职业教育文摘

Vocational Education Abstracts

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说明

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

二、本期"外文资源"栏目新增分类"教师教育"、"教育心理学"、"课程与教学论"。

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

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> **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。

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职教动态

1. VOCEDplus Highlights APRIL 2013

连接学校和劳动力市场相脱节现象的纽带：美国对社会弱势贫困青年提高教育和就业的效果 =Connecting the disconnected: improving education and employment outcomes among disadvantaged youth / Peter Edelman and Harry J. Holzer. Bonn,Germany: IZA, 2013. 32 p.

This paper reviews recent trends in employment outcomes for disadvantaged youth, focusing specifically on those who have become 'disconnected' from school and the labour market, and why these trends have occurred. It then reviews a range of policy prescriptions that might improve those outcomes. These policies include: (1) efforts to enhance education and employment outcomes, both among in-school youth who are at risk of dropping out and becoming disconnected as well as out-of-school youth who have already done so; (2) policies to increase earnings and incent more labour force participation among youth, such as expanding the eligibility of childless adults (and especially non-custodial parents) for the Earned Income Tax Credit (EITC); and (3) specific policies to reduce barriers to employment faced by ex-offenders and non-custodial parents (NCPs). The paper also considers policies that target the demand side of the labour market, in efforts to spur the willingness of employers to hire these young people and perhaps to improve the quality of jobs available to them.
Download the PDF : http://ftp.iza.org/pp56.pdf

东欧的职业技术教育与培训：转换与影响 =Vocational education and training in Eastern Europe: transition and influence / John West. London, England: Centre for Learning and Life Chances in Knowledge Economies and Societies, 2013. 63 p.

A number of the formerly communist countries of Eastern Europe joined the European Union (EU) in the mid 2000s, some 15 years after the collapse of their socialist regimes. This paper examines the changes in their vocational education and training (VET) systems during this period of change. The first section depicts the communist systems of VET. The second section of the paper shows how challenges to them arose, particularly as unemployment raised questions about how well the established VET arrangements were suited to the new flexible challenges. The third section tracks how the EU brought pressure to bear on the countries to modernise their VET systems and to bring them in line with the various EU initiatives on education and training that emerged during the 1990s. The final section surveys the systems as they stood at around 2010 and reflects on the process of change from a theoretical point of view.
Download the PDF : http://www.llakes.org/wp-content/uploads/2013/04/41.-West-2.pdf

美国社区大学能提高完成学业率吗？成本的估算及对大学改革之功效和效果 =Can community colleges afford to improve completion?: measuring the costs and efficiency effects of college reforms / Clive R. Belfield, Peter Crosta and Davis Jenkins. New York, New York: Community College Research Center, 2013. 32 p.

This paper introduces an economic model of student course pathways linked to college expenditures and revenues. Using detailed data from a single college, the authors calculate baseline efficiency and differences in efficiency for students who follow different pathways. The findings indicate substantial differences in efficiency across pathways and significant differences in efficiency across strategies to help students complete college. The findings also suggest that increasing the completion rate is difficult and typically requires additional resources beyond the costs of implementing particular strategies. The model has wide practical application for community colleges.

Download the PDF：

http://ccrc.tc.columbia.edu/media/k2/attachments/can-community-colleges-afford-to-improve-completion.pdf

工作场所设置中的新西兰毛利族学习者=Maori learners in workplace settings / Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young. Wellington, New Zealand: Ako Aotearoa (National Centre for Tertiary Teaching Excellence), 2013. 74 p.

This is the research report for a project that focused on understanding the experiences of Maori learners in industry training organisations, and how to use these experiences to understand how to best support Maori learners in the workplace. Specifically, the project aimed to answer three research questions: What is distinctive about how Maori apprentices learn or approach learning in workplace settings, specifically in trades industries? Are there aspects of how Maori apprentices learn or approach learning that may provide pointers to how completions can be increased? How can training and career pathways be strengthened for Maori apprentices? The findings suggest that the enablers and barriers to workplace-based learning for Maori trainees are multi-layered, involving a complex mix of the elements.

Download the PDF:

https://akoaotearoa.ac.nz/download/ng/file/group-5318/maori-learners-in-the-workplace-setting-project-report.pdf

教育类型：个性和教育的不平等=The college type: personality and educational inequality / Shelly Lundberg. Bonn, Germany: IZA, 2013. 17 p.

This paper examines the effects of cognitive ability and personality traits on college graduation in a recent cohort of young Americans, and how the returns to these traits vary by family background. The findings reveal very substantial differences across family background groups in the personality traits that predict successful completion of college, particularly for men. The implications are two-fold. First, the returns to non-cognitive traits may be highly context-dependent. Second, policy discussion concerning educational inequality should include, not just the possibilities for remediating the skill levels of poor children, but also approaches to changing the environments that limit their opportunities.

Download the PDF: http://ftp.iza.org/dp7305.pdf

欧洲国家资格认证发展框架(NQF)分析和综述=Analysis and overview of NQF developments in European countries / European Centre for the Development of Vocational Training (Cedefop). Luxembourg: Publications Office of the European Union, 2013. 330 p.

Cedefop's fourth annual report on developments in national qualification frameworks (NQFs) in Europe confirms that these frameworks are considered a key way of making qualifications easier to understand and compare within and between countries. It also found that such frameworks are increasingly used to encourage changes in education and training.

Download the PDF : http://www.cedefop.europa.eu/EN/Files/6117_en.pdf

肯尼亚大学毕业生的失业率和不可被雇佣情况：非洲改变大学教育应对市场需求与经验

=Graduate unemployment and unemployability in Kenya: transforming university education to cope with market demands and the lessons for Africa / Awuor Ponge. International journal of social science tomorrow. Vol. 3, no. 3, March 2013, pp. 1-12.

The graduate labour market has changed considerably. There are more and more university graduates experiencing difficulties in entering the graduate labour market. The greatest challenge for graduates in this era will be to develop themselves to become employable. Any university seeking relevance today must produce graduates who would employ people rather than searching for employment. This study has looked at best practices from around Africa and also the national manifestations of graduate unemployment. Using as examples

three innovative practices in Kenyan universities, the study concludes that there are a lot of opportunities available in Kenya through which universities could forge partnerships for purposes of addressing the graduate unemployability situation. It stresses on the need to develop graduate development and employment programs; introduction of the skills training and employment placement programs; micro and small enterprise development and commitment of the government through budgetary provisions for youth entrepreneurship and particularly targeting graduates.

Download the PDF : http://ijsst.com/issue/1214.pdf

公共利益政策，价格和美国高等教育生产力=Public policies, prices, and productivity in American higher education / Arthur M. Hauptman. Washington, District of Columbia: American Enterprise Institute, 2013. 21 p.

This paper examines the impact of federal and state policies on the escalating costs and diminishing productivity of higher education. After a brief overview of trends over the past 40 years in college tuitions and spending, the author offers a series of suggestions for federal and state policy reforms.

Download the PDF:
http://www.aei.org/files/2013/04/11/-public-policies-prices-and-productivity-in-american-higher-education_08210 8551799.pdf

2. VOCEDplus Highlights MAY 2013

澳大利亚工作计划：澳大利亚政体工业和创新观点=A plan for Australian jobs: the Australian Government's industry and innovation statement / Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE). Canberra, Australian Capital Territory: Department of Industry, Innovation, Science, Research and Tertiary Education, 2013. xvi, 56 p.

In a changing global economy, Australian firms face many challenges and new opportunities. This plan will help firms meet these challenges head on and take full advantage of opportunities to grow and create new jobs. This will ensure all Australians have the chance to work in more rewarding and high-skilled jobs now and in the future. The plan sets out: what can be done now to get more work for Australian firms; what must be done to ensure that Australian businesses have greater opportunities to win work abroad including in the Asia-Pacific region; and what should be done to ensure that the high skill jobs of the future can be created.

Download the PDF : http://www.aussiejobs.innovation.gov.au/documents/IS%20Full%20Statement.pdf

牢固可持续发展的维多利亚职业技术与继续教育部门=A strong and sustainable Victorian TAFE sector / TAFE Reform Panel. Melbourne, Victoria: Department of Education and Early Childhood Development, 2013. 63 p.

As part of the 'Refocusing Vocational Training in Victoria' reforms, the Government established an independent TAFE Reform Panel, to advise on ways to foster a strong, sustainable TAFE sector in an open and competitive training market. This is the TAFE Reform Panel's final report. It provides findings and 19 recommendations relating specifically to the state's 14 TAFE institutes and four dual-sector universities.

Download the PDF : http://www.education.vic.gov.au/Documents/about/department/tafereformpanel.pdf

2013全球青年就业趋势：处于就业危机的一代=Global employment trends for youth 2013: a generation at risk / International Labour Office (ILO). Geneva, Switzerland: ILO, 2013. ix, 150 p.

This report provides considerable detail on youth labour markets around the world, beginning with an overview of youth labour markets at the global and regional level and followed by chapters that address the following areas: skills mismatch in advanced economies; the situation facing youth in developing regions and the

use of newly available micro-data offering insight into the labour market transitions of young people from the end of schooling; and an overview of policy options.

Download the PDF :

http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_212423.pdf

来自马来西亚高等教育水平高等的个人回报率：来自马来西亚新证据=Private rates of return to education in Malaysia Higher levels of education for higher private returns: new evidence from Malaysia / Husaina Banu Kenayathulla. International journal of educational development. Vol. 33, No. 4, July 2013, pages 380-393.

This study provides new and more accurate information about private rates of return to education (RORE) in Malaysia. Most of the prior studies on RORE have not addressed selectivity bias, and those that have are based on an older data set. The findings suggest that for both males and females, the average private returns to education are highest at the secondary (16.5 per cent and 27.2 per cent, respectively) and university (15.5 per cent and 16.1 per cent, respectively) education levels. Thus, it is important to pursue education until the secondary level and further to the university level to capture higher returns to education.

中等水平职业的技能发展：学徒制训练的作用=Skill development in middle level occupations: the role of apprenticeship training / Robert I. Lerman. Bonn, Germany: IZA, 2013. 33 p.

Concerns about the polarisation of the labour market are widespread. However, countries vary widely in strategies for strengthening jobs at intermediate levels of skill. This paper examines the diversity of approaches to apprenticeship and related training for middle-level occupations. It begins by defining and describing middle-skills occupations, largely in terms of education and experience. It then describes skill requirements and alternative approaches to preparing and upgrading the skills of individuals for these occupations. The evidence on the costs and effectiveness of apprenticeship training in several countries is considered. The final section highlights empirical and policy research results concerning the advantages of apprenticeship training for intermediate level skills, jobs, and careers.

Download the PDF : http://ftp.iza.org/pp61.pdf

我们需要所有工人：揭露加拿大劳动力市场短缺谬论的假象=All the workers we need: debunking Canada's labour shortage fallacy / Kevin McQuillan. Calgary, Alberta: School of Public Policy, University of Calgary, 2013. 29 p.

While few observers doubt that Canada faces important shortages in some industries and regions, there is considerable disagreement about whether the country faces a general labour shortage now, or is likely to in the foreseeable future. Among the reasons for doubt are: continued high levels of unemployment and underemployment, especially among young Canadians; disappointing growth in real wages over the last 30 years; and deteriorating economic outcomes for immigrants to Canada, who have seen declines in entry wages and increased rates of poverty. The goal of this paper is to explore the nature of current and future labour shortages and discuss changes in a range of economic and social policies that might benefit employers and job seekers across the country.

Download the PDF:

http://www.policyschool.ucalgary.ca/sites/default/files/research/mcquillan-labour-shortages-final.pdf

发展中国家的电子网络学习时代=Developing countries in the e-learning era / Christian Depover and Francois Orivel. Paris, France: UNESCO International Institute for Educational Planning, 2013. 87 p.

In addition to reducing geographical isolation, distance education, thanks to its more favourable cost structure, allows the monitoring of social and economic remoteness. It may thus have much to offer for

developing countries. Digital technologies not only bring remote populations closer, they also permit the development of adapted and diversified pedagogical models, with an economic approach aiming at more than just economies of scale. In this publication, the authors examine some of the ways developing countries, in particular on the African continent, where needs often exceed resources, might benefit from distance education. The authors give particular attention to the development of higher education, its quality, productivity, and cost control.

Download the PDF : http://unesdoc.unesco.org/images/0021/002180/218002e.pdf

2013年作为可持续发展的面向教育的国家历程=Education for sustainable development National journeys towards education for sustainable development 2013 / United Nations Educational, Scientific and Cultural Organisation (UNESCO). Paris, France: UNESCO, 2013. 160 p.

This publication documents how societies use learning and education to address sustainability challenges. It gives concrete examples of education for sustainable development (ESD) with regard to both policy and practice in different sectors of society. The publication showcases national progress in ESD in each one of the five world regions by presenting case studies from Costa Rica, Morocco, Sweden, South Africa and Viet Nam. It indicates how these countries have introduced ESD according to their environmental context, history and sustainability challenges.

Download the PDF : http://unesdoc.unesco.org/images/0022/002210/221008e.pdf

澳大利亚的土著族职业人员的工作，社会等级和文化教育=Aboriginal professionals in Australia Aboriginal professionals: work, class and culture / Julie Lahn. Canberra, Australian Capital Territory: Australian National University, Centre for Aboriginal Economic Policy Research, 2013. 14 p.

This paper begins by summarising data concerning Aboriginal professionals: their fields of work, education levels and location. It then considers Aboriginal discussion of the term 'middle class', reflecting on attitudes to this expression as a mode of self-description and/or ascription, and its implications within narratives of Aboriginal culture and identity. The paper suggests that greater research engagement with Aboriginal professionals is needed to enlarge understandings of occupational aspirations and social mobility as envisaged among Aboriginal people.

Download the PDF: http://caepr.anu.edu.au/sites/default/files/Publications/WP/WP89LahnWeb.pdf

3. Insight ISSUE 49 JULY 2013

Low-SES students benefit from attending high-quality schools

Can academic ability overcome the disadvantage of coming from a low-socioeconomic background?

Increasing mobility and capacity in the workforce

A suite of research is exploring how vocational streams can strengthen occupational pathways and improve career progression.

Breaking down barriers for apprentices and trainees with disability

Apprentices and trainees with a disability provide their perspectives on what really helps them to complete training.

Assessment issues in VET: minimising the level of risk

Three industry areas are examined to improve the standard and consistency of VET assessment practices.

LSAY continues to document the student journey

Understanding youth transitions remains an ongoing issue as the world we live in continues to change.

How VET practitioners can stay on top of industry changes

Supportive employers and individual commitment are the key to VET practitioners keeping their skills current.

Will there be enough jobs for our well qualified young people?

How credentialism is affecting the Australian labour market.

NCVER data update

This update summarises the latest data releases on apprenticeships and traineeships, highlights the new release of the data standards (AVETMISS), and looks at an employer survey currently underway.

NCVER set to launch new online Portal

The coming release of NCVER's new Portal will herald a significant change to users' online experience.

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

高等教育与培训结构：是琢磨不定或仅仅是不完整？ =Structures in tertiary education and training: a kaleidoscope or merely fragments? Research readings - edited by Francesca Beddie, Laura O'Connor and Penelope Curtin

In June 2010 the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) adopted a new set of national research priorities in tertiary education and training for the period 2011 to 2013. One of these pointed to the need to better understand structures in the system by examining the impact of policy, funding and market frameworks on the provision of education and training. Since very few researchers have investigated these issues, the National Centre for Vocational Education research (NCVER) decided to commission essays on various aspects of the topic. We hoped to throw light on the structures in the evolving tertiary education system and to take forward debate about the current wave of reform.

The authors and four discussants came together with other leaders in the system in November 2012 to talk about the essays. Given the complexity of these issues, it is quite difficult to distil the discussions into a few simple messages. Nevertheless, some of the key points were:

- A common understanding of the dynamics of the system is not easy to reach. We are still not all talking about the same thing when we refer to tertiary education.
- There is little support for a single integrated tertiary education sector. If there is a consensus it is that variety within the sector is a good thing.
- While the language of markets has been adopted in the reform effort, we need to be clear we are talking about a very unusual market, both in terms of its 'product' and its 'customers'. In fact, there is a dispute over who is the customer of the vocational education and training (VET) system — the individual student or the employers who ultimately employ those that the system educates and trains.
- Even within the sectors, there is not always consensus on definitions. This is notably the case when discussing the meaning of 'vocation' and the shape of competency-based training.
- To establish the underpinnings and value of each part of the system, we need greater clarity about the purpose of public funding, as well as a clear alignment between funding regimes and policy objectives. The issue is who should pay for what.
- Many pillars of the system can be strengthened. How institutions are governed, and how the workforce is organised and the system regulated require further thought. The extent of institutional autonomy is a key element.

While this exercise could never determine the ideal structures for tertiary education and training, it has been invaluable in teasing out the complexity of tertiary education. It also makes clear there is no simple 'market design' that would meet all the objectives of the various elements of Australia's tertiary education system.

Download the PDF：http://www.ncver.edu.au/research/proj/2616.pdf
信息来源：http://www.ncver.edu.au/publications/2616.html

职业教育，本土化学生及其专业选择=Vocational education, Indigenous students and the choice of pathways by Susan Bandias, Don Fuller and Steven Larkin, Charles Darwin University

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

Key messages

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

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

Download the PDF：http://www.ncver.edu.au/research/proj/2603.pdf
信息来源：http://www.ncver.edu.au/publications/2603.html

培训及其对临时就业经验的影响=Training and its impact on the casual employment experience

About one in five adult Australians is employed on a casual rather than an ongoing or permanent basis. From the point of view of skills acquisition, casual workers tend to participate less in work-related training than their permanently employed counterparts.

The focus of this research is whether the lower rate of participation in work-related training is an issue. Does undertaking training help those who are casually employed to move into permanent or fixed-term work? Further, does training have any impact on the level of satisfaction casually employed people have with their jobs, employment opportunities and life in general? These issues are investigated using data from the Household, Income and Labour Dynamics in Australia (HILDA) Survey.

Key messages

- Casual workers are less likely to participate in work-related training than those in permanent or fixed-term employment.
- There is little evidence that receiving work-related training affects the probability of moving into permanent or fixed-term employment.
  - The apparent finding that casual workers who undertake work-related training are more likely to move into permanent or fixed-term work than those who do not becomes invalid when the panel nature of the data is exploited to account for unobserved differences between those receiving and those not receiving training.
- There is also little evidence of any strong impacts of work-related training on the level of satisfaction reported by casual workers with their job or life.
  - The exception to this is satisfaction with employment opportunities among casually employed women.

The apparent lack of benefits from training is not surprising, given that casual workers are generally employed on short tenures, thus limiting the value of training to both the employees and employers.

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信息来源：http://www.ncver.edu.au/publications/2615.html

产业流通和专业退化：工业的发展要我们去改变什么？ = Industry currency and professional obsolescence: what can industry tell us? by Berwyn Clayton, Victoria University; Pam Jonas, Victorian TAFE Association; Regan Harding, TAFENSW North Coast Institute; Mark Harris, Global Education & HR Consultancy Services; and Melinda Toze, Queensland VET Development Centre

Industry currency and professional obsolescence are terms that relate to the capacity of an individual to continue to perform their job. Having up-to-date skills, knowledge and experience in a particular industry is known as industry currency, whereas in the professions a lack of ongoing learning in order to retain competence is known as professional obsolescence. The knowledge required in occupations does not remain static; for example, changes in technology or the development of new products mean that workers need to learn new skills and keep abreast of these changes. This is of importance to vocational education and training (VET) because VET practitioners are training the individuals moving into these occupations. Therefore, VET practitioners need to ensure that their industry skills and knowledge are kept current.

This report explores the issues of industry currency and professional obsolescence from the viewpoint of those working in the plumbing, hairdressing and printing industries, as well as professionals working in the science, engineering, human resources and health sectors. The focus of the report was to investigate how those working in these areas maintain industry currency and prevent professional obsolescence, the aim being to find out how VET practitioners might implement some of these practices.

Key messages

- Strategies used in the plumbing, hairdressing and printing industries to maintain skills include networking, attending industry events and vendor training, reading industry magazines and trade journals, and undertaking online research.
- Employers in the science, engineering, human resources and health professions are supportive of ongoing training for their employees and have processes in place to ensure it occurs. The majority of this training also takes place in the workplace.
- In both the trades and the professions there is ready acceptance that for updating strategies to be successful there needs to be a joint commitment from both the individual and the employer.

The authors suggest that to progress the maintenance of industry currency in vocational education and training, training organisations need to adopt a strategic approach that supports updating industry knowledge and encourages practitioners to interact with employers and industry bodies. The authors also argue that individual practitioners need to be committed to the ongoing updating of their industry experience and knowledge.

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信息来源：http://www.ncver.edu.au/publications/2622.html

社会经济不利条件与高等教育的参与：初步设想=Socioeconomic disadvantage and participation in tertiary education: preliminary thoughts by Tom Karmel and Patrick Lim

This paper was written in early 2010 to encourage policy-makers to think about how to measure socioeconomic status (SES). It also provides some data on socioeconomic status and tertiary education participation. Finally, it speculates about the likely impact of an expansion in higher education on those from a low socioeconomic background.

Key messages

- Measurement of socioeconomic status is a complex issue. While the concept relates to the characteristics of individuals and their families, for practical reasons, measures based on the Australian Bureau of Statistics Socio-Economic Indexes for Areas (ABS SEIFA) are usually adopted.
- SEIFA measures are very poor in classifying individuals by socioeconomic status. Nevertheless, the SEIFA measures perform quite well in measuring the aggregate relationship between socioeconomic status and educational participation.
- An implication of SEIFA's poor classificatory ability is that any policy that targets funding on the basis of SEIFA will result in the funds being badly misdirected.
- Some simple tabular analyses indicate that vocational education and training (VET) does a good job for low-socioeconomic status individuals, and is not overly biased toward lower-level qualifications for this group.
- The group most likely to be affected by an expansion in the higher education sector will be those not currently undertaking post-school study rather than those currently undertaking VET.

The paper also notes that SEIFA would be a very poor measure to implement any expansion in higher education aimed at low-socioeconomic status individuals.

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4. NCVER News

第 22 届职业教育与职业培训研究会议于 2013 年 7 月在穆卢拉巴举行=22nd National Vocational Education and Training Research Conference, Mooloolaba 10-12 July 2013.Spons ored jointly by the National Centre for Vocational Education Research and Sunshine Coast TAFE.

About the conference

The annual National Vocational Education and Training (VET) Research Conference 'No Frills' is considered one of the best value events on the VET research calendar and is a key part of NCVER's commitment to dissemination of research and building research capacity.

The conference aims to bring together those involved or interested in education and training research from TAFE institutes, universities, private registered training organisations as well as consultants. It will provide an excellent opportunity for those new to and established in the VET sector to showcase their research in an informal and relaxed environment. This year's conference is in partnership with Sunshine Coast TAFE.

Colloquially known as the 'No Frills' conference because it does not attract some of the frills of a regular national conference, the annual NCVER conference has an informal and collegiate atmosphere, which encourages lively exchanges about VET and a great opportunity to network.

Keynote speakers:

- Nik Babovic, Deputy Vice-Chancellor, Central Queensland University will discuss the establishment of a dual sector university and the myriad integration challenges surrounding teaching and research.
- Daniel Gschwind, Chief Executive, Queensland Tourism Industry Council will speak about his future vision for the tourism industry and what this might mean for investment, education and skills in both the short and long term.
- Tom Karmel, Managing Director, National Centre for Vocational Education Research will speak on the implications of increasing education levels on job prospects from a 'quality of job' perspective.

Program

NCVER has developed a dynamic and exciting program for the 22nd National Vocational Education and Training Research Conference 'No Frills'. The program for 2013 features three national keynote speakers, optional pre-conference workshops for professional development, and presentations that cover a broad range of key issues confronting the sector.

Download the PDF：http://www.ncver.edu.au/files/NoFrills_Program_Mooloolaba_2013.pdf
信息来源：http://www.ncver.edu.au/newsevents/trconf/trconf22.html

学生工作量和就业收益与中级资格证书的联系=Student load and employment outcomes attached to mid-level qualifications /Gavin Moodie, RMIT University and Nick Fredman, The University of Melbourne

This technical paper is part of a wider three-year program of research, 'Vocations: the link between post-compulsory education and the labour market', which is investigating the educational and occupational paths that people take and how their study relates to their work. It is specifically interested in exploring trends in mid-level qualifications (diplomas, advanced diplomas and associate degrees) over time.

The paper uses data on vocational education and training (VET) and higher education enrolments as well as student outcomes and destinations surveys to analyse these trends. It looks particularly at the share of student load of these qualifications by comparison with certificate IVs and bachelor degrees. The next part of the research will further investigate how mid-level qualifications are being used by different industry sectors in education and the workplace.

Key messages

- Contrary to popular belief that diplomas are being displaced by bachelor degrees, from 21 diplomas in the VET sector maintained their share of student load, whereas bachelor degrees lost 4.5 percentage points of their load.
- Student load for diploma002 to 201s and advanced diplomas in the VET sector was relatively stable between 2002 and 2007. Diplomas in particular have grown strongly since 2007.
- The share of student load attaching to diplomas and advanced diplomas varies remarkably for different fields of education. The four largest fields are: management and commerce; society and culture; health; and creative arts.

Download the PDF：http://www.ncver.edu.au/research/proj/2609.pdf
信息来源：http://www.ncver.edu.au/research/proj/2609a.html

澳大利亚学生收入补助，教育与培训情况=Student income support and education and training articipation inAustralia.Chris Ryan, Melbourne Institute of Applied Economic and Social Research,The University of Melbourne .

Youth Allowance provides financial assistance to young Australians who are studying full-time, undertaking a full-time apprenticeship or traineeship, or looking for work. Public commentary on the adequacy of student income support and the incidence of taking a 'gap' year to meet Youth Allowance eligibility criteria gave rise to this research report. It set out to examine the role and impact of Youth Allowance on participation in post-school education and training, course completion, 'gap' taking and the financial position of a sample of young Australians over the period 1999—2007.

Subsequent to this research, the Australian Government announced changes to the Youth Allowance policy, including changes to the parental income threshold for maximum payment, the taper rate arrangements for dependent students and independence criteria (workforce participation and age).1

This research uses the Longitudinal Surveys of Australian Youth (LSAY). It employs a range of econometric techniques to address the fact that the targeted nature of Youth Allowance means that those eligible have different characteristics from those who are not (and we do not directly observe the eligibility status of non-students), and makes particular use of the equivalent national tertiaryentrance rank (ENTER)2 collected in the survey.

Key messages
- Based on carefully matched student characteristics (other than family income), full-time tertiary enrolment rates following Year 12 are similar regardless of whether or not students are eligible for Youth Allowance.
- Youth Allowance substantially improves course completion rates.
- The eligibility rules in operation at the time of the research did lead to more students undertakinga 'gap' year.
- Youth Allowance does not alleviate financial hardship totally — those on Youth Allowance are theleast satisfied about their financial situation.

Download the PDF：http://www.ncver.edu.au/lsay_pubs/research/LSAY_ResearchReport62_2611.pdf
信息来源：http://www.ncver.edu.au/publications/2611.html

成人教育培训及对临时就业经验的影响=Training and its impact on the casual employment experience

About one in five adult Australians is employed on a casual rather than an ongoing or permanent basis. From the point of view of skills acquisition, casual workers tend to participate less in work-related training than their permanently employed counterparts.

The focus of this research is whether the lower rate of participation in work-related training is an issue. Does undertaking training help those who are casually employed to move into permanent or fixed-term work? Further, does training have any impact on the level of satisfaction casually employed people have with their jobs, employment opportunities and life in general? These issues are investigated using data from the Household, Income and Labour Dynamics in Australia (HILDA) Survey.

Key messages

- Casual workers are less likely to participate in work-related training than those in permanent or fixed-term employment.

- There is little evidence that receiving work-related training affects the probability of moving into permanent or fixed-term employment.
    - The apparent finding that casual workers who undertake work-related training are more likely to move into permanent or fixed-term work than those who do not becomes invalid when the panel nature of the data is exploited to account for unobserved differences between those receiving and those not receiving training.
- There is also little evidence of any strong impacts of work-related training on the level of satisfaction reported by casual workers with their job or life.
    - The exception to this is satisfaction with employment opportunities among casually employed women.

The apparent lack of benefits from training is not surprising, given that casual workers are generally employed on short tenures, thus limiting the value of training to both the employees and employers.

Download the PDF：http://www.ncver.edu.au/research/proj/2615.pdf
信息来源：http://www.ncver.edu.au/publications/2615.html

5. Cedefop News

理事会总结优秀青年工作对社会发展的贡献、青年人的心理健康指数和社会融合度=Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people

In the course of several meetings, the Youth Working Party has prepared a set of conclusions with a view to their adoption at the Education, Youth, Culture and Sport Council on 16-17 May 2013. Several priorities have been identified to ensure and enhance quality youth work for the development, well-being, and social inclusion of young people.

Links ：http://register.consilium.europa.eu/pdf/en/13/st08/st08575.en13.pdf
信息来源：http://www.cedefop.europa.eu/EN/news/21357.aspx

2020 欧洲教育目标的进展，解决早期离校问题和提高接受高等教育程度=Progress in Europe 2020 education targets, tackling early school leaving and raising higher education attainment

A majority of EU Member States have made progress on the Europe 2020 education targets to reduce the rate of early school leaving to below 10% and increase the share of young people with higher education (tertiary or equivalent) qualifications to above 40% by 2020, according to new figures for 2012 released by Eurostat today. However, there are still wide disparities between Member States and between males and females. The share of young people leaving school early now stands at 12.8% on average in the EU, down from 13.5% in 2011. In 2012, 35.8% of 30-34 year olds in the EU had completed tertiary education, compared with 34.6% in the previous year.

Links :http://europa.eu/rapid/press-release_IP-13-324_en.htm

信息来源：**http://www.cedefop.europa.eu/EN/news/21316.aspx**

更新职业教育与培训解决不匹配技能：基于学习和学徒制的工作就能面对所有问题？
=Renewing vocational education and training to tackle skill mismatch: work-based learning and apprenticeship for all? Cedefop conference 12-13 June 2013, Thessaloniki

Mismatch between skills people have and those wanted by the labour market is costly for economies and societies. Productivity is lowered and competitiveness lost. And unfilled vacancies coincide with high unemployment!

Information, such as Cedefop's pan-European skill supply and demand forecasts can help education and training to reflect more closely labour market needs to provide skills in demand and reduce skill mismatch. But how can such information be used and improved to adapt education and training for the benefit of individuals, society and the economy?

Many of our skills are acquired at work, including use of the latest technologies and processes. Can different forms of apprenticeship and work-based learning help to address skill mismatch, particularly among young people who often lack work experience to complement their qualifications?

Cedefop has brought together policy-makers from the European Union, Business Europe, the ETUC, UNESCO, Germany, Greece and Ireland to discuss these issues.

Links ：http://events.cedefop.europa.eu/VET-conference-2013/en/

信息来源：http://www.cedefop.europa.eu/EN/news/21252.aspx

委员会提议确保青年实现就业主动性的条例=Commission proposes rules to make Youth Employment Initiative a reality

The European Commission has proposed operational rules to implement the Youth Employment Initiative, proposed by the 7-8 February 2013 European Council, to combat youth unemployment. This document sets out the key parameters and introduces the Commission proposals for the corresponding amendments to the Common Provisions Regulation (CPR) covering the European Structural and Investment Funds and to the European Social Fund Regulation that are currently in discussion between the European Parliament and the Council.

Links ：http://register.consilium.europa.eu/pdf/en/13/st07/st07589.en13.pdf

信息来源：http://www.cedefop.europa.eu/EN/news/21232.aspx

欧洲议会起草报告-解决青年失业问题：可能途径=European Parliament draft report - Tackling youth unemployment: possible ways out

Action to tackle youth unemployment must be coordinated with action to stimulate general economic recovery and employment policy reform. Initiatives are needed to promote entrepreneurship and to retain as many existing jobs as possible, and measures should also be taken to encourage entrepreneurs to create new jobs. Real improvement in the situation of young people depends to a large extent on state support and improved cooperation between employment services, careers advisory services, training institutions and youth support services,

including the active participation of the social partners and representatives of young people and youth organisations.

Links：：
http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-%2f%2fEP%2f%2fNONSGML%2bCOMPARL%2bPE
-508.047%2b01%2bDOC%2bPDF%2bV0%2f%2fEN

信息来源：http://www.cedefop.europa.eu/EN/news/21334.aspx

欧洲教育理事会网络（**UNECE**）使用管理发表声明关于欧洲委员会实施'再思考教育'　=User AdministrEUNEC statements on the European Commission Communication 'Rethinking education'

EUNEC, the European Network of Education Councils, comments on the set of policy recommendations published by the European Commission on 20 November 2012 in order to reinforce the cooperation between EU Member States and give a new impetus to education policy in the EU Member States. The recommendations of EUNEC focus on the most important part of the proposal, the Communication 'Rethinking education: Investing in skills for better socio-economic outcomes'.

Links：http://www.eunec.eu/sites/www.eunec.eu/files/attachment/files/24._statements_rethinking_education.pdf

信息来源：http://www.cedefop.europa.eu/EN/news/21305.aspx

'再思考教育'的地区委员会意见=Opinion of the Committee of the Regions on 'Rethinking Education'

The Committee of the Regions welcomes the communication on *Rethinking Education* as a timely and valuable input to launching a renewed process of developing modern and effective education and training systems, and makes some suggestions aiming to improve it.

Links : http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:139:0051:0058:EN:PDF

信息来源：http://www.cedefop.europa.eu/EN/news/21441.aspx

谈国内专家对职业技能培养和劳动力市场发展问题=Involving national experts in skills forecasting and labour market developments

Cedefop has selected national experts to contribute to the preparation and validation of Cedefop skill supply and demand forecast for their country. The assignment will be valid for a period of four years.

In particular national experts will:

- provide a basic outlook on the economic development for their country;
- provide additional national data, as necessary, to complement harmonised data;
- review and validate their national skill supply and demand forecast results;
- comment on methodological developments;
- share ideas and experience;
- propose new fields of research and further developments of the project.

The national experts represent 29 out of 33 countries covered by the Cedefop skills supply and demand forecast. At this moment no representatives were appointed from Denmark, Luxembourg, Malta and Slovenia as no application from these countries were received. Cedefop will make additional effort to engage experts also from these countries.

The list of selected national experts is available below.

Attachments : http://www.cedefop.europa.eu/download-manager.aspx?id=21415&lang=en

信息来源：http://www.cedefop.europa.eu/EN/news/21414.aspx

欧盟与立陶宛议会：立陶宛需提升欧盟环境下的就业和职业教育培训=Members of the European and Lithuanian parliaments: Lithuania must promote employment and vocational training in the context of the EU

A delegation of the Committee on Employment and Social Affairs (EMPL) of the European Parliament has

met with Members of the Seimas, the Parliament of Lithuania, and discussed unemployment, promotion of employment, the lack of qualified labour force, emigration and the events covering these issues to be held in the framework of the parliamentary dimension of the forthcoming Lithuanian Presidency of the Council of the EU.

