初探/何等浩//内蒙古师范大学学报:教育科学版.-2013(3).-32~35

当前我国高校廉政建设中存在监督主体作为动力不足、监督的制度依据存在“先天不足”、监督合力未能形成等诸多问题,其关键原因是缺乏健全有效的廉政监督机制。建构党内监督、行政监督、社会监督,形成三位一体的监督网络,推进廉政监督力量的有序整合,提高廉政监督的整体合力,是强化高校廉政建设的重要途径。

高校“去行政化”之路探析/李华玲,刘蕾//内蒙古师范大学学报:教育科学版.-2013(3).-36~40

高校去行政化不等于“取消行政管理”,不是“教授治校”,也不仅仅是“取消行政级别”;高校去行政化是维护学术组织本质的客观要求,也是应对激烈国际竞争的现实选择,更是保障师生正当权益的合理路径;高校行政化主要表现为机构职能行政化、人事决定行政化、资源配置行政化;高校行政化现象的产生是我国文化传统、制度体制、高校规模扩招共同作用的结果。高校去行政化之路应通过更新观念、转变职能、立法保障、制度革新去实现。

伦理学、经济学与高等教育——作为一种公共物品的大学/W·约翰·摩根//北京大学教育评论.-2013(2).-27~35

本文探讨了大学教育的经济学与公共物品的功利主义概念。笔者认为,现代大学的发展与演变是与物品这一概念的变化相伴随的。早期的自由主义经济学理论(代表人物如穆勒)认为,一种物品能够被供给,要么是因为它作为一个整体对社区有益,要么是因为它不能或者不应该通过私人的方式供给,比如国防。正如国家和社会在规则制定与福利供给方面变得越来越复杂,物品的定义也日益复杂。政策的合理性往往是通过它有助于公共财富的积累而得到证明的,具体来讲,政策应该要么满足社会受众的某种具体利益(这种福利是需要政府提供的,如学生的受教育经费),要么增进社会作为一个整体的利益(比如受教育人口的增长)。这与现代大学的成长和进步是并行不悖且相互砥砺的。新自由主义的观点是对以上观点的一种挑战,它认为私人的投资与供给所产生的回报要远高于公共的投资与供给,而且从道义上来讲,个人与社会对于供给何种物品应该具有选择权;同时,由经济效能与个人选择所带来的混合的社会利益可以获致更多的集体公共物品。然而,这种观点没有考虑到规范的议题(如公平与社会正义)的影响。因此,本文旨在思考上述几重张力对于以下问题的影响,这些问题包括现代大学与公共物品的当代意涵之间的联系,以及大学占统治地位的经济功能能否与其在知识和文化方面的使命相协调。

高等教育的政治学——关于高等教育财政的普遍误解/D·布鲁斯·约翰斯通//北京大学教育评论.-2013(2).-36~45

在高等教育领域,随着入学率的不断提高和教育成本的快速上涨,政府资金难以单独支撑高等教育的发展,所有国家都在寻求非政府资金来分担一部分教育成本,高等教育成本分担成为世界性的趋势。然而,高等教育财政是极其复杂的,与成本分担政策相关的一系列问题仍需厘清,包括学生与家庭分担的成本比例问题、学费问题、学生贷款问题等。本文分十个命题详细讨论了上述问题,试图以此指出并廓清高等教育财政政策中存在的普遍误解。

高等教育支出与产出:错综复杂的关系/贝努瓦·米洛特//北京大学教育评论.-2013(2).-46~63

对于决策者来说,量化并理解高等教育支出与产出之间的关系非常重要。然而这是一项繁复的工作,且高度取决于方程中这两个变量的界定和测量方法,把握高等教育系统产出的特性并评估其价值尤其困难。本研究采用国际比较的视角,从宏观角度分析了这种关系的趋势和模式。

知识经济中高等教育扩张是否促进了收入分配平等化——来自金砖国家的经验/马丁·卡诺依 罗朴尚 格雷戈里·安卓希查克//北京大学教育评论.-2013(2).-64~83

大家普遍认为,教育机会扩张有助于促进社会流动和收入平等。以高等教育为例,随着高等教育扩张,低收入家庭的资优生更有可能上大学并完成大学教育,从而能够竞争有较高学位要求的高薪工作,这理应增加他们经济地位向上流动的机会。近年来,一些国际学者针对这一现象展开研究,以期探讨教育扩张是否有助于促进收入平等。本研究的结果表明,高等教育入学规模的大幅度扩张对促进收入分配平等的作用微乎其微,其原因主要在于劳动力市场上大学毕业生的规模虽然增加,但是其收益却在持续增长。

高等教育学理论研究的科学性思考/丁西省//中国成人教育.-2013(6).-8~9

高等教育学的科学性思考是在高等教育学科学发展过程中始终要坚持的一种思维和一种心态,思维的特征为高等教育学的建设提供了一定的帮助,科学的思考高等教育学研究特征是探索高等教育学立场的基础。另外,对高等教育学进行科学的思考有利于高等教育学科的发展和完善学科理论,本文为此探索了高等教育学的概念和立场,并对此进行分析和科学的思考,还对实践经验进行总结。

建立大学内部职业化管理制度的思考/魏哲峰//中国成人教育.-2013(5).-34~37

以职业标准为依据,建立以职业化的资格管理制度、职业化的职业评价制度及职业培训制度为主要内容的大学内部职业化管理制度,有利于实现大学管理的职业化及管理主

体与客体的职业化,促进职业竞争,提升大学职业者的职业能力,实现大学职业化管理。同时,职业化的大学管理将个体发展与组织发展相融合,从而提高大学运行效率,增强大学竞争力,实现管理者、管理对象与组织的科学、和谐发展。

大学生个性化教育评价的原则和方法研究/王逢博//中国成人教育.-2013(5).-45~47

当前,大学生个性化教育已经成为我国高等教育发展的必然趋势,部分高校也取得了一定的成效,但是个性化教育评价体系的构建仍然是任重而道远。本文将就个性化教育评价的原则和方法作一探索性研究。

理工科大学生人文素质教育存在的问题与思考/高京平,韩颖//中国成人教育.-2013(5).-48~49

理工科高校重理轻文、重专业知识轻人文素质的倾向,严重制约着学生全面素质的培养和提高,学生人文素养的缺失已经成为一种不良的社会现象。本文基于理工科院校大学生人文素养较差的状况,对学生的人文素养缺失的现状、产生原因进行了深刻剖析,并在此基础上提出了加强理工科大学生人文素质教育的有效途径。

大学生人格特征、社会支持和学习倦怠的关系/廖红//中国成人教育.-2013(5).-59~60

为了了解大学生人格特征、社会支持与学习倦怠的关系,探讨社会支持在人格特征对学习倦怠影响中的调节作用,本文采用《大学生学习倦怠量表》《大五人格简式自评量表》和《社会支持评定量表》对250名大学生进行了调查,经相关分析得出结论:社会支持对学习倦怠有一定的调节作用。

教育部直属高校科研投入产出效率及其发展趋势分析/陆根书,赵颖,刘蕾,闫妮//大学教育科学.-2013(1).-30~36

运用数据包络分析方法对教育部直属高校2000~2010年间的科研效率及其变化趋势进行分析,发现教育部直属高校的科研效率存在较大的差异,而且在2000~2010年间,教育部直属高校科研的技术效率、纯技术效率和规模效率值均存在较大波动现象,整体水平有待进一步提高。应建立教育部直属高校科研效率评价系统,着力提高教育直属高校的科研效率;同时建立基于效率的教育部直属高校科研管理与运行机制,提高科研资源配置的效率,以便更好地推动高校为我国经济社会发展服务。

高等教育效能评价的内涵、价值与应用/赵勤,王红枫//当代教育科学.-2013(5).-36~38

以研究教育效能与高等教育评价的关系为逻辑起点,根

据教育效能自身的内在向度与高等教育评价现实存在的缺陷两个维度分析高等教育评价体系引入教育效能评价方式的应然性。由于学校效能的范式不同,引发出从内部效能、外界效能与未来效能三个层面确立教育效能的评价指标,使其能够成为高等教育评价方式的重要补充。

跨国高等教育的差异性比较/吕明霞//当代教育科学.-2013(5).-39~42

在研究跨国教育发展背景的基础上,分析了跨国高等教育的差异性,以及由此带来的问题和挑战。通过各个层面跨国高等教育在各国实践的差异性对比,提出了跨国教育在中国的发展策略及我国应采取积极有效的措施以保证跨国高等教育健康、稳步的发展。

论大学管理的分布式领导/柳世玉,温恒福//当代教育科学.-2013(7).-28~30

将分布式领导范式引入大学,是大学行政管理模式的首创之举。本文明确区分了传统领导方式和分布式领导范式的不同之处,分析了在大学中实施分布式领导可能遇到的困难和阻力。最终提出了实施大学分布式领导的五项策略。

大学章程中师生权利的规定性/熊庆年,吴云香//复旦教育论坛.-2013(2).-9~12

师生权利是大学章程制订必然涉及的内容。从欧关等国家一些大学章程中,我们可以发现它们的共同规定性:学术自由是大学师生最核心的权利;师生权利规范的实质在于尊重师生的主体性;大学章程内容应与国家法律法规相统一,权利应与义务相统一。

政府在高等教育入学机会分配中的角色厘定——国际比较的视角/杜瑞军//复旦教育论坛.-2013(2).-74~79

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,保障高等教育入学机会公平是政府的基本责任。本文从国际比较的视角,分析了政府在高等教育入学机会分配中的三种角色:标准制定者,供给者以及资助和补偿者。同时指出,由于各国政治、经济、文化以及历史传统不同,各国政府在高等教育机会分配中的角色既有一般性,也有特殊性。在此基础上,从改革和完善高校招生考试方式,加快高等教育结构体系调整,完善学生资助体系等方面,对我国政府推进高等教育公平提出了建议。

如何解读美国的大学排行榜/杨法先//复旦教育论坛.-2013(2).-86~91

美国大学本科排行榜由《美国新闻与世界报道》主办。它是高中学生选择申请大学时最受欢迎的工具书。下述七个

因素决定了每所大学在排行榜中的位置:学校的学术影响与声望;学生毕业率与返校率;师资水准;录取的难易程度;学校财源;实际毕业率与期望毕业率之差;校友赞助。在这七个因素当中,学校的学术影响与声望和学生毕业率占据最重要的位置。由于该排行榜只发表了那些被录取后来校注册的学生的 SAT 成绩和他们在高中阶段的表现,而非全部被录取考生的相关信息,由此而产生的对考生及其家长的误导是显而易见的。20 世纪 90 年代中期以来,个别大学或学院为了提高在该排行榜中的位次,进而吸引更多考生报名,不惜弄虚作假,但这些现象并不足以否定此排行榜存在的正面意义。美国大学本科排行榜不仅有助于高中生升学,而且促使美国大学(特别是研究型大学)更加注重本科教学。

行业型大学:新建本科院校的类型选择/李茂国,傅大友,朱林生,陆正林//高等工程教育研究.-2013(2).-6~9

合理的高校分类既应是一种科学的理论研究成果,也应符合高等教育发展的现状与趋势,能够现实地引领高校科学发展。文章基于高校服务社会的职能,提出一种基于行业服务面向的分类方法,指出行业型大学应是新建本科院校的类型选择,并对行业型高校发展提出若干对策建议。

依托产业技术创新联盟培养工程科技人才/周欢怀,刘华彦,艾宁//高等工程教育研究.-2013(2).-64~67

针对地方院校工程科技人才培养的目标定位,本文从地方院校工科专业人才培养的实际出发,分析地方经济特点和产业技术创新联盟运行状况,阐释产业技术创新联盟培养工程科技人才的内生动因;以浙江工业大学为例,探索依托产业技术创新联盟培养工程科技人才的新机制和新途径。

社会对高等工程教育课程改革的诉求研究——基于工业界企业雇主的调查/崔军,汪霞//高等工程教育研究.-2013(2).-82~89

工业界企业雇主是工程教育重要的利益相关者之一。运用问卷调查法研究我国 20 家企业雇主对工科毕业生能力的评价与期望、对工程实践的认知与理解、对课程改革的意见与建议。232 份有效问卷的统计结果表明,我国企业雇主对工程教育课程改革的诉求点在于:工程教育课程需要回归工程实践、课程需面向“整体型”工程实践、毕业生的非技术能力与技术能力培养同等重要。反思我国工程教育课程的问题,提出四条课程改革建议:更新课程理念、重建课程目标、重组课程内容、设计学习经验。该研究可为我国高校正在实施的“卓越工程师教育培养计划”的课程改革提供来自工业界的观点。

评布鲁贝克的“中心论”/张楚廷//高等教育研究.-2013(3).-1~4

究.-2013(3).-1~4

布鲁贝克认为,在大学有了社会服务功能之后,就由外围变为中心了。在这种观念下,也只有在“威斯康星思想”出现后,大学才具有中心地位。但布鲁贝克没有注意到,第一,总是在一定意义下谈论中心的;第二,总是在一定关联下看待中心的。同时,中心与否,还与认识主体有关,也与历史的变迁有关。中心与否,并不是以有否社会服务为标准的。一所大学是否具有某种意义下的中心地位,是由其学术水平、学科水平的发展状况决定的。中心是一种生成,是一个历时性概念

大学功能的世纪演变/徐辉,李薇//高等教育研究.-2013(3).-5~8

自中世纪以来,大学的社会功能不断变化。今天的大学已经不是单纯的学术组织,而受社会环境和自身变化的双重影响。大学在履行学术功能的同时,更多地担负起艰巨的政治功能、社会功能、经济功能和文化功能。

高等教育市场及其形成的基础/蒋凯//高等教育研究.-2013(3).-9~21

在全球化和市场化背景下,许多国家的高等教育越来越体现出市场的特征,形成了高等教育市场,或者使原有的高等教育市场得到了进一步的发展。高等教育市场是指以市场的方式配置高等教育资源,它是一种准市场和不完全市场。高等教育市场的形成具有深厚的理论与现实基础,理论基础包括新自由主义、知识商品观和高等教育私人产品观,现实基础包括高等教育规模扩展、高等教育财政紧张、福利国家撤退和国际组织推动等。

高等教育多学科研究的现实审视与发展思路——基于《高等教育研究》2001—2010 年的载文分析/李明忠//高等教育研究.-2013(3).-40~51

对《高等教育研究》(2001—2010 年)的载文分析后发现,多学科研究虽在我国高等教育研究界达成共识并成为探讨热点,但其具体运用仍处于初级阶段,呈现出四方面的特点:研究者主要是单一学科背景而少有多学科知识结构;多学科研究主要是教育学学者借鉴其他学科理论而少有其他学科学者的“在场”和参与;具有“方法论”意义的多学科研究主要停留在其他学科理论观点层面而少有其他学科独特研究范式或研究方法的合理运用;多学科研究方式主要是各单一学科的分解研究而少有不同学科间的交叉综合研究。只有打破学科规训的藩篱,才能真正推动高等教育多学科研究的开展。

香港科技大学何以成就大学传奇——基于后发优势理论的思考/袁广林//高教探索.-2013(2).-62~66

后发大学相对于先发大学而言具有与生俱来的后发优势。香港科技大学运用其后发优势,通过引进世界一流学术人才,移植世界一流大学的管理制度,模仿世界一流大学的办学模式,高起点、高占位,定位世界一流,在学习、模仿世界一流大学中积聚优势,提高核心竞争力,短短20余年创造了大学发展史上的奇迹,引起高教界的广泛关注,成为后发大学的楷模。

远程高等教育学习支持服务体系探析/王义宝//中国成人教育.-2013(7).-20~22

本文从远程高等教育学习服务体系的内涵入手,通过分析国内远程高等教育学习服务体系的现状和问题,提出了远程高等教育学习支持服务体系的构建策略。

现代大学制度视野下的大学内部治理结构改进/朱盛艳,熊艳//中国成人教育.-2013(6).-17~19

大学治理结构是建设现代大学制度的核心,基于这样一种认识,本文试图着眼于我国大学内部治理结构的现状分析和整体性研究,对我国大学的内部治理结构的构建进行探讨,并提出了完善大学内部治理结构的思路和建议。