Links：

http://www.eu2013.lt/en/naujienos_en/members-of-the-european-parliament-and-the-seimas-lithuania-must-addre ss-unemployment-and-promote-employment-and-vocational-training-in-the-context-of-the-eu

信息来源：http://www.cedefop.europa.eu/EN/news/21403.aspx

青年的社会排斥和工作经验—NCVER 报告=Youth social exclusion and lessons from youth work - EACEA report

By offering young people targeted support, opportunities for non-formal learning, information on health and wellbeing, and opportunities for positive integration into the local community, youth workers are able to reduce the risks of further social exclusion linked to deteriorating living conditions and unhealthy life styles.

This paper aims at offering evidence about the situation of social exclusion suffered by young people in the European Union, and the positive effects that youth work initiatives produce in fostering their (re)inclusion. Looking at factual information on the main conditions of exclusion is essential to have an accurate understanding of the threats encountered by young people. Available data and research literature illustrate the major reasons behind the marginalisation of young Europeans, and pave the way to the development of effective policy strategies to prevent it.

Links : http://eacea.ec.europa.eu/youth/tools/documents/social_exclusion_and_youth_work.pdf

信息来源：http://www.cedefop.europa.eu/EN/news/21421.aspx

理事会决定尽量提升青年政策的潜能： 2020 年欧洲战略目标访问=Council conclusions on maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy

The conclusions call in particular for measures to enhance cross-sectoral and inter-institutional cooperation in youth and youth related policy areas and highlight the importance of increased synergies between instruments and initiatives already in place or recently adopted in the youth field.

Links : http://register.consilium.europa.eu/pdf/en/13/st09/st09094.en13.pdf

信息来源：http://www.cedefop.europa.eu/EN/news/21405.aspx

6. ECVET Magazine Issues No 13 and 14

Keeping you informed about European Credit system for Vocational Education & Training

A list of interesting articles on ECVET projects, developments at national level and the 2013 calendar of activities are available for reading.

Selected for you:

- the need to implement European tools and principles in an integrated process (Editorial - Issue 13)
- a summary of Cedefop latest ECVET monitoring (Issue 14)

Attachments ： http://www.cedefop.europa.eu/download-manager.aspx?id=21461&lang=en

信息来源：http://www.cedefop.europa.eu/EN/news/21458.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 4 - April 2013

- http://www.cedefop.europa.eu/EN/Files/201304_VETAlert.pdf

- VETAlert - no 5/6 - May/June 2013

- http://www.cedefop.europa.eu/EN/Files/201306_VETAlert.pdf

- VETAlert - no 7 - July 2013

- http://www.cedefop.europa.eu/EN/Files/201307_VETAlert.pdf

中文资源

1 职业教育理论

培养完满的职业人—关于现代职业教育的理论构思/陈鹏//教育研究.-2013,(1).-101~107

现代职业教育应将完满职业人的培养作为终极的目的追求,体现职业教育的"教育性"和"职业性"特点。现代社会的完满职业人的能力素养应包括基本的学术能力、岗位技术能力和高级职业能力,这些素养的生成有赖于包括人文社会、自然科学、专业技术和项目综合等完整课程内容的支撑,以及融合人性化的教学资源、民主型的教学关系和科学的教学方法等彰显主体观照的教学实践的支持。

我国职业教育学科自觉的思考/肖凤翔//教育研究.-2013,(1).-113~118

我国职业教育学科自觉的缺乏使职业教育研究存在研究成果理性水平低,简单地以行政推动实践代替学理研究,照搬国外职业教育理论,以普通教育理论演绎职业教育理论等问题,职业教育改革与发展实践呼唤职业教育的学科自觉。对此,职业教育理论_Y-作者应自觉地肩负起学科建设的使命,确立职业教育学科的源概念,形成独立的学科基本概念;明确职业教育学科定位,确立学科建制;克服"学术自由主义",凝练职业教育学科方向。

近年来国内现代职业教育体系研究：盘点与省思/林克松//职教通讯.-2013(1).-6~10

在终身教育思潮勃兴、职业教育复兴、职业教育改革呼声日涨的时代境遇下,现代职业教育体系研究成为了近年来国内职业教育研究中最具活力的领域。通过对近年来国内现代职业教育体系的意蕴、结构以及构建路径等方面相关研究进行文献盘点和省思,认为未来国内现代职业教育体系研究一要强化意义共享、二要树立体系意识、三要加强行动研究。

21世纪初我国高职教育政策范式变迁——从技术理性到政治理性/黄文伟//职业技术教育.-2013,(1).-5~9

从技术理性到政治理性是21世纪初我国高职教育政策范式变迁的主要轨迹。我国高职教育政策从跨越阶段的技术理性大行其道,到转型阶段的技术理性向政治理性过渡,直至提升阶段的政治理性主导,无不显示出这种政策变迁趋势。加大政治理性要素是未来我国高职教育政策制定的关键。

定位的政策意蕴高职教育类型/杨旭辉//职业技术教育.-2013,(1).-10~15

1996年以来,政策层面多次对高职教育的类型定位进行宣示。把高职教育定位为一种高等教育类型的政策意图不是鼓励高职院校升本,而是推动高职彰显特色,增强不可替代性。类型定位,更多的是特色之谓,而非层次之谓。应区别对待高职教育升本和高职院校升本。在禁止高职院校盲目升本的同时,应推动新建本科院校转型发展,实现高职教育向本科层次延伸。

杨卫玉职业教育思想探微/牛金成//职业技术教育.-2013,(1).-73~77

杨卫玉是我国近代著名职业教育家,他积极推进小学教育改革,倡导在小学进行职业陶冶,主张对不同年级采用不同的课程内容与教学方法,通过教育生活化和学校社会化的途径来实施职业陶冶;他倡导并推动女子职业教育发展,认为家事职业教育对民族复兴至关重要,主张扩大家事教育的范围,重视家事职业教育,培养"造就将来能支配家政,改进社会的女子";他还倡导军队职业教育,并在职业教育师资方面有着自己的理论建树。

试析怀特海的职业教育思想及业启示/袁传明//职技术教育.-2013,(1).-78~81

怀特海提出,教育目的是造就那些既有文化修养又在某个特殊方面具有专业知识的人才;职业教育理想就是让"工作是娱乐、娱乐是生活";要处理好技术教育、文科教育和科学教育的关系。怀特海的职业教育思想对我国职业教育改革发展具有诸多启示。

论现代职业教育的"善"/宋晶//职技术教育.-2013,(4).-5~10

职业教育"善"的本真蕴涵于促进工业化过程可持续发展的公共"善"和提升学习者职业生存境界的个体"善"。工具理性挤压现代职业教育的向善性,职业教育呈现出技术理性取代人文精神、技术培训统驭人格发展的现状。突破工具理性的桎梏,现代职业教育应着眼于使人幸福

的职业准备，在情感浸润中融合职业认同与职业定向，基于行动逻辑整合理论学习与技能训练，以回应职业教育向善的诉求，促进职业教育善的回归。

作为一种"实践"的职业教育知识生产/李辉//职业技术教育.-2013,(4) .-11~15

职业教育知识生产是一种实践，这是由职业教育的特性决定的。但一直以来，我国职业教育没能将实践作为人才培养的重点。以实践为出发点看待职业教育知识生产的内涵，借助布迪厄的实践理论，职业教育知识生产的场域就是职业院校，生产的载体是教学体系，具体要实施开放式、间接式和开放式岗位教学。

论职业教育的公益性质及其分类/和震//中国高教研究.-2013,(2) .-84~88

劳动者的技能是企业的财富，更是国家的财富，职业教育具有公益性，而其公益性远远大于其私利性。实现职业教育公益性是国家的责任，公益性的实现形式是多样的，政府对职业教育的保障程度，应随着公共财政承担能力的增强而逐渐增强。职业教育多种多样，其公益性质的程度亦有所不同，应加以分类界定。

改革开放30年来职业教育培养目标的政策分析/查吉德//中国职业技育.-2013,(3) .-20~24

改革开放30年来，我国职业教育培养目标主要存在五种变化、四种表述方式和三个问题。五种变化，即经历了由培养"技术员、管理人员、技工"、"实用人才"、"应用型人才"到培养"技能型人才"、"技术技能人才"的转变；四种表述方式：类型说、岗位说、特征说和综合说；三个问题：目标内涵不清晰、目标变动太频繁和目标分类不明确。建议国家政策层面的职业教育培养目标既能反映经济社会发展的现实需要又能彰显教育的永恒价值，同时构建目标分类体系，保持培养目标的相对稳定性，提高可操作性。

我国职业教育的主要贡献/职教论坛//曹晔.-2013,(4) .-4~8

文章借助大量的统计数据和事实，从经济、社会、教育三个维度分析了我国职业教育的十大主要贡献，分析结果表明我国职业教育在人力资源开发、普及高中阶段教育、实现高等教育大众化、优化人才结构、解决"三农"问题、构建和谐社会、加速城镇化与工业化、推动教育体制机制改革等方面作出了积极贡献。

职业教育价值观应回归生活世界/刘磊芳//职教论坛.-2013,(4) .-9~11

现代社会的快速发展，给人类带来快捷与方便的同时。也导致生活世界趋于被淡忘。技术统治危机、"职业至上"观念，让职业教育逐渐淡化了生活与生命的真谛。职业教育回归生活世界. 是重拾生活之于教育、之于人类的价值与意义。职业教育生活化回归，是以通识教育为传播媒介，将学生的认知领域拓展到生活与生命全域，引导学生形成健康的生活价值观——尊重生命、热爱生活、学会生存，培养一批建设和谐社会的平凡且普通的"现时生活人

1913 年 的 中国 职业 教育/臧志军//职教通讯.-2013(1) .-I0001~I0001

尽管有末日预言，我们还是迎来了新的一年。在展望新的一年会给中国职业教育带来怎样的新变化的时候，一个问题跳入脑海：一百年前的中国人怎样面对职业教育？一百年前的1913年是中华民国成立的第二个年头，是在各种混乱、战争与杀戮中度过的。那一年，后来大力提倡职业教育的傅斯年刚刚高中毕业，胡适还在康奈尔大学读书，沈钧儒做了大半年的浙江省教育司司长已经辞职，但对职业教育产生重大影响的蔡元培、黄炎培等人已经发挥了重要作用，中国的职业教育正慢慢铺陈开来。不过，要想全面反映这一年的职业教育历史实在太难了，足以做一篇博士论文或写一部砖头式的大书了，我没有什么宏大的目标，既想不臧否古人，也不试图以史为鉴，只是希望用微博式的呈现方式介绍一百年前人们在做什么。

2 职业教育发展

高等职业教育发展中的问题及对策/张红革//教育与职业.-2013,(9).-25~26

一系列相关政策和法律的颁布实施，使得高等职业教育作为高等教育的一种类型，明确了其发展方向。但是，高等职业教育的发展也存在着一系列亟待解决并促其健全发展的问题，表现为教育目的不明确性、教师队伍的不合理性、课程结构的不系统性和学科设置的不专业性。文章针对以上问题提出几点相应的解决对策：明确教育目的和教育要求，完备师资队伍和课程内容，完善教育设施和学科专业。只有这样，才能更好地为地方建设的发展输送更多的人才。

高等职业教育科学发展理念的构建/张忠//教育与职业.-2013,(9).-27~29

高等职业教育的发展实践离不开发展理念的引导。文章在分析高等职业教育发展理念内涵的基础上，阐述了发展理念构建的基础和原则，并探讨了在科学发展观的指导下高等职业教育发展理念的内容。

论高等职业学校的生态位发展战略/李东航//教育与职业.-2013,(6).-9~11

生态位理论为高等职业学校建构发展战略提供了新视角。高等职业学校生态位的形成具有明显的主体能动性和创造性，是高等职业学校内部生态因子与外部生态因子相互作用的结果。高等职业学校生态位发展战略的内容包括生态位错位战略、生态位移动战略、生态位扩展战略和生态位共生战略。

关于职业教育专业创新的研究/刘磊//教育与职业.-2013,(6).-27~29

创新发展职业教育与产业结构调整和经济转型有密切的关系。文章分析了职业教育专业创新的必性和可行性，研究其成功和障碍因素以及实施途径，探索以职业教育专业创新来推动职业教育的发展模式，为产业结构的调整优化提供高素质、多技能、应用型的职业化人才支撑，以助力我国经济转型。

高等职业院校发展的战略思考/朱爱胜//教育与职业.-2013,(6).-37~38

政策环境的变化，给高等职业院校带来发展机遇的同时，也形成了威胁。如何化解危机，把握机会，推进学校的可持续发展，必须认真分析内部条件和外部环境，系统规划学校的发展，精心培育学校的核心竞争力。

职业教育对经济社会发展的贡献研究——职业教育对经济发展的贡献研究//职教论坛.-2013,(4).-62~62

"职业教育对经济社会发展的贡献研究"课题组在《河南科技学院学报》2012年第10期中撰文并且利用规范分析、实证分析等研究方法．探讨职业教育促进经济社会发展的内在机理．并以河南为例度量职业教育对经济发展的贡献。

职业教育均衡发展与区域经济协调发展互动的体制机制构建//职教论坛.-2013,(4).-63~63

林克松、朱德全在《教育研究》2012年第11期中撰文指出：在城乡一体化进程中，职业教育均衡发展与区域经济协调发展之间存在复杂关联．明晰了职业教育均衡发展与区域经济协调发展互动的体制机制障碍．并提出了构建促进二者协调发展的机制和体制的建议。

论高职教育针对性和发展性的协调平衡/张明森//职教论坛.-2013,(1).-24~26

高职教育理念价值冲突中面临的两难选择，其主要矛盾还是集中在如何科学地处理好人才培养的针对性和发展性之间的关系。高职教育深化改革，必须坚持以育人为本，坚持正确的价值导向，坚持改革创新和科学发展的和谐统一，坚持人才培养的针对性和发展性的统一与协调。在提高素质和促进发展中，突出培养的针对性，让针对性培养更具活力和动力；在针对性培养中，融入素质、发展要素，让素质教育、促进学生全面发展和可持续发展落到实处，努力追求发展性与针对性以及各种需求之间的"结合"和"融通"

"共同体"视域中我国职业教育发展境遇与路径选择//职教论坛.-2013,(1).-53~53

赵军在《教育发展研究》2012年第17期中撰文并从"共同体"的社会学视域对我国职业教育的境遇进行分析，意在重新审视我国职业教育在发展过程中遇到的诸多"瓶颈"问题，并提供发展的战略思路。至今。对共同体进行的界定中，大致可以分为价值取向、联结取向和特征取向。伴随着社会变迁。

加快发展现代职业教育有待清除六大路障/欧阳河//职教论坛.-2013,(1).-65~67

我国职业教育经过持续将近30年的大力发展，取得了举世瞩目的成就，成为世界上职业教育规模最大的国家。但是，职业教育仍然是整个教育体系中的薄弱环节，缺乏应有的吸引力。其原因之一是被"功利化"、"短视化"和"行政化"拖累，三个不完全成立的"假设"也不同程度地误导着职业教育实践。要以更大的勇气和智慧深化职业教育改革，通过建立"现代职业教育基本制度体系"和"现代职业教育基本理论体系"，催生我国"现代职业教育体系"早日形成。

我国高职"高端技术技能人才"培养目标形成发展轨迹分析/高葵芬//职教通讯.-2013(4).-63~65

高职人才培养目标界定对高职教育活动具有导向性作用。分析了我国"高端技术技能人才"培养目标形成的发展轨迹，即从最初的"技术应用型人才"，到"高技能人才"、"高端技能人才"，再到"高端技术技能人才"，我国逐步形成了符合现代职业教育体系构建要求的高职人才培养目标。

我国高等职业教育融资问题研究/王玥//职教通讯.-2013(4).-66~69

高职教育是我国高等教育的一个重要组成部分。近年来，由于认识上以及政策上的改善，高职业教育得到了较好的发展。但是，相比高等教育的其他组成部分，高职院校在发展中遇到的最大问题之一就是经费紧张。拓宽融资渠道，改善经费来源途径，势必会迎来高职教育发展的又一春。

上升期的中国职业教育及其制度创新实践/徐平利//职教通讯.-2013(1).-1~5

中国职业教育欲进一步开拓上升空间,须解决体制机制上的诸多问题。全国许多地方政府都在积极推进职业教育制度创新,从 21 世纪教育研究院前三届"地方教育制度创新奖"评选的创新案例来看,创新举措主要涉及增强职业教育吸引力、构建现代职业教育体系、依法推进校企合作和加强农民的乡土创新能力培训等方面。加快推进地方职业教育制度创新,需不断突破职业教育可持续发展的制度障碍,实现职业教育的开放性和全纳性,等等。

现代职业教育:战略与政策选择/李玉静//职业技术教育.-2013,(1).-1~1

发展现代职业教育是我国根据未来一段时期经济社会转型目标和发展战略对职业教育发展作出的政策抉择。然而,现代职业教育是一个综合性、全面性的改革理念,其在具体改革进程中应采取哪些举措,实施哪些制度? 这是目前需要解决的根本问题。

我国中等职业教育规模的演变及成因/郑永锋, 鄂世举//职业技术教育.-2013,(1).-25~29

改革开放以来,我国中等职业教育规模的发展轨迹是:1985-1998 年连续 14 年持续上升、1999-2001 年连续 3 年下降,2002-2009 年止跌回升,2010 年又开始下降。这一发展轨迹是在包括经济需求与国家政策在内的外部压力与内部逻辑的交互作用与影响下形成的。未来一段时期,中等职业教育改革应以服务经济为目标,发挥政策的先导与引导作用,进一步促进自身规模的发展。

统筹城乡职业教育发展的制度设计研究/颜玮//职业技术教育.-2013,(1).-38~43

我国城乡职业教育制度供给中存在着制度固态化严重、制度供给不足、制度供给不平衡等问题,严重影响了城乡职业教育的统筹发展。要改变这一现状,加强统筹城乡职业教育发展的制度设计势在必行。在制度设计过程中,要以城乡发展目标的一致性、发展过程的双向性以及发展速度的协同性为着力点。

中国高等职业教育发展与经济发展的互动性研究/李志刚//职业技术教育.-2013,(1).-49~54

通过建立基于比较静态的高等职业教育与经济增长的计量模型,利用主成分分析法对能够反映高等职业教育规模和经济发展的一系列指标进行主成分提取,并利用标准的OLS 方法对主成分进行回归分析,实证研究表明,经济发展与高等职业教育发展之间不仅具有正的相关关系,而且表现出明显的 " 同步性 "。当前阶段,只要经济发展不停滞,高等职业教育就应该保持同等的增长速度,中国高等职业教育的规模需要稳步扩大。

论高等职业教育与人的全面发展/刘妍君//中国成人教育.-2013,(4).-76~78

职业教育在遵循社会的需求和促进学生身心发展中起主导作用。它同其他教育一样,都是有目的、有计划、有组织地对学生施加影响的强有力的因素,职业教育既促进人的身心充分发展,又能促进学生道德水平的提高,从而促进人的全面发展。

学习贯彻十八大精神加快发展现代职业教育/王继平//中国职业技术教育.-2013,(7).-16~18

党的十八大是在我国进入全面建成小康社会决定性阶段召开的一次十分重要的大会。教育作为党和国家事业的重要组成部分. 十八大报告把它放在社会建设之先、民生之首加以部署. 提出了未来教育发展的总目标、总要求和主要任务。

立德树人:现代职业教育的根本任务/黄辉//中国职业技术教育.-2013,(7).-35~38

党的十八大明确指¨5"把立德树人作为教育的根本任务"、"把每一个孩子都培养成为有用之才"、"开创人人皆可成才、人人尽展其才的生动局面"、"加快发展现代职业教育"。教育规划纲要提出"育人为本"、"德育为先、能力为重、全面发展"、"全面培养、系统培养、人人成才、多样化人才、终身学习"、构建"现代职业教育体系"。

学习贯彻十八大精神加快发展现代职业教育/李昊//中国职业技术教育.-2013,(7).-60~62

本文在文献研究的基础上,运用多元统计方法对部分学院抽样调查数据进行归类分析,探索职业技术学院发展的影响因素及评价指标体系的构建。为职业技术院校的评估提供了有效、合理和可行的依据。

改革:发展不竭动力目标:现代职教体系/车明朝//中国职业技术教育.-2013,(4).-12~17

改革开放 30 年中国取得的辉煌成就表明:改革是推动发展的不竭动力。当前,职业教育发展处在关键时期,推进职业教育现代化,办好人民满意的教育,必须依靠改革,正如鲁昕副部长所说,"当前职业教育已经进入攻坚克难阶段,不改革就没有出路。不发展就是退步!"职教改革是一项复杂艰巨的工程,涉及体制机制、群众的切身利益,是社会关注的焦点,牵一发而动全身,一旦失误或失败,就可能影响一代人或几代人。当前我国职业教育体制改革进入了

"深水区"，面临许多新情况、新问题、新矛盾，没有现成的答案，需要在实践中进行探索。

职业教育新格局的构想与思考/李中彬//中国成人教育.-2013,(2).-96~98

从生源现状、专业设置、实践教学、师资配备以及教材和就业等几个方面，具体分析了目前我国职业教育所存在的诸多问题，并结合现状，就如何有效地利用教育资源，逐步实现"六个统一"的职业教育的新格局提出了构思与建议

3 职业教育管理

论行业文化对高职教育专业文化建设的导向/张麦秋//国家教育行政学院学报.-2013,(1).-53~56

高职教育校园文化必须具有鲜明的职业特征和道德规范，其基础和重点是专业文化。专业文化建设要与专业建设同步规划，以行业文化为导向，以职业和道德为核心，融入行业文化中的优秀企业文化理念，渗透到教学与管理的各个环节之中，实现文化育人。

浅论职业教育实训基地的绩效与评估/朱其训//江苏高教.-2013,(1).-105~106

实训基地建设绩效的调控和评估，是实训基地建设的重要任务。文章就绩效考评内容以及实训基地的评估指标和评估标准、实训基地评估体系指标制定的一般原则等问题，做了些初步的研究探讨。

职业教育集团化体制改革路径探索/胡坚达//教育研究.-2013,(1).-154~158

创新有中国特色职业教育集团化体制，是一个对职业教育利益相关者要素实行大系统建构和控制的过程，具有多元利益主体完整性和多元利益诉求协调性特征，需要从多学科视角，分析职教集团化体制创新规律，设计深化改革的路径。浙江宁波的职业教育研究者和实践者在浅、中层次职教集团化体制基础上，运用系统论控制理论、利益相关者理论，实现职教集团化的要素以及运行过程的优化。通过职教集团化体制外部保障能力、内部凝聚能力、互惠服务能力、自身协调能力、内在适应能力的路径与对策，获得职教集团体制整体功能最优绩效。

进一步完善职业教育管理机制/汪秀丽//教育与职业.-2013,(7).-7~7

笔者是一名最基层的职教工作者，也是一名最基层的全国人大代表，从事教育工作40年，其中从事职教工作30年，担任校长工作15年，深切地体会到这些年来党中央、国务院非常重视职业教育。

高职教育制度的缺失与创新浅析/张立圃//教育与职业.-2013,(3).-26~27

高职教育在制度上的缺失主要体现在制度架构不完善、政策法规滞后与监督保障不力。制度缺失的原因来自外部环境，高职教育系统本身以及制度变迁的内在规律。构建高职教育制度应从完善体系、配套政策法规、监督保障上施力，并应遵循制度设计的准则

切实提升职业教育内涵建设/严诚忠//教育与职业.-2013,(1).-9~9

深入研究一下职业教育的定义和特点非常有必要。比如推行素质教育，如果连素质都没有搞清楚的话，如何谈提高素质，如何开展素质教育。20世纪80年代中期，我在英国学习人力资源管理，一位英国教授给我们讲：什么是素质？素质就是指一个人驾驭人生和享受生活的能力。对于职业教育发展，我想提四个方面的建议：

区域构建现代职业教育体系：为何与何为/庄西真//职教论坛.-2013,(4).-15~20

构建现代职业教育体系是一个国家层面的系统工程，但是在中国这样一个区域发展不平衡且地方分权管理职、_lk~-ff 事务的背景下，鼓励区域探索构建现代职业教育体系有其现实意义。文章首先分析了区域构建现代职业教育体系的原因，继而从国家层面、地方层面、制度建设层面提出了区域构建现代职业教育体系的措施。

论职业技术教育的目标体系与目标确立的依据//职教论坛.-2013,(4).-62~62

肖化移、张娟在《职教论坛》2012年第31期中撰文介绍了职业技术教育目标体系的内容、中等职业技术教育与高等职业技术教育的培养目标的差异以及确立职业技术教育目标的依据等。

论共同愿景视域下高职院校内部质量保障体系的构建/高峰//职教论坛.-2013,(1).-27~29

构建高职院校内部质量保障体系是实现我国高职教育由大变强的必由路径。高校内部质量保障体系就是一个组织学习系统，组织学习理论能为构建高职院校内部质量保障体系提供有价值的启迪。以"目标使命"来审视组织的"共同愿景"，当前高职院校存在着目标使命缺失与模糊并存、同质化现象严重、外缘性问题突出等诸多缺陷。应重视师生

的＂个人愿景＂，凝练学校＂共同愿景＂，超越＂防卫型愿景＂，确保高职院校内部质量保障体系构建的自觉性、目标性与适切性。

利益相关者参与下的高等职业教育办学模式改革研究/刘晓//职教论坛.-2013,(1).-39~43

高等职业院校作为一个典型的利益相关者组织，其办学模式改革是一个长期的、复杂的系统工程，涉及到其办学过程的方方面面，离不开各个利益主体的影响与参与。利益相关者理论在高等职业教育办学模式改革过程中同样具有适切性。从利益相关者理论的视角，以我国高等职业教育近年来办学改革的实践为分析样本，尝试在影响其办学改革的利益相关者的利益需求、交互、冲突与协调中，理解高等职业教育办学改革的本质和作用机制，并就如何在制度层面延展和深化我国高等职业教育办学改革做出探索。

关于建设我国现代职业教育体系的几点建议/徐涵//职教论坛.-2013,(1).-44~46

建设有中国特色的职业教育体系已经成为国家战略。基于经济技术发展与人口变化的趋势，提出确立多样化的中等职业教育发展策略；开展多种形式的职业本科教育试点；扩大普通高等院校招收中等职业学校毕业生比例；确立第四级教育在教育体系中的地位等措施，促进中高职衔接、普职渗透的现代职业教育体系的建立与完善。

基于效度分析的职业教育政策监测与评价体系/董天鹅//职教论坛.-2013,(1).-68~71

职业教育政策文本繁荣与实践萧条的背后隐含着政策的低效度问题。为了更好地推动我国职业教育事业的发展，从价值、内容和过程三个维度分析了我国职业教育政策效度低下的现状，在此基础上尝试构建了科学有效的职业教育政策监测与评价体系。

职业技术教育核心期刊高被引论文统计与分析/韦忠明//职教论坛.-2013,(1).-85~87

利用《中国引文数据库》的引文查询功能，对我国2006-2010年职业技术教育核心期刊的高被引论文进行了统计与分析。根据高被引论文的发文情况，筛选出了职业技术教育研究的重要期刊、多产作者和高产机构，并对高被引论文的产出地区和研究主题进行了统计分析。

论企业参与职业教育补偿机制的构建/周红缨//职教论坛.-2013,(1).-76~80

企业参与职业教育是现阶段职业教育改革与发展的主题之一，是职业教育发展的必由之路；企业参与职业教育是

实现产学研结合的重要途径，也是职业教育的本质回归的不二选择。从职业教育发展的境遇来看，企业参与职业教育的现实难以让人乐观，利益的分化，政策、法规缺乏操作性，影响了其应然功能的彰显；另一方面，由于企业自身的性质和特点导致了企业在参与职业教育的过程中体现了＂惰性＂的特点。针对此而建立企业参与职业教育的补偿机制具有现实和理论意义。

教育生态学视域下工作场所学习及其对职业教育实习实训的启示/唐林伟//职教通讯.-2013(4).-1~5

工作场所学习，是学习者以个体或者团体的方式，参与到结构化的生产与服务组织的工作实践中，思想和行动持续改变，个体职业身份逐步得到建构的过程。它具有社会性、真实性和情境依赖性的基本特征。基于此，在对工作场所学习内部组织环境和外部政治经济环境进行分析的基础上，我们进一步探讨其对于职业院校学生实习实训工作的启示。

我国高等职业教育融资问题研究/王玥//职教通讯.-2013(4).-66~69

高职教育是我国高等教育的一个重要组成部分。近年来，由于认识上以及政策上的改善，高职教育得到了较好的发展。但是，相比高等教育的其他组成部分，高职院校在发展中遇到的最大问题之一就是经费紧张。拓宽融资渠道，改善经费来源途径，势必会迎来高职教育发展的又一春。

实践育人：高等职业教育人才培养质量提升的必由之路/宋建军//职教通讯.-2013(2).-14~16

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

论高等职业教育人才培养的宣传定位/张宇//职教通讯.-2013(4).-6~10

通过揭示高等职业教育客观存在的政府重视而公众忽视的矛盾，并针对以往职业教育研究者面向公众介绍高职的各种方法进行反思。提出要改变这种状况，就应当努力使公众认识到高职能够培养＂体面就业的技术专家＂。

政府主导下高等职业教育校企合作模式的探索与实现/訾颖//职教通讯.-2013(2).-21~24

校企合作教育关系到学生创新能力、实践能力和综合素质的培养，探索高职院校校企合作教育模式，必须适合中国的国情。在我国高职院校校企合作教育中，政府的主导作用具有不可替代性，这是由政府的职能和其特殊的地位所决

定的。政府主导下的校企合作教育模式主要由立法层、执行层以及执行层下的各操作层等组成，政府负责监督学校与企业在校企合作教育中责、权、利的落实，对校企合作的成效进行评估。

浅论我国职业教育人才培养模式改革/李铭辉//中国成人教育.-2013,(4).-28~29

本文主要从职业教育及人才培养模式内涵入手，通过剖析职业教育人才培养模式的现状及其重要性，分析人才培养模式的基本途径，并从国外三种典型的人才培养模式中得到启示，从而提出一系列深化改革的措施。

谈高等职业院校的信息化建设/齐惠英//中国成人教育.-2013,(2).-94~95

随着信息技术的快速发展，高职院校信息化建设取得了一定的成就。信息化建设有利于促进高职院校创新性发展，而当前信息化建设过程中依然存在着很多问题，高职院校要针对信息化建设中存在的问题，不断总结和分析，及时找出对策，解决问题，更好地推动高职院校创新性发展。

高等职业教育优势专业建设研究/周建松,孔德兰,郭福春//中国职业技术教育.-2013,(7).-90~92

专业建设是推进高等职业教育科学发展的重要抓手，近10年来，国家通过实施新世纪教改试点、重点专业建设、国家示范专业等举措有效推动了专业设置水平的提升，但是也存在着铺摊子、重复建设、专业类同化等问题。优势专业建设计划的推出以其鲜明的建设宗旨、科学的方案设计、财政投入机制实现专业建设的科学发展。

现代职业教育体系下应用本科人才培养目标定位分析/王玲//中国职业技术教育.-2013,(6).-13~17

现代职业教育体系下应用本科人才培养目标定位是高等教育大众化阶段社会对高等教育人才培养的多元化需求，是高等职业教育可持续发展的需求，是技术发展对本科层次职业教育的需求。从现代职业教育视阈和社会的高端技能型人才需求出发，通过对人才分类理论、学位分类理论和高等教育分类理论三个维度分析，现代职业教育体系下应用本科人才培养目标的定位主要是培养工程技术型和技术技能型的复合型应用人才。

高等职业教育优势专业建设研究/周建松,孔德兰,郭福春//中国职业技术教育.-2013,(4).-48~49

专业建设是推进高等职业教育科学发展的重要抓手，近10年来，国家通过实施新世纪教改试点、重点专业建设、国家示范专业等举措有效推动了专业设置水平的提升，但是

也存在着铺摊子、重复建设、专业类同化等问题。优势专业建设计划的推出以其鲜明的建设宗旨、科学的方案设计、财政投入机制实现专业建设的科学发展。

4 工学结合、校企合作

校企合作培养工程应用型人才相关问题研究/华小洋，王文奎，蒋胜永//高等工程教育研究.-2013,(1).-91~94

立足于校企合作培养的现实境遇，本文着重探讨了校企合作培养工程应用型人才应包括的基本内容、存在的主要问题和解决办法。提出了"2＋1"学期制，以期成为校企合作培养的一种新模式；提出了"立地顶天"的科研导向，支持、鼓励教师提高自己的实践能力。

建立校企合作长效机制提高民航高职教育质量/吴万敏//高教探索.-2013,(1).-118~120

借鉴美国社区学院与波音公司等企业合作的经验，探讨如何调整高职院校的职能定位，发挥其继续教育功能，坚持以实践性教学模式培养应用型高技能人才，建立兼容性教师队伍，提高教师的"双师"素质，降低办学成本。通过项目牵引、行业政府协调推动、利益驱动等措施，建立校企合作长效机制，提高行业高职教育质量。

共商共决、联动协同："政校合作"运行机制创新探索/刘金存//江苏高教.-2013,(1).-66~67

"政校合作"运行机制创新要求政校双方"共商共决、联动协同"，建立重大事务的衔接和磋商、重要领域的交流和协商、重点项目的对接与会商等工作机制，同时还要完善运行的组织机构、运行程序和管理制度。政校合作的运行模式，可以根据具体情况，结合高校与地方经济社会发展的特点，采用线型模式、交互模式和综合模式，而合作运行机制创新的关键，就是高校与政府在现有的运行制度框架内进行体制与机制的创新。

校企合作：博士后研究成果与企业资源的整合/王超//江苏高教.-2013,(1).-94~95

深化"校企合作"是博士后制度改革的重要举措。文章以企业视角为切入点，着重从"效率"、"产品"两个维度来探讨如何促进校企合作，前者重在阐述提高博士后科技成果产出效率，后者强调与企业资本相结合的产品化研究成果。最后，提出了实现企业资源主体与研究成果产出者之间加强合作的建议，以此实现合作双赢

高职院校校企合作联盟：意蕴、属性及培育/董海燕//江苏高教.-2013,(1).-102~104

　　文章阐述了高职院校校企合作联盟的缘起及意蕴，探讨了校企合作联盟具有教育与经济的共赢性、社会资源的互补性、多元文化的交融性等多维属性，并着重论述了校企合作联盟的培育策略：明晰发展定位，找准合作伙伴；架构体制设计，协调组织保障；多方联动，优化组织行为。