14 成人教育、继续教育

我国成人职业教育培训存在问题及改革发展的思考/陈春霞,马建富//中国职业技术教育.-2013(15).-44~49

成人职业教育培训在我国社会经济结构调整、升级以及新农村建设中的作用越来越大,社会对其需求也越来越大,然而,我国成人职业教育培训存在的一些问题也不容忽视。改革发展成人职业教育培训是当务之急,这就是要强化政府责任,突出监管考核;规范培训流程,增强培训实效;建立经费保障机制;科学确定成人教育编制,建立继续教育制度;完善成人职业教育培训链,满足多层次培训需求;强化制度政策创新,积极开展惠民培训工程。

普通高校如何正视老年教育?/杜作润//复旦教育论坛.-2013(2).-13~17

人口老龄化与老年教育的问题,是我国社会必须面对的重要问题,特别是老年教育,我们的普通高校应当特别正视。本文除吁请注意人口老龄化的大趋势之外,其他的讨论旨在克服隔离、课程建设、社会立法等方面为我国普通高校献言,同时也畅想了一下我国老年教育的愿景。

现代大学制度视域下大学继续教育发展定位考量/单正丰,倪浩//国家教育行政学院学

报.-2013(3).-21~24

现代大学的继续教育作为大学履行社会服务职能的重要体现,是维系和改善大学与社会关系的重要环节,应被纳入现代大学的总体发展规划,成为高校人才培养体系的重要组成部分。成为科技创新体系的重要动力,成为重塑现代大学自身形象的标志之一。

继续教育在高校发展中的作用探析/单正丰//江苏高教.-2013(2).-41~42

继续教育在高校中普遍处于被边缘化的位置,但是一直以来它为高校的建设与发展却作出了巨大贡献。这些作用之所以未被大多数人所理解,其原因是多样的。随着国家中长期教育改革和发展规划纲要的颁布和高校对继续教育的日益重视,继续教育必将迎来一个新的发展春天,也必将为高校功能的发挥作出更大的贡献。

发达国家教师继续教育的转向及启示/金建生//教育发展研究.-2013(4).-37~42

自本世纪起,世界发达国家的教师继续教育出现了转向。从培训范式转向学习范式,昭示着培训假设的式微,学习假设的兴起。从建基于客观主义转向建基于主观主义哲学,昭示着教师继续教育哲学基础的转向。从纵向管理转为横向管理,突出了教师的有效学习。从教育义务转为教育权利,构筑了教师学习的有效机制。专业化发展的教师继续教育为我国教师继续教育在哲学基础、学习范式、管理机制、课程与教学等方面提供了诸多启示。

成人教育学生道德认知与道德行为相分离的探析/张知旭//教育探索.-2013(1).-121~122

目前,成人教育学生在生源结构、生源地和生源的社会背景等方面较过去都有较大的变化,这反映在道德品质上就是成人教育学生道德认知和道德行为在一定程度上的分离。要改变这种状况,成人教育学校应用正确的道德知识来武装学生,应培养学生的道德情感,应将德育贴近学生的学习与生活,应为学生的知行结合营造一种良好的人文环境。

话语的扩展与学校公共生活的开启——从话语的视角看学校公民教育的实践路径/刘铁芳//教育学报.-2013(2).-3~13

学校公共生活并非先行于学生生活,而是在对学生学校生活的引导、发现和扩展中建构起来的。话语是学校公共生活扩展的基本形式。在话语中开启公共生活,启迪公民认同,乃是在想象中开启个人的公共价值视野,启迪公民德性。学校公共话语实践包括基于教材的植入性公共话语与学校本土生成的公共话语。以学生为中心的公共话语实践包括演讲、辩论、办报等形式。持续性的保持公共空间开启还需要

公共事件的不断叙述。学校教育就是在不断地以开放、鲜活的话语实践中开启公共空间,明辨公共价值,启迪公共意识,历练学生的公民品格。

捍卫公民身份的完整性:媒介时代公民教育的批判立场/班建武//教育学报.-2013(2).-14~20

公民是基于权利的义务自觉承担者,其身份的核心要素乃在于权利与义务。在信息即现实的媒介社会,公民的权利表达由于建立在被操控的媒介信息基础之上,其权利不可避免地沦为了被媒介操控的对象。与此同时,现代媒介通过操纵各种符号,营造出指向个体欲望的诱人的“丰裕社会”,将个体从对他者和社会的义务承诺中拉回自身,消解了个体承担公民义务的自觉意识。权利的被操控和义务的被消解,从根本上瓦解了公民身份。捍卫公民身份的完整性,一是要帮助个体通过多角度的识读媒介信息,使其从媒介信息的操控中解放出来;二是要帮助个体认识和洞悉媒介信息所包含的各种意识形态的控制,从而克服自我欲望的局限而走向对他人、社会、国家乃至世界的深切关注和责任担当。

国际成人教育共识与我国成人教育的改革和发展/谢国东//教育研究.-2013(4).-70~75

联合国教科文组织始终关注成人教育的发展,其所倡导的成人教育的理念、政策以及行动框架等已成为国际成人教育的共识,为世界各国成人教育发展提供了参照。我国成人教育的改革和发展应以终身教育(学习)思想为原则转变成人教育观念,在形成学习型社会中强化成人教育的地位和作用,在社会主义市场经济形成中推进成人教育改革和创新,在改革发展中建立健全各类成人教育制度,在成人教育实践中加快终身教育(学习)立法工作,在建设终身教育体系中大力发展现代远程教育,在成人教育发展中加强成人教育研究和学科建设,努力促进人人皆学、处处可学、时时能学的学习型社会的形成。

终身教育立场下的学校教育系统功能变革——苏格兰终生教育框架的启示/刘梅梅,陈云奔//现代教育管理.-2013(3).-125~128

终身教育的教育学立场体现在教育价值与本体的回归、个人学习历程的完善和教育的民主公共性目标构建三个方面。我国学校教育系统在发挥其功能方面存在着工具化、封闭化、标准化、单一化的倾向。苏格兰终生教育框架扩大了学生在学习、训练、专业进修和获得资格等方面的机会,对我国的学校教育系统如何在终身教育理念下,在时间、空间和参照体系三个维度实现功能的转化,走向学校教育系统的功能变革,具有参考价值。

成人高等教育市场机制的内涵及其功能实现/无//职

教论坛.-2013(10).-58~58

杜以德、秦发盈在《现代远距离教育》2013年第1期中撰文阐释了成人高等教育市场机制的内涵和性质,并在此基础上探讨了成人高等教育市场机制的功能实现问题。从世界范围看,成人高等教育引入市场机制已成为世界高等教育发展的重要趋势。

我国成人职业教育培训支撑服务体系存在问题及建设的思考——基于对江苏的调查研究/马建富,陈春霞,吕莉敏//职教论坛.-2013(9).-49~57

成人职业教育培训是我国职业教育发展的重要增长点,建立完善、发达的成人职业教育培训支撑服务体系,有助于促进成人职业教育服务能力的提高。目前,成人职业教育培训地位难落实,制度配置不到位,培训机构自身能力建设亟待加强,各地成人职业教育培训发展的不平衡性未有根本改观,培训市场有待规范。要改变这些现状,就必须强化政府行为,加强成人职业教育培训制度与政策的创新,必须建立行之有效的资源共享机制,特别要加强成人职业教育培训中心队伍建设,还要积极启动“现代农民教育培训工程”。

论成人学习圈的资源整合/吕欢美//职教论坛.-2013(9).-58~59

成人学习圈作为一种为广大成人欢迎的商讨性协作学习活动,为学习型社会的建设注入了新的活力,是一种重要的非正式成人学习形式。它的发展需要充足的学习资源的支持,本文立足于成人学习圈之间的资源整合,分析了资源整合的必要性和重要性、资源整合时出现的矛盾及冲突,从提高成人的可持续发展意识、拓展成人学习圈的数字化学习资源、每个成人学习圈注意开发自身的学习资源三方面提出了成人学习圈之间进行资源整合的策略。

多维视域中的社区教育分析与思考/王国光//职教论坛.-2013(9).-66~68

近年来,社区教育的兴起对推动我国经济建设和发展的作用日益明显,在提升全民素质和职业能力等方面发挥着积极作用。社区教育是什么?如何认识社区教育的本质?这些一直是社区教育理论和实践工作者探索的问题,也关系到社区教育的发展方向。鉴于社区教育外在和内在因素的多样性和复杂性,目前还没有对社区教育形成较为明确的界定,但从不同的视角来分析思考社区教育不失为一个科学的方法,有利于人们全面认识社区教育。

15 创业教育

论心理健康教育在大学生创业教育培训(SYB)中

的渗透/孙瑞萍//内蒙古师范大学学报:教育科学版.-2013(3).-89~91

大学生心理健康教育是培养高素质人才的一项重要内容,是当前我国教育关注的重要课题,尤其是面对大学生就业压力逐渐增大的趋势,大学生心理健康成为一个突出的问题。高校应在提高学生学习能力、实践能力、适应社会创造能力的同时,高度重视大学生心理健康工作,将提升大学生就业能力的SYB培训课程与心理健康教育有机融合,提升大学生的整体素质。

创业文化下高职生的理想信念/徐旭英//职教论坛.-2013(9).-73~76

浙江义乌的创业文化在创业创新时代成为经济社会发展中的成功范例,身在其中的高职大学生其生活目标与及理想信念有了一些与众不同之处。当代高职大学生生活目标的总体图景附和社会生活中的主流意识,从入学到毕业、不同性别、城乡阶层等角度进行对比,各自有着不同的群体特征,然而表面的差异之下是大学生理想信念的一致化。这种同化的根源可以从高职学生的草根性、创业型人格特点的形成和维持来分析,从中可以反思学校教育面临的问题。

大学生创业失败的类型与原因——基于创业失败案例的分析/何应林,陈丹//当代教育科学.-2013(5).-52~54

基于24个创业失败案例对大学生创业失败的类型和原因进行分析发现,大学生创业失败存在步骤不全型、经验不足型和判断失误型三种类型,导致大学生创业失败的主要原因是创业大学生努力程度不够和高校创业教育工作质量不高,次要原因有企业、大学生创业管理部门等社会有关单位对高校创业教育支持不够和部分创业大学生不适合创业。建议建立高校创业教育机构、社会有关单位和大学生三者共同参与、积极互动的大学生创业教育共同体,对所有大学生开展“普及性创业教育”,并在此基础上为准备创业且适合创业的大学生提供有针对性的创业指导。

高校创业教育的观念转变及战略对策研究/商应美//国家教育行政学院学报.-2013(3).-25~28

创业教育观念转变需要重点澄清“创业是否可教”和“创业如何教”两个基本问题。在对创业教育基本问题认识的基础上,提出创业教育的观念转变要实现三个侧重,即创业教育应由侧重“知识导向”、“理论导向”、“知识本位”向侧重“问题导向”、“实践导向”、“能力本位”转变。在科学观念的指导下提出创业教育科学发展的三项战略对策,即构建终身创业教育体系、构建创业教育综合模式和拓展创业教育服务领域。

中国香港高校创业教育的经验及启示/孙志超//黑龙江高教研究.-2013(5).-53~55

香港的创业教育几乎与中国内地同时起步,其所积累的创业教育经验是在吸收了西方成功经验基础上而保留的更具适合东方人的创业教育经验。文章概括了香港高校创业教育的具体措施,介绍了香港高校创业教育目前的改革动向,并总结了香港高校创业教育对中国内地高校创业教育的启示。

儒家思想对大学生创业精神的积极影响——兼与胡友旺等先生商榷/谢文庆//湖南师范大学教育科学学报.-2013(1).-116~119

创业精神是推动大学生创业成功的重要因素。目前,儒学已经不再是学校的主流课程,除非专业研究。一般大学生并未受到系统的儒学教育。因此,儒家思想对大学生创业精神的影响非常有限。然而,儒家思想内涵丰富而深刻。如果经过现代解读,作为创业教育的一部分,完全可以为大学生提供具有现代意识的创业精神,对大学生创业产生积极而深远的影响。而且,这种积极意义要远大于消极影响。

大学生创业教育模式的探索与实践/徐生林//江苏高教.-2013(2).-101~103

在大学生中开展创业教育是我国高等教育和社会经济发展的迫切需要,也是国家中长期教育改革和发展规划纲要的一项内容。目前我国各高校都在积极开展创业教育,培养大学生的创新创业能力。因此,探索和构建创业教育模式是高校开展创业教育的当务之急。文章主要从创业教育目标体系、教学体系、实践体系和保障体系等四个体系建设的实践,探讨高校如何结合自身特色来构建大学生创业教育模式。

大学生创业教育示范校顶层设计路径研究/任泽中,姚冠新//江苏高教.-2013(2).-104~105

大学生创业教育示范校是我国创业教育推进过程中至关重要的探索者、示范者、引领者,基于示范校建设工作面广量大、意义重大,需要强化顶层设计已成为共识,并有高校进行了积极探索,但仍存在一定的实践缺失。文章致力于推进教学规划的生动性与系统性、校内部门的联动性与整体内生性、社会多方资源的整合性和互动性、优秀做法的本土性与可移植性有机统一,明晰创业教育示范校顶层设计的途径,构建创业教育工作长效机制

高职创业教育存在的问题及对策/何淑贞,徐玉成//教育探索.-2013(1).-148~149

高职创业教育存在教育理念缺失、师资与课程匮乏、教育对象错位、效果评价偏颇四个问题,这直接制约了创业教育的发展。为保证创业教育的落实,高职必须更新观念,将创

业教育纳入教学体系;完善师资和课程建设;对全体学生进行创业教育;重视创业实践教学。

创业环境与大学生创业意愿的相关研究——基于Gnyawali & Fogel 的五纬度模型视角/王艳红,冯伟远,王艳霞//教育探索.-2013(1).-150~151

自主创业已成为目前缓解大学生就业压力的重要方式之一。本研究以 Gnyawali & Fogel 的五维度模型和个体创业意向量表为基础,对创业环境与大学生创业意愿的关系进行调查与分析。结果表明:在创业环境的五个维度中,大学生创业的资金支持、创业的商业技能支持、社会经济条件支持以及政策和规程支持对大学生的创业意愿有着正向的显著性影响;而大学生创业的非资金支持对大学生的创业意愿不构成显著性影响。

既简单又复杂的创业教育/贾少华//教育与职业.-2013(16).-88~89

创业教育是为了培养创业型人才,一讲到创业型人才的培养,很多人会觉得这是一件异常困难的事。他们认为,大学在就业人才培养方面都显得力不从心,创业人才培养谈何容易?事实上,创业型人才培养也可以异常简单。只要按照创业型人才成长规律来实施创业教育,这样的教育就可以省钱、省力、省事。创业型人才是在亲身实践的锻炼中成长的,“练”是创业型人才成长的前提和条件。学校只要给学生创造“练”的条件,创业教育也就基本成功了。

区域产业转型升级与大学生创业类型研究/谢秀琼//职教通讯.-2013(8).-56~59

随着区域经济的崛起,把大学生创业教育教育放置于区域经济的发展框架中已受到越来越多的关注。根据不同的创业类型,结合区域产业转型升级的要求,各高校可以探索多样的培养模式、设置多层次的创业课程,学生也可根据自身优势选择合适的创业类型开展自主创业。

高职院校应建成大学生创业的基地/彭薇//职教通讯.-2013(8).-60~61

面对国际金融危机,大学生就业遭受严重挑战,中央领导面对复杂的形势,千方百计开拓大学生就业的路子的同时,提出大学生创业的新思路。高职院校应利用其特有的优势,采取一系列有利措施,将创业教育和实践教学相结合,在将大学生培养成才的过程中,既要将学校建成培养大学生就业的基地,又要成为培养大学生创业的基地,培养出千千万万创业的中坚力量和带头人。

高职院校依托专业教育实施学生创业教育的研究/唐树伶,赵永红//教育与职业.-2013(15).-102~103

高职教育的实践性特征和高职院校创业教育的实践性提示我们,依托专业教学实施创业教育,培养学生的创业能力,提高创业的成功率,是高职院校创业教育的最优选择。高职院校的创业教育要在对所有学生开展创业教育意识、创业知识、创业精神和创业能力教育的基础上,重点对本学院的特色专业学生进行创业能力的强化培养,以特色专业学生的创业带动其他专业学生创业。

提升高职院校学生创业技能的研究与探讨/陈婕//教育与职业.-2013(15).-104~106

提升高职院校学生创业技能是实现国家发展战略的需要,是推动经济发展的需要,是实现学校教育目标的需要,也是实现学生自我价值的需要。应转变观念,重视提升学生创业技能;推进课程改革,构建创业教育课程体系;加强师资建设,提高教师创业教育的能力;强化创业实践,提升学生创业综合素质。

大学生创业团队建设探究/王晓晔//教育与职业.-2013(15).-106~108

随着我国高等教育的快速发展,高校的招生规模不断扩大,导致大学生就业成为当前的一个严重的社会问题。与此同时,我国政府高度重视大学生的就业问题,鼓励大学生自主创业,高校也不断加强学生创新意识和创新能力的培养。大学生的创业不能仅仅依靠个人,以往的经验表明创业成功与否与创业团队的建设是否合理具有重要联系。因此,文章从分析当代大学生创业团队现状入手,提出了大学生创业团队建设的建议,通过分析研究,对大学生创业团队建设具有一定的实践借鉴意义。

大学生创业教育的素质塑造/穆健康//教育与职业.-2013(15).-109~111

当前大学生就业压力严峻,自主创业被认为是解决就业难的有效途径之一。因此,培养创业型人才,开设合理、科学的课程体系是高校需要研究的课题。基于这种背景,文章阐述了创业教育的内涵和目标,归纳出创业者的基本素质;围绕创业者的基本素质,设置高校创业教育课程框架和课程模块,围绕课程模块,对大学生创业教育理论课程与实践课程进行了较为全面的分析与设置。文章在一定程度上丰富了高校创业教育理论,对创业教育的课程体系设置具有一定的意义。

产学研合作教育下的大学生创新能力培养/樊持杰,孙强,司巧梅//教育与职业.-2013(15).-173~174

全球化、信息化、低碳化的社会发展趋势要求高等教育培养出更多的创新人才。中国的高等教育规模已居世界前列,但人才培养质量却并不理想,高分低能、眼高手低的大

学毕业生无法满足经济发展需求。闭门办学的高等教育弊端突显,改革势在必行,产学研合作教育是高等教育改革与发展的方向,是提升大学生创新能力和实践能力的重要途径。

知识经济时代高校创新创业教育探析/安建强//教育与职业.-2013(14).-84~85

面对知识经济时代的全新挑战,高校要完成社会赋予的培养创新型人才的历史使命,必须转变高校教育理念,调整 and 改革教育模式。应当正确认识创新创业教育的内涵,厘清高校创新创业教育发展过程中的一些问题,转变高校教育理念,建立专业化的师资队伍,营造创新创业的文化氛围,做好高校创新创业教育。

对高职院校创业教育体系的思考/于建华,黄超,任心甫//教育与职业.-2013(14).-86~88

创业教育是一种教育理念和教育模式,是高职院校提高人才培养水平、增强竞争力的必然选择,是高职院校响应“建设创新型国家”“创业带动就业”战略的应尽义务。高职院校应突破开展创业教育的现实约束,以岗位创业为方向,采用模块化教学,重视创业实践,构建全面、立体化、全过程、开放的创业教育体系。

百森商学院创业教育对我国高校的启示/刘吕高,喻柯力,王德林//教育与职业.-2013(14).-91~92

在众多开设了创业教育课程的高校中,位于美国波士顿市郊百森公园的百森商学院,以其创业教育理念的战略性和创业教育课程设计的整合性和教学方式的探究性让世人瞩目,在取得了卓越的成绩的同时,也掀起了全球高校研究和学习的热潮。我国的创业教育却存在着教学理念的功利主义倾向、创业教育课程内容体系的不健全等问题,应该从课程体系设计与开发、教学师资队伍等方面进行完善。

商职毕业生自主创业的关键因素研究/王长江,姜庆华,刘永红//职业技术教育.-2013(7).-21~24

以河北省高职毕业生为例,运用粗糙集理论识别了自主创业的9个关键因素,即性别、家庭价值观、社会舆论、政策落实情况、家庭主要社会关系、创业教育、创业经验积累、风险偏好和就业满意度,并据此构建了高职毕业生自主创业关键因素的三螺旋模型,这一模型包括社会因素、家庭因素和个人因素3个能极。依据这一研究结果,政府、高职院校和高职毕业生个人需要共同努力,提高自主创业能力。

浙江高职生创业意向调查及其启示/许黎英//职业技术教育.-2013(7).-25~28

高职生的创业意向是当前的研究热点之一。对浙江省600多名高职生进行调查发现,高职生在创业个性特质上存

在差异,整体男生均分高于女生;创业目的表现为以基本需要为主;对创业知识有积极要求,对创业条件依赖较大,但创业驱动力不高。

大学生创业环境问题的分析及对策/王晓蕾//职业教育研究.-2013(5).-77~79

创业环境是大学生创业是否能够成功的重要因素,因此,应从社会、经济、文化环境、家庭、学校、个人六个视角着手,分析大学生创业环境中出现的问题,并进一步探讨通过构建社会、学校、家庭“三位一体”的模式营造良好的大学生创业环境的途径。

对高职院校引进和发展“联合创业”教育模式的可行性探讨/叶建国,朱兴龙//中国职业技术教育.-2013(15).-83~86

本文立足于高职院校的创业教育课题,提出了“联合创业”这一概念,首先阐述了其历史溯源、基本概念和应用案例;其次,综述现阶段高职院校创业教学现状,提出高职院校开展联合创业教育的必然性,指出联合创业教学模式在高职院校中的开展思路、方法、内容、列举、实践操作等。最终分析并总结这一基本的创业教学模式,并提出自己的思考。

16 职业能力、师范能力

论师范生就业核心竞争力的构建——基于学生主体的视角/万正维,魏泽//当代教育科学.-2013(5).-48~49

本文在解析了“就业核心竞争力”内涵的基础上,从学生主体的视角剖析了师范生就业难的成因,同时彰显学生在就业中的主体性,从个性品质、知识基础、综合能力几个维度,提出了提升师范生就业核心竞争力的途径,以期为破解师范生就业难问题提供借鉴和参考。

大学生职业生涯教育面临的困境与对策/张磊,肖云川,赵红妍//当代教育科学.-2013(5).-55~57

高校招生的精英化变为大众化,高校毕业生的就业率受到很大影响。其中,高校职业生涯教育的欠缺是其中重要因素。法律法规的欠缺,大学生接受职业生涯规划意识淡薄,部分家长的择业观念守旧,高校重视程度不够等严重影响着大学生的就业情况。为此,必须制定相应的法律法规,提高大学生职业生涯规划意识,转变大学生家长择业观念,加大高校关注力度。

近现代广东师范教育思想的历史回溯与现实观照/

欧治华//高教探索.-2013(2).-89~94

近现代广东师范教育思想的历史演进可以分为晚清的形时期、五四前后的活跃期和国民政府时期的发展期三个阶段,这百余年的广东师范教育思想在办学理念、教育目标、课程设计和实施方法等方面都呈现出显著的特征。回溯广东近现代师范教育思想,以此观照现实,师范教育改革要以育人为本,师范当先,加强课程整合,注重实践,更好地促进教师专业化的发展。

师范生专业实践能力培养的“3S”模式分析/严文清,谭细龙//国家教育行政学院学报.-2013(3).-42~45

教师是履行教育教学职责的专业人员,需具有很强的专业实践能力。然而,在现行师范生培养过程中,重理论教学、轻实践能力培养的“纸上谈教”现象很普遍,导致师范生专业实践能力训练不足,缺乏必备的教育教学技能,严重影响入职后的教育教学质量。“基础实践技能自主修炼——专项实践技能模拟训练——综合实践技能现场实训”的“3S”模式,有助于提高师范生的专业实践能力。

免费师范生入职初期从业状况及相关建议——基于华中师范大学首届免费师范生的调查研究/张燕君,徐珊珊,岳凌宇//国家教育行政学院学报.-2013(3).-79~84

调查从四个方面考查免费师范生入职初期的职业状况:教学工作、人际关系、工作环境、职业心理。结果显示,免费师范生日常教学工作强度的适应情况较好;人际交往情况良好;在任教学校中能得到较为有效的指导与帮助。但也存在一些问题,包括教学效能感较低:对工作所在地物质环境的满意度不高;职业成就感整体状况不佳,部分有离职倾向。对此提出如下建议:各级政府依法提高教师工资,保障教师权益;相关部门不断完善师范生免费教育政策;师范院校改进免费师范生的培养方式;任教学校为免费师范生提供切实的支持与帮助。

提高师范生教育理论水平的教学策略研究/无//河北师范大学学报:教育科学版.-2013(4).-63~67

课题组通过调查发现,在公共教育理论课的课堂教学中,教师的教和学生的学两个方面均存在问题。在“教”方面表现为,教师与学生的交流和互动不够、教学模式和教学评价方式单一、教学内容有待优化;在“学”方面表现为,学生的学习目的不明确、学习态度和学习行为不积极。针对以上问题,本研究从教师的教方面提出对策:教师在课堂教学中要积极创设教学情境,引发学生主动思考;多组织讨论和案例分析,以满足学生展示自我的心理需求和提高学生分析问题能力;优化教学内容,激发学生学习兴趣;运用多元评价方式,促进学生努力学习。

首届免费师范毕业生工作生活的主要困难及应对策略——以华中师范大学为例/付卫东//河北师范大学学报:教育科学版.-2013(2).-9~13

首届免费师范毕业生工作生活面临的主要困难有:专业不对口,教学负担重;经济压力大,难以承担读研费用;政策认同度不高,部分人有违约倾向。应采取对免费师范毕业生加强培训、改善工作环境和生活条件、增强其心理承受力等对策。

师范院校商务英语专业师资建设的策略研究/卢艳华//黑龙江高教研究.-2013(5).-95~97

复合型的商务人才的培养要求从事商务英语教学的教师既精通英语又熟悉商务知识,这对商务英语人才培养体系中的师资建设提出了前所未有的挑战。文章在分析商务英语教师应具备的能力及素质的基础上,指出了商务英语师资的现状和问题,最后提出了加强商务英语师资队伍建设的策略。

民警职业能力培训课程建设探析/李先波,陈俊豪//湖南师范大学教育科学学报.-2013(1).-87~90

培训课程开发与建设是民警培训教学的基础,是实现培训宏观管理的重要手段,也是民警培训教学质量的重要保证。民警培训课程开发应从公安工作和公安队伍建设的总体要求出发,以提高民警的职业能力为目标,坚持职业为本、统筹规划、贴近实战、教学互动原则,加强培训课程的规划和研发,完善课程建设的程序和步骤,建设高质量的体现民警职业训练特色的培训课程。

国外领导自我效能感研究现状与展望/黄攸立,饶繁繁,周宏//华东师范大学学报:教育科学版.-2013(1).-62~70

领导自我效能感是指个体对自己是否有能力成功完成具体领导任务进而实施有效领导的自信程度的判断。其测量以问卷的形式为主,量表的开发和使用较为分散。领导自我效能感能够有效地预测领导动机、领导成效,对集体表现和相关刻板印象也存在影响。其影响因素包括性别差异、个体因素和工作情境因素等,领导力训练也对领导自我效能感具有一定的干预效果。未来的研究需加强领导自我效能感的结构、测量、与领导成效的互相作用问题等五个方面的探索。

师范生顶岗实习的定位分析及其价值实现/潘健//教育发展研究.-2013(4).-32~36

现实中,师范生顶岗实习的模式大致可以分为两类:一是顶岗支教模式,定位在支教上;二是顶岗置换模式,全称为“顶岗实习,置换培训”,定位在教师培训上。把支教和置换教师培训作为师范生顶岗实习的立足点并不合适。定位

的偏差,必然违背规律,偏离轨道,引发诸多难以解释和解决的问题。基于实习本身、教师发展和价值类型的视角,师范生顶岗实习的立足点应定位于师范生的培养。要实现师范生顶岗实习的目标,需在指导思想和操作策略上作出调整。

高校职业生涯规划课程设计/薛艳,傅宏,曹天安//教育评论.-2013(2).-105~107

文章从大学生的生涯发展与高校生涯辅导现状的分析入手,指出大学生的就业核心竞争力亟待提升,继而以提升大学生就业核心竞争力为视角,分别从基于工作的学习技能培养和职业韧性训练两个维度,对生涯规划课程进行设计。

台湾师范生“班级经营”教师专业的知能培养/蔡志荣//教育评论.-2013(2).-126~128

台湾开展教育改革以来,实行多元化师资培育,十分重视教师专业知能的提高,以班级经营为核心的专业知能成为教师专业培养的一项重要内容。同时,各师资机构在师范生提升班级经营知能方面采取多项因应措施,给大陆地区师范生的专业培养改革与发展提供了借鉴。

论高师院校的文化品牌建设/林钧,杜智萍//教育评论.-2013(1).-18~20

学校文化品牌建设是师范院校参与各类教育竞争、凝聚核心竞争力的战略支撑点之一。高师院校学校文化的主调是教育文化,彰显并强化其教育文化气质是一所师范院校办出特色、品位、优势、水平的切入点。高师院校要建设好自身的文化品牌,就必须坚定文化信心,处理好教育文化与其他文化形态之间的关系,协调处理好学校中的人、事、物三者的关系,努力催生一种教育意蕴丰盈的独特文化氛围。

医学生职业道德教育的人学转向/何彦妮//教育与职业.-2013(14).-57~58

文章分析了医学院校教育者和医学生对职业道德教育的认识偏差现状,指出只有树立“以生为本”“主体性”“开放性”“生态和谐”的教育理念,纠正医学生对职业道德教育认识的偏差,强化医学生“慎独”品质的养成,实现医学生职业道德教育的人学转向,才能推进医学生职业道德教育,促进医学生高尚职业道德的养成。

论大学生职业生涯规划教育的困境与转型/马洁,佟丞//教育与职业.-2013(14).-88~90

大学生职业生涯规划教育是解决就业难的关键所在。文章分析了大学生职业生涯规划教育面临的困境,大学生自主性职业规划意识缺失,高校职业生涯规划教育发展不平衡等,进而从教育理念、教育模式、队伍结构三个方面的转型探讨了大学生职业生涯规划教育的新路径。

师范生抗挫折心理能力与价值观关系研究/张旭东,陈少珍//内蒙古师范大学学报:教育科学版.-2013(3).-41~44

采用抗挫折心理能力问卷、大学生价值观调查问卷对445名师范生进行问卷调查,以探讨师范生抗挫折心理能力与价值观的相关性,为解决实际问题提供参考。结果显示:师范生抗挫折心理能力与价值观总体上存在显著相关关系;意志品质和社会支持是师范生价值观的重要预测变量,维护传统、独立进取和社会同情是抗挫折心理能力的重要预测变量。