职教集团组建模式与高职校企合作运行机制的适应性/罗汝珍//教育与职业.-2013,(9).-5~7

　　现有职教集团典型的组建模式有两种：政府主导型和学校主导型；高职校企合作的典型运行机制有行政-计划式、指导-服务式和监督-服务式三种。通过分析职教集团组建模式和校企合作的组织特点、合作基础、合作目的和利益分配，以及职教集团中校企合作运行实践，得出政府主导型与行政-计划式相匹配，学校主导型与指导-服务式和监督服务式相匹配。

高职校企合作育人机制探索/张广贤//教育与职业.-2013,(9).-31~32

　　校企合作的成功与否、效果好坏取决于机制建设，必须有一个相对合理稳定的科学机制，其中包括法规、制度和体制模式制构建，强化内部挖潜和外部结合，借鉴国外先进的职教经验，打造我国新型的人才培养合作机制，以此推动和发展我国职业教育校企合作的深入开展。

基于区域经济发展的校企合作新探索/车斯畴//教育与职业.-2013,(9).-33~34

　　文章旨在从校企合作的重要性和意义出发，指出当今我国校企合作的现状和困境，从而提出一些有效措施来解决和完善我国高校与企业间的合作，以最大限度地推进我国区域经济的发展。

"工学结合"管理研究/殷莺//教育与职业.-2013,(9).-37~38

　　建立工学结合管理并进行工学结合，需要我们在知识、技能、素质、个性等方面制定职业人才需求目标，在政府、职业教育主管部门、职业院校、相关企业之间建立理论学习与工作实践有机结合的机制，并通过运用与职业人才培养目标相关的职能活动，合理分配、协调学校内外的教育资源，达到工学结合有效管理的目标。

校企合作视阈下高职院校思想政治理论课教学的"三个加强"/刘德强,刘勇,舒国宋//职教通讯.-2013(3).-36~38

　　校企合作人才培养模式的改革，对高职院校的思想政治理论课教学提出了新的挑战。分析了高职院校思想政治理论课的现状及问题，根据校企合作人才培养模式的特点，提出了思想政治理论课教学应着重在教学内容、教学方法、教学目标等三个方面进行加强，从而构建一种模块化、开放式的思想政治理论课教学体系。

激励机制缺失：企业参与职业教育不足的原因分析/林云//职教通讯.-2013(1).-20~23

　　激励机制缺失是企业参与职业教育不足的主要原因，这种缺失表现为政府的政策激励不足、职业院校自身激励不足和企业的内在需求不足，破解这一困局的对策是通过加强政府的指导力度，增强政策法规对企业和学校的激励性，通过改善职业院校自身条件，提升学校对企业的吸引力，通过提升企业的社会责任感，引导企业重视社会效益，从而构建一个政府、学校、企业三位一体的人才培养共同体。

职业学校文化与企业文化无间融合的实践——以香港职业训练局为例/郭华生//职业技术教育.-2013,(5).-58~62

　　香港职业训练局是香港职业教育的主体。香港职业训练局从诞生之日起，就与业界一直积极推进学校文化与企业文化的无间融合，在精神文化、物质文化和制度文化建设层面上融入企业文化核心因子，吸收企业文化基本元素及凸显企业文化的职业化。正是源于职业训练局与业界水乳交融的紧密联系和无间合作，形成了香港成功而又独特的职业教育文化积淀。

高等职业教育校企合作成效探讨/魏启亮//职业教育研究.-2013,(4).-45~46

　　校企合作是高职教育发展的必由之路，也是高职教育办学质量和办学特色的根本保证。目前，我国高职教育校企合作成效不高的现状不容乐观，制约了校企合作的发展。因此，应分析我国高职教育校企合作成效不高的原因，采取进一步深化对校企合作的认识、构建校企合作长效运行机制、把握"市场导向、互利共赢"的原则等提高校企合作成效的对策。

职业教育校企合作中的问题与促进政策分析/中和震//国高教研究.-2013,(1).-90~93

　　我国职业教育校企合作存在政府、行业、企业、院校、学生等五大层面的问题.任何单一方面都无法有效地解决职业教育校企合作的跨部门、跨领域问题。因此.需要国家统筹职业教育校企合作政策，进行顶层设计，给国家技术技能的积累和高素质技能人才的培养提供制度保障。国家应尽快制定国家职业教育校企合作促进法规，明确参与各方的权利、义务和责任，围绕关键问题实施制度创新，系统构建职

业教育校企合作的国家制度和机制,完善培养高素养技能型人才的基本制度。

高等职业院校与企业大学协同共生发展模式研究/徐霄红//中国高教研究.-2013,(1).-101~104

高等职业院校面向产业办学的特质和企业教育功能需求的日益扩大．使彼此协同共生的合作发展条件不断成熟。双方的协同共生发展,必须要有明确的目标定位、明晰的实施路径和明了的评估反馈,必须建立战略协同、文化相容、信息互通的协同共生机制,才能实现校企共同的目标。

基于校企合作的生产性实训基地建设与实践/耿俊梅//中国职业技术教育.-2013,(5).-88~89

济源职业技术学院结合校情大胆创新,以校企合作为机制,以合作共赢为基点,实施了"引入企业进校园。搬迁课堂进车间"的改革举措,取得了良好的效果。

职业院校"校企双带头人"模式研究/刘红委//中国职业技术教育.-2013,(1).-72~76

职业院校"校企双带头人"模式是职业院校师资队伍建设中培养与开发核心人才的一种创新性与高效性管理形式,有利于提高专业教学团队与实践团队建设质量、核心竞争力及高技能人才培养质量,值得大力研究与推广。

5 教育心理学

中庸实践思维对大学生心理健康教育的借鉴/阳中华,邓云龙,陈向一//现代大学教育.-2013,(1).-103~106

中庸实践思维具有"率性"、"慎独"、"修道"、"至诚"等丰富的教育意涵,本质上是基于"中和"原则,借助"诚"之动力,采用"执其两端"的方法,将天所赋予的"人性"之德尽量发挥,帮助道德实践主体到达"成己成物"的"致中和"境界。针对当代大学生存在的心理健康问题,提出中庸实践思维对大学生心理健康教育的借鉴作用:通过"率性修道",激发潜存天赋;经"尊德性而道问学",提高自身修养;由"择善而固执之",树立正确的价值观;最后"至诚无息",追求自我实现。

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。

基于儒家思想的学生心理健康教育模式构建的理论基础/马建新//内蒙古师范大学学报：教育科学版.-2013,(2).-32~34

儒家人本思想中关于人与神、人与兽的关系界定中,强调了人在宇宙世界里的中心地位,这一思想能帮助人们正确地理解人的本质,为学校心理教育工作提供了思想基础。儒家"义利统一"的思想有利于学生心理健康教育目标的确定。"修身养性"思想提出了"身""心"修养统一的观点,为学生心理健康教育提供了良好的方法论支持。儒家的"形神合一"的思想,为建立学生心理健康教育新模式有良好的启发作用。

当代教育心理学习风格理论和模型/陈燕,秦爱民,吴静神//内蒙古师范大学学报：教育科学版.-2013,(2).-38~40

学习风格的研究在教育学上历史非常悠久,在当代,学习风格的研究依然非常活跃。而最近学习风格的研究有明显的上升趋势。通过学习风格的研究,发展出了教育心理学的许多核心概念,并且应用在了教育、培训、问题解决等多个领域。总体上,关于学习风格的研究,都是分散的、不成系统的。这也就是这个领域让很多研究者难以透彻理解和统一观念的原因。需要将学习风格所展开的主题呈现出来,考察各种理论的适宜性。综合研究多个学习风格的理论。阐述各个理论的适宜范围。旨在促进这一领域进一步的发展,为研究探索新的可能性。

人类学习的研究历史、本质特征与改进努力——脑科学视角下的解析与启示/吕林海//全球教育展望.-2013,(1).-45~52

审视人类学习的研究历史,可以发现,行为主义、认知主义所采用的隐喻性的、间接性的学习研究方法,已被脑科学研究所摈弃,而运用直接的、高技术介入的方法来研究人脑内部的学习机理,使得脑科学在获得更多的、更直接的学习研究结论方面显示出巨大的优势。纵览诸多的脑科学成果,我们发现,整体学习观、社会学习观与情境学习观正被各种脑科学研究一一佐证,且具有更具体、更丰富的内涵。而在此基础上,美国学者所展开的整合性主题教学模式及分层课程模型的研究,不但充分地体现了上述三种学习观念,而且其在研究的思想、方法与结论等方面,有着诸多值得我国学术界加以认真汲取的经验与启示。

我们怎样思维：信念结构理论及其应用/丁道勇//全球教育展望.-2013,(1).-95~104

　　"我们怎样思维"提问的对象是个人思维的状况，触及教育研究的认识论基础。在这个问题上，教育研究领域广为接受的答案来自杜威的反省思维理论。但是，这种规范性的回答，并未照顾个体的实际心理需求。文章将信念结构理论作为一种补充理论，进行了简要地介绍。基于信念结构理论，个体的信念系统包含"心理—逻辑"结构，同时服务于认识和心理保护两种需求。这种对个人认识活动的判断，与反省思维理论的观点差异巨大。基于此，教育研究者的许多概念前设都将面临观念更新的要求。

教师严厉对学生问题行为、班级气氛和自感社交能力关系的影响/李歆瑶//全球教育展望.-2013,(1).-121~128

　　本研究探讨了教师严厉对学生问题行为（包括攻击和退缩行为）、班级气氛（包括同学友爱和班级秩序）和学生自感社交能力关系的影响。通过同伴提名法和自陈量表法对4654名初中生以及82位班主任进行了测量。多层分析结果显示，教师严厉可以增强攻击行为、同学友爱、班级秩序与自感社交能力的正向关系，减弱退缩行为与自感社交能力的正向关系，减弱退缩行为与自感社交能力的负向关系。说明教师严厉对学生社会性发展具有一定的积极调节作用。本文从中西方文化差异的角度对这一结果进行了讨论。

大学生价值观形成发展的链式分析模型及其影响机制/程孝良//现代教育管理.-2013,(1).-108~112

　　大学生价值观的形成是在一定社会环境、校园文化环境的影响下内在的知、情、意、行等心理诸要素相互促进、相互协调的辩证运动过程。构建价值观形成发展与作用机理的链式分析模型可以从意识形态——价值观——理想信念——个体人格——价值践行五位一体的角度，探寻价值观形成发展规律。构建社会——文化——人格——价值观系统结构模型，可以从社会系统、文化系统、人格系统等视角深入分析大学生价值观的影响因素，推动大学生的价值认知、价值情感、价值意志和价值践行四个要素均衡协调发展，把社会主义核心价值体系转化为大学生自觉的价值追求。

大学生对一般生活事件和意外事故的乐观和悲观偏差估计：直接和间接测量的比较/张姝玥，蒋钦，谢丹菊//心理科学.-2013,36(2).-458~462

　　研究考查了大学生对一般生活事件和意外事故的乐观与悲观偏差，并检验不同测量方法是否会产生不同结果。通过对273名大学生进行问卷研究，结果发现：（1）在直接和间接测量时，被试对一般消极事件、意外事故存在乐观偏差，对幸免于意外事故存在悲观偏差；但对一般积极事件，被试在直接测量时出现乐观偏差，在间接测量时为悲观偏差。（2）在两种方法中，被试对意外事故的乐观偏差皆高于一般消极事件，但一般积极事件与幸免于意外事故的结果在直接测量时有显著差异，而在间接测量中差异不显著。（3）在直接测量时，消极事件的发生频率越低乐观偏差越严重，积极事件的发生频率越低则悲观偏差越严重；在间接测量中事件频率与偏差结果相关不显著。

人类的判断为什么不精确：进化论和脑科学的解释：/许颖//心理科学.-2013,36(2).-506~509

　　人类的判断通常并非十分精确，而且多数情况下人们对自己的不精确判断并无清醒认识。进化心理学论述了错误信念、过度自信等不精确判断的进化适应性，它们最小化了人类付出的生存代价，从而使个体获得更大收益，在竞争资源中具有适应优势。而脑科学领域则运用fMRI、TMS等技术探讨了判断的精确性与前额叶的某些脑区域或结构的关系。未来研究有待结合进化适应的现实解释性、脑科学发现的临床应用等角度展开。

家庭因素中父母情感温暖、文化性与责任心对大学生职业决策自我效能的中介与中介调节研究/侯春娜，伍麟，刘志军//心理科学.-2013,36(1).-103~108

　　目的：探讨大学生家庭因素中父母情感温暖教养方式、文化性家庭环境与责任心对职业决策自我效能的中介效应与中介调节效应。方法：采用责任心量表、职业决策自我效能量表、父母教养方式评价量表和家庭环境量表，对大学四个年级1207名学生进行测量，运用SPSS12.0、AMOS17.0对数据进行统计分析。结果：（1）父母情感温暖通过责任心对大学生职业决策自我效能具有稳定而持久的间接作用。（2）文化性作为父母情感温暖的调节变量，其与父母情感温暖的交互作用对责任心具有明显的预测作用，并通过责任心中介变量，对大学生职业决策自我效能产生稳定而持久的间接作用。

父母教养方式与双元孝道、普遍尊老的关系/李启明//心理科学.-2013,36(1).-128~133

　　通过对536名大学生的问卷调查，探讨了父母教养斥式与双元孝道及普遍尊老的关系。结果显示：（1）父母关爱性教养方式与互惠性孝道、父母控制性教养方式与权威性孝道之间存在显著正相关；（2）权威性孝道在父母控制性教养方式和普遍尊老之间起中介作用，父母关爱性教养方式对互惠性孝道和普遍尊老具有直接显著正向预测预测作用，互惠性孝道在母亲的情感温暖与普遍尊老之间起中介作用，权威性孝道分别在父亲的惩罚和严厉、母亲的惩罚和严厉与普遍尊老之间都起中介作用。

情绪、性别和方案数量对危机决策的影响/王光荣//心理科学.-2013,36(1).-188~193

本研究采用实验和问卷相结合的方法,探讨了愤怒和恐惧情绪及不同的方案数量对危机决策的影响,并分析了该效应的性别差异。研究结果表明:(1)恐惧情绪下被试的危机决策时间显著长于其在愤怒情绪下的危机决策时间,且情绪和性别变量在危机决策时间上存在显著的交互作用;(2)女性在恐惧情绪下的危机决策时间显著长于其在愤怒情绪下的危机决策时间,且显著地长于男性的危机决策时间。同时,男性对其危机决策的满意程度显著高于女性,且情绪变量和性别变量在危机决策自信程度指标上存在显著的交互作用;(3)随着方案数量的增加,尤其当方案数量为4时,被试的危机决策时间较其他两种情况显著增长。该研究结果可为各类突发性危机事件的管理与决策提供依据。

江苏省职业学校心理健康教育课程调查报告/叶亮//职教通讯.-2013(3).-20~23

以自编问卷形式,对江苏省10所开设心理健康教育课程的中等职业学校和五年制高等职业学校,以班级为单位进行整群抽样调查,就教材信息、教师素质、教学形式、课堂感受、学习效果与课程认识、学习要求、教材内容与编排、教师教学等方面内容进行调查与分析。根据调查结果,提出以下建议:心理健康课程的教学应是活动课程取向;教材编写和教学内容要充分考虑学生实际需要;加强案例教学、游戏教学和直观教学;教师要有爱心和亲和力,掌握心理疏导的方法。

大学生的冒险性与创业意向的关系:感知的创业文化的调节作用/李海垒,宫燕明,张文新//心理发展与教育.-2013,29(2).-152~158

为探讨大学生的冒险性、感知的创业文化与创业意向之间的关系,采用Kogan—Wallach困境选择问卷(CDQ)、感知的创业文化问卷和大学生创业意向量表调查了 996 名大一至大四年级学生。结果表明:男大学生的创业目标意向和创业执行意向水平均显著高于女大学生;冒险性、感知的创业文化能够直接正向预测大学生的创业目标意向;感知的创业文化能够调节冒险性与创业目标意向之间的关系,具体来讲,对于感知的创业文化水平较高的大学生,冒险性能够积极预测创业目标意向,而对于感知的创业文化水平较低的大学生,冒险性与创业目标意向之间不存在联系。

大学生心理控制源与内疚感和羞耻感对反事实思维的影响 / 高学德 // 心理发展与教育.-2013,29(2).-159~165

研究以 128 名大学生为研究对象,采用 2(心理控制源:外控型、内控型)×2(自我道德感:内疚感、羞耻感)两因素被试问实验设计,考察了外控和内控大学生在内疚感和羞耻感两种不同的自我道德情景下反事实思维内容的差异。结果表明:(1)心理控制源对大学生反事实思维不同内容的诱发具有重要的影响:外控者更倾向于产生行为和情境导向的反事实思维,而内控者更倾向于产生自我导向的反事实思维。内疚感和羞耻感对大学生反事实思维内容的产生没有直接的影响;(2)反事实思维内容的产生受到了心理控制源与内疚感和羞耻感两种自我道德情感的交互影响:外控者在羞耻感的启动条件下比在内疚感的启动条件下表现出了更多的行为和情境导向的反事实思维,而内控者在内疚感的启动条件下比在羞耻感的条件下表现出了更多的自我导向的反事实思维。研究结果有助于解释以中西方不同被试而得出的内疚感和羞耻感与反事实思维关系的矛盾结论。

自尊水平、事件效价与时距对过去事件时距估计的影响/尧国靖//心理发展与教育.-2013,29(1).-18~22

在西方文化背景下提出的时间自我评价理论认为,人们为了维护当前积极自尊,主观上会远离过去失败而亲近过去成功。本研究采用线段评估法,选取 311 名中国大学生被试,通过两个实验考察自尊水平、事件效价与时距对过去事件时距估计的影响,以检验该理论的文化普适性。结果表明:对过去事件的时距估计,自尊水平、事件效价及其交互作用在同一时距里均不存在显著差异;时距的主效应及其与事件效价的交互作用均显著,在负效价水平上存在显著时距差异,在正效价水平上无显著时距差异。研究结果不支持基于西方文化背景下的时间自我评价理论。

大学生感恩内隐效应的实验研究/何安明,刘华山,惠秋平//心理发展与教育.-2013,29(1).-23~30

研究探讨内隐联想测验(Implicit Association Test,IAT)和 Go / No—go 联想任务测验(Go / No—go Association Task,GNAT)测量大学生感恩的可行性,并分析内隐感恩与外显感恩的关系。预备性研究从现代汉语字典中挑选自我词 / 他人词各 16 个,从汉语成语大辞典中挑选出与感恩相关的积极词 / 消极词各 20 个,根据 65 位大学生的评定结果筛选出自我词 / 他人词各 8 个,积极词 / 消极词各 8 个,用于正式研究。正式研究采用 IAT、GNAT 感恩测量程序和青少年感恩量表(Adolescent Gratitude Scale,AGS),对 155 名大学生同时进行 IAT、GNAT 及外显感恩的测量。结果发现:(1)大学生普遍具有积极的内隐感恩,内隐感恩不存在性别、生源地和独生与否等人口统计学指标上的显著差异;(2)大学生的内隐感恩与外显感恩相关不显著,是两个不同的建构;(3)采用 IAT 和 GNAT 研究感恩是可行的。

现实利他行为与网络利他行为：网络社会支持的作用/郑显亮//心理发展与教育.-2013,29(1).-31~37

以 366 名大学生为被试，采用大学生网络利他行为量表、青少年网络社会支持问卷和大学生利他行为问卷，考察网络社会支持在现实利他行为与网络利他行为关系中的中介作用和调节作用。结果表明：（1）大学生网络利他行为的总平均分显著低于中等临界值，而现实利他行为和网络社会支持的总平均分显著高于中等临界值。（2）现实利他行为、网络社会支持与网络利他行为存在显著的正相关。（3）网络社会支持在现实利他行为与网络利他行为关系间起着完全中介作用。（4）网络社会支持对现实利他行为与网络利他行为的关系又具有调节作用，现实利他行为对网络利他行为的影响在高网络社会支持的个体中要比低网络社会支持的个体更明显。

大学生的心理韧性及其与积极情绪、幸福感的关系/心王永//理发展与教育.-2013,29(1).-94~100

以 207 名大学生为被试，采用心理韧性量表（CD～RISC）、积极情感量表（PAS）和总体幸福感量表（GWB）进行了为期 9 周的追踪测查，考察大学生心理韧性的特性及其与积极情绪和幸福感的关系。结果表明：（1）大学生的心理韧性具有一定的稳定性；（2）心理韧性与积极情绪显著正相关，积极情绪可以预测 9 周后的心理韧性；（3）心理韧性可以预测幸福感，积极情绪在该路径中起部分中介作用。

科学创造力与艺术创造力：启动效应及领域影响/衣新发//心理科学进展.-2013,21(1).-22~30

如何有效地提升创造力，是创造力研究和实践领域的核心问题之一。而对创造力表达及其影响机制的把握则是创造力提升的必要前提。本研究计划通过实施科学创造力及艺术创造力的启动实验，以不同专业大学生为被试，来探索科学创造力和艺术创造力表达的个体心理机制，及外部影响的作用模式，从而厘清在动机启动、样例启动和自我启动之间，究竟何种启动模式对创造力的表达最为有效；进而，通过对来自理工科和艺术专业领域评分者对科学创造力及艺术创造力作品的评分比较，来考查两种创造力模式间可能存在的领域影响。经由以上的探究，试图为科学与艺术创造力的发展与促进提供科学依据和建构理论框架。

学经济学降低人际信任？经济类专业学习对大学生人际信任的影响/辛自强,窦东徽,陈超//心理科学进展.-2013,21(1).-31~36

本研究试图证明，经济类专业学习会降低大学生的人际信任。研究者测量了某财经类重点高校经济类和非经济类专业的大一和大三共 290 名本科生的人际信任水平，发现专业类型和年级存在显著交互作用,大一的经济类学生和非经济类学生在人际信任水平上无显著差异，而大三的经济类学生在人际信任水平上却显著低于非经济类专业。这说明经济类专业学习时间的增加可能是学生人际信任水平下降的原因，可能的机制是,学习经济学会使个体逐渐接受和认同 " 理性人假设 " 所包含的人性观点,认为他人的行为都是基于自私和功利的目的。

大学生学习挫折的现状调查与对策分析/杨秀君//高教探索.-2013,(1).-125~128

学习挫折是大学生最容易遇到的挫折之一，但当前相关的实证研究还较为缺乏。该研究运用学习挫折量表对大学生学习挫折现状进行了调查。研究结果表明：从总体上看，大学生的学习挫折差异较大；大学生学习挫折在不同年级、不同性别、不同专业、是否学生干部等方面存在显著差异，而在不同家庭来源、是否独生子女上并无显著差异。在实证调查的基础上，该研究提出了相应的教育对策。

6 课程与教学论

职业教育校内生产性实训基地运行浅探/张震//中国职业技术教育.-2013,(2).-57~59

本文认为运行好生产性实训基地，关键是做好"投入—产出"分析。目前，按照生产性实训基地的成长过程. 这种分析分为初期扶持、收支平衡、成本分担三个阶段。初期扶植重在孵化转型，收支平衡重在成立公司. 成本分担重在建立市场机制。未来，生产性实训基地的发展将向校企共建和公共实训基地两个方向发展。

以提高质量为核心加强国家精品开放课程建设/张大良//中国高教研究.-2013,(1).-6~11

党的十八大对办好中国特色社会主义高等教育提出了新要求、做出了新部署。十八大报告强调"把立德树人作为教育的根本任务"、"培养学生社会责任感、创新精神、实践能力"、"深化教育领域综合改革"、"推动高等教育内涵式发展". 为我国高等教育在新的历史时期深化改革、科学发展进一步指明了方向，提出了更高要求。

高职教育课程质量评价指标研究/徐国庆//中国高教研究.-2013,(2).-89~93

随着高职教育课程建设行为的日益复杂. 高职教育课程质量评价逐步要求脱离教学评价与学业评价而成为一个独立的评价领域。其评价指标的构建可以需求、结构、内容、条件与实施这五个要素为基本框架。这五个要素既相互独立

又有着严密的内在逻辑关系,是体现高职教育课程质量的关键要素。为提高评价效度,还须结合实际进一步确定这五大要素中能真正反映高职教育课程质量的关键指标。

我国大学课程教学回应式评价方式取向的省思/赵庆荣//中国高教研究.-2013,(3).-102~106

目前,我国大学课程教学评价更多地趋向于基于"绩效责任"的"教学问责",这种教学评价方法是一种"评定",其缺陷表现在用常模参数对评价指标进行量化,是静态、孤立、有失评价伦理标准的评价。Stake所主张的以自我导向为出发点,强调评价客体及利害关系人参与,充分分析吸收各方意见,经过讨论推理形成为评价客体及利害关系人服务的替代性经验的回应式评价可以摒弃其局限性,是可应用于某一具体大学、某一具体课程的教学评价。

导师制教学对职业技术教育的启示/黄文博//职业技术教育.-2013,(2).-45~47

导师制教学作为一种源于牛津大学的精英教学模式,在教学形式、教学理念等方面对职业技术教育颇具启示意义。就教学形式而言,导师制教学的小规模交流可为职业技术教育改进传统授课模式提供新思路,创立一种集对话、诊断性提问、辩难于一体的微格教学模式;就教学理念来说,导师制教学所体现的自由理性精神、探究意识、情感关怀可为职业技术教育加强动态教学和理性引导、强化"技术—理论"的对位深究习惯、引入以亲情和责任为基础的人文教育观等提供有益的参考。

生成性课程理念下的高等职业教育专业课程群设计/董昊悦//职业技术教育.-2013,(4).-41~45

基于生成性课程理念构建专业课程群是提升高等职业院校整体办学质量的重要举措。由于教学活动不论从本体上还是价值上均需要生成于特定情境下的教学交往,人们需要将生成性课程作为推动学校课程建设与发展的理论基础。从强化专业教育资源的建设和尊重学习主体的教育选择出发,构建开放的选课学分机制,乃是高等职业院校在课程制操作平台上推进专业课程群建设与优化的必然选择。

职业教育的有效教学:基本理论范式/李玉静//职业技术教育.-2013,(4).-1~1

教学改革一直是我国职教发展中的重点和难点问题。然而,多年来,在职业院校的教学改革实践中,我国主要以借鉴国外的教学理念为主,如德国的"行动导向教学"、英国的能力本位教学等,为我们所熟知。在目前职业教育进入以完善体系、形成特色为主要目标的发展阶段,我国亟需建设自己的职业教育教学理论范式。

基于"知识+技能"的高职教学模式建构/吴曙光//职业技术教育.-2013,(5).-29~31

高职院校在人才培养过程中存在知识传授与技能训练分离、忽视知识与技能的核心关系、教材不能及时更新、教学设计忽略知识与技能的结合等问题。构建"知识+技能"教学模式,要注重四个关键要素,即教学观念、教材、教学场所和教学设计,四要素是一个整体,不可分割,且相互影响。

典型国家职教教师课程开发能力培养的经验与借鉴/何应林//职教论坛.-2013,(1).-88~91

我国职业教育教师课程开发能力的整体状况不容乐观,而且现有与职业教育教师课程开发能力培养相关的研究成果数量较少,针对性和可操作性不强,难以为职业教育教师课程开发能力培养提供指导。文章从职业教育教师课程开发能力培养的主体、内容、方法和评价方法四个方面对德国、澳大利亚和美国三个典型国家职业教育教师课程开发能力培养的经验进行了梳理,以期为我国职业教育教师课程开发能力培养提供一些借鉴。

教师的课程理解及其向教学行为的转化/程良宏//全球教育展望.-2013,(1).-113~120

"后课改时代",教师的课程理解逐渐成为人们关注的重要视点。文章认为,当下教师的课程理解大抵由积极健全的课程主体自觉、日常课程教学批判创造和"实践理论"构建构成。而培育教师的问题自觉及对教学的自我反思习惯,加强对教师培训者和教师自身转化意识的培养,借助"他者"的声音完善自己的课程教学是教师的课程理解向教学行为转化的可能路向。

促进理解性学习的课程和教学设计原则/陈家刚//全球教育展望.-2013,(1).-53~61

知识经济时代要求学习中注重对复杂概念形成深刻的概念性理解,理解性学习从而成为学界的普遍价值追求。另一方面,过去几十年对人类学习的研究产生了许多新的认识,并提出了促进理解的学习原则。本文基于这些原则,探讨了课程和教学的基本设计原则,并通过对美国国际文凭项目(IB)数学和科学课程的剖析,揭示了这些设计中应注意的一些经验教训,这对我国教育也有诸多启示。

我国教师的教学方法及其对学生数学成绩和问题解决能力的影响/郑太年,王美//全球教育展望.-2013,(2).-34~44

本研究以对我国不同地区五个主要省会城市60所学校的581名教师的问卷调查和对这些学校中5066名学生的数学能力和问题解决能力的测试结果为基础,分析了我国教师

的教学方法及其对学生数学成绩和问题解决能力的影响。研究表明,我国的课堂教学基本上采用的是较为传统的方法,讲授法(教师主导)是最主要的教学方法,教师应用计算机主要是为了播放讲义。与此相适应,教师对于课程标准和上级部门指定教材较多采取一种认同和接受的态度。研究通过多元回归分析,发现课程、教学资源、教师的计算机应用、上级部门指定的教材、讲授教学法、讨论教学法对于数学成绩和问题解决能力的影响总体上显著,但是,对于不同城市而言,影响学生数学成绩和问题解决能力的因素及这些因素的显著性存在着差异。

学校的课程统整:从课程管理到课程领导/吴国平//全球教育展望.-2013,(2).-54~62

在学校层面上进行课程统整,不仅是学校谋求自身发展的需要,也是课程实践的内在逻辑,它应成为基础教育中各级各类学校寻求自身发展所依赖的共同经验。要充分达成课程统整的功能,需要从课程管理的计划和控制之外找到战略——课程领导,即以学校为场域,通过愿景引领、目标设定、协调激励、评价保障等要项,以使学校体系能达成增进学生学习品质的目标。

高等职业院校教育教学质量探析/王建平,常从淼,王洪林//教育与职业.-2013,(9).-29~30

随着高等职业教育进入全面质量提升的历史新阶段,正确树立以提高质量为核心的教育发展观,把提高教育教学质量作为今后一个时期高职教育改革与发展的中心任务,是促进高等职业教育持续健康发展的根本保证。文章从几方面探讨了高等职业院校教育教学质量提升应重点进行的改革和建设。

本科教学水平评估视角下的高校教学基本状态数据库建设/胡海建//高教探索.-2013,(1).-10~12

教学基本状态数据是反映高校教学工作运行状况和教育质量的重要依据之一,也是一所高校的办学水平、办学实力的重要体现。建立校级的教学基本状态数据库系统,并以此为平台服务于本科教学水平评估工作,将更有利于提升学校的管理水平,增强大学在教育改革中的内涵建设与核心竞争力。

课程评价介入:有效促进高校心理健康教育/吴菁//黑龙江高教研究.-2013,31(3).-132~134

心理健康教育课程是高校普及心理健康教育的重要手段,当前,从教育部到各省市自治区对心理健康教育都非常重视,大部分高校开设了心理健康教育必修、必选或选修课程。心理课程评价是指导高校心理健康课程发展的有效杠杆,也是完善心理健康教育课程设计、改进教学方法、提高教学效果的有效途径。心理健康教育课程的评价方法主要/档案袋法、心理测试法、调查问卷法等。

论学科发展与专业课教学的有机融合/秦小刚//黑龙江高教研究.-2013,31(3).-192~194

高校的专业课教学阶段应当和本学科的最新发展紧密结合,让学生多了解本学科的最新发展动态。这对手学生提高学习积极性与创造性,学好专业课程,高质量地完成毕业论文(设计)以及以后的就业选择都有一定的益处。

提高教学质量必须重视教学的三大因素/冯渊//江苏高教.-2013,(1).-48~49

我国高等教育发展的重心已经转向质量内涵建设,而提高教学质量离不开教师的教和学生的学,特别是关注学生的学习即将成为新一轮教学模式改革的重点。因而既要重视教的资源建设,也要注重学的资源建设,更要关注教和学的协调发展。

高校青年教师提高教学质量的途径/杭慧//江苏高教.-2013,(1).-84~85

目前,高校教师队伍日趋年轻化,因此如何提高青年教师教学质量已成为一个非常重要的问题。文章从青年教师自身、学校角度、学院角度三方面探讨了新形势下提高高校青年教师教学质量的途径。

高职教育课程资源库建设初探/汪晓璐//江苏高教.-2013,(1).-107~108

以服务国内不同地域的高端技能型专门人才培养的个性化需求、承载泛在网技术背景下高等职业教育新型教学管理功能为建设宗旨,通过校企深度合作的长效运行机制,按照国家关于高职教育教学资源库建设标准,多元共建基于职业岗位标准和典型工作任务分析的项目化、通用性、开放式、共享式的课程资源库建设。

高校教师教学权利的形态、根源及发展路径/刘冬梅//教师教育研究.-2013,25(2).-8~11

教师教学权利是教师基于特定职业身份所依法享有的自主进行教学活动的权利。从历史的角度看,高校教师的教学权利历经自然权利到法定权利的不同形态,教师的从业资格也经历了一个逐步专业化的演变历程。现代高校教师教学权利是公共性权利和专业性权利的统一体,是一种复合型权利。

高等学校课程:走向"学生课程"/母小勇//教师教育研究.-2013,25(2).-33~37

"国家课程"与"学校课程"都是"预期的"、"未完成的课程"。只有高等学校课程成为"学生课程",实现了大学生的"自我扬弃"和"自我超越",它才成为"完成的课程"。当高等学校课程成为"学生课程",每一个大学生都不仅仅有自己的学科与专业,更重要的是有了属于自己的独特的课程体系,有了自己独特的知识结构、技能结、文化视界、科学与人文精神、个人修养等。

教学文化的结构要素及其对学业成绩的影响效应研究/徐志勇,周瑞,赵美艳//教师教育研究.-2013,25(1).-41~48

采用结构方程模型（SEM）研究教学文化（culture ；of ；teaching）的结构要素及其对学生学业成绩的影响效应。主要有以下发现：第一,教学的有效性（effective ；teaching）、学生的参与性（student ；engagement）和学习的主动性（learning ；motivation）是描述教学文化的有效要素。第二,教学文化的各结构要素与学业成绩具有显著相关性。第三,教学文化结构要素对学业成绩具有层次性影响关系：教学的有效性和学生的参与性对学习的主动性具有直接显著影响效应；学习的主动性对学生的学业成绩具有显著的直接影响效应；学习的主动性在教学的有效性、学生的参与性与学生学业成绩之间存在着显著的中介性影响效应；而教学的有效性、学生的参与性两个变量对学业成绩不存在显著的直接影响效应。本研究运用实证数据揭示了教学文化发生作用的动力机制,提出构建良性的教学文化必须以提高教学的有效性为前提,以提高学生学习的主动性为中心,通过提升教与学的品质,促进学生内生性的、可持续的发展。

课程与教学论：文化学研究的"学科之眼"/金志远//教育理论与实践.-2013,(3).-53~56

课程与教学论的文化学研究有着不同于哲学、心理学、社会学研究的独特的"学科之眼"。课程与教学论的文化学研究的"学科之眼"主要体现在背景、整体、价值、差异、群体、他者、多元、非主流和主流等视角。

从演绎到归纳：教学论的知识转型/王鉴//教育理论与实践.-2013,(2).-45~48

教学论学科在发展过程中呈现出两种理论体系,一种是以演绎为主的逻辑体系,另一种是以归纳为主的经验体系。目前,我国教学论的发展现状是以演绎体系为主流,少有归纳体系,导致教学论的知识远离教学实践。事实上,这两种知识体系之间是密切相关的：归纳体系为教学论提供"源头活水",演绎体系为教学论构建"高楼大厦"；没有演绎的归纳只能是一种经验总结。教学论的知识转型就是要引导更多的研究者从演绎式的理论构建走入归纳式的实践研究,进而为教学论的丰富与完善提供研究成果。

比较教学论：21世纪比较教育学发展的一个重要领域/丁邦平//教育研究.-2013,(3).-12~19

比较教学论是我国改革开放30年比较教育学重建以来的重点研究领域之一,在21世纪我国比较教育学需要继续扩展和深化比较教学论研究,并通过跨文化比较研究各国的教学论以及当前教学与课程改革的经验与教训,突破和超越以往我国以单纯引进和介绍外国教学论和教学改革经验为特征的比较教学论研究,为我国课程和教学改革与发展提供强有力的教育学知识基础。比较教学论也是世纪之交在国际比较教育学界兴起的一个新兴的重点研究领域。国际比较教育学界重新关注和重视"学校内部的事情",并由此形成比较教

论高校精品课程长效管理机制的建构/张红梅,刘佳龙,李朝晖//教育与职业.-2013,(8).-114~115

文章从深化高校课程改革、提升课程建设质量、强化精品课程发展三个角度探讨了精品课程长效管理机制的意义,从建构精品课程理论基础、加强精品课程师资建设、保障精品课程良好发展、调动教师积极参与、实现优质网络资源共享等方面阐释了精品课程长效管理机制的建构策略。学论这一新的重点研究领域,这是全球化与知识经济时代各国重视教育质量这一现实需要的反映。

课程内容的构成要素、组织原则及其结构研究/孙泽文//内蒙古师范大学学报：教育科学版.-2013,(2).-60~63

课程内容的构成要素、组织原则与结构形式是课程改革中的核心问题。由于课程内容由知识、技能和情感、态度与价值观以及科目等要素构成,只有在遵循"连续性"、"顺序性"和"整合性"三个组织原则"的基础上,采用纵向与横向、逻辑与心理、直线与螺旋等结构形式编排,才能构建出"符合素质教育要求并体现时代精神"的课程体系。

混合式学习环境下教师教学行为的建构/赵嵬//内蒙古师范大学学报：教育科学版.-2013,(2).-64~66

传统面对面的课堂学习与非面对面的网络化学习相结合的混合式学习环境已被广泛应用于当前的教学中,引发了教学行为的相应改变。规范和改善教学行为,对提高教学效果、促进教师专业发展有着重要的推动作用。

孔子的"教学不复论"新探/肖建云//内蒙古师范大学学报：教育科学版.-2013,(2).-69~71

孔子的"教学不复论"，不是指学生不能心愤口悱，就不要启发，不能举一反三，就不要复告；而是指不刺激便不能启发，不疑虑便没有发现，指出桌子一个角，不知道还有另外三个角，就不再"行故道"（用老方法）了。

《易经》课程教学方法探析/李鹏//内蒙古师范大学学报：教育科学版.-2013,(2).-72~74

近年来《易经》课程已被逐步引进中学和高校的讲坛，成为弘扬传统文化、传播国学的重要题材，因此对《易经》课程教学方法问题的探讨与研究愈发显得重要。《易经》教学的关键是要把握五个要素，即思维方式的转变是教学的关键，宇宙观是教学基础，体例和结构是教学的路径，内容的选择是教学的重点，品德的提升和行为的理性化是教学的目标。只有这样，才能使学生通过学习《易经》知识，最终达到获得对今后的学习、工作和生活诸多启发的目的。

课程史研究的理论构想/夏永庚//全球教育展望.-2013,(3).-39~47

课程史研究在西方已有比较充分的发展，而在我国则一直处于相对自发的状态。课程史研究能够为理解课程现象及问题提供完整的图像，为当下的课程实践提供智慧资源，因此需要引起课程学者的足够重视，并进行积极的理论研究。特别是，课程史研究需要坚持积极史观，拒绝"无历史"和"反历史"的倾向，有选择地采用批判论述分析、比较研究、俗民志、传记和口述史等方法开展课程史当中的学科史、课程思想史、课程改革史等专题研究。

发展性课堂教学评价指标体系：构建思路及示例/刘华//全球教育展望.-2013,(3).-48~56

发展性课堂教学是以学生发展为本的教学。构建其科学合理评价指标体系，对于有力推进课堂教学改革，落实素质教育目标具有重要意义。由于目前发展性课堂教学评价指标体系存在根本缺陷，我们需要确立新的构建思路，以反映课堂教学的客观结构及发展性学习的内在规律。

大学有效教学：目标、要素及实现可能——一种过程哲学的审视/魏善春//现代大学教育.-2013,(1).-35~40

大学有效教学是教师的创造性教学与学生的主动性学习相统一的过程。从过程哲学的视角分析大学的课程、教学与管理，"以问题解决为中心的知识习得"和"以创新思维为导向的师生发展"成为大学有效教学的目标归属；问题共同体、具有较高学科研究水平和教学学术修养的教师、具有独立思考能力并富有探究精神的学生以及"我—你"的师生关系成为影响大学教学成效的重要因素。通过引导社会公众的价值理想、营造支持有效教学的大学管理文化，以及关注大学课程与教学改革等措施，使大学有效教学成为可能，实现大学在人类知识和追求生命的热情之间搭建桥梁的责任与功能。

浅析教学改革对我国教育体制变化的影响/韦云//中国成人教育.-2013,(4).-16~17

通过对我国教育体制和教学改革的概念理解，结合我国教育体制的现状，总结出教学改革与教育体制的变化呈现出相辅相成、相互促进、互相影响的关系。基于这些因素得出教学改革对我国教育体制变化的影响有以下几个方面：教学改革是教育体制变化的向导；教学改革导致教育体制变化；教学改革促进教育体制的现代化；教学改革促进教育体制变化与国际接轨。教育水平的发展，教育质量的提高，对整个国家的发展有着非常重要的意义。

7 教师教育

职业教育教师专业标准的内涵及内容架构/孙翠香//中国职业技术教育.-2013,(3).-51~55

职业教育教师专业标准的缺失，已成为职教教师专业发展的一个重要症结。从本质上讲，职教教师专业标准指职教教师作为一个具有一定特征的群体、或一种具有一定特征的职业，要达到"专业性"水平应该具有的关键属性和关键要素；或者是指职教教师，作为个体要达到"专业性"水平而应具有的内在素质结构。基于此，职教教师专业标准的内容架构，应是包含"专业伦理和专业信念"、"专业知识"、"专业能力"和"专业实践"在内的"三维一体"的动态开放内容体系。

教师教育课程标准研究现状与展望/郭平//中国高教研究.-2013,(1).-86~89

近年来教师教育课程研究备受关注。为进一步深入研究教师教育课程标准。有必要对近年来的研究做一梳理。近年来的研究可概括为教师教育课程标准的理论研究和教师教育课程标准的解读与实施研究两大部分。未来教师教育课程标准的研究将沿两个方向展开：一是深入研究"标准"的实施，二是研究教师教育课程标准的修改和完善。

高校教师教育技术培训系统的建设/陆宏,王倩,李红//中国成人教育.-2013,(2).-48~50

文章首先介绍了建设高校教师教育技术培训系统的原因，然后探讨了培训系统的设计基础与理念，以及培训系统的模块功能与维护运行策略。

香港教师教育的特点与优势/李秀娟//当代教育科学.-2013,(1).-25~27

香港教师教育经过几十年的努力，特别是最近十几年的改革与发展，已形成了自己的特点和优势。在教师职前教育方面，教育模式高层次、多元化，课程设置灵活，教学方法多样，理论联系实践，强化"学校体验"；在教师在职教育方面，其混合型的教师教育机构设置，全面的教师在职教育制度及注重教师专业发展等．都自成一格。

教师教育个人选择意愿的现实分析/马艳芬//当代教育科学.-2013,(1).-28~31

受教育者的意愿、需求、状态、目标等因素是影响甚至决定教育效果的关键因素。选择是他们诸多诉求的集中表达。研究通过对教师职业魅力、师范院校招生、师范专业就业三个维度分析教师教育的加个人选择意愿，以期从教师需求和职业发展立场为教师教育改革提供借鉴。

巴西教师教育的发展及启示/李文莉//国家教育行政学院学报.-2013,(1).-87~90

教师教育政策是影响教师专业发展的重要因素，因此对教师教育政策的研究具有十分重要的意义。巴西形成了较为完善的教师资格制度，实行激励机制促进教师教育发展，并不断创新理念，取得了一定的成效，为我国教师教育改革提供借鉴。

历史比较：教师教育大学化研究的新范式/胡玲翠//黑龙江高教研究.-2013,31(3).-20~23

不同研究者对教师教育大学化研究的侧重点不同，结论也有所不同，从历史比较的视角对教师教育大学化研究现状进行梳理，提出用历史比较的方法研究教师教育大学化问题的基本思路，构建了历史比较法研究教师教育大学化问题的理论框架。力图在分析教师教育大学化的同一性的同时，对我国教师教育大学化趋势提出基本假设。

学校公共生活中的教师：教师作为公民实践的范型/刘铁芳//教师教育研究.-,2013,25(2).-1~7

学校公共生活的开启与公共价值的实现都离不开教师，教师的学校生活实践本身就应该成为公民实践的范型，成为开启学生公共生活视野的精神窗 E1 和直接依据。教师作为公民实践的范型主要体现在日常教育生活中对学生的理解、指导与解放，师生平等交往与学校公共生活共同体的形成。教师置身其中，秉持爱与正义的德性，保持日常生活中足够的价值自觉，持守从个体自身出发的教育实践，尤其而显明教师自身作为公民人格的示范。教师自身的公共实践与公民人格本身就是最好的公民教科书。

法国教师教育改革的主要措施与基本经验/苟顺明//教师教育研究.-2013,25(2).-91~96

在过去的20多年里，法国对教师教育进行了大刀阔斧的改革，不仅建立了专门化的教师教育机构和统一而严格的教师资格证书制度，而且不断改革教师教育课程与教学、提高教师培养的层次和专业知能、完善教师教育相关法令法规。法国在推进教师教育改革的过程中积累了一些有益的经验。

教育改革背景下的教师专业性与教师责任/芦乃桂//教师教育研究.-2013,25(1).-1~5

教育改革不仅影响了学校教育的运作方式，也改变了工作于其中的教师的专业性及其责任承担。管理主义的专业性、商业式的专业性，正在取代建立于知识、自主与伦理基础上的传统专业性。作为专业性之核心的教师责任在变革中亦发生着增加、加剧、缩小等变化。考察教师专业性作为地方性概念及教师自身建构的概念，是宏观视角下的备择路径。对教师责任的理解，则需要引入共享责任的观点。

教师教育的新展望：迈向博雅精神的新时代/姜勇//教师教育研究.-2013,25(1).-6~10

近年来，教师教育改革取得了极大成就，但同样也面临着一些困境。困境突出体现在，受到工具理性主义的影响，我们对教师教育的立场存在着模糊与误解，执着于技术理性取向的教师教育观，而忽视了教师教育所应具有的"博雅"传统。博雅精神的教师教育更关注作为"人"的教育者，要想成为优秀的教育者，必然置放在"幸福"、"自由"、"德性"这一本质意义来理解儿童，理解教育。因此，任何有助于养成儿童之为完全人格、幸福人生、自主意识、德性伦理等方面的熏陶与涵养的功夫均是教师教育必然要考虑的内容。迈向博雅精神新时代的教师教育主要有三层境界，即意识境界、德性境界和心灵境界。意识境界追寻的是成为教育者的"独立之精神，自由之思想"的民主教育精神，德性境界寻绎的是教育者的"内心之修养，穷神之知化"的人文伦理精神，心灵境界上达的则是教育者的"大全之所悟，天地之参化"的人生幸福精神。

**新时期高师院校教师教育专业化培养机制论析
——基于教师教育系列改革政策的解读**/陈奕//内蒙古师范大学学报：教育科学版.-2013,(2).-48~50

教师教育是高师院校培养基础教育师资的重要保障。新时期，国家颁布了一系列教师教育改革政策文件，明确了教师教育发展方向和目标，赋予高师院校新的历史使命。高师院校可通过发挥教研室的引领示范，理论课程的优化调整，实践课程平台的搭建，教学方法手段的改革及教育教学资源的整合等举措，构建教师教育专业化培养机制。

研究型大学教师同行评议中的三对关系/高军//现代教育管理.-2013,(1).-80~84

同行评议是研究型大学教师聘任中的一个重要程序,其结论对于教师是否能够得到聘任、职称能否得到晋升具有决定性意义。在我国研究型大学教师同行评议的过程中,内部评议与外部评议、资格审查与同行评议、量化评价与同行评议是尤其需要注意的三对矛盾关系。

我国教师教育院校的构成现状/赵英//现代教育管理.-2013,(1).-85~90

20世纪90年代末以来,我国的教师教育体系开启了由封闭向开放的转型进程,至今已形成由师范院校与非师范院校共同参与的开放的教师教育体系。构成这一体系的教师教育院校在总体上呈现出多元、多类、多层的特征,在院校类型上分为师范院校和非师范院校两类,在培养层次上包括研究生、本科、专科和中职等四个层次,在区域分布上东部、中部、西部差异明显。

教师专业发展的素质文化方略/丁念金//全球教育展望.-2013,(3).-66~72

教师专业发展的素质文化方略是一种以人的素质发展为主导文化价值导向的全局性的方法策略。其基础有:马克思主义思想基础;中国传统文化基础;现实基础。其意义有:为教师专业发展提供持久的内在动力;增进教师的幸福;促进整个人类文化的提升;促进世界美好化的进程。其构成有:素质文化精神建设方略;素质发展行为引导方略; 素质发展行为引导方略;素质发展制度建设方略;素质发展思想建设方略;素质发展的社会心理气氛营造方略。其实施条件主要有:全社会对素质发展达到高度的文化自觉;明确和谐社会的素质文化基础;延续和更新中华文化中的最高价值;系统地研究素质文化。

变化着的工作世界与职教师资培养/王琴//职教论坛.-2013,(1).-56~60

产业结构的调整和行业技术的升级,引发工作世界的变革,不少职业岗位技能的内涵和外延经常处于分化与复合、提升与发展等变化之中。而我国职教师资队伍的素质尚不能适应未来技能人才培养的要求,有必要改进职教教师的招聘机制,完善职业学校文化课教师专业技术资格评价制度,加强兼职教师的聘任和管理,改进职教师资培训内容,为专业教师定期到企业调研、研发、实践锻炼提供保障。

8 研究生教育

我国数学学科博士职业发展研究/庄丽君//高等工程教育研究.-2013,(1);115~121

本研究以北京大学和南开大学1983-2005年期间毕业的数学学科博士为研究对象,从毕业去向和变化趋势、获得高级职称的时间以及职业迁移情况等三方面对其首次就业和职业发展进行了专门研究,据此分析和总结了我国数学学科博士的就业情况和职业发展特点。

国外留学经历与大学工科生创造力的关系研究/郑尧丽,陈劲,周盈盈//高等工程教育研究.-2013,(1);122~126

本文以中国目前在外的工程类留学生、有过对外交流经历的大学工科生,以及从未有过留学经历的大学工科生为研究对象,根据295份有效问卷以及与部分学生的访谈记录,以定量研究为主,分析外国留学经历与大学工科生创造力的关系。研究结果表明:有过对外交流经历的大学工科生创造力水平最高,外国留学经历对大学工科生创造力产生正面影响。此外,在本研究测评学习经历的各项因子中,课外活动对创造力的影响最为显著;对于长期在外留学的工程类学生来说,跨文化适应情况对创造力的影响最为显著。

研究生科研能力结构模型的构建及胜任特征分析/陈木龙//高教探索.-2013,(1).-100~104

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

我国研究生教育的国际影响力/王战军//国家教育行政学院学报.-2013,(2).-16~19

我国已步入世界研究生教育大国行列,研究生培养规模不断扩大,培养制度不断完善,培养质量不断提高,国际影响力不断提升。当前,研究生教育发展也进入了一个战略转型期。与研究生教育强国的要求相比,我国研究生教育的国际地位还比较低,国际影响力和吸引力还比较小。发展研究生教育,提高研究生教育质量,提升研究生教育的国际地位是我国研究生教育未来发展的重要选择。

研究生文献调研能力培养的研究/廖剑岚//江苏高教.-2013,(1).-98~99

文献调研能力是研究生创新能力的基础。文章从硕士研究生文献调研能力的需求视角出发,论述了文献调研的内

涵及培养研究生文献调研能力的重要意义,指出当前应通过课堂教学、导师指导、图书馆优势等途径,加强硕士研究生文献调研能力培养,为研究生的创新能力奠定基础,也为遵守科学规范保驾护航。

研究生激励机制浅析 / 鄢英 // 教育与职业.-2013,(3).-31~32

文章从奖励激励制度、考核激励制度和学术科研激励制度三个方面,对贵州师范大学研究生激励机制的现状进行了调查和分析,提出了优化激励机制,增强竞争力;加强宣传力度,落实到位;加强监督,规范管理;改革考核方式,科学评价;奖励形式多样,加大奖励力度的对策建议。

学士学位授权单位首次专业硕士招生综述/杨旭辉//职业技术教育.-2013,(5).-48~52

学士学位授权单位开展培养专业硕士试点,对于我国硕士学位授权制度改革、学士学位授权单位办学层次提升和考生硕士教育机会扩大具有重大意义。从总体上看,此次招生得到了高校和考生的一致欢迎,呈现供需两旺的良好态势。可以考虑在人才培养质量得到充分保证的前提下,适当扩大招生规模。

导师指导模式对研究生创造力的影响研究——基于内部一外部动机理论的分析/古继宝,王茜,吴剑琳//中国高教研究.-,2013,(1).-45~50

导师在研究生创造力培养中发挥着重要作用。本文基于内部一外部动机理论从理论上分析比较了高支持高控制、高支持低控制、低支持高控制、低支持低控制四种指导模式下研究生创造力的高低,并通过调查问卷收集数据进行了实证检验。数据分析结果表明,高支持高控制指导模式下学生的创造力水平最高,低支持低控制指导模式下学生的创造力显著低于高支持高控制、高支持低控制,但与低支持高控制没有显著差别。根据上述结论,提出了导师培养研究生的相关策略建议。

9 农村职业教育

劳务经济视角下民族贫困地区农村职业教育发展/吴格娥,杨政宇,邹波 // 教育与职业.-2013,(9).-14~17

劳务经济使大量农村富余劳动力从农业转移到二、三产业,是实现劳动力资源合理配置和提高农民收入的重要途径,是城镇化建设和社会主义新农村建设的基础。但民族贫困地区的劳务经济面临诸多困境,可持续发展困难。针对劳务经济持续发展艰难的根本原因,文章提出以智力扶贫为重

点,以农村职业教育为突破口,极力促进民族贫困地区农村职业教育发展。

农村职业教育任重道远 / 周家贵 // 教育与职业.-2013,(4).-3~3

社会主义新农村建设,关键是培养一大批有文化、懂技术、会经营的新农民,而培养这样的新农民,则需要农村职业教育发挥关键作用。党的十八大报告提出,着力推进农村实用人才队伍的建设和农村人力资源的开发。

职业教育应对城镇化发展的理念及实施策略/蔡朔冰//教育与职业.-2013,(2).-11~13

城镇化水平作为衡量一个国家或地区经济社会发展水平的重要指标,与教育尤其是职业教育有着密切的联系。城镇化进程为职业教育带来难得的发展机遇,职业教育又为城镇化发展提供发展动力和智力支撑。文章通过对职业教育和城镇化进程的相关性分析,指出当前职业教育面临新的选择与转型,需要重新准确定位;进而在此基础上,从宏观和微观两个角度提出职业教育如何应对城镇化进程,在涅槃中实现重生的基本策略。

城乡一体化背景下新生代农民工教育培训策略研究/吕莉敏//职教论坛.-2013,(4).-35~37

加速推进新生代农民工市民化对于我国城乡一体化建设意义重大,但是,目前由于受户籍制度影响.加上新生代农民工自身人力资本水平依旧偏低,他们大多数从事不稳定、收入低下、福利保障差的行业。因此.社会各界应该合力为新生代农民工营造城乡一体化背景下符合社会、企业和他们自身需求的教育培训环境,使其积极参加职业教育与培训,强化自身素质和职业技能,提高其市民化的能力和资本,尽快融入城市。

农村职业教育发展问题的经济学解析//职教论坛.-2013,(4).-62~62

夏金星、俞启定在《中国职业技术教育》2012年第33期撰文探讨了城乡二元经济结构、人力资本理论与农村职业教育的关系.并试图从经济学的角度对一些理论问题做出回答。

改革征地制度与发展农业职业教育/彭干梓//职教论坛.-2013,(1).-30~34

改革征地制度,大幅度提高农民在土地增值收益中的分配比例,是促进农村稳定,调动农民积极性的重要措施。为保证粮食安全,在农业和农业人口比重逐步下降的情况下,必须不断推进农业经营体制改革,因地制宜,以保护和调动农民的积极性;同时,加快发展农业职业教育,使一部分年轻

人愿意在农村留下来搞农业,以培养和稳定现代农业生产队伍。

我国东、西部地区农村成人教育现状调查比较研究

/蒋华//职教论坛.-2013,(1).-35~38

　　地区之间农村成人教育的均衡发展是实现我国东、西部地区统筹发展的重要方面,课题组对东、西部地区多个省、市、自治区的大规模调查表明:我国东、西部地区的农村成人教育发展水平总体都还不令人满意,但西部地区与东部地区相比,在农村成人教育的经费投入、办学硬件、师资水平、课程与教学的科学性、农村成人教育与普通教育及职业教育的沟通与协调,以及东、西部农村成人教育人才培养质量等方面都存在着较大的差距。

浙江省农民生产技能培训调查与分析/房风文　姜明伦//职教通讯.-2013(4) .-24~28

　　为了解目前农民生产技能情况,基于浙江省宁波市和丽水市的农民生产技能培训调查,总结了农民生产技能培训的现状特点,分析了培训中存在的主要问题,提出了增强农民培训的对策建议。

近30年来我国农村职业教育研究的主要特点分析/孙小会　沈亚强//职教通讯.-2013(4) .-70~72

　　总结近30年我国农村职业教育研究呈现出的特点,提出在今后对农村职业教育的研究中,要加大理论研究力度,要加强实证研究,要多借鉴其他学科,对国外农村职业教育的研究的要具有持续性和开放性。

城市化进程中农民工教育培训的问题与对策研究/梁燕//职业技术教育.-2013,(4).-74~79

　　随着我国城市化进程加快,大量农村富余劳动力转移问题日益凸显,数量庞大的农民工素质提升对城市化进程意义重大。现行农民工教育培训政策逐步趋向合理与完善,但政策制定和实施过程中仍然存在一些问题。农民工群体素质提升是政府、企业和学校的协同过程,是农民工输入地和输出地教育培训衔接的过程。农民工输入地政府、企业和学校应承担更多功能,并在课程体系和内容、教育培训途径以及教育培训形式等方面进行科学建构。

新农村建设进程中留守农民的职业教育与培训/吕莉敏//职业技术教育.-2013,(4).-80~83

　　目前,我国对留守农民的职业教育与培训工作重视不够。留守农民是新农村建设的主体,他们的素质对于新农村建设起着关键性作用,但目前农村劳动力总量过剩与优质劳动力短缺的矛盾并存,留守农民年龄大、学历低、女性偏多等现象为其职业教育与培训工作带来了一定困难。对留守农民的职业教育与培训1应该符合他们的实际情况,充分发挥政府作用,为其提供适合他们需求与特点的现代农民职业教育与培训体系,推行多样化的培训方式。

农业高等职业教育面向"三农"人才服务策略研究/丰玮//职业教育研究.-2013,(2).-8~10

　　服务"三农"是农业高等职业教育的神圣使命。本文结合当前我国农村人力资源和农业高职教育的现状,分析了农业高职教育面向"三农"的人才服务中存在的问题,并提出了农业高职教育面向"三农"的有针对性的人才服务策略。

"四化"同步与面向农业农村职业教育/李振陆//中国职业技术教育.-2013,(1).-58~62

　　江苏农林职业技术学院紧紧围绕发展现代农业对农业农村一线人才的需求,抓住国家示范院校建设契机,创新体制机制、搭建三大平台、创新工学结合人才培养模式改、构筑为"三农"服务新高地,取得了显著的成效。在此基础上,笔者对发展面向农业农村职业教育提出了强化行业引领、营造良好发展环境、实施分类培养、加强内涵建设等建议。

高职毕业生职业适应的挑战与应对——与新生代农民工比较视角/孙蓓雄//黑龙江高教研究.-2013,31(3).-156~159

　　职业适应性是衡量高职毕业生职业生活是否和谐的重要指标,也是一所学校培养学生核心竞争力的重要指标,高职毕业生的职业选择不但受到应用型本科生、中职生的双重挤压,还受到新生代农民工的强烈冲击,提高毕业生职业适应力,使其尽快完成从学生向职业人的角色转移,不仅关系到高职毕业生的就业能否成功,也对中国职业教育有重大影响。

10 就业指导

就业视角下的本科教育改革/张永雄//高教探索.-2013,(1) .-90~94

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

高职院校职业发展与就业指导教育的实践研究/沈建华/黑龙江高教研究.-2013,31(3).-83~85

随着我国高等教育大众化进程加快，高校毕业生数量迅猛发展，就业问题成为关系民生国计的大问题，职业发展教育顺应时代需要成为大学生的必修课。文章以高职生职业发展教育为视角，结合近几年职业发展教育和就业指导的教育实践提出职业发展教育的思路与对策。

我国高校就业指导队伍建设存在的问题及对策/李玉运//教育与职业.-2013,(9).-78~80

高校就业工作需要强大的就业指导教师队伍作支撑，高校就业工作的重要性、复杂性，要求这支队伍具有高度的专业化和职业化素质。然而，我国高校就业指导队伍存在着种种弊端，如人员配备不足，工作强度过大，待遇偏低，不能安心工作，工作能力有待加强等。为了提高高校就业指导队伍的专业化、职业化水平，必须认真落实党和国家的政策，提高他们的待遇，吸引优秀人才进入高校就业指导队伍，加强培训及考核来提高他们的专业化、职业化水平。

职业指导视角下高校就业困难群体就业能力的提升/王再军//教育与职业.-2013,(9).-96~97

高校就业困难群体就业问题一直困扰着高校、学生及其家长。而高校职业指导工作的开展，是实现教育投入与效益产出之间的桥梁，是实现教育回报的前提。高校应以职业指导来提升高校就业困难群体的就业能力，促进其提高就业竞争力，从而实现充分就业。

对提升高职学生就业竞争力的思考/李旭光,刘平,陆宏标//教育与职业.-2013,(8).-84~86

现代企业越来越注重员工的综合素质，作为培养岗位工作人才的教育类型，高职教育存在重专业知识和技能教育、轻综合素质培养的倾向。文章从这一问题出发，分析了影响就业竞争力的因素以及学生就业竞争力缺陷的原因，提出强化育人理念、加大课程改革、加强通识教育、加强师资队伍建设、构建完善的实践教学体系等措施。

成人高等教育毕业生就业心理调查与思考/房德康,林新荣,张东萍//教育与职业.-2013,(8).-89~90

文章在对江苏某高校成人教育毕业生就业心理调查的基础上，分析了当前成人高等教育毕业生的就业心态，并与普通高校毕业生就业心态进行对比分析，提出了加强心理教育、提高面试技巧、积极引导实践、合理规划职业生涯等建议。

贫困女大学生应对就业危机的对策/张春丽//教育与职业.-2013,(8).-91~92

在当今大学生就业形势异常严峻的情况下，贫困女大学生承受着家境和性别的双重压力，在激烈的就业市场竞争中往往处于劣势地位。这里既有社会的原因，也有贫困女大学生自身的因素。作为一个特殊的就业群体，贫困女大学生只有保持良好的就业心态，树立健康的就业理念，奠定坚实的就业基础，才能从容应对就业危机

志愿服务促进高校毕业生基层就业的实证分析/张木明，林轩东，王汝干//教育与职业.-2013,(5).-177~178

高校毕业生就业难日益凸显，以志愿服务为抓手促进毕业生基层就业，是当前推动毕业生就业的一项新举措。文章以广州地区八所本科院校为例，以实证方式验证志愿服务对基层就业的促进情况，提出将志愿服务纳入高校教育教学体系、志愿服务与职业规划相结合、建立固定的志愿服务基地等对策建议。

大学生"一对一"就业指导工作的探析与策略/孙建莉//教育与职业.-2013,(2).-86~87

大学生的"一对一"就业指导工作是辅导员教育性的就业指导工作，是对一个学生或具有相关问题的一组学生进行有针对性的、有计划的就业指导工作的一种方式和方法，其目的在于促进学生树立正确的就业观与择业观。辅导员要根据学生就业中存在的问题进行"一对一"交流，使就业指导工作质量高、见效快，在大学生的就业择业过程中发挥重要和积极的作用。

就业导向的高职教育供应链优化研究/桑雷//现代教育管理.-2013,(2).-105~108

当前，高职毕业生在就业市场中的结构性矛盾十分突出。一方面，相当数量的高职毕业生找不到合适的岗位，另一方面，很多技术性强的岗位却虚位以待。导致这一瓶颈产生的主要原因是高职院校与用人单位的"供需错位"。因此，借助高职教育供应链视角，对链条上各结点进行优化，提高供应链的整体效能，能够有效破解高职毕业生的就业瓶颈，促进高职毕业生高质量就业。

就业能力的概念、结构和实证研究成果/谢义忠,陈静,朱林//心理科学进展.-2013,21(3).-517~529

就业能力的内涵和关注焦点随着时代的发展而不断演变，研究者日益聚焦于个体特征及其与情境因素的互动对就业能力的内在结构进行探索，并尝试更多地开发和采用多维、多源测量工具。在西方，以就业能力为前因变量、后果变量、中介变量和调节变量的实证研究已取得丰富成果，但也仍存在诸多分歧和局限。在我国，进行本土化就业能力结构和测量探索以及围绕无边界职涯条件下就业能力的形成、发展过程和整体作用机制开展相关实证研究很有必要。

高职院校学生非专业技能性就业力核心要素构建分析/石明忱//职教通讯.-2013(3).-58~59

　　在对高职院校学生非专业技能性就业力界定的基础上,分析了当前高职院校学生非专业技能性就业力缺失的客观表现,并从高职学生职业道德的培养、职业价值观养成等方面论述了新时期高职院校应如何培养学生非专业技能性就业力。

情绪管理视角下高职毕业生就业工作探析/周立卓//职教通讯.-2013(2).-44~45

　　高职毕业生的心理和情绪是就业工作中不可忽视的重要问题。情绪管理理论为高职就业工作提供了全新视点,从剖析高职毕业生常见负面情绪入手,运用情绪管理理论对高职就业工作做出探讨。

职业学校毕业生就业制度存在的问题及对策——基于双证书制度的思考/李红卫//职业技术教育.-2013,(4).-46~50

　　高级别证书的价值未能体现、持同样的职业资格证书却不能进同性质的用人单位、工资福利待遇低是目前职校毕业生就业制度存在的问题。存在以上问题的根本原因是我国尚未确立学历文凭、职业资格两种证书并重的制度。在市场经济条件下,政府应通过保障就业机会均等、给予职业教育更多的关注等举措确立两种证书并重的毕业生就业制度。

高校大学生职业指导理论的发展方向探析/严勇//中国成人教育.-2013,(4).-9~11

　　本文从国内外高校职业指导理论研究的现状入手,分析了目前高校大学生职业指导理论研究存在的问题,并对高校大学生职业指导理论发展方向进行了探索。

全球教育一体化背景下归国留学生就业难的原因与对策/杨颖//中国成人教育.-2013,(4).-18~20

　　本文阐述了全球教育一体化现状及背景,在此基础上对全球教育一体化背景下留学生就业难问题的原因进行了深入探析,并提出了相应的解决措施。

对高校职业规划教育的思考/常卫恒//教育与职业.-2013,(8).-82~83

　　大学生就业问题一直是我国近年着力解决的问题之一,高校职业规划教育对大学生顺利就业具有重要作用。因此,高校应将职业规划教育融入E1常教育,与思想政治教育、专业教育、群体性教育相结合,明确职业规划教育的不同阶段及不同要求,调动高校各个部门,全面统一地进行职业规划教育,从而推动就业指导工作朝着科学化、专业化的方向不断发展。

11 国外职业教育

瑞士职业教育体系与管理体制/周红利//中国职业技术教育.-2013,(3).-68~72

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

英国职业教育课程的开发及其实施流程/李传瑛//中国职业技术教育.-2013,(3).-81~84

　　在以雇主和学习者需要和个人发展为主导的理念指导下,英国职业教育课程开发流程体现出雇主驱动、一体化、可衔接置换、涵盖学习者个人发展路径等特点。同时在职教课程实施流程中,英国的学习提供者、雇主和高等教育界共同合作,对学习者实行人性化的教学和管理。这些经验对推进我国职业教育课程深层次改革,促进社会和经济持续健康发展都具有十分重要的借鉴意义。

英国职业教育质量评价探究/吴雪萍//比较教育研究.-2013,35(2).-87~91

　　英国的职业教育质量评价体系是由统一的评价框架、外部评价、学校自我评价构成的开放式和发展式的评价体系。英国职业教育质量评价具有六大特点:评价理念的先进性、评价标准的统一性、评价的独立性和权威性、评价过程的透明性和公开性、评价证据的原始性和真实性、外部评价和自我评价的互补性。英国的职业教育质量评价对我国的职业教育质量评价具有借鉴价值。