“家校合作”在推进大学生职业生涯规划教育中的实践与探索/白喜文,默原,陈子丹//内蒙古师范大学学报:教育科学版.-2013(3).-78~81

随着我国高校毕业生就业形势越来越严峻,大学生职业生涯规划教育越来越被重视。职业生涯规划教育对帮助大学生寻找职业兴趣、顺利完成学业、成功就业、规训未来人生起到了积极的作用。家庭因素在大学生选择职业时有着非常重要的影响力,但是由于家长对大学生职业教育和目前大学校园的学习生活状况了解较少,部分家长不能正确指导帮助大学生进行职业规划。因此,需要加强高校与家庭的合作,双方相互支持,构建高效、低成本联系渠道,共同推进大学生职业生涯规划教育,促进大学生的全面发展。

大学生社会实践育人实效性与发展路径研究/于晓萍,刘素红,朱以财//内蒙古师范大学学报:教育科学版.-2013(3).-85~88

大学生社会实践能够提升大学生的专业水平和职业精神,引导和规范大学生的思想和行为,塑造大学生健全的人格,促进大学生社会化,推动大学生的全面发展。大学生社会实践育人实效性还存在一定的偏失,主要表现在社会实践和学校教学环节脱节、缺乏完整的管理和运行机制、功利性和短期性背离初衷、大学生对社会实践认识不够、高校的规划指导力度不够等方面。可通过推进大学生社会实践课程化、促进大学生社会实践长效化、搭建大学生社会实践基地化平台、创设大学生社会实践全员化氛围、尊重大学生的个性化诉求的“五化”建设,增强大学生社会实践育人实效性。

我国师范院校与农村中小学伙伴关系的问题及其对策/曾琴//内蒙古师范大学学报:教育科学版.-2013(3).-11~13

我国师范院校与农村中小学伙伴合作关系的建立,是促进教育理论发展与农村中小学教育实践变革的内在要求,是提升教师专业能力的有效途径,符合新课改的需要。但其合作形态潜藏着合作关系不平等、互动性差、未能充分发挥伙伴效用等诸多问题。这就需要合作双方在实践中积极主动、

互助协作、民主探讨,共建理想合作平台。

17 职业技能大赛

基于职业技能竞赛的拔尖创新人才培养策略研究/贾艳丽//职教通讯.- (8).-16~17

以全国职业技能大赛为主的各级各类技能竞赛,其竞赛项目内容越来越能反应职业领域的发展趋向,对职业院校的人才培养具有导向作用,尤其对培养拔尖创新人才的影响力是明显的。为此,结合职业技能大赛,寓教于赛,提出拔尖创新人才培养策略。

试析全国职业技能大赛对石油化工专业教学改革的导向作用/郑革//职教通讯.-2013(8).-18~19

自2008年全国技能大赛开办以来,大赛项目内容设计总是反映了最新的职业技能要求和行业对技能型人才的需求。以石油化工专业的工业分析检验技能竞赛为例,通过对历届大赛工业分析检验赛项命题的分析,围绕技能大赛与教学改革进行研究,研究表明,全国职业技能大赛工业分析检验赛项命题具有实际应用型和前沿性,体现了石油化工专业人才培养的目标和定位,对石油化工专业的教学改革具有导向和促进作用。

以世界技能大赛为契机 促进我国青年技能人才的培养/刘东菊,张玉洲,陈晓曦//职教通讯.-2013(7).-10~14

世界技能组织的宗旨、目标、规则等内容,明确了其对青年技术人才的选拔和定位,揭示了其在促进职业教育与职业培训事业发展上所做出的努力。研究世界技能大赛,旨在探讨发挥我国职业院校对青年技术人才的培养举措,以期促进我国对大批高技能人才培养目标的有效落实。

办好技能竞赛 促进专业建设/李军,张伯俊//职业教育研究.-2013(5).-143~145

在分析了技能大赛在教育教学改革、师资队伍建设和实训基地建设以及校企合作等方面所起到的示范、引领作用的基础上,本文对技能大赛的进一步完善与改进提出了建议。

高职院校技能竞赛引领的专业教学改革简说/赵喆//职业教育研究.-2013(5).-148~150

高职院校技能竞赛在专业教学改革中起着引领和促进作用。依托职业技能竞赛的内容和标准进行课程改革,引领教师转变教学理念,提高专业水平,促进教学质量的提高,进一步提升学生的职业技能水平,为职业院校毕业生就业奠定基础。

关于职业技能竞赛参赛机制的探讨/金泽龙//职业教育研究.-2013(5).-156~157

通过分析高等职业院校职业技能大赛参赛机制的内涵、意义、运行、影响等,本文指出了科学完善的参赛机制是培养学生岗位技能,提高其就业适应性,满足当前市场需求的有效途径,提出职业技能竞赛参赛机制需要在校企合作的实践中不断完善的建议。

技能大赛对建筑工程计量与计价课程改革的激励效应/刘奕,荆富荣//职业教育研究.-2013(5).-159~161

工程算量技能大赛不仅是各地区各校顶尖选手的算量水平比赛,对常规教学也有很多可借鉴的东西。只有将工程算量技能大赛的激励效应发挥出来,才能推动建筑工程计量与计价课程改革。本文通过具体分析,总结出技能大赛对建筑工程计量与计价课程改革的激励效应,并提出将技能大赛与常规教学相结合,进一步深化课程体系、教学内容和教学方法的改革。

18 非洲职业教育

新南非国家教育政策制定机制探微/康建朝,尤丽雅(Yuliya Sharkun)//比较教育研究.-2013(3).-70~74

新南非成立后,其国家教育政策制定所依托的政治体制为“三权分立”制,所依托的权力组织主要为国家议会、宪法法院、内阁及教育部。在国家教育剧烈变革期,新南非的国家教育政策制定对不同价值取向努力进行了调适和制衡。与种族隔离统治时期相比,在新南非的国家教育政策制定中,利益相关者的参与情况有了明显的改善。

教育援助与国家软实力培育——中日在尼日利亚小学援建项目的案例比较/王学军//比较教育研究.-2013(3).-75~79

教育援助作为大国对外政策的重要领域,无疑是培育国家软实力的重要途径之一。中国对非洲的学校援建项目透过援助有效性与援助进程中形成的对华文化认知,影响着中国在非洲的国家形象与软实力。与日本相比较,中国在尼日利亚的小学援建项目存在战略规划的缺失、过程的相对封闭与僵化,以及对特色凝聚的忽视等问题,在援助有效性与软实力效益方面仍需改进。

外文资源

1. 职业教育

职业决策规模中无决断能力规模的因子不变性：多组验证性因素分析=Factorial Invariance of the Indecision Scale of the Career Decision Scale: A Multigroup Confirmatory Factor Analysis / Feldt, Ronald C // Career Development Quarterly .-2013, 61(3).-249~255

Results of a multigroup confirmatory factor analysis (N = 686) indicated factorial invariance of a 3-factor model of the Indecision scale of the Career Decision Scale (CDS; Osipow, Carney, Winer, Yanico, & Koschier, 1976). Differential item function was not observed when ΔCFI (comparative fit index) was used for comparison of models, indicating strong measurement invariance across gender. Men had significantly greater latent means for all 3 dimensions of career indecision. Given the multidimensional structure, use of the CDS may provide an initial step to help practitioners identify possible factors that are responsible for a client's career indecision. Clients may need assistance for initiating a career search, information to help them identify career possibilities for a chosen major, or detailed information concerning several possible careers that are under consideration

准职业学生：综合教育咨询项目目标=Career-Ready Students: A Goal of Comprehensive School Counseling Programs / Gysbers, Norman C // Career Development Quarterly.-2013, 61(3).-283~288

This article opens with a rationale for and a definition of student career readiness. Next is a presentation of the qualities and attributes of career-ready students. Then discussion follows about what students need to become career ready. Following this is a presentation of how comprehensive school counseling programs help students become career ready, including discussion of the delivery system for school counseling programs that provide the activities and services that contribute to student career readiness. The article closes with the critical point that helping all students become career ready requires a whole school-community approach.

职业生涯感想，职业认同，职业欲望之间的关系：实践的启示=Relationships Among Career Thoughts, Vocational Identity, and Calling: Implications for Practice / Galles, Jacob A.; Lenz, Janet G // Career Development Quarterly .-2013, 61(3).-240~248

The concept of a calling in relation to career choice is a topic of interest in current literature. Exploring variables that may contribute to the presence of a calling is an important gap in the literature. This study examined career thoughts and vocational identity in relation to the presence of calling in a sample of 329 undergraduate university students enrolled in a career development course. The findings revealed significant relationships among all the variables of interest, as well as moderate predictive power, indicating that vocational identity and career thoughts may contribute to the formation of a calling to pursue a particular career. Limitations, implications for practice, and future research are discussed.

社会地位和农村青少年的期望值：父母期望的作用=Social Class and Expectations of Rural Adolescents: The Role of Parental Expectations / Schmitt-Wilson, Sarah // Career Development Quarterly .-2013, 61(3).-226~239

This study investigated mechanisms involved in the intergenerational transmission of social class, specifically addressing the prediction of career expectations. The results indicated that among rural high school students (N = 200) in Grades 10-12, there was no direct effect of socioeconomic status (SES; as measured by

parent education and occupation) on career expectations. However, there was a direct effect of educational expectations on occupational expectations. Building on the importance of educational expectations in the prediction of occupational expectations, the results suggested that perceived parental expectations explain variance in educational expectations. Overall, it seems that the effect of SES on occupational expectations was mediated by educational expectations; therefore, individuals of lower SES who have increased educational expectations are more likely to have occupational expectations similar to those of their higher SES peers. Moreover, increased parental expectations were positively associated with educational expectations among individuals of various SES levels.)

丹麦职业教育背景下关于退学学生自行解释探究=An exploration of students' own explanations about dropout in vocational education in a Danish context / Tanggaard, Lene // Journal of Vocational Education & Training.-2013, 65(1).-422~439

The present paper addresses the phenomenon of student dropout from vocational education in Denmark. It does so by addressing the need to critically discuss the term 'drop-out' taking the perspective of students' own reflections on the topic. The empirical findings indicate that dropout is considered in terms of two very different, but intersecting broad explanations voiced by students themselves: (1) as something created in educational institutions in various situations, such as when teachers spend more time and resources on the more affluent, quick-witted and clever students or when there is a lack of trainee places and (2) an act resulting from individual initiative and or a lack of perseverance. Secondly, and as a result of analysing the possible interplay between and differences related to the above two broad explanations, the empirical material reveals alternatives to the dropout concept in order to create a potentially creative resource for educational institutions concerned with learning and change. The merits of these different empirical findings are discussed, in relation to strategies for dropout prevention in vocational education. The empirical aspect of the paper consists of 106 interviews with students in eight different basic vocational educational courses in Denmark.

以经济为基础的知识学习与创新: 集群文化和资格认证以外的发展=Learning and innovation in the knowledge-based economy: beyond clusters and qualifications. / James, Laura; Guile, David; Unwin, Lorna // Journal of Education & Work.-2013, 26(3).-243~266

For over a decade policy-makers have claimed that advanced industrial societies should develop a knowledge-based economy (KBE) in response to economic globalisation and the transfer of manufacturing jobs to lower cost countries. In the UK, this vision shaped New Labour's policies for vocational education and training (VET), higher education and skills, and it continues to be influential. Learning for the KBE, according to policy-makers' claims, requires individuals to acquire measurable knowledge or skills in the form of qualifications through formal education and training, which will allegedly improve national economic competitiveness and productivity. This paper argues that quite different conceptualisations of learning for the KBE can be drawn from the fields of economic geography and regional studies; in particular, the 'cluster' literature, which analyses the processes which underpin innovation and learning in regional agglomerations of economic activity. The paper argues that the cluster literature can and should be used to open up a debate about the nature, scale and location of the learning processes that support the KBE; the implications of which have not yet been fully appreciated in the fields of VET and skills policy. Moreover, when these insights are combined with those from social theories of learning, a more holistic understanding of how innovation occurs emerges. The paper concludes with some recommendations for the Coalition Government as it develops policies to rebalance and grow the UK economy, and suggests that these recommendations may also be relevant for other countries facing similar challenges

韩国技能形成系统的政治性和制度基础=The political and institutional basis of Korea's skill formation system / Park, Sang-Young // Journal of Education & Work.-2013, 26(3).-291~308

Korea's developmental skill formation system was shaped in the 1970s by the Korean developmental state that proactively sought rapid Heavy and Chemical Industrialisation as the nation's overarching goal. Vocational education at the upper secondary level and post-school in-company training in particular were strategically nurtured and closely managed by the state to supply the skilled workforce necessary, engendering a skill formation system subject to the state's policies. The state's tight control of the skill formation system was largely loosened in the 1980s, but since the 1990s it began to transform into a 'post-developmental' skill formation system geared toward Korea's increasingly knowledge-based and globalising economy. Although it is still in the making, the post-developmental skill formation system is significantly different from the previous system in that the focus has shifted to vocational education at the secondary and the tertiary levels, whereas in-company vocational training is being gradually marginalised. Furthermore, the post-developmental skill formation system in Korea is both state-led and market-based, reflecting fundamental and dynamic changes in the nature of the Korean state since the 1990

发展从业者的资格认证的 TRAVORS2 计划=Developing a European practitioner qualification: the TRAVORS2 project / Lester, Stan // Research in Post-Compulsory Education.-2013, 18(3).-297~308

The TRAVORS projects, supported by the European Union's Lifelong Learning Programme, ran between 2008 and 2012. Their object was to develop training programmes for disability employment practitioners across nine countries based on proven approaches both to vocational rehabilitation and to skills training. The second of the two projects aimed to trial and establish a European practitioner qualification, pitched at Level 5 of the European Qualifications Framework and emphasising skills-based training and workplace assessment. While the trials proved successful, they highlighted a generally poor level of understanding of assessment and certification based on workplace proficiency. The project resulted in a common 'curriculum', a detailed qualification specification and a strengthened set of processes to guide implementation in different countries. However, the qualification can be considered a work-in-progress and wider uptake – sufficient to support sustainable central governance – needs to be achieved if a genuinely international certificate is to emerge.

2.工学结合

农村高中青年去向和从学校到工作规划运用=Rural High School Youth's Access to and Use of School-to-Work Programs / Hutchins, Bryan C.; Akos, Patrick // Career Development Quarterly.-2013, 61(3).-210~225

Rural youth face numerous barriers that may limit career exposure. School-to-work (STW) programs are one tool used to increase exposure and facilitate connections between school and work. Using a nationally representative data set, the authors investigated whether rurality, relates to the availability of STW programs and rural youth's program use. Results indicate that most schools provide school-based services (e.g., career plans/career majors), but few schools offer work-based services (e.g., internships). Rural schools were more likely to offer vocational--technical prep programs and job shadowing but were less likely to offer school-based enterprise. After controlling for program availability, the authors found that rural students were less likely to take part in job shadowing and community service. Conclusions are offered for career development research, policy, and practice.

直观专门技术: 理论和实验性实例=Intuitive Expertise: Theories and Empirical Evidence / Harteis, Christian; Billett, Stephen // Educational Research Review.-2013, 9.-145~157

Intuition has been long seen as an element of effective human performance in demanding tasks (i.e. expertise). But its form, constitutive elements and development remain subject to diverse explanations. This paper

discusses these elements and explores theories and empirical evidence about what constitutes intuitive expertise, and offers an account arising from a review of these explanations. Commencing with a consideration of examples of intuition from distinct fields of working life, it uses a cognitive perspective to open up the discussion for theorizing about intuition from an information processing perspective. It evaluates the widely acknowledged theory of two systems of information processing that proposes two parallel operating systems: the rational and intuitive. This theory provides foundations for understanding experts' abilities to act intuitively in high-performance-level activities. Research on expertise, finally, opens an educational perspective on intuition, with the progression from novice to expert being understood as an enduring and long-term learning process that inherently generates intuitive capabilities. The paper concludes by returning to and making connections with the literature on workplace and professional learning to provide insights into how individual and social learning processes support the development of intuitive expertise.

大学和职场之间学习设计活动的阐述：教育分析=Articulating learning activities for design between university and the workplace. A didactic analysis / Zaid, Abdelkarim // European Journal of Engineering Education.-2013, 38(4).-425~440

This paper accounts for research looking at the following question: in what way can university-located training activities be articulated with those in companies for work-based engineering students? Here, we will present an overview of research about both training periods, i.e. in the companies and at university. We focus on the trainee's actual activities and written work from a didactic point of view, a perspective which has been rarely mentioned in previous studies about work-based training in engineering. We aim to describe the activities of trainee engineers during industrial and academic training. Training activities in design engineering will be analysed in terms of knowledge acquisition and how this knowledge is put into practice during the two parts of the training. In doing so, we will obtain a better picture of what trainees, trainers and tutors really do.

专业实习反思中的冲突价值观=Conflicting values in reflection on professional practice / Sabina Siebert, Carol Costley //Higher Education, Skills and Work-based Learning.-2013, 3(3).-156~167

Purpose – The purpose of this paper is to examine the use of reflection as a tool of enquiry within the context of higher education work-based learning. The aim of the study is to investigate how reflection on professional practice brings about a review of the values underpinning that practice.

Design/methodology/approach – The data were collected from a group of undergraduate students undertaking their studies by work-based learning in the area of management in a Scottish University. An open-ended questionnaire was designed to learn about the participants' views on their perceived freedom to reflect on their workplace practice in the university, their ability to challenge the organizational values and established practices in the workplace, and on their relationship with the workplace mentor.

Findings – Students on work-based learning programmes are subjected to demands from at least three directions: first, their own expectations, in terms of both what they want to achieve by way of their own development, second, the needs of their organization; and third, expectations of the university in ensuring that the work produced meets the standard for an academic award. These interests can sometimes coincide, but they can also conflict, and such a conflict can reveal tensions that run deeper into the culture of the organization.

Research limitations/implications – This study is based on a relatively small sample of learners in one university, hence the findings are of preliminary nature. Despite the small sample size, the conclusions are indicative of a potential problem in the design of work-based learning, and a larger cross-institutional study would allow the validity of these results to be verified.

Practical implications – The findings emerging from this study have implications for the facilitators of work-based learning in higher education. Although university work-based learning programmes differ significantly from corporate learning and development efforts, this paper suggests that work-based learning providers should co-operate more closely with the learners' employing organizations towards creating an environment for learning at work. More co-operation between the university and the employer might be more beneficial for all stakeholders.

Originality/value – The literature on work-based learning focuses in the main on the use of reflection as a tool of enquiry into workplace practice. Drawing on the study of contemporary work organizations, this paper explores the tensions arising from reflection on the learners' practice, and possible conflict of values that reflection exposes.

生产工人读写能力与计算能力的实践：用文化历史活动理论为分析工具=Production workers' literacy and numeracy practices: using cultural-historical activity theory (CHAT) as an analytical tool / Yasukawa, Keiko; Brown, Tony; Black, Stephen // Journal of Vocational Education & Training.-2013, 65(3).-369~384

Public policy discourses claim that there is a 'crisis' in the literacy and numeracy levels of the Australian workforce. In this paper, we propose a methodology for examining this 'crisis' from a critical perspective. We draw on findings from an ongoing research project by the authors which investigates production workers' literacy and numeracy in lean manufacturing firms. We focus on how language, literacy and numeracy (LLN) practices are embedded in production work and investigate various perspectives, including those of management, trainers and workers, on LLN problems and issues in the workplace. We adopt a critical perspective that analyses the way work, learning in work, and literacy and numeracy in the workplace are shaped and reshaped by social relations and culture, values and the histories of the industry and the local workplaces. This perspective examines the literacy and numeracy as social practices and using the theoretical analysis of cultural-historical activity theory, we indicate some of the complexities surrounding literacy and numeracy issues in workplaces, which have implications for the dominant 'crisis' discourse.

瑞典四城市老年看护能力和质量改进计划产生的影响=The impact of elderly care competence and quality improvement programme in four Swedish municipalities / Westerberg, Kristina; Hjelte, Jan // Journal of Vocational Education & Training.-2013, 65(3).-319~332

During a number of years Swedish municipalities have work with improvement of competence and long-term quality in elderly care. The overall aim of the present study was to compare different learning activities (workplace improvement and/or courses), and to relate these activities to learning climate, learning strategies, and perception of care quality. In addition, the effect of organisational changes was tested. Four Swedish municipalities were selected and 219 nursing assistants filled in a questionnaire (response rate, 58%). Documentation of the learning activities was collected. A two-way multivariate analysis of variance was computed to answer the research questions. The results showed that there was a main effect for learning activities and organisational change on learning climate and learning strategies, but not on the perception of care quality. A combination of courses and workplace improvement practices yielded better results compared with only one of these activities, and organisational changes had a negative effect. The results suggest that the workplace should not only be regarded as an area for non-formal training but should also be included as a part of a training programme. Organisational changes should be avoided during the programme, otherwise the expected effects of the time and effort invested may be wasted.

从业者与学术知识之间的关系：芬兰护士的反学术讨论=The relationship between practitioners

and academics – anti-academic discourse voiced by Finnish nurses / Laiho, Anne; Ruoholinna, Tarita // *Journal of Vocational Education & Training*.-2013, 65(3).-333~350

Nursing in Western countries has become increasingly more theoretical, and nurse education has been integrated more often with the higher education system. Historically, nursing has been viewed as a non-academic domain. Establishing Nursing Science (NS) in Finland in the 1970s has meant that the new discipline is defined as the core of nurse education and as the basis for all nursing practice. However, research has highlighted tensions facing practitioners due to the theorisation and academisation of education. This article presents the findings from a study in which the educational accounts of Finnish nurses and nurse students were explored. Research orientation is underpinned by the sociology of education, and educational accounts were approached through discourse analysis. The data for research are composed of opinion writings and Internet platform discussion threads. Themes such as academic education, NS and theory–practice gap in nursing came up frequently in the data. These educational accounts can be characterised as critical, and therefore, the way of talking was labelled as anti-academic discourse. We ask what this discourse is used for and discuss how to interpret it in the context of work arena and institutional education.

为获得技能还只是为了买单？低级别个体职业工作场所学习=Gaining skills or just paying the bills? Workplace learning in low-level retail employment / Roberts, Steven // *Journal of Education & Work*.-2013, 26(3).-267~290

This paper analyses the workplace learning experiences of young male retail employees. Deeming formal education highly unattractive, the pursuit of lifelong learning and continuous development for such people relies on workplace learning. Their experiences, however, over several years and across various retailers painted a grim reality. Sector-level accreditation (at National Vocational Qualification level 2) was characterised as stigmatising and indicative of deficiency to prospective employers. These qualifications, indeed all formal in-house training, were positioned as lacking in quality, inauthentic and an unnecessary cost for employers and government. Effective learning was, instead, experiential and situated, with (limited) expertise cumulatively developed through doing the job. The paper moves beyond valuable, yet well rehearsed, arguments regarding which groups get access to training opportunities and a focus on upskilling those who are least qualified. Instead, this investigation asks whether current workplace learning provision in retail can provide genuine opportunities for advancement and development for ‘moderately qualified’ young people employed in the lower levels of the labour market – a section of society whose learning experiences and needs are often overshadowed by a polarised focus between Not in education, employment or trainings, and those undertaking apprenticeships or HE.

工作强度和大学的未完成：纵贯研究法和因果推论=Work intensity and non-completion of university: longitudinal approach and causal inference / Moulin, Stéphane; Doray, Pierre; Laplante, Benoît; Street, María Constanza // *Journal of Education & Work*.-2013, 26(3).-333~356

Researchers focused upon the work–dropping out connection tend to show a U-shaped relationship between the likelihood of dropping out and the number of hours worked outside school, with a higher exit rate for both non-working students and for students whose working hours pass a critical threshold. Yet the data typically used by these researchers are drawn mainly from cross-sectional surveys, and as a result does not allow for any causal interpretation. The present article uses an event history analysis of Canadian longitudinal data covering seven years of a cohort, and offers original findings on the causal work–dropping out relationship at the university level. We find evidence showing that the evolution of the exit rates and the factors influencing the decision to quit a particular university programme differ substantially between students who want to enrol in another programme and those who do not. For the latter, we observe a critical threshold of 24 h of work, beyond which negative effects in terms of non-completion start to appear. We find no negative effects arising from not working vs. working a few hours. Our findings thus tend to show that the higher exit rate among non-working students

evidenced in cross-sectional data should be attributed to the fact that academic difficulties cause some potential university dropouts to stop working and to devote more time to school.

3.成人教育、继续教育

可生性方法：大学如何认识对原住民社区投入的问卷调查=Generative methodology: an inquiry into how a university can acknowledge a commitment to its Aboriginal community / Harrison, Neil; Page, Susan; Finneran, Michelle // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40(3).-339~351

This paper maps ethical and epistemological issues around attempts by a university to negotiate with the traditional custodians of the Sydney basin, the Darug, to facilitate the intergenerational transmission of knowledge within their community, and through the university curriculum. The theory and practice of research raised some important methodological questions about what constitutes knowledge in Aboriginal and western contexts. The project brought us to reflect upon the epistemological basis of our research to consider whether it was history, ethnography, cultural resource management or memory work. As we worked through these issues during the process of consultation and negotiation with Senior Darug, the inquiry began to focus on how a university can acknowledge a commitment to its community. Such a commitment for a university must be built around attentiveness and respect, rather than an epistemology of control. We find that respecting the power structures and organisation of an Aboriginal community is a crucial step for a university in performing such a commitment. Respect for the established power relations in these communities constitutes the very basis of a generative methodology.

监禁学生的社区学位课程影响：校正教育社区大学的空中课程随机试验=The Impact of an Associate's Degree Program for Incarcerated Students: A Randomized Trial of the Correctional Education Association College of the Air Program / Meyer, Stephen J.; Randel, Bruce // Community College Review.-2013, 41(3).-223~248

This article reports findings from an impact study of a 2-year postsecondary academic program offered in state prisons. Outcomes examined for participants during their 1st year of participation include performance on a standardized test of critical thinking skills, credit acquisition, achievement motivation, educational aspirations, personal development, and institutional (prison) climate. A cluster randomized design was used in which prisons in six states were randomly assigned to implement the Correctional Education Association College of the Air (CEA/COA) program or control programming. Analyses show that students in the CEA/COA program had average critical thinking scores that were about three fourths of a point lower, as measured by the Collegiate Assessment of Academic Proficiency (effect size = $-.14$), and acquired on average approximately two fewer credits (effect size = $-.43$) than students from control sites after 1 year. There were no significant group differences associated with educational aspirations, achievement motivation, personal development, and institutional climate measures.

多样化的社区大学学生群体种族构成和环境规范之间的关系=The Relationship Between Student Body Racial Composition and the Normative Environment Toward Diversity at Community Colleges / Jones, Willis A // Community College Review.-2013, 41(3).-249~265

While there has been increased scholarship in recent years on diversity in higher education, most of this research has failed to include 2-year institutions in its analyses. This study examined whether the racial composition of the community college student body is correlated with an institution's normative climate toward three diversity outcomes: student conversations with racially different peers, student conversations with peers holding different beliefs, and student understanding of racially different others. The results indicate that having a

more diverse student body had a positive, statistically significant relationship with each outcome. This finding suggests that community colleges, like 4-year institutions, can be positively influenced by enrolling a more racially heterogeneous student body.

成人学习系统比较：一种新兴的政治经济学=Comparing Adult Learning Systems: an emerging political economy / Rees, Gareth // *European Journal of Education*.-2013, 48(2).-200~212

Adult learning systems have come to be dominated by the view that the essential role of adult learning is to generate the high levels of skills deemed necessary for competitiveness and growth in the globalised economy. This 'education gospel' is underpinned by human capital theory (HCT) and its contemporary conceptualisation in terms of the knowledge-based economy. Nevertheless, it remains the case that there are significant differences in the strategies of national governments towards adult learning and in patterns of engagement with the learning opportunities that are made available. This paper sets out to explore how this diversity in national systems of adult learning might be addressed analytically. Adult learning is embedded in characteristic regimes of economic and social institutions, which can be understood in terms of a systematic international political economy. In particular, adult learning systems are explored by reference to the models of capitalist organisation elaborated in the neo-institutionalist analysis of 'varieties of capitalism' (Hall and Soskice, 2001): the liberal market economy and the co-ordinated market economy. A major alternative is provided by Esping-Anderson's (1990; 1999) analysis of 'welfare state regimes'. Moreover, Rubenson and Desjardins (2009) have used this theoretical framework as a means of analysing systematic variations between national adult learning systems. These analyses raise questions about the use of national states as the key unit of analysis. Significant divergences in institutional arrangements and access to opportunities for adult learning (by social group or locality, for example) may be obscured by this method of comparative analysis. Moreover, consideration of the micro-theoretical foundations of these approaches highlights the difficulties in moving beyond the economistic 'rationality' of HCT. The issue here is the extent to which norms of behaviour in relation to engaging in adult learning can be appropriately understood in terms of a relatively homogeneous, national social system, rather than in terms of a much more socially differentiated repertoire of norm-based orientations.

成人教育的参与模式：关于解决协调问题的体系和国家政策框架的作用=Participation Patterns in Adult Education: the role of institutions and public policy frameworks in resolving coordination problems / Desjardins, Richard; Rubenson, Kjell // *European Journal of Education*.-2013, 48(2).-262~280

This article focuses on evidence regarding cross-national patterns of participation in adult education and an interpretation of these patterns from an institutional and public policy perspective. The interpretation follows from the perspective that sustaining high and widely distributed levels of investment in the development and maintenance of skills over the lifespan of individuals is to a large extent interconnected with a high-level of non-market coordination via institutional arrangements and/or specific public policy measures. Such arrangements and measures are seen to alleviate coordination problems that otherwise lead to underinvestment in skills and/or inequity in the distribution of access to education and training and hence skills. Consequently, it is argued that institutional contexts and public policy measures condition participation patterns in adult education, and are thus worthwhile to understand better for the purposes of informing policy.

成人学习系统框架多样性的体系作用=The Role of Diverse Institutions in Framing Adult Learning Systems / Saar, Ellu; Ure, Odd Bjørn; Desjardins, Richard // *European Journal of Education*.-2013, 48(2).-213~232

This article considers the role of diverse institutions in framing adult learning systems. The focus is on institutional characteristics and configurations in different countries and their potential impact on the extent of

adult learning, as well as on inequalities in access to adult learning. Typologies of education and training systems as well as labour market and welfare systems are introduced in relation to specific particularities relevant to adult learning. An emphasis is placed on how institutions that are interwoven into several systems are relevant to adult learning. This is then considered and elaborated in the context of post-Socialist countries in order to highlight important nuances that are relevant to adult learning and skill formation systems.

关键材料：工业设计师和工程师的可持续教育原因=Critical materials: a reason for sustainable education of industrial designers and engineers / Köhler, Andreas R.; Bakker, Conny; Peck, David // *European Journal of Engineering Education*.-2013, 38(4).-441~451

Developed economies have become highly dependent on a range of technology metals with names such as neodymium and terbium. Stakeholders have warned of the impending scarcity of these critical materials. Difficulties in materials supply can affect the high-tech industries as well as the success of sustainable innovation strategies that are based on sophisticated technology. Industrial designers and engineers should therefore increase their awareness of the limits in availability of critical materials. In this paper, it is argued that materials' criticality can give a fresh impetus to the higher education of industrial design engineers. It is important to train future professionals to apply a systems perspective to the process of technology innovation, enabling them to thrive under circumstances of constrained material choices. The conclusions outline ideas on how to weave the topic into existing educational programmes of future technology developers.