德国"行动导向"职业教育教学模式研究/汪静//世界职业技术教育.-2013,(1).-1~5

　　当代德国职业教育的教学目标是促进学生行动能力,即专业能力和项目能力的获得,而以行动为导向的教学模式可以培养这两方面的能力。德国职业教育中基于"行动导向"理念的几种基本教学模式,可以为我国职业院校教师深化基于"行动导向"理念的课程改革提供方法层面的借鉴。

澳大利亚最新国家教师专业标准述评/蹇世琼//世界职业技术教育.-2013,(1).-9~13

澳大利亚的教师专业标准探索一直走在国际的前沿。2011年2月，澳大利亚颁布了最新的国家教师专业标准，该标准横向包含七个标准的内容结构（分属教学三个领域），纵向包含四个教师专业发展阶段。本文介绍该标准的制定背景及结构构成，并分析了其特点及面临的挑战。

刍议高等职业院校研究的定量方法/金泽龙//世界职业技术教育.-2013,(1).-20~23

高职院研究是指通过搜集、分析、总结高职院发展历史、现状与趋势的各种信息或数据，以促进对高职教育的理解、计划的制定以及管理。由于高职院研究的基本特征是信息或数据的搜集、分析与总结，因此，这一特征也决定了高职院研究中使用定量方法的必要与可行性。本文首先就定量方法在高职院研究中的作用进行分析，然后论述如何将定量方法有效地应用于高职院研究中，以期为中国的高职院研究提供可借鉴的模式。

澳大利亚职业教育社会伙伴关系述评/杨丽波//外国教育研究.-2013,(3).-3~10

经济结构调整、区域发展不平衡以及当代所面对的社会问题，促进了澳大利亚职业教育社会伙伴关系的形成和发展。澳大利亚职业教育社会伙伴关系分为法定社会伙伴关系、社区伙伴关系、协商型伙伴关系。为促进职业教育和谐共生发展，政府、职业教育及培训机构、行业企业要努力扮演好自己的角色。

澳大利亚职业生涯教育的蝴蝶模型及启示/景宏华，魏江南，魏凌云//外国教育研究.-2013,(3).-11~18

蝴蝶效应（ButterflyEffect）是混沌理论的核心概念，反映了混沌系统对其初始条件的异常敏感性，以至于最初状态的轻微变化导致不成比例的巨大后果。澳大利亚的学者将职业选择与发展过程中偶然、突变等复杂性问题融入到职业生涯教育的活动中，构建了内在融合、灵活应对的蝴蝶模型，促进学生积极做好职业准备，发展应对意外事件的能力。

未来十年欧盟职业教育与培训战略目标述评/张科丽//外国教育研究.-2013,(3).-19~25

未来十年，面对新的社会经济形势、新的发展机遇和挑战/欧盟在职业教育与培训领域提出了四个具体的战略目标，即实现终身学习和跨国流动学习、提高职业教育与培训的吸引力、促进社会公平并提高社会凝聚力和公民意识、提高学习者的创新能力和创业能力，以贯彻落实"欧洲2020战略"的要求/加强各成员国职业教育与培训合作，实现欧盟社会经济智能化、可持续、包容性发展。这四个战略目标对我国建立现代职业教育体系也提供了新的发展视角。

芬兰职业教育质量管理机制探析/刘其晴//外国教育研究.-2013,(3).-26~35

质量管理是职业教育发展的重要主题。近10多年来，质量管理在芬兰职业教育领域日益受到重视。芬兰职业教育质量管理的政策及其蕴含的理念直接影响着芬兰职业教育质量管理机制的实践选择。芬兰职业教育质量管理机制由强制性机制和自愿性机制构成。前者主要包括法律法规、绩效本位拨款、供需匹配预测、国家核心课程、技能展示系统、质量评估等机制；后者主要包括建议性机制和技能竞赛机制。这些机制对我国职业教育的改革具有借鉴意义。

美国职业教育学术与职业课程的整合研究/陈鹏//外国教育研究.-2013,(3).-46~54

面对20世纪七八十年代以来工作世界的变化以及随之而来的哲学范式和法律焦点的转移，美国职业教育自20世纪八九十年代以来开始强调学术课程与职业课程的整合，主要体现为融合职业内容学术型、融合学术内容职业型、综合型和模块型四个维度的12种基本课程模式。

美国职业技术教育最新改革述评/牟晓青//外国教育研究.-2013,(3).-55~62

2012年4月，美国联邦教育部职业与成人教育办公室发布政府白皮书《投资于美国的未来：职业技术教育变革蓝图》，对职业技术教育进行改革。该白皮书提出了联系实际、加强合作、明确责任和改革创新四个核心原则/通过建立循证数据库和对特殊学生群体提供支持，确保改革的科学化和普及化。改革的最终目标是高效率、高质量地培养学生，使其具有21世纪技能，既保障个体成功幸福，也培养国家急需的技能人才，促进国家经济持续发展，赢得国际竞争的优势。

美国现代化进程中的公民教育特征/苏守波//外国教育研究.-2013,(1).-121~128

在美国现代化进程中，公民教育从建国时就成为一个国家问题并在其国家建构中始终占据着重要位置，无论在谋求社会统一方面还是在推进民主化进程方面都发挥着不可替代的作用。从国家建构与公民教育关系的角度，美国公民教育具有以下明显特征：一是不断演进的公民资格观是影响其公民教育的关键要素；二是对民族认同教育的重视和捍卫是其公民教育一以贯之的首要内容，且在现代化进程中居于绝对位置；三是对民主参与的积极培育是其公民教育长期坚持的重要目标。在其[

国际职业教育与培训变革的前沿图景——基于2009~2011年政策报告的分析//职教论坛.-2013,(1).-52~52

段晓明在《职业技术教育》2012年第25期中撰文：基于2009年以来世界重要区域性国际组织及其成员国出台的职业教育与培训政策，揭示了当前国际职业教育与培训的前景。以经济发展的动态来确立职业教育的发展方向，已成为当前区域性国际组织和各国关注的目标。

新加坡"劳动力技能资格认证体系"述要/王祥//职业技术教育.-2013,(1).-82~87

构建或完善"国家资格框架"是近年来许多发达国家或地区各级各类教育融通性发展的一大要务。作为亚洲的先进国家之一，新加坡也构建出了自己的"国家资格框架"——劳动力技能资格认证体系。这一框架较其他国家（或地区）的"框架"更具有职业教育与培训取向，在新加坡整体人力资源开发中扮演着十分重要的角色。然而，新加坡的""国家资格框架"也处于转型当中，逐渐向各国的普通"框架"靠拢：将该"框架"中的各种资质与中等教育及之后的高等（职业）教育所颁授的正规学历、文凭等同和衔接起来。

日本职业资格考试制度探析/刘程程//职业技术教育.-2013,(1).-88~93

职业资格考试作为日本重要的人才选拔手段，在明治年间已初显雏形，现已形成考试种类齐全、管理主体清晰、法律体制健全的资格框架体系。借鉴日本的成功经验，为完善我国职业资格考试制度，应采取以下措施：建立完善的法律体系；强化政府的宏观管理，鼓励行业协会参与；建立国家职业资格框架体系；实现考试内容科学化，考试形式多样化。

英国职业教育改革中市场和政府的角色变迁/王雁琳//职业技术教育.-2013,(4).-84~89

综观英国职业教育的历史发展过程，政府和市场呈现出此消彼长的对立关系。一旦市场失灵，政府就进行干预；政府干预出现问题，就又求助于市场，但市场和政府之间的博弈始终未能实现职业教育的良性发展。鉴于此，应该加强政府的服务职能，协调利益相关者的利益冲突，为各个利益相关者的合作提供制度激励，从而建立职业教育利益相关者的合作模式，实现技能供需的平衡。

新世纪以来英国继续教育学院改革动向及其启示/李作章//职业技术教育.-2013,(4).-90~93

继续教育学院是英国实施高等职业教育的主要场所，在人才培养过程中，坚持"学以致用"的原则，对英国经济社会的发展作出了积极贡献。新世纪以来，英国继续教育学院将学生所习得的职业知识和技能与区域产业需求紧密结合起来，同时兼顾学生的升学需求，呈现出职业教育与学历

教育并举态势/借鉴英国的经验和做法，我国高等职业教育应重视培养学生的实践技能，发展本科及更高层次教育，注重与区域经济社会的协调发展，满足成人的教育需求。

美国华盛顿州社区学院学生成就行动及启示/罗贵明//职业技术教育.-2013,(2).-89~91

美国华盛顿州社区学院董事会发动了学生成就行动，旨在通过评价学生的教育成就点，给予社区学院经费资助，从而促进社区学院改革教学模式，转变学生评价模式，帮助更多学生获得成功。借鉴华盛顿州社区学院学生成就行动，我国高职院校的发展需要作出三方面变革：转变高职院校学生教育成就水平评价方式；科学设计高职院校评估测量体系；建立高职院校长效激励资助机制。

美国汽车维修职业技能认证体系及其启示/李彦//职业技术教育.-2013,(2).-92~95

美国汽车维修行业实行从业人员及教育培训机构认证制度，其职业技能鉴定遵循 ASE 标准，按照岗位分类分级进行评定；教育培训机构水平认证遵循 NATEF 标准，按照项目分类评价。基于对美国汽车维修职业技能认证体系的分析与探究，我国汽车维修职业教育与培训应进行改革：主管部门根据国内行业发展状况及时修订职业标准，细化从业人员职业能力要求，并按照不同岗位设置专项等级证书；改革当前试行的"理论＋实操"考试模式；国家加强立法，对有关汽车维修的教育与培训机构实行办学准入制度；汽车制造商与服务企业参与职业技能标准的制定。

关于国际职业教育评估发展趋势//职业教育研究.-2013,(2).-60~60

国际职业教育评估具有以下发展趋势：（1）以办学目标的实现为中心/彰显个性化评估。转向注重院校和专业特色的评估/评估标准越来越突出定性内容/突出特点和发展优势的条件与能力/鼓励职业院校办出特色；（2）在评估主体方面/国际职教评估主体日趋多元化/评估组织以第三方非营利机构为主/关注促进职业院校发展的功能/采用第四代评估理念；（3）在评估目的方面/以准入制度与提高教学质量为主/内部评估以提高教学质量为主/外部评估是内部质量管理系统的必要补充和延伸；（4）在评估内容方面/将行业规范和职业标准纳入职教评估的内容体系/将就业率、就业质量、用人单位满意度、学生可持续发展能力作为职业教育评估的重要内容；（5）在评估程序方面/以自我内部评估为主，外部评估是建立在内部评估基础上的/在评估结果公布之后/给予职业院校申诉的权利；（6）在评估结果方面/评估结果对全社会公开，与社会、政府的财政资助进行挂钩。

德国职业教育体系的特色及借鉴/王莉//中国成人教育.-2013,(4).-106~108

校企合作、工学结合是高职教育发展的必然要求。德国"双元制"职业教育体系具有鲜明特色，对我国高职教育的科学发展具有很强的借鉴意义。

德国职业教学模式对我国高职院校的启示/赵俪//教育与职业.-2013,(5).-84~85

目前，我国职业教育经历着大的发展和变革，教学模式在不断摸索中得到改进。文章从教学内容、评价体系、校企联合的办学方针等方面，探讨了德国职业教育的特点，并结合我国职业教育现状，对职业教育的发展提出了一些建议。

发达国家职业教育特征及启示/王冰蔚//教育与职业.-2013,(5).-82~83

为追求教育公平，增加职业教育的吸引力，发达国家形成了独具特色的职业教育体系。文章对发达国家职业教育系统化、全民化、多元化、开放化、立体化的特征进行了阐述，以期对我国职业教育发展产生启示。

美国 STC 理念及其对我国职业教育的启示/王娟娟//职教通讯.-2013(4) .-52~55

"从学校到生涯"（School~to~Career,STC）理念是一种强调面向人人、关注学生主体性发展的终身职业教育理念。STC 理念主导着当下美国职业教育的改革与实践,通过透析 STC 理念的核心内涵，可以为我国职业教育的改革与发展提供一定的经验与启示。

职业教育与普通高等教育的衔接：发达国家职业教育的问题与挑战/张燕//教育与职业.-2013,(3).-22~25

实现职业教育与高等教育间的渗透与衔接是各国以及国际教育研究和政策发展的一个重要问题。文章以德国、法国和澳大利亚为例，通过比较研究，指出职业教育与普通高等教育的衔接既需要制度的保障，也需要教学实践层面的衔接。

德国职业教育管理体制的特色及启示/催文静//教育与职业.-2013,(1).-100~101

在世界职业教育领域，德国职业教育是一朵奇葩，其先进的教育管理体制及取得的丰硕教育成果赢得了世界的瞩目。借鉴其先进经验，对进一步推动我国职业教育的大发展大繁荣具有重要价值。

欧盟"2020 战略"对我国职业教育的启示/蔡玲凌//中国职业技术教育.-2013,(3).-73~75

欧盟在 2010 年 3 月发布了"欧盟 2020 战略"，目的是为了引领欧洲走出债务危机，促使经济复苏，实现社会和地区的和谐发展。为了实现"2020 战略"，欧盟专门强调了职业教育的战略作用并制定了相应计划。本文首先分析欧盟"2020 战略"的基本内容，厘清职业教育的战略重要作用，针对我国的职业教育现状，充分借鉴欧盟的做法，转变职业教育的办学理念，建成符合我国发展需求的新型职业教育发展模式。

新加坡职业教育校企合作的特色及启示/安宁//教育与职业.-2013,(7).-100~101

新加坡之所以能够快速步入发达国家的行列，与其职业教育的发展有着紧密的联系，而校企合作贝1是其职业教育发展的重要特征。新加坡的经验表明，开展校企合作是职业教育成功的根本所在。因此，深入研究和分析新加坡校企合作的优势，对于探索适合我国国情的职业教育校企合作发展模式，具有重要借鉴意义。

从加拿大社区学院的管理看校企深度融合/王志恒//中国职业技术教育.-2013,(4).-27~32

校企合作一直是职业教育的热点、难点和关键点，如何实现学校与企业的深度合作，更是职业院校迫切化解的坚冰和亟待找到的途径。特别是在我周职业教育大力发展的关键时期，校企深度合作已成为建立现代职教体系的瓶颈问题。

12 教育学、教育事业

媒体文化教育学的理论模式与实践路径/何珊云//全球教育展望.-2013,(1).-105~112

依靠法兰克福学派、伯明翰学派和洛杉矶学派的努力，西方教育学界在应对媒体文化挑战时已推出了三种理论结构清晰的媒体文化教育学。不仅如此，西方教育学者还通过教育学院的教师教育体系开拓了合理有效的实践路径，使媒体文化教育的理论建构首先服务于塑造优秀的媒体文化教师。面对媒体文化的强大影响及国内中小学远未成熟的媒体教育实践，中国教育学者同样能发展出进步主义的媒体文化研究和媒体文化教育学，并将它纳入教师教育的课程体系，培养教育观念进步、媒体文化研究能力优秀的教师。

创造力的神经机制及其教育隐意/郝宁//全球教育展望.-2013,(2).-63~73

近十几年来,创造力的神经科学研究取得了巨大进展。研究者使用 EEG（脑电）、fMRI（功能核磁共振）、PET（正电子发射断层扫描）、NIRS（近红外光谱扫描）等多种技术手段,对发散性思维、顿悟、艺术创造、创编故事等创造活动背后的神经机制,对高创造力大脑与低创造力大脑间的差异,对创造性思维干预措施发挥作用的神经机制等,进行了广泛而深入的探讨。这些研究不仅推进了我们对大脑功能的认识,也对教育实践具有重要启发意义。

美国新一轮教育改革浪潮："共同核心国家标准行动"/冯翠典//全球教育展望.-2013,(2).-107~115

美国共同核心国家标准行动（CCSSI）是美国 K~12 教育阶段的新一轮改革举措,致在保证学生在 K~12 阶段能为未来的大学和职业做好准备。已发布的共同核心国家标准已在 48 个州采用,成为了实际上的国家课程。在对共同核心国家标准行动的背景和开发过程介绍基础上,呈现了第一轮出台的英语语言艺术核心标准和数学核心标准的框架和主要内容,可看出共同核心国家标准的特征:与大学和职业准备要求相匹配、在 K~12 阶段连贯进展等。

《爱弥儿》与卢梭的自然教育/戴晓光//北京大学教育评论.-2013,(1).-147~156

《爱弥儿》的教育意图 1762 年,在相继发表两篇早期论文之后,卢梭发表了《社会契约论》和《爱弥儿》。卢梭多次强调《爱弥儿》在自己全部思想体系中的核心位置。在致友人马勒塞尔伯的信中,卢梭提到,"我的全部精神智慧分散于前两篇论文和《论教育》（即《爱弥儿》）中,三部著作不可分割,构成一个整体"。卢梭的这个说法一方面表明了《爱弥儿》的核心意义,同时也表明,由于注重写作技艺的卢梭有意对全部的"精神智慧"加以分别表述,那么,把握《爱弥儿》的思想意图绝非易事。努力把握两篇早期论文的思想意旨并由此溯源至卢梭的整体意图,自然构成了理解《爱弥儿》的先行要求。然而,从《论科学与艺术》最初的批评者开始,对卢梭意图的把握已经成为进入卢梭思想门径的首要难题。

我国教育问责制建立的几个关键问题/辛涛//北京大学教育评论.- 2013,(1).-164~171

教育是国家社会和经济发展的生命线。公众对教育提出了更高的要求——当前的教育是否能够培养出适应未来社会发展的优秀人才,教育部门在提高教育质量方面是否履行了应尽的职责。教育领域要回答公众和媒体的疑问,需要将问责制引入到教育当中。《国家中长期教育改革和发展规划纲要（2010~2020 年）》明确指出:"加强教育监督检查,完善教育问责机制/

自由与教育：洛克与卢梭的教育哲学/渠敬东//北京大学教育评论.-2013,(1).-F0002~F0002

这是一部详细解读洛克和卢梭的教育哲学文本的书,揭示了这两位现代思想的奠基人如何从教育问题入手,尝试处理现代人必须面对的自由问题。它试图通过细致阅读和疏解洛克和卢梭的教育文本的方式来阐明,在洛克与卢梭的思想中,"教育"既不是后来的"教育学",也不是作为一种专业研究的领域。

"全球公民"教育：基本内涵、价值诉求与实践模式/卢丽华//比较教育研究.-2013,35(1).-58~62

"全球公民"教育旨在培养具有国际视野和全球意识的世界公民。当前,世界各国逐渐确立了以"公平与正义"、"生存与发展"、"民主与理性"为核心的"全球公民"教育价值诉求,实施"全球公民"教育的立体化教育网络也正在一些国家和地区悄然形成。

英国学校价值教育的发展模式和基本特征/邱琳//比较教育研究.-2013,35(1).-63~67

随着世俗化、现代化、全球化的发展,英国学校价值教育始终在世俗与宗教之间谋求平衡,在统一的基础上整合多元文化,在冲突与融合的交替中循序渐进,逐步形成了平衡、整合、渐进的发展模式,并在总体上呈现出宗教性、多样性、融合性特征。

教育问责的理论基础与实践模式：英、美、澳三国的考察/王丽佳//比较教育研究.-2013,35(1).-93~97

作为一个包含财政的政治意义的概念,问责被广泛运用于教育质量保障系统之中。受新管理主义影响,在英、美、澳三国中,传统的官僚~专业问责不断示微。表现式问责与市场问责在英国占据主导地位;美国的问责围绕高风险考试展开;进入新世纪,澳大利亚的集中化教育问责亦在发展。问责服务于何种质量追求,是思考用问责的方式保障教育质量的前提。

论教育思维的特质/李军//当代教育科学.-2013,(3).-3~5

教育思维是以本真教育为思维对象,以教育的本真价值为指导方式的思维活动。教育思维虽然面向教育生活的实践,但却指向教育生活实践的价值问题,传达的是教育者理想中的教育形象,以引导教育者走向教育的理想和本真。教育思维具有一种内隐的应然的目的性,即时现实教育的批判和对未来教育的规定,教育思维的实然性正是以其应然性为教育实践正当性的基础。"自然好"是教育追求的永恒的价值基础和意义渊源,也是教育思维存在与显现的根基。

教育政策评估范式选择问题研究/刘红熠//当代教育科学.-2013,(3).-41~43

　　教育政策的特殊性是开展教育政策研究以及教育政策评估研究的立场所在。然而在教育政策评估研究历程中曾长期忽视教育政策的特殊性。这在影响了教育政策评估研究发展的同时更是极大地影响了对教育政策评估范式的选择。因为一个合理、有效的教育政策评估范式的选择必须要能反映教育政策的特殊性。

日本社会教育改革的新进展及其启示/陈君//当代教育科学.-2013,(1).-39~42

　　近20年来,日本社会教育改革出现了一系列新的进展:一是以市场化为原理改革社会教育形式;二是以终身学习为理念发展社会教育设施;三是以地区主体性为原则改变社会教育策略。目前,我国社会教育改革正处于关键时期,研究日本社会教育改革的新进展,有助于我国社会教育的顺利开展。

论高校聘任制下教师权益救济机制的构建/伍艳//高教探索.-2013,(1).-129~134

　　在推行聘任制的背景下,高校与教师之间形成多元化的关系。这些关系具有不同的法律性质和法律特点,而不同性质的法律关系应适用不同的纠纷解决方式。本文在分析当前聘任制下教师权益救济机制存在的问题的基础上,厘清高校与教师之间不同性质的多层法律关系,并针对不同性质的法律关系,构建不同的纠纷救济机制。

中国教育方针概念界说/杨天平//国家教育行政学院学报.-2013,(1).-48~52

　　教育方针是一个历史性的概念。在现阶段,其中的"教育"是指以学校教育为主的包括学校、家庭和社区教育及职业组织、文化组织、远程组织教育等在内的现代国民教育体系。党和国家是教育方针的当然主体,其教育方针代表了一定的统治集团在一定历史阶段关于教育发展的总方针。中国共产党是教育方针的核心主体,其所提出的教育方针通过一定的组织和立法程序,上升为国家的教育方针,从而将党的教育意志升格为国家和人民共同的教育意志。

培育当代教师核心价值观:基本原则与路径选择/黄正平//黑龙江高教研究.-2013,31(3).-89~91

　　当代教师核心价值观是教师职业所特有的,是社会主义核心价值体系的重要组成部分。当代教师核心价值观的基本内涵可提炼为忠诚教育、关爱学生、教书育人、为人师表、严谨治学。培育当代教师核心价值观,必须坚持应然与实然、共性与个性、传统与时代、理论与实践相统一的原则。培育当代教师核心价值观,必须坚持"重在学习,在认知上下功

夫","重在养成,在践行上下功夫","重在激励,在引领上下功夫"。/

教师培养师徒制教学风格一致性问题研究/张博伟//黑龙江高教研究.-2013,31(3).-92~95

　　新手教师培养能够减少新手教师入职初期经历的"现实的震撼",缩短入职周期。在师徒教师教育模式中,新手教师和专家教师个人经历和教育背景不同,他们的教学风格呈现出多样化特征。为新手教师提供充分的教学体验空间,明确专家教师和新手教师的教学风格、建立合理的新手教师和专家教师分组制度,实施有效的新手教师引导策略能够缓解我国教师教育资源紧张的压力,培养新手教师独特的教学风格,促进新手教师专业成长。

论人性视域下师资队伍建设/谭艳芳//黑龙江高教研究.-2013,31(3).-96~98

　　在整个教育环节中,教师是平等的主导者。建设一支高素质的教师队伍,对于我国实现教育现代化、培养"四有"新人具有重要的意义。文章以人性作为分析视角,探讨了当前教师队伍建设存在的问题,提出了相应的解决措施。

社会资本视域下高校青年教师的职业发展/季春梅//江苏高教.-2013,(1).-76~77

　　文章通过社会资本的理论视角来对高校青年教师的职业发展进行分析,认为社会资本的人际性是高校青年教师社会网络形成的基础,社会资本的生产性提供了高校青年教师的职业支持,而社会资本的转换性促进了高校青年教师的职业发展。在对当前高校青年教师职业发展进行反思的基础上提出了相关建议。

异质共生:高校德育使命的多维审视/黄平//江苏高教.-2013,(1).-117~119

　　德育使命是德育实践的主体要素和动力源泉。高校德育使命在不同的维度上分别具有主体性、生命性、文化性、时代性和神圣性等特性。德育使命的特性是异质共生的,有机形成德育实践理性的多维分析框架,可以为德育主体确立和履行德育使命提供理论基础。

从价值整合视角建构大学生核心价值观教育的新路径/李萍//江苏高教.-2013,(1).-120~122

　　罗伯特·s·哈特曼提供了一种系统的、互动的和整体的价值理解视角,从这一视角出发可以建构一种新的大学生核心价值观教育路径:以"价值整合"视阈理解核心价值观教育,以大学生内在价值的差异性为切入点、以外在价值的层次性为驱动力、以系统价值的整体性为归宿,以此促进核心价值观念内化。

红色文化与大学生核心价值观教育/肖灵//江苏高教.-2013,(1).-123~125

当代大学生核心价值观教育,是培育大学生社会主义核心价值体系,夯实其政治思想基础的必要前提。优秀红色文化资源在大学生核心价值观教育中具有重要的作用,要加强红色文化资源的开发,主动将红色文化资源融入大学生的教学实践、文化教育实践和社会实践之中。

教育中存在什么文化——兼论教育人类学与民族志的研究取向/张东辉//教育理论与实践.-2013,(3).-3~8

在世界范围内,教育不再是少数人的特权,不同民族、种族、社会阶层、性别的群体都成为了教育的对象。移民和边缘群体成员的加入大大丰富了当今学生群体的来源和学校的文化差异。然而,在我国的教育研究中,对于文化的关注却严重滞后,不管是宏观的政策层面,还是微观的课堂互动层面,都缺少对于文化的讨论。教育民族志作为一种研究路径,从一开始就关注学校内外、教与学的过程中普遍存在的文化力量以及基于文化的价值冲突和权力博弈。

何谓教育智慧——从亚里士多德实践智慧的角度分析/李长伟//教育理论与实践.-2013,(3).-9~12

实践智慧不是技术、不是科学、不是智慧,也不是努斯。实践智慧是一种同善恶相关的、合乎逻各斯的、求真的实践品质。作为实践智慧,教育智慧更是一种与学生德性的获得相关的、合乎逻各斯的实践品质。有教育智慧的教师能够将直觉到的教育原理"应用于"具体的教育情境,引导学生成为卓越之人。

从中国教育知识到教育学的创生逻辑/曾茂林//教育理论与实践.-2013,(2).-3~7

中国古代教育知识形成了逐级演绎本土实践、借助经验归纳方式生产的逻辑。在西方文化冲击下的近现代教育实践,催生了教育理论中国化的生产逻辑。新中国成立后,中国教育知识转向前苏联教育理论中国化研究。改革开放以来,在多元文化和学科交叉渗透的影响下,中国教育知识生产呈现出多元方式。其转变的根源在于社会变革,尤其是政权更替起着直接推动的作用,导致教育知识生产呈现出理想与现实双轨联接的逻辑变化。鉴于历史经验,中国教育学应以现有教育知识为基础,立足于本土实践,透视中国权利结构特征,形成聚焦师生具体人的综合原创方式,按照"问题—中层—学科"的创生程序,最终形成走向国际视野的民族生长逻辑。

前沿问题与教育研究的前沿问题辨/满忠坤//教育理论与实践.-2013,(2).-8~11

"前沿"一词兼具名词和形容词的功能,"前沿问题"具有时代性、价值性、紧迫性、过渡性和发展性。前沿问题之"前沿"的确证应基于一定的归属维度,时间、学科、主体是其重要方面。教育前沿问题、教育研究的前沿问题与教育学的前沿问题三者既有区别又有联系。无论是自然科学研究还是教育研究中的前沿问题,都不是价值无涉的,只是价值在其中的表现形式、角色不同而已。严格意义上讲,没有无价值倾向的研究,也没有价值无涉的前沿问题。

教育哲学是实践哲学——教育价值观的视角/田养邑//教育理论与实践.-2013,(1).-3~6

教育哲学力求获得对教育整体性的把握,从而为教育事业提供一个价值尺度。哲学体系中的教育哲学注重在方法论上研究教育实践,教育基本问题中的教育哲学注重澄清教育中相关概念的含义。教育哲学需要担负起搭建教育价值逻辑框架的任务,树立起教育理论和实践共同的教育理想和信仰。教育哲学是实践哲学的根本内涵包括三个方面:好教育需要合理的价值判断;教育哲学奠定了向善教育实践化的基础;教育实践导向的本源是教育哲学。

自由成"人":教育精神的时代诉求/杨建朝//教育理论与实践.-2013,(1).-7~10

人性是自由的,基于人性的教育应该维护、促进人的自由生长,使人成为完整的自由人,这是教育精神的时代诉求,但工具化的教育阻遏了人性化教育的实现,把人作为社会需要的工具去努力适应和迎合。教育精神的复归应该促进人的自由意识觉醒,培养人的自由能力,涵养人的自由精神,逐步趋近马克思意义上的充分的自由个性实现。

学校教育与身体的尊严/刘学坤//教育理论与实践.-2013,(1).-11~15

身体有尊严,但教育却忽视了人身体的尊严。教育通过使身体与尊严隔离、让身体疲惫常态化、把身体工具化等方式来侵犯身体的尊严;究其原因,主要在于教育价值观对身体的贬低、学生面临挥之不去的烦恼、学生无法自主决定其命运、教育中具有权力主义的色彩和教育再造了尊严的概念。身体尊严在教育中的实现需要教育满足学生身体的基本需要,倍加呵护学生的身体,加强对教师和学生尊严意识的教育。

亚里士多德实践哲学中的公民德育概念/黄藿//教育学报.-2013,(1).-3~12

在21世纪的今日,民主化成为世界潮流,尽管世界各国在民主化的实施方式、内容与进程上有很大的差异,但不可否认公民德育在推动并建构民主化社会的目标上有其关键的重要性。透过对亚里士多德伦理学与政治学文献的探

讨,可以厘清原始公民德育的概念。亚里士多德在其所著《政治学》一书中对公民的定义与城邦的构成要素、公民教育与政体的关系、公民德育实践的必要性及其实施的内容与方法进行了阐述。尽管亚里士多德有关公民的概念与公民德育的理论太过粗略与朴素,还没有碰触到现代民主社会中复杂的权利与义务理念,但他把公民德育的培育当做政治哲学的理论核心却是充满超越时代的先知卓见。

现代学校价值教育核心内容体系及其教育策略——以社会和谐~人生幸福为中心/余清臣//教育学报.-2013,(1).-13~20

价值教育的根本目的是整体建设学生的价值世界,全面提升学生的价值品质。现代社会的深刻转型冲击着传统的核心价值,致使现代学校价值教育失去了稳定的核心内容体系,因此系统研究现代学校价值教育核心内容体系是非常必要的。基于价值的基本内涵,现代学校价值教育核心内容体系的价值主体应该是兼具"社会性"与"个体性"的人,因此现代学校价值教育核心内容体系应该以社会和谐一人生幸福为中心来建设,最终形成包括终极理想层、生活精神层、公共生活层、个人生活层等四个方面的内容体系。基于这个内容体系,现代学校价值教育可以从五个方面来加强:要进行系统的价值教育、要抓住核心价值层次和核心价值条目、要注意协调各个价值品质层次之间的关系、要准确定位具体价值的内涵、要适度加强价值理性教育。

民族性与民主性:两种维度的国家认同教育及其关系/曾水兵//教育学报.-2013,(1).-21~26

现代意义上的国家是"民族"与"国家"的融合体。民族意义上的国家认同和政治意义上的国家认同是现代国家认同教育的两个基本维度。前者以民族历史、文化、语言认同为核心,涉及共同血缘、地域、历史等文化价值维度的认同教育,后者以宪法认同为核心,涉及人权、民主、法制等共同政治价值维度的认同教育。两者共存于国家认同教育的建构过程,不是非此即彼,而是良性互动,应有机地统一起来。超越狭隘的民族主义爱国走向宪法爱国是时代发展趋势,民族品格的塑造和民族精神的培育仍然是当代公民教育的重要使命。现代公民教育在两者张力之间培养既有民族品格和民族性精神,又具有现代民主意识的理性爱国公民。

批判教育的使命与教育批判的方法论/王占魁//教育学报.-2013,(1).-55~62

哲学批判的本质是对"更好可能"的开放式追寻。哲学批判有关"反"或"非"的立场,通常建立在人们"质疑"既有事态价值品质的基础上,并集中表现为不同学说或观点之间的一种"辩证讨论"。学界有关"批判话语"的复杂意向,使得我国教育研究中的批判实践往往游离了其学术

根基,进而致使教育理论在当前的社会危机中日益消减了其所应有的社会影响力。为重振中国教育的公信力,中国教育学界不仅需要在学界内部重建并严格恪守教育批判的学术原则,而且它还必须能够真诚地接受来自教育实践者对其理论品性的质疑与挑战,从而自觉地担负起重建中国批判教育实践的历史使命。

教育研究中问卷承载信息的变异与控制/王嘉毅,陈富,赵志纯//教育学报.-2013,(1).-63~70

问卷调查是教育研究的重要方法,但问卷调查收集到的信息也会存在一定的误差,并且会影响研究结果的准确性。从问卷调查中数据信息的变异过程分析得知,抽样误差、测量误差、录入误差是数据信息变异的主要来源。在运用问卷调查法进行研究时要从抽样过程、信息采集过程、数据录入过程和数据的清理过程等方面进行严格控制。问卷录入前的全面筛查、录入人员与录入软件的选择及对录入数据的检核等工作应该引起更多的关注。

教育与文化——关于文化教育的哲学思考/孟建伟//教育研究.-2013,(3).-4~11

文化教育是一种崭新的教育理念。它是对狭隘的知识教育所做的重大突破和超越。从知识教育走向文化教育有其深刻的认识论根源和背景,即从知识论的认识论到文化论的认识论的转变。文化教育所蕴含的目的论和方法论是"以人化文"和"以文化人"的有机统一,也就是既用"人化"推进"文化",同时又用"文化"达成"化人"。"人化"和"化人"的有机统一,有着特别重要的方法论意义。

近十年来我国教育研究方法的分析与反思/姚计海//教育研究.-2013,(3).-20~24

系统随机取样抽取 1073 篇教育类学术研究为研究对象,探讨我国近十年来教育研究方法的特点。结果显示:思辨研究是我国教育研究领域的主要方法,量化研究呈现逐年上升趋势,质性研究和混合研究比例很小;研究者主要来自高校和教育研究机构;思辨研究主要以理论思辨为主;量化研究呈现多样化发展;质性研究主要以个案研究为主。通过研究发现,我国教育研究领域存在学术研究缺乏规范、教育研究方法单一等问题。对此,应加强我国教育研究方法体系建设,提高教育研究者在研究方法运用方面的学术素养,并加强教育研究的多元化研究取向。

教师发展的客体性异化与主体性回归/伍叶琴,李森,戴宏才//教育研究.-2013,(1).-119~125

从发展是生物个体自身目的的观点来看,教师发展应是教师自身生存的目的与基本方式,也是教师自为、自觉的历程。基于工具理性主义的教师专业发展消解了教师的文化

身份和对教师人生的终极关怀,遮蔽了教师发展的内在价值,使教师发展从原本的主体性异化为客体性。以推进教师生命历程的完美和持续上升为主旨的教师蝶化发展,以幸福哲学为文化基础,以生命发展价值取向为基点,旨在超越工具理性主义取向的教师专业发展,指向教师身体生命与精神生命的完善发展,促使教师发展的主体性回归。

论孟子对孔子德育思想的传承与弘扬/冯文全//教育研究.-2013,(1).-131~138

儒家创始人孔子以"礼"、"仁"之教开创了我国古代道德教育的先河,孟子不仅传承了孔子的德育思想,而且还有一定的创新和发展。孟子由"仁"及"义",丰富并拓展了道德教育的核心内容;由"当仁不让于师"到"尽信书则不如无书",注重对学生道德批判性思维能力的培养;由"性相近"到"性本善",明确承认并肯定人性的光辉;由"有教无类"到"居移气,养移体",坚信教育对人的品德形成发展所起的重要作用;由"君子求诸己"到"尚志养气"、"反求诸己",充分肯定了人的自我教育的主体性作用;由"必因其材而笃焉"到"君子之所以教者五",提出了因材施教的具体方法。

关于深化教育领域综合改革的思考/杨东平//清华大学教育研究.-2013,(1).-1~5

教育领域综合改革是十八大报告教育部分令人眼睛为之一亮的闪光点,可以说把住了教育的病脉,开出了一剂良方,值得期待,值得研讨,本刊特此邀集方家笔谈,汇为专辑。

有守方有为:教育改革须正本清源/刘云杉//清华大学教育研究.-2013,(1).-10~13

中国现代教育建立的百年间,改革与革新是一个历久弥新的命题,维新是由外向内置入于现代教育的基因。然而,维新与固本、有为与有守应相互依存,彼此成就。百余年间,教育太过于求变与易,却忽略了必要的恒与常。十八大提出教育领域综合改革,希望此番教育再出发,首先是要回归,回归教育的根本。

教育综合改革:扎根吾土　服务吾民/叶赋桂//清华大学教育研究.-2013,(1).-22~26

教育综合改革在一定意义上可以说是21世纪初诊治中国教育顽疾、开辟中国教育前进道路的恰当的教育政策,切中其时,切中其事,切中其机。所谓综合改革,当然是有一个全盘的观察,整体的思考,把教育之内与教育之外一并统筹,物质的和精神的、思想的和实践的同时兼顾,国家的和个人的都予以关照,主要利益诉求和教育目标都得到恰如其分的表达、衡量和体现,并在对过去、现在、未来有一个全

面认识和透彻领悟的基础上,抓住大纲大本,兼顾枝末,进行系统的设计,完备的规划,错落有致的行动和推进,最终建立起一个比较完善适当的教育体系。而这个体系可以让中国教育获得一种安定的心态和力量,让整个国家和人民至少受惠几十年。

论自觉的大学/胡弼成//清华大学教育研究.-2013,(1).-35~38

自觉本是主体的人的特有属性,但大学里主要是人的活动,这一类人的活动的自觉便构成了"自觉的大学"。大学自我的失位与迷失,大学独立性的沦丧,大学个性的缺失,呼唤大学"自觉"之精神。"自觉的大学"的形成在于政府实行宏观的控制和适度放权,让大学自身积极有限地实行自主管理;各大学能清晰地明确自己的角色定位,培养文化的自觉和实现组织的自觉;大学内的领导者应该自觉遵循高等教育的发展规律,办出有特色的大学;大学内的知识分子应有"自觉"之精神,守护良知,恪守人格独立,做到学术自治。

"千人计划"学者回归的动因、学术优势与挑战/马万华,麻雪妮,耿明//清华大学教育研究.-2013,(1).-94~97

一个时期以来,我国政府为落实人才强国战略、吸引更多的海外学者回国,采取了一系列引智政策。其中,2008年实施的"千人计划"是目前我国人才引进力度最大的一个项目,引起了海外华人学者的积极响应。到目前,已有1000多人从世界各地回到祖国,大部分进入了高校和科研机构。是什么因素主导了"千人计划"学者的回归,这些学者回归后的学术优势是什么,"千人计划"面临哪些挑战,是本文关注的核心问题。

成己与成物:"生命自觉"的教育学内涵/戴莹//现代大学教育.-2013,(1).-10~15

站在教育学的立场,人的"生命自觉"主要表现为人成就自己和成就事物的生命实践活动。从"成己"角度看,人的"生命自觉"主要表现为人在形成自我意识、寻找生命意义、助长生命智慧方面的实践自觉性;从"成物"角度看,人的"生命自觉"主要表现为人在敞开事物的本体属性、敞开事物的价值属性、改造客观世界方面的实践自觉性。这就决定了以培育"生命自觉"为旨归的教育,必须在"成己"与"成物"上下功夫,在引导学生认识事物与成就事物的同时,引导学生认识自身与成就自身,两方面不可或缺。

审视与重构:文化立场中的大学师生关系/金运成//现代大学教育.-2013,(1).-28~34

师生关系是教育活动的根本关系，也是决定教育教学质量的关键因素。当前对于师生关系的研究，多集中于基础教育领域，多指向于师生关系的意义和构建策略等"外围"研究。未来师生关系的相关研究，应该破除上述两种倾向，向高等教育领域延伸，以大学师生关系为研究重心。大学师生关系中，以"知识"和"情感"为中介的传统师生关面临困境及转型必要性，现代社会的快速发展和高等教育的实施形式使得有必要从一种新的视角去研究大学师生关系。文化是大学的本质属性，和谐大学师生关系的本质是文化融合，而要实现文化融合，最重要的途径是创设教师、学生和学校共同参与的沟通文化。

高校财务状况分类研究/于谦龙//现代教育管理.-2013,(2).-46~51

高校的财务状况被分为财务困境与财务正常两种状态，并且有一定的判断标准，如果这些标准是有效、合理的，则按照这些判定标准分别确定的各类型财务困境组高校和正常组高校的主要财务指标的均值或者中位数应该有显著差异。通过均值检验或者中位数检验，发现根据论文中提出的判定标准确定的各类型财务困境组高校与正常组高校的主要财务指标的均值或者中位数有显著差异。

网络环境下提高高校信息公开有效性的路径/凌镜//现代教育管理.-2013,(2).-56~59

社会公众和学校师生对高校办学越来越关注，对信息公开的诉求也越来越强烈。网络化环境下，当前高校的信息公开主要存在资源不统一、查阅不便捷、效果不对称、机制不健全等问题。高校应满足不同对象的信息需求，整合信息资源，完善分类体系，构建便捷高效的信息公开平台，并加强公开平台的推广应用，提高信息公开的有效性。

中国教育目的观的转型/张运红//现代教育管理.-2013,(1).-1~6

中国教育目的演进遵循了"终极者"的演进路径，虽然各个时期对教育目的的外在表述不同，但实质未变。"终极者"教育目的观将人抽象化、工具化，进而盲目拔高教育的功能，形成并维持着社会分化。社会发展使教育目的观的转型渐成必然。"普通人"的教育目的观将实现人和社会关系的全面改组，人由个人主体走向类主体，社会成为有机整体，社会融合成为可能。

高校发展战略研究若干重要问题的思考/杨兴林//现代教育管理.-2013,(1).-37~41

现阶段，我国高校设立发展战略研究或规划机构的越来越多，但地位却多尴尬，导致这种状况的重要原因之一在于有关"高校发展战略研究"本身的研究几近空白，导致高

校发展战略研究在行动上常常处于不自觉状态。高校发展战略研究，本质上旨在为学校科学制定及实施相关发展战略，或为学校解决发展建设中的重大问题，提供咨询或建议。高校发展战略研究涉及三个层次的问题，提供咨询或建议的形式大体有四个方面，其责任履行既要努力克服"泛化论"的影响，又要克服"虚无论"的影响，高校发展战略研究需要具备责任、前瞻、忧患、全局四种重要意识。

现代大学内部制度建设之再审视——基于内涵、价值与路径的分析/杨超//现代教育管理.-2013,(1).-47~51

《国家中长期教育改革和发展规划纲要（2010—2020年）》有关精神要求我们重新审视现代大学内部制度建设的内涵、价值和路径。现代大学内部制度是大学内部管理与运行的规则体系，是凸显大学学术性本质并确定大学生存与发展规则体系的总和。现代大学内部制度建设的价值在于维护大学本质属性，彰显大学现代性和构建和谐大学校园，其路径在于激发大学学术活力，弘扬组织制度文化，协调学术权力与行政权力的关系，实行自下而上的变革以及构建科学合理的管理制度体系。

社会转型期中国大学的危机/朱景坤//现代教育管理.-2013,(1).-52~57

中国正处于社会转型期，社会结构、运行机制及社会心理与价值观念都在发生着变革和转换，给高等教育带来了深刻的影响。一方面校园建设日新月异，学科专业与日俱增，教学改革推陈出新，行政管理花样翻新，大学规模急剧扩大，迅速迈入大众化，成就毋庸置疑；另一方面，繁荣之下却也危机四伏。我国社会转型期高等教育发展过程中面临的危机主要体现在资源、价值、制度、信任等几个方面，需要观念更新和制度创新予以应对。

以黄炎培职教思想为指引　探索中国职教改革与发展之路/刘志芳//职教论坛.-2013,(4).-82~85

文章拟对我国职业教育的精神宝藏进行挖掘，即对黄炎培职业教育思想进行研究。以其职业教育思想为依托，探讨本土化的理论及实践积淀对我国职业教育发展的指导意义和现代化运用/期望能对中国特色职业教育发展之路提供启示与借鉴。

"双师型"教师评价指标体系的构建及评价方法研究/李娟//职业技术教育.-2013,(5).-75~77

"双师型"教师是应用型高等院校教师队伍建设的特色和重点。建设"双师型"教师队伍首先要明确"双师型"教师的判断标准。"双师型"教师的评价指标体系可以从理论水平和实践能力两个方面

原生态价值取向对当前教育研究的启发/郭禾//中国成人教育.-2013,(4).-5~6

当前，教育领域对原生态价值取向产生了眷顾，原因在于它对教育研究能够产生独特的启发。具体来说，原生态价值取向的介入，教育研究的目的会更具本体感，教育研究的内容选择会更关注于原生态和非原生态状态下的任何教育形态，教育研究的方法会更强调研究者的参与性与现场感的增强。

论学校教育中的竞争与合作/潘越//中国成人教育.-2013,(4).-7~9

本文主要从竞争与合作的概念入手，提出学校教育层面上的主导者——竞争与合作这一观点，进而着重分析实现竞争与合作二者统一的必要性。

我国教育研究内容的发展趋势/吴舸//中国成人教育.-2013,(4).-11~13

教育研究是人们总结教育经验、探索教育规律、解决教育问题的重要手段。教育研究大大降低了教育的不确定性，提高了教育的可控性与可操作性。本文从教育体制、教育教学质量、教育政策与决策研究、教育改革与发展基本理论、教育研究方法论等几方面阐述了我国当代教育研究现状，并对当代教育研究内容的发展趋势进行了展望。

分析我国教育研究的"异化"/曾海蓉//中国成人教育.-2013,(4).-13~15

本文从"研究选题、研究力量、研究方法、质量评价体系、研究成果转化"等方面阐述了当前教育研究存在的"异化"现象，在对导致教育研究"异化"的根源进行深入分析的基础上，提出了解决教育研究"异化"的途径。

论比较教育的学科逻辑与学科智慧/袁利平//外国教育研究.-2013,(1).-3~9

比较教育是一种现代文化性学科形态，"比较"是其作为一门制度化学科的逻辑起点。澄清比较教育的学科逻辑有助于我们重新构建比较教育的学科理论体系，促进比较教育学科的科学化发展。比较教育经历了"借鉴"、"预测"、"分析"等历时性发展阶段和具有跨国家、跨学科、跨文明等跨越"他者"界限的共时性特征，凝聚着无数比较教育学者充满艰辛的探索历程和苦苦求索的心智，形塑了其学科智慧，进而表征着比较教育的本体特质。

关于加强师德建设若干问题的思考/涂文佳//职教论坛.-2013,(5).-72~73

加强高校师德建设是培养高素质教师队伍的重要因素。从高校师德建设的角度出发，分析了高校师德建设中存在的问题及存在问题的原因，并提出加强高校师德建设的有效途径和方法。

13 高等教育

高等教育强国：本质、要素与实现途径/瞿振元//中国高教研究.-2013,(3).-1~5

建设高等教育强国不仅要求建设若干所世界一流大学，更要建成一个完整而强大的高等教育体系。这一体系涉及规模、结构、质量、效益、公平五个基本变量，它们相互联系、相互影响。高等教育的健康发展，是规模、结构、质量、效益和公平内在协调统一的发展。当前需要我们以提高质量为重点，稳步低速发展规模，进一步优化结构，大力促进教育公平，密切关注效益，推动高等教育的内涵式发展，加快建设高等教育强国。

高等职业院校战略管理要义/刘兰明//中国高教研究.-2013,(3).-91~93

对于大学而言，战略是一种更为积极主动、目的明确、面向未来的大学管理方式。高等职业院校在某种程度上存在着生存危机的压力，同时也存在着简单管理的现象。着眼未来，高职院校应在"谋生"的同时，力求"谋略"，亦即力争做好院校的战略管理。有效的信息支撑是战略管理的基础，院校拥有充分办学自主权是战略管理的前提。高职院校战略管理过程主要分为战略定位、战略目标、战略实施、战略评估与控制四大阶段。

高等教育质量保证模式探究/侯宝森//中国成人教育.-2013,(1).-56~57

由于我国高等学校本科教学质量保障工作起步较晚，受高校自身及政府、社会等外部因素的影响，在高等教育规模不断扩大、教育主体日益多元化的今天，已愈加显示出不适应性。本文分析了当前我国高等教育质量保证体系存在的问题，提出了构建我国高等教育质量保障模式的措施。

关于高等教育发展方式转变的几个问题/刘国瑞//现代教育管理.-2013,(2).-12~17

我国高等教育正处于发展的十字路口。面对空前复杂的发展环境，必须再次对高等教育发展方式作出调整。设计好和实现好这次调整，需要准确把握高等教育发展方式转变的内涵和基本规律，注意统筹各种需求，处理好各种关系。

中国高等教育规模空间格局演变及影响因素/姜巍，高卫东，张敏//现代大学教育.-2013,(1).-43~50

促进高等教育公平发展是我国高等教育政策的重要内容。随着我国高等教育的不断扩张，各省在校生规模绝对差异不断加大，但相对差异在几次大的波动后目前正处于稳定阶段；相对于省份间的差异，高等教育规模在省域内差异更为严重，高校集中于省会的现象十分突出；高校在校生规模影响因素模拟结果显示：造成我国高等教育规模区域差异的主要原因并非区域经济水平和交通状况，而是师资条件和人口规模；从各省高等教育规模影响因素的分析来看，因各省自身发展条件不同，具体影响因素各异，但以师资条件为主因。为此，各省可以通过发挥自身优势来提高在国家高等教育体系中的地位。

印尼高等教育的发展分析/方展画//比较教育研究.-2013,35(1).-42~46

　　文章主要介绍了印尼高等教育的发展现状及特点，并针对印尼高等教育目前存在的问题从不同视角展开分析，寻求解决之道，最后对印尼高等教育的发展进行了简要总结，并对印尼高等教育未来的发展趋势进行了介绍。

大学规划方法论/刘会平//高等工程教育研究.-2013,(1).-103~106

　　在新的历史时期，对大学的未来进行科学而合理的规划是高校健康可持续发展的迫切需要，编制一部好的发展规划对大学发展有着重要而深远的意义。本文从方法论的角度，分别从什么是规划、为何做规划和如何做规划三方面对编制大学规划进行了论述。关于规划的内涵，本文提出了规划是"两点一线"的论点。在正确认识规划内涵的基础上才能编制出合理可行的规划；而规划的推进实施的关键则是规划与资源配置相结合，根据发展目标配置资源。

现代社会中的公共精神成长与大学主体性建设/钟伟军//高等工程教育研究.-2013,(1).-107~111

　　公共精神缺失是现代社会治理危机的一个重要根源。在现代公共精神成长中，大学往往扮演着非常重要的角色，但是，大学要有效地承担起这种角色的一个重要前提就是大学主体性的有效确立。新中国成立以来，在国家主义和功利主义的作用下，中国大学主体性受到严重消解，导致其培育公共精神的职能难以实现。从这个角度来说，大学主体的建设对于实现良好的社会治理就显得非常必要。/

文化自觉视野下高等工程教育的思考/王中对//高等工程教育研究.-2013,(1).-112~114

　　本文从工科学生提升文化素养的内在需要、高等教育"化人"的最终目的、社会主义文化建设的思想保证等三个方面分析文化自觉的重要性，从着重培养自主能力、努力营造校园氛围等两个层面提出了引领工科学生走向文化自觉

的路径。

高等职业院校实践性课程评价/肖凤翔//高等工程教育研究.-2013,(1).-159~164

　　实践性课程在高等职业院校课程体系中占有十分重要的地位。解析高职院校实践性课程质的规定性，针对目前高职院校实践性课程评价的困惑，梳理课程评价思想发展脉络与三种基本模式，挖掘其对实践性课程评价的启示。据此明晰高职院校实践性课程评价体系建立的基本思路，构建评价模型，探究高职院校实践性课程评价体系的实施路径，并对评价实践予以反思。

加强高等工程教育实践教学中的人文素质培养/崔琦//高等工程教育研究.-2013,(1).-177~180

　　人文素质教育是高等工程教育的重要组成部分，良好的人文素质是合格高级工程人才的必备条件。高等工程教育应重视实践教学对培养学生人文素质的作用，人文素质教育能够在实践教学环节得以落实与深化。西安交通大学工程坊通过建立平台、正确引导和加强管理等措施，促进了创新人才培养中的学生人文素质的提高。

论大学的观念理性/眭依凡//高等教育研究.-2013,(1).-1~10

　　本文在回顾大学发展历史的基础上，讨论回答了"为什么要对大学的观念理性予以重视"和"大学应该持有什么样的观念理性"两个问题。前者在于说明"大学的观念理性"是一个需要研究的现实问题，后者则从"育人为本"、"学术自由"、"社会担当"三个方面回答了大学应该确立和守持什么样的观念理性。

创新人才培养究竟需要什么样的大学/吴康宁//高等教育研究.-2013,(1).-11~15

　　创新人才培养对大学的精神提出了一系列要求。创新人才培养需要有因其"引领社会进步"而有理想与高度、有魂灵的大学；需要有因其"促进学生发展"而有智慧与深度、有眼光的大学；需要有因其"鼓励多元多样"而有活力与宽度、有胸怀的大学；需要因其"拒绝任何依附"而有胆量与硬度、有脊梁的大学。只有具备这些精神品质的大学，才能真正培养创新人才。

论高等教育全球化的张力/漆新贵//高等教育研究.-2013,(1).-51~55

　　在复杂的全球场域中高等教育的发展充满了张力，其中全球化与地方化、西方化与民族化构成了四维空间，高等教育外有政府、市场、社会的牵制及其相互博弈，内有学术与行政、学术与文化之间的紧张，因此有各种不定的选项和

可能。在克拉克"三角协调模式"和马金森"全球国家地方能动模式"的基础上，构建"高等教育全球化张力模型，可为非西方世界的高等教育全球化战略选择提供有价值的参考。

我国高等学校教学方法创新研究/邵士权//高等教育研究.-2013,(1).-96~96

聚焦教师、学生和他人的三维角度不难发现，教学方法永远是一项遗憾的艺术，即教学方法在不同感知状态和感知主体评判下，只有更好没有最好，遗憾与不满意永远存在。同时，我国高校教学方法现状是教师和学生对有效教学方法的要求愿望不高、对教学方法重要作用认识不足、我国高校教学方法来源路径逼仄、提高师生教学方法素养措施不力。

高等教育评估多元化研究/肖建忠，陈小娟，贾秀险//高教探索.-2013,(1).-13~15

高等教育评估是对高等教育教学、科研创新、学科专业建设等工作作出客观的评价和鉴定的过程，对高等教育起诊断、导向、激励和监督作用，是教育主管部门对高等教育进行宏观管理、监控和引导其发展的重要依据。为了更好地发挥评估对教育工作的诊断、选优与导向作用，适应现代高等教育的多功能、多目标、多类型、多层次特点，高等教育的评估主体、评估目的、评估标准和评估模式等呈现多元化发展趋势。

高校社会资本与社会服务参与的互动关系：一个类型化解释框架/刘庆强，侯光辉//高教探索.-2013,(1).-23~29

基于高校发展资源理论视角与类型化解释框架，考察了高校紧密型、跨越型和垂直型社会资本与基础型、创新型和集成型社会服务参与之间的互动关系。各类社会资本均有助于高校各层次的社会服务参与；基础型社会服务更有助于跨越型社会资本集聚；创新型社会服务尤其促进跨越型和紧密型社会资本的集聚；集成型社会服务对于促进高校三种类型社会资本的提升均有显著作用。

论大学学术职业的组织特性/王应密//高教探索.-2013,(1).-35~39

大学学术职业是学术职业中的一个特殊群体。作为一个社会组织，它具有不同于社会一般研究机构中学术职业的特殊性。这些特殊性主要包括：1/学科：大学学术职业的组织基础；2/松散结合：大学学术职业的内在组织构成；3/学术自由：大学学术职业的核心价值追求；4/双层权力格局：大学学术职业的组织管理特性。

大学院长角色冲突的组织学透视/任初明//高教探索.-2013,(1).-53~56

大学和学院组织具有控制的双重性、多元权威结构、组织目标的模糊与多样等组织特性，这些组织特性常常置院长于左右为难之中，使院长的角色冲突具有一定的内在必然性，成为院长产生角色冲突的组织学根源。

大学发展战略规划的逻辑研究/包水梅//国家教育行政学院学报.-2013,(2).-43~47

战略规划是在高等教育走向大众化之后，伴随着市场经济的发展和信息化时代的来临引发的大学内外部环境的巨大变化而被广泛运用的。大学需要通过战略规划来应对激烈的市场竞争、适应变化的外部环境，并在多样化的发展目标或路径中做出选择、对教育资源进行合理配置、对多元利益主体进行协调等，以期获得可持续发展。对于我国来说，大学发展战略规划除了基于上述逻辑运行之外，还与大学自主权的落实直接相关。

论大学排名体系的公信度问题/张燕华//国家教育行政学院学报.-2013,(2).-48~53

全球大学排名体系正逐渐成为世界大学市场的固有概念，大学排名体系对大学发展发挥了重要作用。在描述大学排名体系动态变化的基础上，深入探讨大学排名体系的指标参数、信息来源、隐性价值取向、整体评估结果四个方面对其公信度产生的影响及考验，认为大学排名体系应该在提升公信度的基础上继续发展。

德国高等教育分流的经验及启示/陈新忠//国家教育行政学院学报.-2013,(2).-86~90

高等教育是一项分流施教的社会活动，通过"大学生"这个特殊群体作用于社会成员的分层流动，影响着社会的阶层演进和秩序变化。作为大学历史最为悠久的国家之一，德国通过联邦政府、高等学校、社会组织和高校学生的共同努力。实现了具有本土文化特色的高等教育良性分流，对本国社会成员的分层流动发挥了积极作用。使德国不仅保持了世界一流大学的高等教育优势地位，而且吸引了众多优秀学子和人才前往留学与工作。

美国"卓越绩效教育标准"对我国高校质量管理的启示/国兆亮//国家教育行政学院学报.-2013,(1).-91~95

提高高等教育质量是当今世界各国需要面对的重大课题。美国"卓越绩效教育标准"既是衡量教育质量的评价标准，又是促进学校提高教育质量的指导体系。它以全面质量管理为指导思想，注重结果绩效；以促进学生发展为核心，整合了教育的关键问题；以系统的观点，科学的指标为抓手，

极大地促进了教育质量的提高。研究"卓越绩效教育标准"对我国高校的质量管理有重要的借鉴意义。

我国高校教育筹资机构及运行机制探微/吴冰, 时艳, 吕旭峰//黑龙江高教研究.-2013,31(3).-24~27

近年来, 我国一些高校把争取教育捐赠列为学校工作的重要组成部分, 把教育筹资工作提升到学校发展的战略高度。教育筹资机构日益健全, 管理机制渐趋规范, 重视校友工作, 加强校友联络, 高校的教育基金会也逐步走向专业化运作, 这些经验可资借鉴。

试析地方高校的科研职能及其定位/高金祥//黑龙江高教研究.-2013,31(3).-47~48

科学研究是高校的主要职能之一, 与人才培养、社会服务、文化传承相辅相成。地方高校设置是高校与地方经济和社会事业需要密切结合的产物, 其职能决定了其科研活动的定位首先应该立足于地方, 研究的重点领域理应是地方经济与社会的需要, 这也是此类高校发展的契机。在科研活动中, 地方高校应该避免盲目攀比, 有效使用有限的科研资源, 提高研究效能。这是地方高校需要给予关注的重要问题。

论高校在行政伦理教育体系中的重新定位/钟哲//黑龙江高教研究.-2013,31(3).-51~54

公职人员是公共行政的实践主体, 其伦理水平对其所提供的公共服务的质量有着直接影响。行政伦理教育承载着个人行政道德人格养成和服务型政府转型的共同诉求, 是公职人员完成伦理体系和价值观念内化的重要途径。因此。行政伦理教育必须改变条块分割、不成体系的发展现状, 从原有的政治教育体系中独立出来, 以本身特质要求为核心, 合理调整行政伦理教育体系中各主体地位, 构建适应中国社会现实需求的行政伦理教育机制。

高等教育质量的哲学慎思/赵庆年//江苏高教.-2013,(1).-1~4

高等教育质量分为功能性质量、品质性质量与品位性质量, 三种质量是一种递进关系, 当高等教育发展规模不断扩大时, 人们对高等教育质量需求会逐步由功能性质量上升到品质性质量, 直至品位性质量。解读高等教育质量依赖于高等教育质量原理, 高等教育质量建立在高等教育质量标准基础之上, 高等教育质量标准来源于高等教育价值观。经典大学教育价值观、社会本位教育价值观、学生本位教育价值观以及比较教育价值观是构建高等教育质量标准体系的主导价值观。

浅论大众化阶段主体性高等教育质量观/王让,张赟,孙晋//江苏高教.-2013,(1).-9~11

质量同时具有客观性与主观性。质量的这种特性使得质量与质量观存在着一定的辩证关系, 而这种关系在大众化时代高等教育质量上体现得尤其明显。高等教育质量呈现的多样性、层次化的特点是质量的特性在高等教育产品中的体现。高等教育大众化产生的一系列变化中, 质量问题尤为凸显。文章提出用主体的视角审视高等教育质量, 并在多样化质量观的基础上提出了主体性质量观, 认为学生的主体性应在高校内部质量保障中得到充分重视。

行业类高校大学文化的内涵探析/林平//江苏高教.-2013,(1).-112~114

行业类高校大学文化的内涵分析是行业类高校大学文化研究的基本前提。行业类高校大学文化是具有现代大学的基本意蕴, 同时融汇了行业精神和行业特点的一种特殊的组织文化结构, 是由具有自身特色的精神文化、物质文化、制度文化和行业文化等要素所构成的有机系统。

当前我国高等院校特殊教育专业人才培养现状分析及其启示/王雁, 李欢//教师教育研究.-2013,25(1).-28~34

教师专业化是世界教师教育的大趋势。从事特殊教育的教师, 因其教育对象的复杂性, 需要更多的专业知识及专业训练技能, 因此其专业发展的要求更加强烈。高校特殊教育专业学生的培养, 是密切影响特殊教育教师专业发展的决定性因素。本文采用文献法, 对北京师范大学等12所高校具有代表性的特殊教育专业培养方案进行文本分析。通过对我国特殊教育师资培养目标、培养方式及课程设置的研究, 分析其特点, 提供经验及启示, 以期助推我国特殊教师教育改革及特殊教育教师的专业化发展。

大学财务治理中的工具性权力和契约性权力/孙艳//教育财会研究.-2013,(1).-7~10

高校财务治理过程中的工具性权力和契约性权力是两种重要的权力作用机制, 二者在权力来源、本质或目的、基础和前提、实现方式及结果等方面表现出明显差别, 在它们的作用下, 从外部引进的制度在运行过程中可能偏离设计初衷, 从而不能达到制度预期的效果。充分认识这两种权力作用机制有利于探索出更加适合我国国情的财务治理模式。

我国高等学校教育经费内部配置面临的冲突及化解路径选择/叶青松//教育财会研究.-2013,(1).-11~16

我国高等学校在将筹集的各来源渠道教育经费配置转化为具体经费支出过程中, 面临着经费的对象性支出、功能性支出和具体产品性支出的三维协调和冲突。这些多维冲突又集中体现为经费预算配置决策过程中的优势与一般、教学

与科研、效率与公平、行政与学术等方面的冲突。为此，高等院校应进一步完善高校内部财务治理，构建科学的校内财务决策机制；加强财务信息报告披露，使经费配置目标与绩效挂钩。

构建高等学校绩效拨款模式的探讨/黄敏新//教育财会研究.-2013,(1).-17~21

随着我国高等教育改革的逐步推进，高等学校办学规模的不断扩大与财政拨款相对稳定的矛盾越来越突出，以提高财政资金使用效率和效益为目的的高等教育预算拨款管理制度的改革与创新越来越成为人们关注的焦点。因此，必须高度重视公共财政资金的支出效益，探索高等教育绩效拨款方式以缓解供求之间的矛盾。本文探讨了如何改进单一的基数加增长的财政拨款模式，建议在财政拨款中适当引入绩效指标，以办学效益高低和办学质量评估结果等作为专项拨款的参考依据，推动高等学校注重教育质量，节约经费，提高效率，确保每一分钱都能用到实处，发挥应有的作用。

高校绩效预算管理制度研究/龙英//教育财会研究.-2013,(1).-26~29

高校绩效预算管理就是把绩效管理的理念与方法引入高校财务管理工作中，以提高财务管理水平和绩效。本文主要论述了高校绩效预算管理的基本特征，探讨了高校绩效预算评价指标体系构建，以及考核和奖励机制建立等方面的问题，提出了实施绩效预算管理必须具备的观念、制度和机构等条件，对实质性地开展高校经费使用绩效管理具有一定的借鉴作用。

大力发展西部地区高等职业教育/粟多能//教育与职业.-2013,(4).-7~7

高等职业技术学院是在完全中等教育的基础上，培养出一批具有大学知识、而又有一定专业技术和技能的人才，其知识的讲授是以能用为度、实用为本。西部地区的可持续发展，亟需大量的高学历高素质的实用技术人才，而目前还十分缺乏这方面的人才。

14 成人教育、继续教育

建设"创新型国家"战略下我国高校继续教育的发展路径/王培暄//江苏高教.-2013,(1).-68~70

随着建设"创新型国家"战略的全面实施，普通劳动者创新素质的培养成为当今我国高校继续教育的主要任务。然而，目前我国高校的继续教育在教育理念、办学形式、教学内容、考试评价、教学管理等诸多方面都面临着一些问题。

因此，如何改革我国高校的继续教育，使之更好地适应"创新型国家"的发展战略，便显得十分重要了。

终身教职制度的两面性及效率条件/罗向阳//江苏高教.-2013,(1).-73~75

现代终身教职制度形成于美国，但也被其他国家大学广泛采用。终身教职在保护学术自由、提供利益补偿、促进学术分工以及遴选优秀人才方面具有不可替代的制度功能，但它自身难以解决所有激励问题，这也常为学术界所诟病。终身教职的制度效应需要相关制度安排来支撑，其优越性也和大学类型、科研任务属性以及人才评价体系密切相关。

20世纪我国成人教育学学科建设的本土探索/侯怀银//教育理论与实践.-2013,(3).-13~16

20世纪我国成人教育学的发展经历了初建、重建、停滞、再建、发展和成型六个阶段。回顾20世纪我国成人教育学学科建设，可以发现，当前我国成人教育学学科发展亟需解决五个方面的问题：成人教育学学科的独立地位；成人教育学与相关学科的关系；成人教育学的国际责任；成人教育学和成人教育实践的关系；成人教育学学科研究队伍的建设。

成人高等教育信息化教学手段的创新策略/陈洪连//职教论坛.-,2013,(3).-44~47

利用现代教育技术革新传统教学手段，推进成人高等教育教学手段的信息化进程。是提高成人高等教育质量和效果的客观需要。当前，建立卫星数字传输的教学服务系统/构建基于网络的教学管理平台，推动由单媒体到多媒体教学载体的开发，重视由静媒体到流媒体的信息传输转变。实现以在线为主、离线为辅的学习方式变革，是创新成人高等教育信息化教学手段的基本策略。

成人学习挫折成因及其调控研究/陈维华//职教论坛.-2013,(3).-53~56

由于内部和外部因素的影响，成人在学习中容易出现挫折。内部因素包括生理老化、自我评价不当、经验的负面影响、归因偏差、学法失当、学习态度障碍等；外部因素包括学校环境、工作环境和家庭环境。针对成人学习者的学习挫折，应采取以下调控措施：优化学习环境，创造良好学习条件；树立终身学习观，增强学习自信心；合理利用经验，教学彰显"成人"特性；引导正确归因，增强自身努力；开展学法指导，做好心理疏导工作。

社区教育专职教师培训方式新探/杜君英//职教论坛.-2013,(3).-60~62

有效的社区教育专职教师培训是社区教育专职教师队伍建设和职业发展的关键，也是提升社区教育工作质量的关键。基于成人学习理论、建构主义学习理论与教师职业生涯发展阶段理论，对社区教育专职教师培训进行再设计时/需要更加关注互助式培训、参与式培训、反思式培训与分层式培训。

中国成人教育国际竞争力比较分析//职教论坛.-2013,(1).-51~51

陈衍、房巍、于海波在《教育研究》2012年第9期中撰文并通过借鉴国际竞争力理论，从基础、规模、机会、投入四个方面对中国和部分OECD国家的成人教育国际竞争力水平进行度量和排名，并就如何提升我国成人教育的国际竞争力提出政策建议。教育国际竞争力是指一个国家的教育体系为保障人才培养、研究开发、知识传播与生产、技术发明等方面持续提高与发展所做出的贡献，