文化冲突：指导学生读写能力教育工作者市场化和工具化的继续教育政策规划=Culture clash: mentoring student Literacy educators in a marketised and instrumentalist further education policyscape / Garbett, Georgina; Orrock, Deborah; Smith, Rob // *Research in Post-Compulsory Education*.-2013, 18(3).-239~256

At the centre of the study on which this article is based, there is a sense of cultural collision. While from a global perspective, Literacy education has an exciting and radical pedigree, the teaching of Literacy in England has been harnessed to an explicitly instrumentalist policy agenda since the introduction of the Adult Literacy Core Curriculum in 2001. This paper sets out to explore the impact of this policyscape on a specific area: the mentoring of Literacy student teachers. The study draws on a qualitative data set from a series of interviews with Literacy mentors from different FE colleges in the English West Midlands. The study found that Literacy mentors are able to promote the holistic approaches that are fundamental to established Literacy pedagogy but that institutional and cultural factors can militate against this in decisive ways. The paper concludes that whilst Literacy mentors have a significant role to play in the education of new Literacy teachers, the motivations and values associated with Literacy mentoring seem to jar in many cases with the marketised cultures in which they operate.

继续教育性能指标：是激励和表述行为的工具吗？=Further Education performance indicators: a motivational or a performative tool? / Boocock, Andrew // *Research in Post-Compulsory Education*.-2013, 18(3).-309~325

Ethnographic research in a further education College (Borough College) between 2000 and 2005 assessed the impact of performance indicators (PIs) within a department teaching GCSEs and A-levels. Research focused on PIs integral to the Learning and Skills Council funding formula, the Common Inspection Framework and newspaper league tables, and the extent to which these facilitated the utilisation of productive motivational inputs (e.g., lecturer and manager self-interest, altruism and intrinsic motivation) in line with New Labour's goal of students improving skills for employability and its egalitarian goal of needs-based equity for disadvantaged students. Research in Borough College provided significant caveats for the current Coalition government to consider in the design of performance indicators in 2013 relating to the nature of governance within which the use of PIs is situated. In particular, it suggests that an over-emphasis on the hierarchy form of governance at the

expense of open systems to meet targets set may lead to the marginalisation of productive motivational inputs such as intrinsic motivation and tacit knowledge within internal policy and procedure. It also suggests that an over-emphasis on the rational-goal form of governance at the expense of self-governance may lead to a culture of performativity and student commodification if disadvantaged student cohorts are expected to achieve in line with the 'average' student encapsulated in national benchmarks

4.就业指导

返回到工作的失业求职者：职业咨询行为的进程模式发展=Getting Unemployed Job Seekers Back to Work: The Development of a Process Model of Employment Counseling Behavior / Noordzij, Gera; Van Hooft, Edwin A. J.; Van Mierlo, Heleen; van Dam, Arjan; Born, Marise Ph // Career Development Quarterly.-2013, 61(3).-256~275

The aim of this study was to propose a tentative model of employment counseling based on 31 critical incident interviews with supervisors, employment counselors, and unemployed job seekers. The incidents (N=599) mentioned in the interviews were inductively used to develop a category framework describing behaviors of employment counselors. On the basis of the interviews, categories, and incidents within these categories, the authors proposed a 4-phase preliminary model of the employment counseling process. Findings suggest that employment counseling is a complex and dynamic process involving several distinct and consecutive steps focused on clients, governmental funding agencies, colleagues, and employers.

欧洲提供培训的机构和国家技能策略范围= Firm-provided Training in Europe and the Limits of National Skills Strategies / Markowitsch, Jörg; Käßlinger, Bernd; Hefler, Günter // European Journal of Education.-2013, 48(2).-281~291

This article addresses cross-country and cross-period differences in average levels of training activity from an institutional perspective. Firm-provided training in Europe between 1999 and 2010 is scrutinized in order to explore whether diverse institutional arrangements that can be linked to welfare state regimes can yield discernible cross-country patterns. An emphasis is placed on the limits of national skills strategies that are not well embedded in wider institutional environments. This is grounded in a view that policy efforts to influence training activity, involves nothing less than 'reforming' societies. Insights of this research should contribute both to a critical reflection of the EU's targets in the field of lifelong learning as well as supporting policy learning between member states.

黎巴嫩女工程师为迎接工程职业的挑战准备好了吗? =Are women engineers in Lebanon prepared for the challenges of an engineering profession? / Baytiyeh, Hoda // European Journal of Engineering Education.-2013, 38(4).-394~407

This study investigates the status of women engineers in the Middle East, considering women engineers in Lebanon as a case study. The author investigated the following questions: What are the influences behind females' decisions to choose engineering as their major course of study? What are the motives behind this decision? What are the perceptions of females regarding the essential skills for a successful engineering career? An online survey consisting of Likert-scale items was completed by 327 female engineers who graduated from universities in Lebanon and now work in various locations around the world. A genuine interest in the field appeared to be the main influence in the participants' decisions to choose engineering profession. The potential for professional growth was the leading motivator for choosing engineering. Although participants reported that they possessed adequate theoretical knowledge and technical skills before graduation, in the actual practice of engineering, they noted weaknesses in creativity and innovation.

童工的增长限制了进入中等学校的入学机会吗？对全球新资料组的洞察分析=Does prohibiting child labor increase secondary school enrolment? Insights from a new global dataset / Heymann, Jody; Raub, Amy; Cassola, Adele // International Journal of Educational Research.-2013, 60.-38~45

This article examines the association between minimum age of employment and secondary school enrolment. Methods: We reviewed child labor laws for 185 states in 2008 and 2012. We assessed how many countries had a minimum age of employment of 15 or over and tested the association between these laws and secondary enrolment rates, after controlling for per-capita GDP, level of urbanization, and compulsory lower secondary education. Results: A minimum age of employment of 15 or higher was significantly associated with increased secondary enrolment for girls, boys, and overall. Conclusions: Combining a legislated minimum age of employment of 15 or higher with compulsory education may strengthen children's opportunity to achieve a secondary education.

基于训练的获得就业技巧能力的训练观点=A disciplinary perspective of competency-based training on the acquisition of employability skills / Boahin, Peter; Hofman, Adriaan // Journal of Vocational Education & Training.-2013, 65(3).-385~401

In the changing global economy, employability skills increasingly are the focus of vocational education and training institutions. This paper explores the effect of academic disciplines, students' background characteristics and industry training on the acquisition of employability skills through competency-based training. A significant relationship emerges between academic disciplines and industry training on the acquisition of employability skills. Some partial evidence suggests an impact of pre-education on the acquisition of employability skills; however, no such relationship appeared between gender and the skill acquisition. The results demonstrate the need for academic disciplines to determine specific employability skills required for social and community practice, as a basis for enhancing the development of employability skills in training programmes.

自己动手：在政府提供资金地区发起的表达能力，读写能力和计算能力培训的新西兰机构=Going it alone: New Zealand company-sponsored language, literacy and numeracy (LLN) training in an era of government funding / Guy, Shona; Harvey, Sharon // Journal of Education & Work.-2013, 26(3).-309~332

In this paper, we examine the nature of and reasons for employer-funded literacy, language and numeracy (LLN) workplace training in New Zealand, during a period where government funding has been available. To place these programmes in context, we give a historically nuanced account of employer-funded programmes in New Zealand and then look at the drivers for introducing government funding for LLN workplace training in New Zealand in the 2000s. Within this more recent policy framework, we consider empirical evidence gauging the views of employers who are running non-government-funded programmes and choosing not to access government resources or are not aware of them. Finally, we discuss how government/non-government partnerships and policies might be reframed in order to meet the needs the employers in this research identify. In particular, we signal a mismatch between more recent government requirements for eligibility for funding and the size, structure and workplace practices of New Zealand companies.

为基础学位学生就业介绍技能的社会构建方法=A social constructivist approach to introducing skills for employment to Foundation Degree students / Rutt, L.; Gray, C.; Turner, R.; Swain, J.; Hulme, S.; Pomeroy, R // Research in Post-Compulsory Education.-2013, 18(3).-280~296

Expectations for higher education providers to produce graduates ready for the workplace have shaped provision, with the introduction of the Foundation Degree, and expectations of an employability component within higher education programmes. This paper reports on an intervention for three groups of foundation degree

students, which introduces them to ideas of skills for employability. An initial evaluation was followed up two months later exploring the longer-term impact and connections within students' programmes of study and data were captured from employers and tutors supporting this intervention. In agreement with similar studies, benefits for students were identified. However, this research reinforces the challenging nature of the employability agenda, particularly within the context of Foundation Degrees and their dual vocational-academic remit. This paper suggests there is a case to be made for a social constructivist approach within programmes and institutions for promoting awareness and consistency in developing student employability skills.

5.高等教育

高等教育认识论发展=Epistemological Development in Higher Education / Richardson, John T. E // Educational Research Review.-2013, 9.-191~206

Research has been carried out on students' epistemological development in higher education for at least 50 years. Researchers on both sides of the Atlantic have converged on accounts that describe students' epistemological development in terms of a sequence or hierarchy of qualitatively distinct stages or positions. The rich qualitative data obtained from longitudinal investigations do demonstrate intellectual changes, but whether the same scheme fits all students and whether the changes found are a specific result of exposure to higher education are open to debate. Well-validated quantitative instruments that could be used to measure epistemological development in large samples of students are still lacking. Unresolved issues include: whether students can adopt multiple epistemological positions; whether these are culturally and contextually specific; and whether they are mental entities, discursive practices or social constructions.

高等教育的参与模式: 幸福和成果体制观点的比较=Participation Patterns in Higher Education: a comparative welfare and production régime perspective / Andres, Lesley; Pechar, Hans // European Journal of Education.-2013, 48(2).-247~261

This article considers the counter-intuitive observation that some of the wealthiest nations can feature low tertiary graduation rates (e.g. Austria, Germany, and Switzerland). It also considers the observation that many countries with high tertiary graduation rates show low levels of social equity, while many countries with low tertiary graduation rates show high levels of social equity. These observations are considered through the lenses of institutional perspectives, and specifically welfare and production régime theories. The analysis elaborates on educational attainment, patterns and key aspects of economic functioning and development, and educational attainment patterns and their relationship to social inequality.

企业介绍: 高等教育作为特殊课程活动的介绍创新企业方案实践环节研究=Introducing enterprise – research into the practical aspects of introducing innovative enterprise schemes as extra curricula activities in higher education / Karen Burrows, Nick Wragg // Higher Education, Skills and Work-based Learning.-2013, 3(3).-168~179

Purpose – Enhancing student opportunity and providing an outstanding learning experience within an increasingly competitive market requires a multifaceted approach to learning. This paper aims to show how a social enterprise initiative can help students differentiate their offering to the workplace and in doing so develop skills that promote elegant self-management.

Design/methodology/approach – The research is a continuous project to gather data to evaluate on the effectiveness of enterprise activities and will incorporate both qualitative and quantitative methodologies, through what is largely an action research study.

Findings – This paper presents one approach to the challenge of student engagement, by encouraging choice and being proactive in adding value to CV's, through student led practical initiatives. Lecturers assist in managing student expectation and embedding realism; the realism of the need for transferable employability skills, and the challenges and opportunities faced during times of change. By enthusing students (and feedback suggests this is happening in our current project) a virtuous circle is created, manifested in increased graduate student employment and a competitive edge.

Originality/value – This is an experiential project of creating an enterprise committee which enhances the learning experience, teaches students how to take theory and apply it in real situations, and builds their confidence. By linking vocational and reflective modules' to entrepreneurial skills, a balance is struck not just between academia and employability but also work and life, addressing the contemporary challenge of not just teaching students business theory or employability skills but of practical self-management

Research limitations/implications – This study is based on a relatively small sample of learners in one university, hence the findings are of preliminary nature. Despite the small sample size, the conclusions are indicative of a potential problem in the design of work-based learning, and a larger cross-institutional study would allow the validity of these results to be verified.

Practical implications – The findings emerging from this study have implications for the facilitators of work-based learning in higher education. Although university work-based learning programmes differ significantly from corporate learning and development efforts, this paper suggests that work-based learning providers should co-operate more closely with the learners' employing organizations towards creating an environment for learning at work. More co-operation between the university and the employer might be more beneficial for all stakeholders.

Originality/value – The literature on work-based learning focuses in the main on the use of reflection as a tool of enquiry into workplace practice. Drawing on the study of contemporary work organizations, this paper explores the tensions arising from reflection on the learners' practice, and possible conflict of values that reflection exposes.

与高等教育有关的初步学习评估协议：评判者的考核和评分者可信度=Agreement in assessment of prior learning related to higher education: an examination of interrater and intrarater reliability / Stenlund, Tova // International Journal of Lifelong Education.-2013, 32(4).-535~547

This article focuses on reliability in assessment of prior learning (APL) related to higher education. APL refers to a process where adults' prior learning, formal as well as informal, is assessed and acknowledged. In higher education, APL is used for the purpose of gaining admission, advanced standing or credits. In this article, studies investigating reliability in APL are presented. The studies provide data of inter- and intrarater reliability among assessors in a specific APL scheme used in higher education. Percentage of agreement and Cohen's kappa were used to estimate reliability, and the results show that the agreement between assessors, i.e. interrater reliability, is poorer compared to the agreement on repeated assessment by the same assessor, i.e. intrarater reliability. Further, the results reveal that there are differences in agreement between different aspects of prior learning. A conclusion is that reliability in this type of assessment ought to be further investigate

将初步学习识别 (RPL) 转换成教育学术资本;澳大利亚大学的经验=Converting RPL into academic capital: lessons from Australian universities / Pitman, Tim; Vidovich, Lesley // International Journal of Lifelong Education.-2013, 32(4).-501~507

Recognition of prior learning (RPL) requires an assessment of the equivalence and transferability of learning acquired in one context to another. However, this study's examination of the institutional policies and practices of

three Australian universities reveals that RPL can also be understood as a Bourdieuan process of 'capital conversion', where an individual's economic, social and cultural capital are assessed as being equivalent to 'academic experience'. This approach reveals that, far from being an epistemological assessment of prior learning, universities also consider their organisational identity and status when considering what informal or non-formal learning will be accepted. Ultimately, what counts as prior learning depends as much upon which university is doing the assessment, its motive for doing so and the extent to which it views RPL as a normative threat.

博士水平通过重视实践经验的学习来发展职业的学习与认同=Developing professional learning and identity through the recognition of experiential learning at doctoral level / Armsby, Pauline // International Journal of Lifelong Education.-2013, 32(4).-412~429

This article reports on an exploratory study regarding the first 12 graduates of a new type of Professional Doctorate by Public Works (PDPW) programme in the UK, that uses an in-depth reflective and critical analysis of prior high-level work-based learning with attendant evidence as its main product for assessment. The main aim of this research was to illustrate the effects of undertaking this process on the candidates' professional learning and identity. A case study approach was used to enable focus from a variety of perspectives on to the single case of the PDPW programme, and interview, questionnaire, focus group and participant observation methods were employed with candidates and staff involved with their learning, teaching and assessment process (N= 32). The results are indicative and presented alongside practice-based experience of facilitating and assessing the Recognition of Prior Learning (RPL) on another professional doctorate with a very similar pedagogical and philosophical perspective. The pedagogic processes described in the article appeared to facilitate doctoral candidates' reflexive understanding of their experience and knowledge. By drawing on individual understanding about workplace learning the process also provided another way of learning about themselves. The implications of the findings for theory and practice in promoting RPL through an ontological turn for higher education, to reconceptualise learning to affect ways of being rather than or as well as ways of knowing, is discussed.