终身教育背景下成人教育教师的专业化角色转换/张冰杰//职教通讯.-2013(4).-45~48

在21世纪信息化社会里，全民学习、终身学习已成为社会发展的主题，终身教育也成了现代社会快速发展的一个必然趋势。终身学习社会的到来，使得传统的成人教育教师的角色必将发生质的改变，成人教育教师必须实现角色、职能和素质的转变，以适应信息社会培养人才的需要。

当代成人教育学专业研究生培养的文化集注/曾青云//职教通讯.-2013(1).-24~29

我国文化发展历史与教育发展轨迹彰明，当代成人教育学专业研究生培养不仅是一种高层次专业培养活动，更是一种传统文化传承、现代文化推进、未来文化创新发展的实践过程。而在传统、现代、未来三维之间的嗣合与传动之间，既昭示了当代成人教育学专业研究生培养的文化渊源，集注了它现代发展的文化坐标，还指明了其未来发展的文化远景。以此引长，试图从推动社会主义文化改革的大势下，远溯当代成人教育学专业研究生培养的文化脉络、文化蕴义、文化诉求，博索当代成人教育学专业研究生培养的文化地位、文化使命、文化担当，为当代成人教育学专业研究生培养事业肇基新起点。

传统"乐学"理念下成人教育学专业研究生学习/段寅雪//职教通讯.-2013(1).-37~41

纵观中国教育历史，苦学与乐学关系问题始终主导着人们学习的话语权，而苦学与乐学的洽合、碰撞甚至冲突，不仅折射出中国传统文化的博大精深，更阐明了学习的本质、属性与社会意义。从传统"乐学"理念与成人教育学专业研究生学习关系入手，在探究它们之间的渊源、特色、行

为关系的同时，试图使专业研究生的学习从"学海无涯苦作舟"的自在，润化为"学海无涯乐作舟"的自由。

论构建高校继续教育质量管理体系/史仁民//中国成人教育.-2013,(4).-20~22

继续教育是全民终身学习体系的重要组成部分，而高等学校则是开展继续教育的重要阵地。本文分析了构建高校继续教育质量管理体系的必要性，阐述了构建高校继续教育质量管理体系的理论支撑，在此基础上，提出了构建高校继续教育质量管理体系的措施。

在职职工继续教育培养模式的探索与研究/曹双梅,李建华,刘宇通//中国成人教育.-2013,(4).-92~94

在职职工继续教育问题是企业、学校、职工都很关注的问题，教育规模、工学矛盾、培训效果是直接影响继续教育工作健康持续开展的重要因素，所以探索和研究适应社会发展、满足在职职工个性化需要和为企业培养高技能应用性人才的新培养模式很有必要。我院订单培养模式、校企分段式培养模式、成人学历教育与专业技能培训结合培养模式的探索和实践，为企业的转型升级和可持续发展培养了大批实用性人才。

浅议成人教育教学管理的创新/中周传纲//国成人教育.-2013,(3).-41~42

本文阐述了加强成人教育教学管理的重要意义，分析了当前成人教育教学管理中存在的问题，并在此基础上，探讨了提升成人教育教学管理质量的新途径，供广大业内同行参考借鉴。

终身教育：走向生命的田园/丁红玲//中国成人教育.-2013,(1).-5~5

工业文明以来，工业以其排山倒海之势向大地流淌，向天空蒸发，向人类生活的各个领域渗透。但工业这个命题却充满了爱恨情仇，它在给人类带来辉煌的文明盛宴的同时，也带来了巨大的文明之殇：环境污染，资源枯竭，战争频仍，信仰危机，精神失落等等，前进还是倒退，成为难解的"斯芬克斯之谜"。由此引发了人们对教育的反思。长期以来，服务于经济增长的需要，我们的教育呈规训式，对训练人"何以为生"的技能和本领有独钟，却遗忘了其所肩负的服务于人"为何而生"的使命，荒废了其对于成就人在意义世界中完善自我、绽放自我的天职。正是在这样的背景下，终身教育作为有别于传统教育的一种新的教育制度和理念落座于时代的船舰，受到人们的热切关注。

中国终身教育政策基本框架考略/桑宁霞//中国成人教育.-2013,(1).-18~21

在中国，从国家层面看，目前尚无一部保障终身教育体系的立法制度，本论文从散见在各种法律、文件里的终身教育政策，试图勾勒出中国终身教育政策推进的基本框架：确立终身教育的责任主体；确立终身教育的改革主体；确立终身教育的服务体系；确立终身教育的学习机制，从而描述中国终身教育政策推进的基本走向，为推进中国《终身教育法》的诞生做一些基础性的铺垫工作。

高校层面成人高等教育实施"学分银行"培养探析/陈舒怀，杜秋虹，王蔚//中国成人教育.-2013,(1).-39~41

成人高等教育必须研究成人学生的自主性、开放性、多样性等特征，本文研究内容是在高校的层面创建"学分银行"的培养模式，以学分积累为基础，创建"学分银行"的机制，承认学生与专业有关的多种的学习成果，开放教学资源方法，设置功能强大的管理平台及建设适合"学分银行"管理的质量保障体系方面做了探讨。

成人高等教育考试模式改革的探索与实践/孙广民//中国成人教育.-2013,(1).-54~55

成人教育考试改革教育法》的诞生做一些基础性的铺垫工作。要树立适合成人高等教育特点的考试质量观；配套进行教学模式的改革；推行过程性考核评价体系和在线考核；采用开放的考试形式，考试内容体现培养目标并贴近实际；试行成人教育与职业资格认证及其他办学形式的对接。因此，加强成人教育考试工作管理，改革考试制度，使考试工作更加科学化、合理化，是高校成人教学管理工作改革的重要内容之一。

15 创业教育

我国大学生创业能力分析与建构/余新//黑龙江高教研究.-2013,31(3).-80~82

随着知识经济时代的到来，全球经济一体化趋势的加强，以及世界范围内人才竞争的日益激烈，创业教育已成为当今世界各国教育改革的潮流，加上就业竞争异常激烈，创业逐渐成为众多大学生的第一选择。鼓励大学生自主创业是解决大学生就业难的有效途径之一。因而，开展创业教育，积极探讨提升大学生创业能力的途径具有重要的现实意义。

对高校创业教育成果评价的思考/卢洁//教育与职业.-2013,(9).-90~91

创业教育作为一种教育理念，已被众多高校认同。目前，创业教育在我国高校中开展得如火如荼，而科学定位创业教育，合理建构创业教育模式，又如何对我国高校创业教育成果进行评价成为当下诸多学者讨论的热点。高校创业教育成果评价具有重要意义，现阶段很多评价方法已普遍应用于创业教育成果的评价，综合来看，这些评价方法在实际应用过程中还存在不少不足之处。文章试从制度和方法两个角度，对完善高校创业教育成果评价体系提出建议。

高校创业教育与校园文化探析/于家杰//教育与职业.-2013,(9).-92~93

随着高校毕业生就业压力的增大，创业成了高校学生的一个新选择，创业教育也越来越受到高校的重视。高校校园文化建设应按照创业型大学模式要求做出相应的调整与改变，只有两者兼顾才能顺利开展健康的高校创业教育。

高职学生创业能力调查与培养机制研究/洪霄//教育与职业.-2013,(6).-101~102

高职院校开展创业教育既是时代发展的需，也是学生发展的内在求。文章从创业教育的核心素——创业能力的研究出发，首先界定创业能力的内涵，详细阐述高职学生创业能力的素与内涵，并通过调查了解学生对创业所需能力的认知、对自身创业能力的认知评价和学生对创业能力培养的需求，最后从高职教育理念、学校创业教育、学生创业实、创业能力评价和创业文化渲染上探究高职学生创业能力培养机制。

高职学生就业竞争力研究/蒋景东//教育与职业.-2013,(5).-77~79

文章介绍了高职学生就业现状，分析其存在的原因，包括高职学生就业能力薄弱、课程结构和体系与市场需求不匹配、就业和择业观念与市场需求不匹配、就业指导力度不够等。认为应该提升指导学生就业工作重要性认识的力度，提升指导学生就业以市场为导向的力度，提升指导学生就业心理辅导的力度。

加拿大高校创业教育体系的建构及启示/陈雅娟//教育与职业.-2013,(4).-98~99

进入21世纪以来，随着经济的高速发展，社会竞争激烈程度逐渐增加，就业压力也逐步增大。人们越来越意识到，在高校开展创业教育，是服务国家加快转变经济发展方式、建设创新型国家和人力资源强国的战略举措，是深化高等教育教学改革、提高人才培养质量、促进大学生全面发展的重要

大学生创业动机的多元共生现象研究/周丽//教育与职业.-2013,(3).-87~88

文章依据对某大学创业培训班300名大学生所做的第一手访谈资料，采用质化研究数据处理软件NViv08，对大

学生创业动机的类属变迁及其模型特征进行了分析。研究发现,一方面,大学生的创业动机正在实现从生存型向发展型和成就型的转型;另一方面,在大学生创业动机的结构模型中,存在由两种或两种以上的动机类属,不同类属的创业动机并不是完全独立,而是相互兼容、共生共存的,形成"多元共生"现象。

高职创业教育人才培养的意义/于家杰//职教论坛.-2013,(2).-65~67

随着经济社会的不断发展与变革,实施创业教育对加快高职教育的可持续发展、提高大学生的核心竞争力具有战略意义,在创业理念、创业环境、创业实践和创业体系方面采取有效对策,构建高职院校创业型人才培养模式。实施校企融合、建立顶岗实习及创业平台,大力实施专业技能训练与职业能力培养,提高学生就业及创业能力。

大学生创业教育与微型企业实践研究/杨波//职业技术教育.-2013,(2).-85~88

大学生创业教育与微型企业发展都是近年来国家关注的重点,把大学生创业教育与微型企业创建结合起来,能够有针对性地推动大学生创业和微型企业发展。知识、经验和能力是微型企业成长的基础,市场机会、市场进入、市场竞争是微型企业成长的三个关键环节。高校创业教育应针对微型企业特点,以创业教育、创业实践、创业实战三环互动模式来丰富大学生创业知识,积累创业经验,提升创业能力。

论高校创业创新教育与专业教育的融合/覃成强,冯艳,于娜//中国成人教育.-2013,(3).-12~14

实施创新创业教育,既是社会经济发展对高等教育提出的更高要求,也是高等教育主动适应经济社会发展所采取的重要改革措施。创业创新教育与专业教育相结合,是高等教育发展整体化和综合化趋势的标志,符合高等教育发展、改革的趋势和走向。本文从创业创新教育与专业教育关系的角度出发,阐述了高校创业创新教育与专业教育融合的必要性,探讨了创业创新教育与专业教育融合的路径选择。

创业教育在优化教育生态系统中的有效性评析/薛辉//中国成人教育.-2013,(3).-15~17

与传统教育理念不同,教育生态化强调包括人在内的系统内环境与外环境的相互适应。在这种相互作用相互影响的生态关系中,系统会以整体性的原则调节内部功能和运行机制,使其在弹性范围内呈现动态有序的稳定性。创业教育作为教育生态系统中的微小层次在培养目标、多元主体和模式结构上体现出自己的有效性支持。

多元智能理论下高职学生创业能力培养探析/王玉国//中国成人教育.-2013,(2).-34~36

创业能力是一种以智力为核心的具有综合性和创造性的能力,是包括专业技术能力、经营管理能力和综合能力的能力综合体现。多元智能理论是智能开发的重要理论,也是指导高职院校创业教育的重要理论,将其融入高职院校创业能力培养全过程,对促进高职院校人才培养模式创新具有重要的意义。创业能力的形成和提高是一个动态过程,它始终离不开创业实践和社会实践,它贯穿于学生整个求学生涯和职业生涯中,是一个不断学习和长期锻炼的过程。

利用创新创业项目实施大学生企业领导力训练的探索/吕明//中国成人教育.-2013,(2).-45~47

21世纪的领导力不仅仅适用于领导者,它是每个人都应该具备的能力。高职学生企业领导力应体现在个人魅力、影响力、决断力、执行力、创新力等方面。可以通过确立、实施、验收创新创业项目的全过程来训练学生的企业领导力。虽然在创新创业项目中训练学生企业领导力,存在师资、项目实施与课程教学冲突,及项目成果转化、项目成员心理压力等问题,可以采用相关措施来解决。

复杂科学理论视域下的高职创业教育群体行为研究/王若梅//中国成人教育.-2013,(2).-87~89

创业教育强调学生创业素养、创业能力、专业能力的联合打造,依赖跨部门、跨专业、跨行业、跨校际的群体行为力量。在复杂科学理论视域下进行创业教育群体行为解读、理清创业教育群体行为特征,有利于更好地开展高职创业教育,提升人才培养质量。

解放思维束缚:探析大学生创业问题的解决之道/张良红//中国成人教育.-2013,(1).-92~93

以创业带动就业成为解决高校毕业生就业难的重要途径。大学生创业步履维艰,原因颇多,但多种因素束缚大学生的创业思维,创业精神的匮乏,是大学生创业的首要问题。解除思维束缚,打造学生、高校、社会合力体系,才能真正解决大学生创业难问题。

传统伦理与世俗消解:英国高校创业教育发展及启示/胡瑞//中国高教研究.-2013,(1).-55~60

英国高校创业教育发展过程中/保守主义与绅士文化制约了高校创业教育的发展,商业文化则成为孕育高校创业教育的土壤。治理模式、经济因素、大学组织转型与欧盟区域环境等世俗力量促进了文化平衡/在文化博弈中英国高校创业教育形成了独特的发展道路。审视与反思这一历程对于促进我国高校创业教育文化发展具有重要的借鉴意义。/

高职院校创业教育模式的构建与实践/张赵根//中国职业技术教育.-2013,(6).-22~25

　　杭州职业技术学院以全新的创业教育理念为引领。坚持"创业教育与专业教育相结合"、"全员教育与个性化培养相结合",构建了创业教育体系、创业实践平台、创业教育评价"三位一体"创业教育模式,较好地解决了创业教育如何融入专业人才培养体系、创业知识传授与创业实践难以紧密结合、在校生创业与学业冲突的矛盾和创业学生后续保障乏力等问题。

高职院校创业人才专业化培养的探索/卢卓//中国职业技术教育.-2013,(6).-30~34

　　随着创业教育的深入开展,创业人才的专业化培养问题日益突出。创业管理专业的人才培养/应跳出工商管理类人才培养的传统范式,着力构建适应创业者和创业企业发展过程的人才培养新理念。中山职业技术学院创业管理专业贯彻实践育人的教学宗旨,确定了"边学边创、创学结合"的专业建设理念和人才培养模式。

高职创业教育目标探讨——基于创业教育广义与狭义区分的视角/何淑贞//中国职业技术教育.-2013,(6).-35~37

　　目标定位是开展教学工作的前提,合理定位教学目标是高职开展创业教育的首要条件。创业教育目标有广义与狭义之分,分别定位于创业人才的培养和创业型人才的培养。两者在目标定位与目标受众上均有所侧重,认识这点对高职开展创业教育具有启示作用。

企业视角下的高校创新创业教育发展性研究/王长恒//中国职业技术教育.-2013,(6).-38~41

　　"企业视角下的高校创新创业教育发展性研究"课题组就企业对高校创新创业教育目标、内容、途径、方式、方法等相关方面的认同度及有效开展创新创业教育的建设性意见等多方面对300余家企业做了调研。实现高校创新创业教育的良性发展,政府应大力支持,进一步提供税收、融资等政策支持,设立协调企业参与高校创新创业教育的公共组织;企业应积极参与,将企业办进校园,积极为高校创新创业教育提供实战平台;高校应全面推进,进一步完善创新创业教育机制,积极创建创业型大学,深入开展校企合作,为学生创新创业提供制度保障和平台支持。

美国创业教育师资建设的特点及启示/章豪锋//教育与职业.-2013,(9).-102~103

　　20世纪以来,创业教育在世界范围内兴起,创业教育师资作为其中不可或缺的一部分也成为关注的焦点。美国作为创业教育的开拓者以及领军人物,其创业教育师资的建设,对我国有一定的借鉴意义。文章立足于研究当下美国创业教育师资的特点,并对比我国现状,探讨了我国创业教育师资建设的发展方向。
略。

16 职业能力、师范能力

职业技术师范教育——中国高等教育的一个特殊群体/孟庆国//职教论坛.-2013,(1).-61~64

　　职业技术师范教育作为高等教育的组成部分和普通高等师范教育的一个分支,从其不平凡的产生开始就蕴育着特殊的使命。本文从职业技术师范教育产生发展、办学特色、人才培养、培养体系、培养模式五个方面论述其特殊性,旨在通过对其特殊性的认识来增强其发展的自觉性和能动性,并就五个方面的改革发展提出了一些建议。

职业技术师范教育『三性』办学特色辨析//职教论坛.-2013,(1).-55~55

　　曹晔在《职业技术教育》2012年第25期中撰文:在历史地归纳职业技术师范教育办学特色主要观点的基础上,通过分类、解析各种观点的内涵,并理性分析学者争论的重点,即职业性和技术性、高等性和学术性之间的关系,最后提出"技术性、师范性和学术性"是职业技术师范教育的办学特色。多年来,学界围绕职业技术师范院校办学特色这一问题进行了长期激烈的讨论。

基于职业教育能力本位的教育观/钱乃余//职教论坛.-2013,(2).-4~6

　　我国高等职业教育目标,既不是培养被动接受课本知识的"知识储存器",也不是机械的"职业机器人"。一个"自然人"只有经过完整职业教育的培养才有可能成为社会需要的人才,他不仅是一个单纯的职业工人,而是一个兼备生存、发展双重目标的社会人。对此,追求就业目标的职业教育既要重视人的生存,又要强调其发展,因此能力培养的重要性也就十分突出起来。树立和倡导能力本位的教育观,强调学习者通过实践活动促进能力的内化与运用,正是素质教育在高等职业教育中的体现。自我国高等职业技术教育蓬勃发展后,能力本位教育(Competency Based Education,简称CBE)已与高等职业技术教育相生相伴,紧密关联。为了使高等职业技术教育能够科学地健康地发展,认真地审视CBE的理论基础和学习情境创设,是十分必要的。

师范生实践能力培养模式改革的探索与实践——以湖北第二师范学院"三 S"模式为例/汪丞,严文清,夏力//高等教育研究.-2013,(1).-70~75

师范生实践能力培养模式改革是教师教育改革的重要内容之一。"三 S"模式是在"教学做合一"理论和主体教育论基础上提出的,对革除传统师范生实践教学的弊端,提高师范生实践能力具有积极的意义。有效的师范生实践能力培养模式的构建,必须从课程资源、师资队伍、实训平台和考核激励机制等方面的建设入手,遵循知行合一、个性化、全面性、分级递进等原则。

我国高等师范学生资助制度完善对策研究/徐国兴//教师教育研究.-2013,25(2).-29~32

中小学教师是特殊的专门职业,这表现在虽然入职前的人力资本投资较高,但是入职后的经济回报却相对较低。因此,为了保障中小学教师队伍的供求平衡,就需要政府对中小学教师进行特殊的经济补助。这种补助以中小学教师工资补贴和高等师范专业特殊资助两种基本形式出现。这样,师范专业特殊资助本质上是该职业人力资本投资回报低的政府补偿的一部分。世界各国在两种资助形式的使用上有所不同,我国当前采取师范专业特殊资助的单一形式。国际经验表明,助学贷款还款豁免与奖助学金可转贷款制度是实行师范专业特殊资助的最佳选择。有鉴于此,我国现行的助学金性质的免费师范生制度今后需要改进。建议是,先把现行的免费师范生制度改善为免费师范生助学金可转助学贷款制度,其次是逐步建立师范生助学贷款还款豁免制度,第三是尽快建立师范生资助专项基金制度,第四是在条件许可时,建立完善的中小学教师工资补贴制度。

师范生"志趣与习惯"调查与思考/王家云//教师教育研究.-2013,25(2).-38~41

从教志趣和学习习惯是师范生将来成为合格教师的基本保证。通过对师范生从教志趣和学习习惯的抽样调查发现,从教意愿不强、学习目标不明确、学习的功利化趋势以及学习行为习惯不良、学习态度不端正是当前师范生存在的主要问题。需要加强师范生的职业生涯规划教育,树立师范生坚定的教育信念;健全学习管理制度,充分发挥辅导员的管理作用,促进师范生良好学习习惯的养成。

师范生教师职业认同的内在结构与特点/马红宇,蔡宇轩,唐汉瑛//教师教育研究.-2013,25(1).-49~54

运用文献分析、访谈、问卷等方法对师范生教师职业认同的内在结构与特点进行了探讨,并对 220 名和 941 名师范生先后进行问卷施测。结果表明,所开发的师范生教师职业认同量表信效度较高,师范生教师职业认同包含职业价值认同、职业发展意愿和职业准备行为 3 个因子,职业发展意愿在职业价值认同和职业准备行为之间起部分中介作用;所学专业和入学动机对师范生的教师职业认同存在显著影响;所学专业为主课的学生,其教师职业认同显著高于其他专业的学生;以个人特性为入学动机的师范生,其教师职业认同显著高于其他学生。

大学生职业生涯规划教育与思想政治教育刍议/温暖//教育与职业.-2013,(9).-74~75

近年来大学生职业生涯规划教育应需而生、应势而成,思想政治教育也迫切地需要与时俱进,深入发展,二者有结合的需要和基础。职业生涯规划教育和思想政治教育目标一致,功能互补,一方面职业生涯规划教育需要思想政治教育的指导和方向;另一方面职业生涯规划教育是提高思想政治教育效果的有效途径,职业生涯规划教育细化了思想政治教育目标,丰富了思想政治教育内容,扩展了思想政治教育方法。如何在教育实践中将二者有效结合起来以实现教育效果的最大化,是急需解决的重点和难点问题。

当代大学生职业规划存在的问题及对策初探/刘慧瀛//教育与职业.-2013,(9).-98~99

通过查阅 532 份大学生职业规划书发现,大学生在职业生涯规划过程中,职业规划意识非具体化、感性化,职业目标定位理想化,创业意识与实践不足,在职业规划上的自我认知不够科学,利用职业测量工具进行职业定位、职业准备的运用和认识不到位等。文章针对这些问题提出了相应的对策,以提高大学生的职业规划和就业能力。

高职院校人才培养中职业能力开发的困境与应然策略/赵琼//教育与职业.-2013,(9).-100~101

高职院校在培养开发学生职业能力的过程中,面临着培养目标与课程设置、课堂教学与能力养成、单一评价标准与多元发展等方面相互错位的现实困境。在高职院校的人才培养中应该采取以市场为导向的学生职业核心能力的开发策略,克服与社会经济发展需求不相适应的问题与缺陷。

对江西省五年一贯制定向师范生培养模式的思考/魏姜涛//教育与职业.-2013,(8).-97~98

随着国家师范教育由三级师范向二级师范过渡,农村小学教师具备大专及以上学历已成为教育改革的趋势。作为五年一贯制定向师范生的培养学校,培养模式的选择定位将直接影响未来农村小学教师的素质和未来的职业发展。文章对江西省五年一贯制定向师范生培养模式进行思考。

地方高师院校师范生实践能力培养研究/王冰,于海英,王慧//教育与职业.-2013,(6).-81~83

地方高师院校为地方基础教育承担着培养师资的任务,在地方高师院校发展过程中应该关注师范生实践能力的培养。文章分析了地方高师院校师范生实践能力培养的价值,探讨了地方高师院校师范生实践能力培养的影响因素,提出了地方高师院校师范生实践能力的培养策略。

CDIO 战略下高职学生职业能力的培养/翁幼珍//教育与职业.-2013,(5).-79~81

职业能力是职业教育的核心概念,综合职业能力是高职教育人才培养的核心目标。CDIO 工程教育模式致力于培养学生的专业知识、个人自身能力、团队协作能力、建造产品和系统的能力,其理念符合高职教育的人才培养要求。CDIO 可以作为一种战略引入高职教育,从项目制、模块化、阶梯型课程体系的构建,组合式教学方法与教学组织形式的灵活运用以及多元学业评价方式的建立入手,全面培养高职学生的综合职业能力。

对高等师范院校顶岗实习的思考/左建立//教育与职业.-2013,(5).-179~180

文章通过对顶岗实习的产生和发展的研究,分析了顶岗实习取得的成效和存在的问题,提出了解决问题的建议:深化教学改革,协调教学任务与顶岗实习的矛盾;加强指导力量,多种形式对实习学生进行指导;重视能力训练,增强学生是实习能力。

职业能力培养的历史研究/王江涛//教育与职业.-2013,(3).-18~21

职业能力伴随着职业的产生而出现,先哲们对"职业""能力"的理解在不同历史时期也各有差异,而现代意义上的职业能力培养实践发端于"能力本位教育"。经过半个世纪的发展,它已成为世界职业教育改革发展的方向和职业教育质量检验的重要标准,由此引发人们对职业能力的广泛研究,并促使"职业技能鉴定"向"职业能力测评"的可能转向。

职业能力拓展与人才培养模式创新/甘英//教育与职业.-2013,(2).-82~84

走向工作岗位,从事某种职业活动将伴随着每个大学生的大半生,拥有成功的事业才能使人生更加完美和精彩。培养大学生职业能力既关系学生个体的发展,又直接关涉高校的生存和发展,更是高等教育改革和发展的内在要求,与社会的繁荣稳定及和谐发展息息相关。文章对职业能力拓展与人才培养模式创新的相关问题进行探讨,求教于同仁。

我国师范院校与农村中小学伙伴合作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。

师范生抗挫折心理能力与价值观关系研究/张旭东//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、规讶 1 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。

我国大学生选择专业的影响因素/樊明成//现代教育管理.-2013,(1).-113~117

调查显示,当前我国大学生选择专业的主要影响因素依次为自己的兴趣、工作机会、职业生涯发展的潜力、自己的学(术)科能力、考虑分数落点、父母和家人的影响。大学生选择专业的影响因素存有明显的性别差异和一定的城乡差异,女生受父母和家人、师长、工作机会、职业生涯发展的潜力、考虑分数落点、自己的学(术)科能力等因素的影响明显大于男生,城镇学生在选择专业时比农村学生更多受到父母和家人的影响,较少受到奖学金的影响。

技术批判视角下职业教育学生反思能力的生存现

状/杨喜 欧阳中万//职教通讯.-2013(4) .-73~76

通过探视种种职业生涯中的问题及社会现象本身,以职业教育为基点,对职业学校学生技术批判与反思能力的生存现状进行分析,找出存在的问题缺失。基于技术批判理论,分析职业教育培养学生技术批判反思能力的必要性。

高职院校教师职业能力标准与评价体系研究/姜荣丛迎九 曲桂东//职教通讯.-2013(2) .-56~58

高职专业教师职业能力和考核是各高职院校一直在探讨的问题。威海职业学院牵头的"教师职业能力标准与考核方法研究"课题,经过两年的研究,获得"专业教师职业能力标准"和"职业能力评价体系"两项研究成果,并在试点院系运作,获得较大成功。

步入白领高薪阶层的新职业//职业技术教育.-2013,(5).-96~96

亚伟速录机是我国速记泰斗唐亚伟教授发明的专利产品,通过不断普及和发展,在全国已引起强烈反响。一、双手多键并击,汉语拼音编码亚伟速录机突破了标准键盘一次一指击一键的工作方式,亚伟键盘左右对称,相对独立,允许双手将各自的编码同时按下。这样,单手一次即可完成一个编码的输入,双手一次可以轻松完成两个编码的输入,即"双手多键并击",这是亚伟速录机的关键技术。

论职业能力培养与素质教育的关系/李体仁//职业教育研究.-2013,(4).-13~15

职业能力是劳动者可持续发展的基础,是高素质劳动者的重要标志。现代职业教育教学与培训是以能力为本位,以培养职业能力为目标,尤其是关键能力。本文通过对职业能力的组成、内涵、相互间的关系进行论述,分析职业能力培养与素质教育的相互关系,确定职业能力培养与素质教育的一致性。

体育促进高职学生职业能力发展的作用分析/曹桂祥//中国成人教育.-2013,(2).-188~190

体育可以发展学生职业体能,可以帮助学生形成良好职业态度,可以培养学生的组织和管理能力,可以调节学生心理状态,可以增进健康,提高学生的职业保健能力。

高职院校学生职业核心能力培养的思考与实践/梁玉国,夏传波,杨俊亮//中国高教研究.-2013,(3).-94~97

界定了高职院校学生职业核心能力的内涵与外延,建构了包括培养目标、课程体系、实践训练体系、评价体系和保障体系的高职院校学生职业核心能力的培养体系,探索了高职院校学生职业核心能力"三层次递进,四结合培养"模式。

大学毕业生社会性策略与早期职业生活适应的实证研究/欧阳忠明//中国高教研究.-2013,(2).-76~80

每一名大学毕业生都要进入工作场所.适应职业生涯早期生活。许多研究者从学校维度和组织维度进行了相关研究.并提出了相关对策。然而.很少有学者从大学毕业生的社会关系构建出发探讨二者的关系。基于3年跨度的纵向研究。以江西高校毕业生为研究群体。根据LGC和Mplus统计软件进行数据分析和建模,研究表明,社会积极型策略与职业倦怠呈负相关,社会回避型策略则与职业倦怠呈现正相关.从而有效地论证了大学毕业生社会性策略与早期职业生活的关系。

高职院校虚拟职业技能培训模式的探索/李振华//中国职业技术教育.-2013,(4).-69~72

本文以商业展示设计专业人才培养为例,通过建立虚拟职业技能培训框架方案及内容,并由职业技能培训监管机制确保商业展示虚拟培训的实施,对商业展示虚拟职业技能培训系统的关键技术及成效进行了验证说明

人力资源视阈下职业生涯教育探究/林辉//中国职业技术教育.-2013,(4).-73~75

职业生涯教育是高校服务社会、促进人力资源开发、实现个体职业可持续发展的有效途径。本文主要在阐述人力资源管理与高校职业生涯教育的关系的基础上,探讨人力资源视阈下高校职业生涯教育所应遵循的六大原则。探索未来职业生涯教育三大发展趋势,希望对高校职业生涯教育提供一定可资借鉴。

师范生职业使命感与学业满意度及生活满意度的关系:人生意义感的作用/张春雨,韦嘉//心理发展与教育.-2013,29(1).-101~108

采取职业使命感量表、人生意义感量表、学业满意度量表和生活满意度量表对679名免费师范生进行调查,考察免费师范生的职业使命感与其学业满意度和生活满意度的关系,以及人生意义感在其关系中的作用。结果表明:(1)师范生的职业使命感不存在性别和年级差异。(2)师范生的职业使命感对其人生意义体验、学业满意度和生活满意之间的调节作用也未得到支持,这可能体现了中西文化的差异。

高职院校教师职业生涯规划管理研究/王春筠,祁延铭,陈慧刚//教育与职业.-2013,(3).-70~71

文章通过分析高职院校教师职业生涯规划管理的意义和实施方法，探讨了有利于师资队伍建设发展的管理方法，以促进学校人力资源管理水平的提高，最终实现教师职业生涯发展与学校发展双赢的效果。

17 职业技能大赛

天津：高等职业学校技能竞赛引入第三方评价//教育与职业.-2013,(7).-12~12

天津市第七届高等职业学校技能大赛日前在天津机电职业技术学院开幕。参赛的494名选手都是从各职业院校逐级选拔出来的高手，对于他们而言，参加市级比赛与校内比赛最大的不同在于，面对的裁判不再是职校教师——几乎所有赛项都引入了第三方评价。

基于职业技能竞赛的高职人才培养方案构建/徐媛媛//中国职业技术教育.-2013,(8).-74~77

职业技能竞赛是我国教育改革的一项制度创新，是实现人才培养质量全面提升的重要途径之一。但当下一些院校关注竞赛名次的多、关注竞赛对提升办学质量影响的少，由此产生了只抓少数. 忽略多数. 没有起到真正对接行业、对接人才培养目标的现象。本文从职业技能竞赛与构建人才培养方案视角入手. 探索了"五大模块课程体系"，设计了"六大竞赛项目"，试图全面落实"以赛促教、以赛促学、以赛促改"的竞赛观，以实现职业技能竞赛制度化、规范化、常态化，真正起到提升办学质量之功效。

技能大赛与专业教学有效融合的实践研究/杨建良//中国职业技术教育.-2013,(2).-19~24

将技能大赛与专业教学有效融合是职业学校面临的一项重要课题。本文认为只有深刻理解大赛内涵、建立竞赛长效机制、合理安排教学资源，才能不仅在技能大赛中取得优异的成绩. 而且能进一步促进学校的专业教学改革。。

18 非洲职业教育

非洲国家职业教育模式分析/邢楠//丝绸之路.-2013(4).-159-160

非洲国家的职业教育历史和古埃及文明一样历史悠久，他们在不断的实践中形成了自己的教育模式。在我国，职业教育存在着多种培养模式，也一直尝试着把学校职业教育和企业中的学习有效地融合和统一起来，但是成效不明显，我们有必要向非洲国家的职业教育模式学习。因此，本文以非洲国家的职业教育为分析对象，分析他们教学模式中的经验，

以期对我国职业教育模式的变革有所帮助。

非洲私立高等教育的发展：非洲天主教举办的高校面临挑战——非洲和马达加斯加天主教高校协会的角色/米歇尔·勒热纳（著）　胡六月（译）//浙江树人大学学报.-2013(1).-20-21

在过去的十年间，天主教举办的高校在非洲诞生并经历了一系列变革。政府曾经一度忙于处理国家独立后所产生的各种问题，公立教育萎靡不振，此时需要用新的方式来培养一批新兴的非洲领导人。同时，非洲传统的价值观遭到破坏，日渐式微，并影响到了社会发展，亟需找到新的对策以挽救这股颓势。

非洲私立高等教育走向何方——非洲私立高等教育大会纪实/玛卢贝·玛贝泽拉（著）　胡建伟（译）//浙江树人大学学报.-2013(1).-21-22

位于肯尼亚的美国国际大学于2003年9月初召开了首届非洲私立高等教育大会。近90位与会者中，绝大部分是来自10个非洲国家的私立大学的高级管理者，也包括一些国际组织成员、政府n员、外交人员、学者和科研人员。与会者围绕"也接非洲高等教育的挑战：私立大学的作用"这一主题进行了深入讨论，也分享了一些工作经验，并探讨了增进彼此关系的策略。本文着重讨论大会的重点议题

非洲教育危机：在学校，但不是学习//广东教育：综合版.-2013(1).-58-59

你无法想象，非洲有接近1. 28亿适龄入学儿童。其中170万人从来没有接受过教育。更令人震惊的是，还有370万非洲儿童虽然入学，但是在校内几乎没有接受到教育，他们的状况一点也不比那些从来没上过学的儿童好。通过教育现状. 不难预计非洲未来的经济增长和社会发展会举步维艰。

贫困、不平等和非洲教育危机//广东教育：综合版.-2013(1).-59-59

非洲教育晴雨表指出在撒哈拉以南的非洲1. 28亿适龄入学孩子当中。只有大约一半人能入学接受教育，获取基本的技能，健康成长。研究进一步提出，如果你是一名来自贫穷家庭的女生，就读于农村的小学. 那么你可能学不到重要的技能，例如，读写和数学。

外文资源

1.职业教育

美国印第安中专生职业发展进程的涌现现象=An Emergent Phenomenon of American Indian Secondary Students' Career Development Process / Flynn, Stephen V.; Duncan, Kelly J.; Evenson, Lori L // Career Development Quarterly.-2013, 61(2).-124~140

Nine single-race American Indian secondary students' career development experiences were examined through a phenomenological methodology. All 9 participants were in the transition period starting in late secondary school (age 18). Data sources included individual interviews and journal analysis. The phenomenon of American Indian secondary students' career development process comprised 7 themes, which were integrated into 3 interacting dimensions: introspective, relational, and contextual. Findings reveal unique career development processes for American Indian secondary students living in tribal settings, including career decision process, career options, outcome expectations, and self-efficacy. Implications for school counselors and counselor educators are discussed.