6.教育学与教育事业

如何理解澳大利亚教育资源和学术成就在农村，地区和城市之间的差异=How do school resources and academic performance differ across Australia's rural, regional and metropolitan communities? / Sullivan, Kevin; Perry, Laura; McConney, Andrew // Australian Educational Researcher (Springer Science & Business Media B.V.).-2013, 40(3).-353~372

This study uses data from the Programme for International Student Assessment (PISA) to gain a better understanding of how academic performance and resources vary across rural-urban school communities in Australia. While it is well known that schools in rural areas have difficulty recruiting and retaining teachers, the degree to which schools in larger sized communities across Australia also face this problem is less understood. Moreover, very little is known about the degree to which shortages of instructional materials and equipment are associated with rural-urban location. The analysis includes 353 schools across eight community types that range in size of <1,000 people in small country towns to more than a million people in large capital cities. School principals reported the degree to which instruction in their school is hindered by a shortage of resources, which include qualified teaching staff and instructional materials and equipment. The findings highlight the extent to which school resources vary across geographic location, as reported by school principals. Principals of schools in the centre of large cities were the least likely to report that shortages of teaching staff or instructional materials hinder learning, while principals in rural and remote communities were the most likely to report that such shortages hinder instruction. These differences closely mirror student PISA academic performance and school socioeconomic composition. PISA data indicates that schools located in small rural communities have the lowest socioeconomic profiles, the lowest academic performance and the largest shortages of teaching staff and

instructional materials, while schools in central neighborhoods of large cities enjoy the highest socioeconomic profiles, the highest academic performance and the fewest shortages.

通过儒家思想,政策,研究和实践再访中国教育的公平和质量=Revisiting educational equity and quality in China through Confucianism, policy, research, and practice / Mu, Guanglun; Zheng, Xinrong; Jia, Ning; Li, Xiaohua; Wang, Shaoyi; Chen, Yanchuan; He, Ying; May, Lyn; Carter, Marilyn; Dooley, Karen; Berwick, Adon; Sobyra, Angela; Diezmann, Carmel // Australian Educational Researcher (Springer Science & Business Media B.V.) .-2013, 40(3).-373~389

The promotion of educational equity and improvement of educational quality in China are contextualised in tenets of Confucianism and policy directives, inspiring educational research and practice. In this paper, we first explore the historical and cultural roots of educational equity and quality through Confucianism and elaborate on the current policy priority that aims to address educational equity and quality. We then present an overview of research on equity and quality in Chinese education. Informed by Confucianism, policy, and research, we pose a framework to structure our investigation and analysis of three illustrative examples, namely the Special Post Teacher Plan, amalgamation of rural schools, and schooling of floating children. Drawing insights from Confucianism, policy, research, and practice, we conclude that the promotion of educational equity through high quality provision of education for disadvantaged groups can help to narrow the gap in educational quality currently existing in China.

转学生投入: 社会和学业投入的模糊=Transfer Student Engagement: Blurring of Social and Academic Engagement / Lester, Jaime; Brown Leonard, Jeannie; Mathias, David // Community College Review.-2013, 41(3).-202~222

Transfer students are a distinct population. Their characteristics lead to a qualitatively different student experience. Drawing on interviews with a cross-sectional sample of transfer students at George Mason University (GMU), this study focused on the ways transfer students perceived their social and academic engagement, on the ways they engaged academically and socially at GMU, and on the ways in which their perceptions of engagement and their actual patterns of engagement affected their sense of belonging at GMU. Most notably, transfer students viewed social engagement in the context of family and community rather than college life. The findings have implications for how campuses support transfer students and question assumptions about some engagement theories.

公民教育作用综述=Review of the Effects of Citizenship Education / Geboers, Ellen; Geijsel, Femke; Admiraal, Wilfried // Educational Research Review.-2013, 9.-158~173

Based on the assumption that schools can play a significant role in the citizenship development of students, in most contemporary modern societies schools are obligated to provide citizenship education. However, the effectiveness of different forms of citizenship education is still unclear. From the empirical literature on citizenship over the period of 2003-2009 28 articles were selected on effects of citizenship education on students' citizenship. Our review showed the political domain of citizenship to be emphasized more than the social domain. An open and democratic classroom climate in which discussion and dialogue takes place appears to effectively promote the development of citizenship among secondary school students. Moreover, a formal curriculum that includes citizenship projects and courses also appears to be an effective type of citizenship education. The effects of citizenship education are discussed in relation to the quality of the studies reviewed.)

大海捞针: 艰难情况下为学校扭转战略寻找等效收益=A needle in a haystack: a search for value for money in turn-around strategies for schools in difficult circumstances / Khupe, Constance; Balkwill, Kevin; Osman, Ruksana; Cameron, Ann // Educational Research.-2013, 55(2).-165~179

While current investments in school improvement occur in the context of the worldwide economic downturn, in the South African context, there is in addition widespread disparity in education provision and attainment related to pre-democracy race-based patterns. Despite the education sector receiving the largest national annual budget allocation (at least 20%), and non-governmental organisations (NGOs), the business sector and even international aid agencies spending millions on school improvement projects, efforts at school improvement have not translated into the desired learning outcomes for students (reflected, for instance, in international comparison tests like TIMSS). This situation calls for deliberation on what constitutes 'value for money' in school improvement. Purpose In this paper we present a review of school improvement interventions in South Africa, with a view to discussing their efficiency and effectiveness in the local context. Design and methods The review of school improvement interventions in South Africa involved a systematic search of published and unpublished reports of South African schooling interventions, by both national education agencies and NGOs, aimed at improving the quality of schooling. Desktop searches were conducted on Google Scholar, targeting journals published in the last 10 years (2002 to 2011). Information on unpublished interventions was derived from sources outside of academic documents (e.g. annual reports and personal communications). Snowball sampling was used to reach as many projects as possible, starting from interventions in Johannesburg, which is the most populous city and economic centre of South Africa. Fifty published reports and 75 unpublished reports were reviewed. The information from each report was entered on a spreadsheet according to the aspects of schooling the intervention addressed. The data were then summarised using descriptive statistics and graphs. Conclusions Evidence from the review suggests that in the South African context, where access and equity in education are yet to be achieved for the majority of the population, 'value for money' is achieved most effectively when there is 'connectedness' across sectors (especially education, health and social services), and when value is in terms of gains for the whole of society or the common good.

英国各地的教育获取：表现，差异和迹象=Educational attainment across the UK nations: performance, inequality and evidence / Machin, Stephen; McNally, Sandra; Wyness, Gill // Educational Research.-2013, 55(2).-139~164.

Political devolution occurred in the UK in 1998–99, following many years in which some degree of policy administration had been devolved to the four nations. Since devolution, all four countries of the UK have pursued increasingly divergent education policies. This is true in England in particular, where diversity, choice and competition have become a key focus of education policy. This political divergence between the four nations gives us the opportunity to appraise differences and similarities in educational policies and outcomes in the four UK nations. Purpose This article is a comparative review of the education reforms of the constituent countries of the UK, with particular focus on value for money. The main aims of the article are to (1) outline the key differences in the educational systems in terms of school type, choice and competition, educational resources and pedagogy; (2) describe how the countries compare in terms of educational attainment during compulsory schooling years; (3) examine inequalities in educational attainment, such as by gender and socio-economic status, and how the different countries compare on these measures; and (4) examine existing evidence on the effectiveness and value for money of different education policies and programmes in the different countries. Sources of evidence We use a variety of sources of evidence to achieve these aims. We undertake a literature review of the existing evidence on the effectiveness and value for money of different programmes and policies that have taken place across the UK. We also collate and undertake an analysis of data on educational outcomes from published statistics sourced from the national statistics offices of each country. It is easier to be confident about comparisons based on international data sets because in this case all students will have taken exactly the same test, so we also compile and analyse survey data from international surveys of educational attainment such as PISA, PIRLS and TIMSS. Main argument We argue that while the systems of the four countries of the UK are becoming increasingly divergent, there are still many similarities. This is borne out in the evidence on educational outcomes, which show many

similarities between the four countries. Because of these similarities, the positive impacts of many of the policies and programmes adopted in England may have relevance for Scotland, Wales and Northern Ireland. Conclusions We find evidence that increasing school resources improves results, and also that more targeted spending benefits able pupils from disadvantaged backgrounds. We also find positive results of several programmes. Evaluating the education policies of the four nations in terms of value for money – and therefore whether they have scope to be adopted – represents a bigger challenge. Whilst the value for money of certain policies – such as the literacy hour – can be reasonably well measured, for many other policies, value for money is hard to pin down accurately. However, this forms an important direction for future research.

7.教师教育

关于教师工作场所关系的责任政策影响的研究综述=A Research Review of the Impact of Accountability Policies on Teachers' Workplace Relations / Mausethagen, Solvi // Educational Research Review.-2013, 9.-16~33

This article reviews research on changes in teachers' workplace relations in a policy context that increasingly emphasizes accountability. The findings indicate that a greater focus on testing and student performance often leads to less attention to the caring and relational aspects of teachers' work. Prevailing and enduring ideas about teachers' work prompt many teachers to resist such developments. Given the findings on the advancement in student learning related to the quality of teachers' social relations, it seems paradoxical that accountability policies often weaken such relationships. In addition, research suggests that accountability policies influence teacher-student relationships, especially involving younger teachers, to assume other forms. Collegial relationships are also affected in various ways. Positive collegial relationships enhance teachers' motivation and efficacy, even in a constraining context. The organizational context of teachers' work is an important contextual factor in terms of how relationships are altered within schools experiencing increased external control.

教师职业经验：解决简单和复杂的问题=Teachers' professional experience: Solving simple and complex problems / Yariv, Eliezer // International Journal of Educational Research.-2013, 60.-19~26

Highlights: Novice teachers tend to use more short-term and simple responses. Veterans use more complicated resolution plans to complicated problems. Accumulated learning experience and novices' errors explain differences. Discussion: the importance of developing strategies.

德国和美国教师对一起工作学生的关怀和自我决定动机=The role of teachers' care and self-determined motivation in working with students in Germany and the United States / Bieg, Sonja; Rickelman, Robert J.; Jones, Jeanneine P.; Mittag, Waldemar // International Journal of Educational Research.-2013, 60.-27~37

Highlights: We examine self-determined motivation in German and American middle school students. Teachers' care is crucial for experiencing autonomous motivation and positive learning emotions. Teachers' care is related to perceived students' anxiety.

实践者的学习不是专业学习：后义务部门教师面向非技术层面的自主发展模式='Practitioner learning' not 'professional learning': towards a non-technocratic model of autonomous development for post-compulsory sector teachers / Derrick, J // Research in Post-Compulsory Education.-2013, 18(3).-269~279

This paper argues for an understanding of teaching and teacher development that is realistic and based on research. It maintains that teaching is a highly complex job requiring technical knowledge, the highest levels of

communication skills, empathy, maturity, intuitive understanding and skills in planning and organisation. It argues that debates about the best ways to support and enrich teacher development should be detached from questions about professionalism, which, in the end, is a sociological discussion rather than one about practice. It suggests that a more useful approach to the complexities of teachers' practice can be found in a generic analysis of craft practice. Support for this view is found in a range of fields of research and theory situated outside of education and, in briefly describing these, the paper aims to illuminate some important generic features of effective practitioner learning.

8.教育心理学

阿德勒学派的生活形态，压力应对和职业适应性：人际关系和适应模式=Adlerian Lifestyle, Stress Coping, and Career Adaptability: Relationships and Dimensions / Stoltz, Kevin B.; Wolff, Lori A.; Monroe, Ann E.; Farris, Harold R.; Mazahreh, Laith G // Career Development Quarterly.-2013, 61(3).-194~209

In the new millennium, workers are vested with the responsibility of managing their own careers. Additionally, workers are expected to engage in the continual development of skills applicable across various work environments. With this need for continual development come frequent work transitions and the need for building career adaptability. Stress can ensue from this constant need to update skills and transition to new work environments. The purpose of this study was to explore relationships among Adlerian lifestyle attributes, stress coping, and career adaptability. Canonical correlation was used to explore the relationships among these variables. The results indicated that 3 dimensions were significant and interpretable: socially attuned, compliant, and impassive. The results partially support the hypothesis that high feelings of belongingness are associated with high coping resources. However, the results also highlight that a high need for acceptance from others and for following social norms may impede the development of career adaptability.

阅读者理解力的形成：阅读理解的形象化对策的兴趣提升=Becoming Part of the Story! Refueling the Interest in Visualization Strategies for Reading Comprehension. / Koning, Björn; Schoot, Menno // Educational Psychology Review.-2013, 25(2).-261~287

Visualizing the events described in a text is crucial for constructing a rich and coherent visuospatial mental representation (i.e., situation model) of the text. According to current reading comprehension theories, the construction of such a situation model likely involves all sensory modalities. However, at present these insights are hardly used to inform reading comprehension strategies for improving the understanding of text. To provide more insight into the different ways visualization can be used to encourage readers to build non-linguistic representations of text, this paper classifies the visualization strategies that have been studied and discussed in the literature along internal-external and unimodal-multimodal dimensions. Thereby, educators and other readers are presented with a contemporary collection of visualization strategies to improve reading comprehension that could inform practice and provide a basis for further research.

实践之外：成见威胁的激发经历实例=Beyond Performance: A Motivational Experiences Model of Stereotype Threat / Thoman, Dustin; Smith, Jessi; Brown, Elizabeth; Chase, Justin; Lee, Joo // Educational Psychology Review.-2013, 25(2).-211~243

The contributing role of stereotype threat (ST) to learning and performance decrements for stigmatized students in highly evaluative situations has been vastly documented and is now widely known by educators and policy makers. However, recent research illustrates that underrepresented and stigmatized students' academic and career motivations are influenced by ST more broadly, particularly through influences on achievement orientations, sense of belonging, and intrinsic motivation. Such a focus moves conceptualizations of ST effects in

education beyond the influence on a student's performance, skill level, and feelings of self-efficacy per se to experiencing greater belonging uncertainty and lower interest in stereotyped tasks and domains. These negative experiences are associated with important outcomes such as decreased persistence and domain identification, even among students who are high in achievement motivation. In this vein, we present and review support for the Motivational Experience Model of ST, a self-regulatory model framework for integrating research on ST, achievement goals, sense of belonging, and intrinsic motivation to make predictions for how stigmatized students' motivational experiences are maintained or disrupted, particularly over long periods of time.

ELT 多词表达内涵框架=A framework for the inclusion of multi-word expressions in ELT / Martinez, Ron // ELT Journal: English Language Teachers Journal.-2013, 67(2).-184~198

There is little disagreement that multi-word expressions should feature in L2 pedagogy. Rather less agreement seems to exist, however, regarding which items should be included, and why. Two important properties of multi-word expressions—frequency and semantic opacity—are discussed, and a model that translates those concepts into a visual framework is presented. The rationale for the framework is discussed in depth, as well as how it can be used by ELT practitioners.

L2 词汇获得的记忆与语意图=Memorization versus semantic mapping in L2 vocabulary acquisition / Khoii, Roya; Sharififar, Samira // ELT Journal: English Language Teachers Journal.-2013, 67(2).-199~209

This study investigated the effects of two cognitive strategies, rote memorization and semantic mapping, on L2 vocabulary acquisition. Thirty-eight intermediate female EFL learners divided into two experimental groups participated in this study. Each experimental group used one of the strategies for vocabulary acquisition. After the four-month treatment period, a multiple-choice vocabulary post-test was given to the members of both groups to measure their progress in this area. The results indicated that, although both groups had improved their word storage, the difference between their mean scores on the post-test was not statistically significant. Therefore, it was concluded that, in spite of the energy and time devoted to preparing the semantic maps for each unit of instruction, this technique was not superior to rote memorization in helping the students to expand their word knowledge, thus casting doubt on the criticism targeted at rote memorization as a useful strategy for vocabulary acquisition.

通识教育和目的论问题：为什么一名牙科医生应阅读乔叟作品？=Liberal Education and the Teleological Question; or Why Should a Dentist Read Chaucer? / McIntyre, Kenneth B // Journal of Philosophy of Education.-2013, 47(3).-341~363

This essay consists of an examination of the work of three thinkers who conceive of liberal education primarily in teleological terms, and, implicitly if not explicitly, attempt to offer some answer to the question: what does it mean to be fully human? John Henry Newman, T. S. Eliot, and Josef Pieper developed their understanding of liberal education from their own intellectual and religious experience, which was informed by a specifically Christian conception of the place of education in a fully developed human life. I suggest that the strength of their understanding of liberal education derives from its connection to the various small cohesive religious communities to which they were connected. Nonetheless, this insularity was also the primary weakness because each writer ended universalising what was in fact a particular and unique cultural and religious experience instead of providing convincing proof of a single human nature with a single telos. I will contrast this teleological conception of liberal education with that of Michael Oakeshott and his student Kenneth Minogue, both of whom wrote about education in a post-religious era in which the earlier consensus had completely broken down. They both celebrated the variety of practices which human beings have invented for themselves over the past several

centuries (and past several millennia), and did not appear to suffer from the lack of any unifying single human telos. I will suggest that their understanding of practice insulated them from the need for a single unifying telos.

9.课程与教学论

澳洲教师在教育与课程中对读写能力和算数能力测试效应认识的初步分析=A preliminary analysis of teacher perceptions of the effects of NAPLAN on pedagogy and curriculum / Thompson, Greg; Harbaugh, Allen // Australian Educational Researcher (Springer Science & Business Media B.V.) .-2013, 40(3).-299~314

This paper reports preliminary survey findings of Western Australian and South Australian teacher perceptions of the impact of NAPLAN on curriculum and pedagogy in their classroom and school. The paper examines how teachers perceive the effects of NAPLAN on curriculum and pedagogy and whether these perceptions mediated by the teacher's gender, the socioeconomics of the school, the State and the school system in which the teacher works. Teachers report that they are either choosing or being instructed to teach to the test, that this results in less time being spent on other curriculum areas and that these effects contribute in a negative way to the class environment and the engagement of students. This largely agrees with a body of international research that suggests that high-stakes literacy and numeracy tests often results in unintended consequences such as a narrow curriculum focus, a return to teacher-centred instruction and a decrease in motivation. Analysis suggests there is a relationship between participant responses to the effect of NAPLAN on curriculum based on the characteristics of which State the teacher taught in, the socioeconomic status of the school and the school system in which they were employed (State, Catholic, and Independent).

教学方案影响大学生批判性思维能力吗? 荟萃分析=Do Instructional Interventions Influence College Students' Critical Thinking Skills? A Meta-Analysis / Niu, Lian; Behar-Horenstein, Linda S.; Garvan, Cyndi W. // Educational Research Review.-2013, 9.-114~128

Promoting students' critical thinking skills is an important task of higher education. Colleges and universities have designed various instructional interventions to enhance students' critical thinking skills. Empirical studies have yielded inconsistent results in terms of the effects of such interventions. This meta-analysis presents a synthesis of empirical studies designed to promote measurable changes in students' critical thinking skills using instructional interventions. Findings demonstrated statistically significant but small average effect size and evidence of heterogeneity among studies. Hierarchical linear model was adopted to explore potential predictors of the variance across effect sizes. Results showed that student discipline and treatment length explained part of the variability among treatment effects. Limitations and implications are discussed.

训练的长短对学生课程收效有大小吗? 九年级学生的学习课时分类比较=Working longer makes students stronger? The effects of ninth grade classroom hours on ninth grade student performance / Jensen, Vibeke Myrup // Educational Research.-2013, 55(2).-180~194

Despite much discussion on the role of education policy on school and student performance, we know little about the effects of school spending at the margin on student cognitive achievement beyond the effects of class size. Purpose The paper examines the effects of annual ninth grade classroom hours in literacy and maths on ninth grade (aged 16) student performance in writing and maths, respectively. Programme description In Denmark, primary school consists of the first to the ninth grades. Before 2003, only few national regulations governed classroom hour administration in public primary schools, resulting in large variations in the number of classroom hours across the country. Thus, following national discussions about improving skill formation in a heterogeneous student body, in July 2003 the Danish Ministry of Education made changes to classroom hour planning that immediately reduced variation in classroom hours across schools. Sample I use a sample of 64% of all ninth grade students (aged 16) in Denmark in 2003–2006, equivalent to 144,739 students and 921 schools (58%) for literacy

and 144,618 students and 924 schools (58%) for maths. Using data from administrative records from various registers and through unique personal and institution identifiers, I first link school characteristics to the students and, second, link students to a long list of individual and parental background characteristics. Design and Methods The paper exploits the unique policy-induced variation in classroom hours in a one-year period before and a three-year period after the reform. As Danish municipalities are the local school authorities and as the reform narrowed the gap in classroom hours across them, the municipalities experienced differences in intensity to treatment. Thus I use a school fixed-effects model, where an interaction-term between the continuous treatment – classroom hours – and the year of policy implementation define the effects of classroom hours in literacy and maths on student achievement in writing and maths, respectively. Results On average, the reform changed classroom hours by 2.2–3.3% in literacy and maths, with an impact on student achievement. For literacy I find no significant effects of classroom hours, but for maths I find stronger effects. One additional hour per year increases the maths score by 0.21% of a standard deviation, decreases the probability of obtaining a test score below the mean by 0.01%, and increases the probability of obtaining a test score above the mean by 0.08%. One possible explanation for this difference between subjects is that training in literacy takes place in the home environment more than maths and thus is less sensitive to classroom hour changes. Conclusions The findings are considerably important when placed in the context of debates about intra-school resource allocation. In maths, classroom hours changed on average only by 2.63 annual hours from 2003 to 2004. However, I still find effects of these generally small changes to classroom hours; thus student achievements are sensitive to even small changes in classroom hours.

实际商业英语教学中的学生和教师理念=Students' and teachers' ideals of effective Business English teaching / Trinder, Ruth; Herles, Martin // ELT Journal: English Language Teachers Journal.-2013, 67(2).-220~229

Learners' and teachers' evaluation of what constitutes useful, appropriate, and goal-relevant English may well shift in view of the globalization of English and its dominance in non-native contexts, business, and new media. Against this background, this study explores the extent to which a specific Business English university programme meets teachers' and learners' expectations. We argue that students' own experiences and goals, including their past, present, and projected use of English, shape their expectations and, consequently, their evaluations of the teaching reality. The results of our study reveal that though learner and teacher beliefs tend to be aligned in most areas, students' judgements of effective teaching and learning practices are highly dependent on personal motivations and specific language use purposes, and this difference manifests itself most clearly in teachers' and learners' divergent views on the value of grammatical accuracy and corrective feedback.

丹麦和澳大利亚学习方法和转型系统的比较探究=A Comparative Exploration of Learning Pathways and Transition Systems in Denmark and Australia / Murray, Philomena; Polesel, John // European Journal of Education.-2013, 48(2).-233~246

In the area of education and training, different configurations of government with different institutional structures may produce similar or quite different educational and employment outcomes. Other factors come into play in assessing outcomes. For example, young people's transitions from education to work are shaped by a variety of structural and institutional relations in education and the labour market. We argue that analysis of developments in approaches to education and training benefits from including these perspectives. This article explores these differences and similarities in a comparative transnational context across two continents. The article suggests that it not useful, whether from a policy or scholarly perspective, to link education and employment without examining the role and type of the welfare state, including the role and type of capitalism within that state, and the relationship of the welfare state to transition systems. With these concerns as our focus, the article has two objectives. The first is to establish some links between comparative research on transition

systems and the literatures on welfare state regimes and varieties of capitalism. The second is to draw out some of these links with two concrete and contrasting examples in a comparative manner, focussing on Denmark and Australia.

欧洲数字化学习的政策制定和网络实践：欧洲数字学习区域的涌现=Policy Formulation and Networks of Practice in European e Learning: the emergence of a European E- Learning Area / Salajan, Florin D. // European Journal of Education.-2013, 48(2).-292~310

This article discusses the emergence of a European E- Learning Area (EELA) as a consequence of three factors that can be observed in the e-learning developments over the past decade. The first factor consists of the carving of a policy sector in e-learning via formal instruments such as the e Learning Programme, the Lifelong Learning Programme and an array of other e-learning policy stipulations embedded in larger policy instruments at European level (e.g. Framework Programme). The second factor is represented by the mainstreaming of e-learning activities, both through formal and informal measures across multiple domains. Finally, the proliferation and consolidation of interlinked networks of practice as incubators of e-learning innovation and sharing of expertise act as the third factor in the shaping of EELA. The conceptualisation of EELA is substantiated through an analysis of the European e-learning policy documentation and the findings of a questionnaire distributed to the coordinators of projects under the e Learning Programme. In light of the findings, theoretical and practical implications for EELA as a nascent policy domain are explored and offered as a basis for further debate on this theme.

基于学习的通信工程学位物理课的问题研究实例=Case study of a problem-based learning course of physics in a telecommunications engineering degree / Macho-Stadler, Erica; Jesús Elejalde-García, Maria // European Journal of Engineering Education.-2013, 38(4).-408~416

Active learning methods can be appropriate in engineering, as their methodology promotes meta-cognition, independent learning and problem-solving skills. Problem-based learning is the educational process by which problem-solving activities and instructor's guidance facilitate learning. Its key characteristic involves posing a 'concrete problem' to initiate the learning process, generally implemented by small groups of students. Many universities have developed and used active methodologies successfully in the teaching-learning process. During the past few years, the University of the Basque Country has promoted the use of active methodologies through several teacher training programmes. In this paper, we describe and analyse the results of the educational experience using the problem-based learning (PBL) method in a physics course for undergraduates enrolled in the technical telecommunications engineering degree programme. From an instructors' perspective, PBL strengths include better student attitude in class and increased instructor-student and student-student interactions. The students emphasised developing teamwork and communication skills in a good learning atmosphere as positive aspects.

参加混合式学习以提高学生的学习效果=Engaging with blended learning to improve students' learning outcomes / Francis, Rebecca; Shannon, Susan J. // European Journal of Engineering Education.-2013, 38(4).-359~369

When blended learning is embraced to enhance learning in engineering (architectural), design and architecture, we argue it is a best-practice instructional mode. Blended learning is the seamless amalgamation of carefully selected online modules with face-to-face instruction. This paper evaluates case studies of the introduction of blended learning in these disciplines. It demonstrates that students who do not engage with blended learning are academically disadvantaged. Alignment of the blended mode of delivery and the mode of assessment is next considered. Two case studies of the introduction of blended modes of assessment, for improved student satisfaction with feedback, are evaluated. Finally, the reliance upon non-faculty to provide both blended

learning and assessment is evaluated using qualitative research methods to establish the barriers to adoption of what is now considered best educational practice.

10. 非洲教育

它使我成为一名真正的教师: 南非业余(研究生教育学证书)PGCE 学生学习经验=It will make me a real teacher': Learning experiences of part time PGCE students in South Africa / Bertram, Carol; Mthiyane, Nonhlanhla; Mukeredzi, Tabitha // International Journal of Educational Development.-2013, 33(5).-448~456

The province of KwaZulu-Natal in South Africa has a recent estimate of 8000 unqualified and under-qualified teachers. Some of these teachers have an undergraduate degree, but do not have a professional qualification. In order to become professionally qualified, teachers with a degree must complete a Post Graduate Certificate in Education (PGCE), which is traditionally a programme offered to fulltime 'pre-service' student teachers. However, part-time students have already been teaching in schools for some years and thus are in fact 'in-service' teachers. They have already gained professional practical knowledge through learning on-the-job. The study aimed to investigate what kind of knowledge they had learnt through experience and how this knowledge changes as a result of their formal learning on the PGCE. The study interviewed twenty part time PGCE students who are already practicing teachers about the kind of professional knowledge they acquired through the formal programme and their perceptions of how their practice changed as a result of this learning. Most of the respondents said that they had changed their teaching practice as a result of studying for the PGCE and that pedagogical knowledge about assessment, classroom management and lesson structuring strategies were deemed to be most important. More than half reported that the programme had developed their confidence as a result of both developing personal competence and through becoming a 'real' teacher by dint of achieving professional status. This points to the importance of offering teachers with a degree the opportunity to become professionally qualified through a flexibly offered programme.

马拉维小学的社区参与分析=An analysis of community involvement in primary schools in Malawi / Barnett, Edward // International Journal of Educational Development.-2013, 33(5).-497~509

Through a secondary analysis of standardised test data, the paper reviews community involvement in Malawian primary schools and examines the extent to which it explains variation in pupil test scores. In so doing, the study deconstructs the concept of community involvement, demonstrating that it is not a unitary concept but rather made up of multiple effects which can be categorised into different modes: "learner support", "financing" and "networking". The framework developed may help with future research and the results caution policymakers in Malawi on the current reality of community participation and how this relates to existing policy ambitions.

南非小学学生学习机会和学习成绩的提高比较=Comparing opportunity to learn and student achievement gains in southern African primary schools: A new approach / Reeves, Cheryl; Carnoy, Martin; Addy, Nii // International Journal of Educational Development.-2013, 33(5).-426~435

A popular explanation for low student achievement in many developing countries' primary schools is that students have relatively little opportunity to learn (OTL) the skills needed for academic success. However logical this explanation may be, surprisingly little empirical evidence has been presented to support it. In this paper we address this gap by estimating the effect of OTL on students' academic performance using rich data we gathered on the teaching process in a large number of South African and Botswana Grade 6 classrooms. We use an innovative classroom fixed effects approach to estimate the impact of OTL on students' mathematics achievement gains. We found statistically significant but very different results for our South Africa and Botswana samples. The discussion of those results in the context of differences in the two school systems gives us insights into the

importance and limits of OTL as an explainer of student learning in low achievement schools.

肯尼亚中学生参与口述历史项目作为解放教育=Engaging Kenyan secondary students in an Oral History Project: Education as emancipation / Lattimer, Heather; Kelly, Maria // International Journal of Educational Development.-2013, 33(5).-476~486

This article uses a case study approach to explore the viability and impact of learner-centered, emancipatory pedagogies. The research focuses on the implementation of an Oral History Project with students at a Kenyan secondary school. Findings reveal that the project had a significant impact on participants' beliefs about teaching and learning, strengthened students' sense of self-efficacy, and enhanced participants' perceptions of community knowledge. The study suggests that while learner-centered, emancipatory pedagogies are viable and can have a transformative impact on students and teachers, systematic and sustained instructional support and professional development are needed to ensure long-term success.

太塔山，肯尼亚农场学校可持续性和性别的学习=Learning about sustainability and gender through Farmer Field Schools in the Taita Hills, Kenya / Najjar, Dina; Spaling, Harry; Sinclair, A. John // International Journal of Educational Development.-2013, 33(5).-466~475

This research uses transformative learning theory to explore how Farmers Field Schools (FFS) of the Taita Hills, Kenya have contributed to environmental sustainability, with a particular focus on gendered learning. Both genders experienced transformations in their meaning schemes related to farming (e.g., men and women switched their traditional roles in tillage and planting). A significant change in meaning perspective occurred among men who overcame personal biases and a cultural practice of land inheritance for males to now include their daughters. More research is needed to explore how all participants (farmers, extension agents, scientists) could enhance sustainability efforts and gender equality through agricultural participatory education projects such as FFS.

水资源，环境卫生与小学就学：肯尼亚家庭缺勤报告决定的多尺度评估=Water, sanitation, and primary school attendance: A multi-level assessment of determinants of household-reported absence in Kenya / Dreibelbis, Robert; Greene, Leslie E.; Freeman, Matthew C.; Saboori, Shadi; Chase, Rachel P.; Rheingans, Richard // International Journal of Educational Development.-2013, 33(5).-457~465

This cross-sectional analysis examined the influence of school and household water, sanitation, and hygiene (WASH) conditions on recent primary school absence in light of other individual, household, and school characteristics in western Kenya. School latrine cleanliness was the only school WASH factor associated with reduced odds of absence. The marginal effect of household characteristics, such as distance to water source, child involvement in water collection, and presence of a latrine, differed by gender. Demographic features were more important predictors of absence, suggesting that interventions to improve attendance must consider existing differentials attributable to gender, socio-economic status, and other household characteristics.