职业特性的乐观主义，内在激励和家庭关系的跨文化对比效果=Cross-Cultural Comparison of the Effects of Optimism, Intrinsic Motivation, and Family Relations on Vocational Identity / Yun-Jeong Shin; Kelly, Kevin R // Career Development Quarterly.-2013, 61(2).-141~160

This study explored the effects of optimism, intrinsic motivation, and family relations on vocational identity in college students ill the United States and South Korea. The results yielded support for the hypothesized multivariate model. Across both cultures, optimism was an important contributing factor to vocational identity, and intrinsic motivation partially mediated the link from optimism to vocational identity. In addition, family relations moderated the mediation effect of intrinsic motivation with American students but not Korean students. With Korean students, family relations moderated the direct link from optimism to vocational identity. These results have significant implications for counseling to promote vocational identity development for diverse college students.

优化大学一年级学生社会认知职业发展系统FOCUS-2 之**效果**=Evaluating FOCUS-2's Effectiveness in Enhancing First-Year College Students' Social Cognitive Career Development. / Tirpak, David M.; Schlosser, Lewis Z // Career Development Quarterly.-2013, 61(2).-110~123

This study examined the effectiveness of the computer-assisted career guidance system, FOCUS-2, on 1st-year college students' social cognitive career development. Specifically, the authors assessed career decision self-efficacy (CDSE) and assessment of attributions for career decision making (AACDM) using repeated measures analyses of variance with a sample of 1st-year college students (N = 420). Effectiveness was measured as a change in participants' CDSE and AACDM scores from pretest to posttest. Results demonstrated that participants' interaction with FOCUS-2 was associated with increases in participants' CDSE and alteration to a less optimistic style for AACDM. Gender, race, academic major status, and the amount of time using FOCUS-2 were also considered. Implications for practice are explored.

非洲马拉维农村鼓励妇女发展职业教育='Give courage to the ladies': expansive apprenticeship for women in rural Malawi / Safford, Kimberly; Cooper, Deborah; Wolfenden, Freda; Chitsulo, Joyce // Journal of Vocational Education & Training.-2013, 65(2).-193~207

Apprenticeship in developed and industrialised nations is increasingly understood and practised as learning which connects workplace activity and formal study. The concept of 'expansive apprenticeship' defines frameworks for workforce development where participants acquire knowledge and skills which will help them in the future as well as in their current roles; 'restrictive' apprenticeships limit opportunities for wider, lifelong learning. In developing world economies, apprenticeships are a traditional route to learning and employment, but tend to reflect a restrictive approach characterised by narrowly defined roles and weak educational outcomes. This paper examines the apprenticeship opportunities in a large scale Access to Teaching Scholarship in Malawi. The programme's study materials and support structures are designed to move participants from restrictive to expansive contexts for learning and to develop hybrid roles as students, community workers and apprentice teachers. The authors examine data from the first cohort of participants and consider the extent to which the Scholarship offers an innovative model of expansive apprenticeship to address barriers to female continuing education and chronic teacher shortages in Sub-Saharan Africa.

网络职业教育和公众受教育理念=Inter-professional education and the idea of an educated public / Davies, Richard Anthony // Journal of Vocational Education & Training.-2013, 65(2).-291~302

In recent years, there has been a concern to re-negotiate the relationships been individual professionals working with the same people. So, for example, healthcare staff are expected to coordinate their activities and 'work together'. The end point is a collaborating together as a team of professionals often located in the same place. This demand for inter-professional working (IPW) has seen the rise of higher education programmes of study in IPW, now deemed an essential part of undergraduate education for these professional groups. The rationale is laudable, IPW ought to enhance the experience of the client and ultimately improve their outcomes. The two questions I want to raise in this paper are as follows: is inter-professional education (IPE) possible in the sense of an education that seeks to enable IPW, and if it is what form should it take. In pursuing these questions, I seek parallels with MacIntyre's (1987) 'idea of an educated public'. In doing so, I argue for an account of IPE and working premised on the development of a limited 'educated public' of healthcare professionals. I conclude with a limited specification of what this means in practice.

注重实践的职业教育观：产生于乌干达和南苏丹殖民化的理念和区域化知识的磋商=Aspects of Vocational Pedagogy as Practice: Decolonizing Minds and Negotiating Local Knowledge / Mjelde, Liv; Daly, Richard // International Journal of Training Research.-2012,10(1).-43~57

This work is based on the experience of the authors' involvement in the development of a Masters of Vocational Pedagogy program in Uganda and Southern Sudan between 2007 and 2011. This is also grounded in work with Vocational Education and Culture (VET) over many years. The terms VET and Culture are interdependent; both terms are highly contested in our class-divided world. Vocational, associated closely with the manual labour market, which is often stigmatized as a poor cousin of general education. Culture, on the other hand, from colere (Latin: to cultivate) has to do with patterns of human activity and symbolic systems that lend them meaning in both phylo- and ontogenetic senses. Implicitly or explicitly, VET studies focus on comparative policy content and standardization in the face of an ever-changing labour market. We argue that, given the sectional interests in society, epistemological honesty demands a clear exposition of the researcher's standpoint of knowing. Where does the VET analyst stand in society and in relation to comparative studies? What is demanded of the eyes and ears of researcher from the North working in the South? How about the colleagues in the South? Long ago Ngugi wa Thiong'o entitled one of his books "Decolonizing the Mind" (1981), which remains a useful descriptive endeavour for both North and South. The authors are both concerned with learning and teaching in

communities of practice. Liv Mjelde has spent her working life learning/teaching in the working class culture of VET, and the other with learning and teaching in "multicultural" under-class settings. A source of inspiration for this work has been critical voices from indigenous people and empirical work in VET done both in "North and South". The work discussed here draws on activity theory, or learning activity as a social relationship as discussed by Vygotsky, Leont'ev and Luria and using Dorothy Smith's "standpoint of knowing" in relation to the social organization of knowledge.

有关专门技能的三个不同设想同专业和职业教育的关联性=Three Different Conceptions of Know-How and their Relevance to Professional and Vocational Education / Winch, Christopher // Journal of Philosophy of Education.-2013, 47(2).-281~298

This article discusses three related aspects of know-how: skill, transversal abilities and project management abilities, which are often not distinguished within either the educational or the philosophical literature. Skill or the ability to perform tasks is distinguished from possession of technique which is a necessary but not sufficient condition for possession of a skill. The exercise of skill, contrary to much opinion, usually involves character aspects of agency. Skills usually have a social dimension and are subject to normative appraisal. Transversal abilities rely on but are not reducible to the exercise of skill, but require a further degree of attention and seriousness in their exercise. Transversal abilities can be displayed in different ways using different skills, depending on context. They include: planning, communicating, evaluating-all important features of successful professional action. Project management or the putting into effect of relatively long-term sequences of action involves the articulation of different transversal abilities. It is a form of agency which is considered to be important in some European vocational and professional education systems and usually involves a strong social dimension. The article concludes with a discussion of the educational implications of these distinctions and of their interrelationships.

2.工学结合

激励因素、性别取向与工程教育=Motivational factors, gender and engineering education / Kolmos, Anette; Mejlgaard, Niels; Haase, Sanne; Holgaard, Jette Egelund // European Journal of Engineering Education.-2013, 38(3) .-340~358

Based on survey data covering the full population of students enrolled in Danish engineering education in autumn 2010, we explore the motivational factors behind educational choice, with a particular aim of comparing male and female students1reasons for choosing a career in engineering. We find that women are significantly more influenced by mentors than men, while men tend to be more motivated by intrinsic and financial factors, and by the social importance of the engineering profession. Parental influence is low across all programmes and by differentiating between specific clusters of engineering programmes, we further show that these overall gender differences are subtle and that motivational factors are unequally important across the different educational programmes. The findings from this study clearly indicate that intrinsic and social motivations are the most important motivational factors; however, gender and programme differentiation needs to be taken into account, and points towards diverse future strategies for attracting students to engineering education.

荷兰 VET 机构实施人力资源管理(HRM)：促进和阻碍因素的研究=Implementing Human Resources Management (HRM) within Dutch VET institutions: examining the fostering and hindering factors / Runhaar, Piety; Sanders, Karin // Journal of Vocational Education & Training.-2013, 65(2) .-236~255

Vocational Education and Training (VET) Institutions face serious challenges, like the implementation of competence-based education and upcoming teacher shortages, which urge them to implement Human Resources Management policy and practices (HRM). The implementation of HRM, however, often stagnates. This paper

describes a qualitative study – in which 30 policy-makers and executives (members of the board, of the HRM department and line management) from five Dutch VET institutions participated – which was aimed at gaining more insight into the implementation gap of HRM. We identified several impeding and fostering factors, related to the content of the policy, the context in which it had to be implemented and the implementation process itself. Examples of impeding factors were the fact that teachers often did not see the usefulness of HRM practices and managers' incompetence in fulfilling their HRM role. Examples of fostering factors were the linkage between HRM policy and educational policy and a clear communication about the goals and features of the policy.

澳大利亚先进制造工业的创新培训=Innovation training within the Australian advanced manufacturing industry / Donovan, Jerome Denis; Maritz, Alex; McLellan, Andrew // Journal of Vocational Education & Training.-2013, 65(2) .-256~276

Innovation has emerged as a core driver for the future profitability and success of the manufacturing sector, and increasingly both governments and the private sector are examining ways to support the development of innovation capabilities within organisations. In this research, we have evaluated a government-funded innovation training course designed to improve the capacity of businesses to innovate that are operating in the Australian advanced manufacturing sector. Using a well-regarded training evaluation model we identified the parts of the innovation curriculum that tangibly impacts the approach to innovation activities by manufacturing organisations. These include, most broadly, innovation project management, intellectual propert and open/directed innovation. We also identify that skills-based learning and certain pedagogies seem best suited to achieving improvement in innovation management, specifically a workshop method of delivery, experiential learning, trainers with relevant previous experience, and takeaway tools that participants could utilise in their workplaces.

在工业区域岗位创造一个基于学习的工作场所模式=Creating a model for work-based learning in a post industrial region / Kelly Edwards, Kirsten Merrill-Glover, Robert Payne, Danny Saunders // Higher Education, Skills and Work-based Learning.-2013, 3(2) .-107~117

Purpose – The aim of this paper is to describe a successful strategy for a HE partnership engaging with businesses in a socially deprived area.

Design/methodology/approach – The approach to this project and report is one of a case study, the paper tells a whole story from inception to delivery and reports on the lessons learned in delivering in a socially deprived region. Success for the project has been based on partners' existing frameworks allowing accredited outcomes at CQFW levels 4 and 5 which provides a curriculum offer tailored to sector priorities and provides progression opportunities within the broader HE framework.

Findings – The project has demonstrated the point that employer responsiveness is fundamental to success. To build upon the experiences of the project team, a work-based learning project forum has been set up between similar projects within both institutions, to disseminate information and minimise the duplication of employer engagement activities. Based on previous experience, there is little direct mailing to companies as this has activity has not provided value for money in terms of student recruitment and awareness raising. The work of the Employer Engagement Training Officers in identifying demand for learning amongst employers and employees in the region has been critical in developing appropriate provision which employees will choose to engage with. Changes have been made in the philosophy of recruiting tutors to ensure the most experienced staff are engaged. The planning of delivery takes place even earlier to combat associated delays in validation, procurement and marketing.

Originality/value – Distinctive features of the project are twofold. First, the majority of learning takes place through active and reflective engagement within places of work. Second, cognisant of both the geography and economic demography of the region, employers and employees take advantage of work-based learning opportunities in cluster groups and hence the curriculum offer reaches out across both sectors and workforce

subgroups.

一起工作：大学与社区之伙伴关系=Working together: community and university partnerships / Yvonne Hillier // Higher Education, Skills and Work-based Learning.-2013, 3(2) .-94~106

Purpose – The purpose of this paper is to examine how government policy has encouraged universities and their community group partnerships to work together through the relationship between the University of Brighton and members of community groups in Hastings who are researching recent educational regeneration in the town. It identifies lessons learnt from engaging community members with such research.

Design/methodology/approach – The University of Brighton in Hastings was set up to be a catalyst for change in one of the most deprived coastal towns in the country. The Coastal Regeneration Research Centre (CRRC) was created in 2008 to undertake a research-led programme within, and focused upon, the community and has established a track record of research and engagement in this community. Research projects have been supported by the Higher Education Funding Council for England (HEFCE), East Sussex County Council (ESCC) and Hastings Borough Council (HBC) and the Ore Valley Forum.

Findings – The relationship between the University and its partners is exemplified through an example of a pilot project examining use of a children's centre in Hastings. This research draws upon work by Turning Point, a charity engaged primarily with social care which engages users within the community to become involved in research into the needs of their peers. Turning Point's successful approach was subsequently adopted in the pilot project examining how parents of pre-school children engage with a children's community centre in a deprived area of Hastings. The pilot project involved two experienced parent researchers supporting six parent volunteers in their interviews with local parents of young children who engage to varying degrees with the local children's centre.

Originality/value – This paper examines how government policy has encouraged universities and their community group partnerships to work together to research recent educational regeneration in Hastings. It identifies lessons learnt from engaging community members with such research.

针锋相对：英国利用政策对技能进行测量与框架评估=Measure for measure: towards a measurement and evaluation framework for skills utilisation policy in the UK / Payne, Jonathan // Journal of Education & Work.-2013, 26(2) .-143~161

Policy makers throughout the developed world have long insisted that skills are central to economic and social success. However, there is a growing recognition that if skills are to deliver on this agenda, they have to be utilised in the workplace. In the UK, skills utilisation is gaining prominence as an issue, particularly in Scotland. If such policies are to function effectively, knowing what skills utilisation is, and how to measure its presence, is vital as is the ability to evaluate specific policy interventions. The article offers some initial reflections on the construction of a measurement and evaluation framework.

从学校到工作的转换：制度性和个体过程之间的相互影响=School–work transition: the interplay between institutional and individual processes / Graaf, Willibrord de; Zenderen, Kaj van // Journal of Education & Work. .-2013, 26(2) .-121~142

This study examines how problems with the transition from school to work, such as early school leaving and youth unemployment, are dealt with in the Dutch vocational education and training (VET) system. School–work transition has become more complex and fragmented with more room for individual manoeuvring. This leads to a more individualised perspective on school and labour market outcomes and on the reasons for transition failures. However, at the same time, the transition is still shaped by structural factors such as how the VET system and the labour market are organised. Our quantitative and qualitative empirical studies on VET schools confirm this tendency towards individualisation: professionals, including teachers, generally ascribe school failure to

individual problems such as psychosocial problems or choosing the wrong course of study. The students themselves actually reinforce this, and display a strong belief in individual agency and feel in charge of their own learning and labour market outcomes. Structurally established barriers such as early selection mechanisms and ineffective school reforms do not interfere with this perception of individual strengths and failures.

加拿大关于移民背景下工作与学习的变迁经验=The changing face of work and learning in the context of immigration: the Canadian experience / Guo, Shibao // Journal of Education & Work .-2013, 26(2) .-162~186

Through the accounts of the experience of recent Chinese immigrants in Canada, this study examines the changing nature of work and learning in the context of immigration. Its findings reveal the precarious nature of work and learning for immigrant professionals, characterised by part time, low wages, job insecurity, high risks of ill health and limited social benefits and statutory entitlements. The study also shows that immigrants' foreign credentials and knowledge have been racialised on the basis of ethnic and national origins. As a consequence, they suffered unemployment and underemployment, poor economic performance and downward social mobility. The racialised experience of Chinese immigrants demonstrates how racial and socio-cultural differences have been used to entrench social inequality in immigrants' transitions. Through the process of deskilling and re-skilling, learning has become a vehicle to colonising immigrants into the dominant norms and values of the host society. The study urges government organisations, professional associations, educational institutions and prior learning assessment agencies to adopt an inclusive framework which fully embraces all human knowledge and experience, no matter which ethnic and cultural backgrounds they emerge from.

从激励到转机的因素：纵观分析它们对保留、转机和态度改变的影响=Dimensions of Motivation to Transfer: A Longitudinal Analysis of Their Influence on Retention, Transfer, and Attitude Change / Gegenfurtner, Andreas // Vocations and Learning.-2013, 6(2) .-187~205

This longitudinal study examined the multidimensionality of motivation to transfer training. Based on self-determination theory, expectancy theory, and the theory of planned behaviour, motivation to transfer was conceptualized in three dimensions: autonomous motivation to transfer, controlled motivation to transfer, and intention to transfer. Relationships of these dimensions with attitudes toward training content, knowledge test performance, and self- and supervisory-assessed transfer were investigated to understand further the mediating role of intentions in the transfer process. Participants were 128 trainees in occupational health and safety programs. Confirmatory factor analysis indicated good fit of the proposed three-factor structure. Partial least squares (PLS) based path modelling indicated partial support of the hypothesized relationships. Knowledge gain following training was large (Cohen's d = 1.00), while attitude change was small (Cohen's d = 0.27). The findings are discussed in terms of their significance for the development of theories of training effectiveness and their implications for evaluating professional development

从工作中的失误学习：老年护理的再研究=Learning from Errors at Work: A Replication Study in Elder Care Nursing / Leicher, Veronika; Mulder, Regina H.; Bauer, Johannes // Vocations and Learning.-2013, 6(2) .-207~220

Learning from errors is an important way of learning at work. In this article, we analyse conditions under which elder care nurses use errors as a starting point for the engagement in social learning activities (ESLA) in the form of joint reflection with colleagues on potential causes of errors and ways to prevent them in future. The goal of our study was to investigate whether exploratory findings from an earlier study on hospital nurses' ESLA (Bauer and Mulder "Learning in Health and Social Care" 6:121-133, 2011) replicate and generalise to the domain of elder care nursing. For this purpose, we surveyed a sample of N=180 elder care nurses using vignette-based questionnaires. With these data, we tested a mediation model of nurses' ESLA suggested by the earlier study. We firstly found a statistically significant indirect effect of error strain on ESLA that is completely mediated by the

estimation of an error as relevant for learning (beta = 0.16). Secondly, the perception of a safe social team climate at work has a statistically significant indirect effect on ESLA that is completely mediated by nurses' tendency to cover up errors (beta = 0.31). These results entirely cross-validate the exploratory findings of Bauer and Mulder ("Learning in Health and Social Care" 6:121-133, 2011) on hospital nurses' ESLA and show that they generalise to the domain of elder care nursing.

对化学组织生产厂中的失误看法=The Perception of Error in Production Plants of a Chemical Organisation / Seifried, Jurgen; Hopfer, Eva // Vocations and Learning.-2013, 6(2) .-159~185

There is considerable current interest in error-friendly corporate culture, one particular research question being how and under what conditions errors are learnt from in the workplace. This paper starts from the assumption that errors are inevitable and considers key factors which affect learning from errors in high responsibility organisations, focusing specifically on production plants in a chemical company. An attempt is made to conceptualize potential links between individual, collective and organisational levels of analysis on the one hand, and factors relevant to an error management culture on the other hand. This is followed by an empirical validation of the factors proposed by means of interviews with ten safety representatives and executives from production plants in a chemical company. A problem-centred interview technique was chosen focussing questions on a realistic near-miss event. The content analysis identified two relevant factors for constructive error handling in chemical production plants: a) the perception of an error as a learning opportunity, and b) psychological safety within work groups. On the basis of these findings, strategies are discussed for fostering an error management culture which allows learning from errors and provides suggestions for the handling of errors.

3.成人教育、继续教育

航天工业领域的职业教育继续培训=Continuing vocational training in the space industry: a Siberian case study / Churlyaeva, Natalya; Kukushkin, Sergey // International Journal of Lifelong Education.-2013, 32(3) .-378~397

The development of a continuing vocational training programme at the Information Satellite Systems Joint-Stock Company (ISS JSC) during the transition from the planned Soviet economy to what is now called the Russian market economy is briefly outlined. How the collapse of a planned economy led to the degradation of engineering higher education (HE) is shown. The present system of engineering HE is criticized as a degraded relic of the Soviet one and an argument is made in favour of continuing vocational training in businesses like the ISS JSC, where the engineers are engaged in innovative activities. The schematic programme of training, retraining and improving the professional skills of the company's personnel is presented. Some work assignments of the centre for personnel management at the ISS JSC are examined, in particular the preparation of target students along the 'school–HE–industry' chain

世界经济危机时期，出现在韩国非正式教育空间外的公开网络公告栏=Emergence of informal educative space out of an anonymous online bulletin board in Korea during the global economic crisis / Kang, Dae Joong; Choi, Seon Joo; Lee, SeungHyeop // International Journal of Lifelong Education.-2013, 32(3) .-280~300

This study aimed to understand how people learn and teach informally in an anonymous online bulletin board, the primary purpose of which is not learning and teaching. We conducted a qualitative analysis of comments and replies tagged to the most popular postings of an anonymous online bulletin board, during the global economic crisis in 2008–2009. The bulletin board, Agora Economy Room, is housed in the Korean portal site, Daum. We found four interrelated collective activities—recognizing teaching presence, collaborating, labeling, and guarding—among the participants that made active informal learning and teaching possible. These activities had

an effect on the characteristics of the emerging informal educative space in different ways. A conceptual map of the findings of this study is discussed as a conclusion.

终身学习，成人教育和创新精神=Lifelong learning, adult education and the 'innovation spirit' // International Journal of Lifelong Education.-2013, 32(3) .-277~279

The author reflects on adult education, lifelong learning and educational innovations. The author cites the association of the three aforementioned topics in education by conceptualizing its beneficial in achieving academic success and educational outcomes. Moreover , the author notes the significance of researchers and practitioners' engagement in lifelong and adult education towards innovation.

扩大外围发展：继续教育大学机构角色的制定=The expanded developmental periphery: framing the institutional role of university continuing education units / Fleming, Josephine // International Journal of Lifelong Education.-2013, 32(3) .-335~352

This article argues that Burton Clark's notion of the expanded developmental periphery provides a useful conceptual framework for examining the differing relationships between continuing and professional education units and the institutional core of traditional research universities. The intent is to examine how Clark's notion offers a means to detect and analyse factors that assist in empowering some units and, conversely, those that are disempowering and lead to a perception of marginalisation in others. The article begins by examining differing perspectives in the literature on the relationship between continuing and professional education units and the university core. It then revisits Clark's work on entrepreneurial universities before focussing on just one of the five transforming elements that Clark argues underscore the success of entrepreneurial universities—the expanded developmental periphery. The article explains how this notion was developed into a conceptual framework and was used in my own research examining the contribution that three continuing and professional education units made to their universities in Washington DC, Hong Kong and Sydney. I have used Clark's notion as a diagnostic tool, which may have a wider application for examining relationships between the institutional core and its periphery.

社区大学学生课程设置发展轨迹和学习成效=Outcome Trajectories of Developmental Students in Community Colleges / Bremer, Christine D.; Center, Bruce A.; Opsal, Christen L.; Medhanie, Amanuel; Jang, Yoo Jeong; Geise, Aaron C // Community College Review.-2013, 41(2) .-154~175

This analysis explores student outcomes related to taking developmental English (i.e., reading and/or writing) and math classes in three community colleges in three different states, using institutional data from 7,898 students who began college in the fall of 2009 (Cohort 1) or fall 2010 (Cohort 2). We examine the outcome trajectories of students at each college, considering their enrollment in developmental courses in their first term at college as well as other variables. Several factors helped students persist into the second term of college, and a subset of these was also significantly related to continued persistence, graduation, and higher overall grade point average (GPA). Older students, White/non-Hispanic students, and occupational students were more likely to graduate. These groups, and women, also had higher cumulative GPAs. Math ability at the time of college entrance was a powerful predictor of student success. The utility of reading placement as a predictor, and the utility of developmental English, reading, and writing (DERW) classes as an intervention, were both limited to retention into the second term and/or second year. Financial aid and tutoring were much more clearly related to student success than was developmental coursework.

社区大学发展写作的自动调整策略指导：设计研究项目=Self-Regulated Strategy Instruction in Developmental Writing: A Design Research Project / Macarthur, Charles A.; Philippakos, Zoi A // Community College Review.-2013, 41(2) .-176~195

This design research project developed and evaluated curriculum for developmental writing classes in community colleges. The core of the curriculum was self-regulated strategy instruction, which has been shown to be effective with adolescents who are struggling as writers. In the curriculum, students learned strategies for planning, drafting, and revising compositions with an emphasis on using knowledge of text organization to guide planning and self-evaluation. In addition to specific writing strategies, students learned strategies for self-regulation. The study is part of a project that developed two levels of developmental writing courses, but only the lower level course is addressed in this article. This article reports findings from the first two cycles of implementation and revision. Over two semesters, the curriculum was implemented in eight classes taught by three instructors and revised after an analysis of quantitative and qualitative data. Substantial gains in writing achievement and motivation were found, especially in the second cycle. In addition to successes, the article discusses design challenges for the curriculum and professional development.

用解构主义方法去理解社区大学学生的专业和学习成果=The Deconstructive Approach to Understanding Community College Students' Pathways and Outcomes / Bahr, Peter Riley. Community College Review.-2013, 41(2) .-137~153

Two related themes currently dominate discourse on open-access colleges, particularly community colleges: increasing college-going and degree attainment and improving the performance of postsecondary institutions with respect to producing graduates. Largely missing from this discourse, however, is cogency concerning the innumerable ways in which students use open-access institutions, and the ways in which students' patterns of use interact with institutional policies and practices to influence the outcomes that they experience. Absent a thorough understanding of students' pathways through the institution, the development of interventions and the adjustment of institutional policies and practices to improve students' outcomes will be more a product of guesswork than of sound empirical reasoning. Unfortunately, traditionally favored analytical approaches are unlikely to rectify this large and troubling gap in our understanding. In this essay, I present the case for a different approach—a deconstructive approach—to illuminate students' pathways and the relationships between these pathways and outcomes.

4.就业指导

韩国大学生就业指导服务的经济价值=The Economic Value of Career Counseling Services for College Students in South Korea / Bo Young Choi; Ji Hee Lee; Areum Kim; Boram Kim; Daeyeon Cho; Sang Min Lee // Career Development Quarterly.-2013, 61(2) .-168~178

This study, investigated college students' perception of the monetary value of career counseling services by using the contingent valuation method. The results of a multivariate survival analysis based on interviews with a convenience sample of 291 undergraduate students in South Korea indicate that, on average, participants' expressed willingness to pay (WTP) for such services ranged from U.S. $10.22 to $10.54 per hour of individual career counseling. Self-stigma and attitudes toward counseling had positive effects on their WTP, whereas the year in college and social stigma had negative effects. The results provide policy makers with preliminary evidence of the monetary value of career counseling.

学生经验调查中的签约提高：混合方法研究=Enhancing student engagement in student experience surveys: a mixed methods study / Webber, Martin; Lynch, Siobhan; Oluku, Jennifer // Educational Research.-2013, 55(1) .-71~86

Background Measuring the student experience is becoming increasingly important in higher education in the UK. Student experience surveys are used as indicators of quality and form the basis of rankings of higher education institutions. They are also used by them as tools to assist their quality enhancement initiatives. However,

these surveys frequently suffer from low response rates, which can reduce the reliability and usefulness of their data. The UK Postgraduate Taught Experience Survey (PTES) is a relatively new survey and suffers from a low response rate. As this survey is new, little is known about why students do not respond to it. Purpose This study aimed to explore the reasons why postgraduate students do not respond to the PTES. Sample Three hundred and fifty-five postgraduate taught students from four health faculties in one UK higher education institution completed an online survey. Of these, seven participated in one of two focus groups. Design and methods The online survey was completed both by students who completed the PTES in 2011 and those who did not. This provided us with cross-sectional data to compare both groups' knowledge of PTES and their reasons for completing or not completing it. We used multivariate regression analysis to explore which variables were associated with response to PTES. We led two focus groups to explore the themes that emerged from the survey in more depth. This data was analysed by two researchers using thematic analysis. Results The cross-sectional data found that students who were not clear about the purpose of PTES were less likely to respond, independent of other potential predictor variables. Focus group data indicated that if postgraduate students felt a stronger connection to the university community they may be more likely to respond to PTES. Conclusions This study suggests that higher education institutions may wish to review their strategies for advertising student experience surveys to focus more on their purpose rather than their impact.

用如鱼得水的布迪厄方法理解毕业生就业能力 =A Bourdieusian approach to understanding employability: becoming a 'fish in water' / Clark, Martyn; Zukas, Miriam // Journal of Vocational Education & Training.-2013, 65(2) .-208~219

It is assumed in the current policy environment that higher education should lead to graduate employability, although understandings of employability are generally limited. In this paper, we discuss issues relating to graduate employability with reference to a case study of an information technology (IT) student progressing to a graduate role in the IT industry. Our analysis uses Bourdieu's 'thinking tools', habitus, field and capital, to discuss the importance to graduate employability of individual positions and dispositions, workplace culture and organisation, and the social contacts developed as part of undergraduate life. We argue that employability needs to be understood in relational terms. In particular, the value of skills and knowledge depends on the work and workplace to which a graduate progresses. Similarly, employable graduates need a 'feel for the game'.

澳大利亚职前学徒制的不同方向和政策影响=Pre-apprenticeships in Australia: differing orientations and their policy implications / Dumbrell, Tom; Smith, Erica // Journal of Vocational Education & Training.-2013, 65(2) .-161~176

Little has been published in the Australian vocational education and training (VET) literature on the topic of pre-apprenticeships, which are a loose type of preparatory courses for apprenticeships available in some trades. Nevertheless, pre-apprenticeships have been in existence for several decades. With continuing concern over skill shortages in Australia, the research study on which this paper is based investigated the role of pre-apprenticeship courses in addressing skill shortages in the electrotechnology, automotive and engineering trades, some of the largest 'traditional trades' in Australia, and those with sizeable numbers in pre-apprenticeships. The principal objective of the overall study was to determine whether the use of pre-apprenticeships increased the size and suitability of the supply of entrants to the traditional apprenticeships and whether pre-apprenticeships do or might increase completion rates in apprenticeships. The paper uses findings from the study to develop a typology of pre-apprenticeship courses, proposing two fundamental orientations and discussing whether different orientations towards pre-apprenticeships are compatible with one another.

英格兰毕业资格证书难道无效了吗？ =The diploma qualification in England: an avoidable failure? / Isaacs, Tina // Journal of Vocational Education & Training.-2013, 65(2) .-277~290

In 2005, the UK government introduced new vocationally related diploma qualifications. Two-year programmes were examined in the summers of 2010 and 2011; initial government hopes for candidate numbers proved largely ephemeral and results were disappointing. This article explores what happened to the diploma's lofty ambitions using the summer of 2010 and 2011 results and a 2006 government policy analysis that went largely unheeded, in order to draw out lessons from this centrally developed programme. Critical insights from earlier vocationally related, centrally mandated qualifications such as General National Vocational Qualifications were generally ignored in policymakers' misguided attempts to create something 'new'. The analysis centres on the neglected aspects of the qualification's complex structure, hurdles-based assessment model and insistence that candidates had to pass Functional Skills qualifications, all of which were major contributors to its demise in the autumn of 2011.

2008-2011 澳大利亚学徒制改变和培训生的技能和可持续性经验：来自吉尼格林调查研究=Gen Green: Changes in Australian Apprentices' and Trainees' Experience of Skills and Sustainability from 2008 to 2011 / Sack, Fabian // International Journal of Training Research.-2012, 10(1) .-30~42

The Gen Green research in 2008 and 2011 indicates that skills for sustainability public policy and business initiatives are having an impact, but that young skilled Australians' high level of interest in sustainability skills is confounded by a lack of guidance and incentives from employers, the market and educators. The research indicates that, since 2008, there has been a significant take up of green skills in workplaces and courses. Young skilled people say that their learning of sustainability skills from all sources has increased, continuing to recognise TAFE as their main source of learning about sustainability skills. Young skilled people see barriers to sustainability reducing and shifting from cultural factors to technological limitations. However, the research indicates that there remains a large gap between young skilled peoples' aspirations to develop skills for sustainability and available learning opportunities, suggesting an increased scope for skills for sustainability initiatives in the future.

从雇主视角探讨雇主雇佣 14-19 年龄的毕业生情况=Engaging employers with the 14–19 Diplomas: the employer perspective / Haynes, Gill; Wade, Pauline; Lynch, Sarah // Journal of Education & Work.-2013, 26(2) .-219~239

While many studies of work-related learning (WRL) in the English 14–19 curriculum have examined the impact on young people of WRL programmes and initiatives, this article explores why employers become involved with WRL, the mechanisms by which engagement takes place and the opportunities and challenges faced by employers and by those who seek to engage them. Drawing on data from surveys of teachers and interviews with employers in 15 Diploma consortia across England, undertaken as part of the national evaluation of the 14–19 Diplomas, we consider the factors which are influential in the foundation and sustainment of employer involvement with WRL in schools and colleges. Although previous studies have considered employer engagement at the level of policy making, there have been fewer empirical studies of employers' perceptions and experiences of engagement at the level of curriculum delivery. Our findings indicate that employers who had become involved in providing WRL for Diplomas could identify a range of benefits to their organisations. We argue that use can be made of both policy levers and drivers to engage employers but these need to be differentiated to acknowledge that employers do not form a homogeneous group.

关系视角下工作场所中员工的帮助寻求行为=Asking for Help: A Relational Perspective on Help Seeking in the Workplace / van der Rijt, Janine; Van den Bossche, Piet; van de Wiel, Margje W. J // Vocations and Learning.-2013, 6(2) .-259~279

In the context of the complexity of today's organizations, help seeking behavior is considered as an important step to problem solving and learning in organizations. Yet, help seeking has received less attention in

organizational literature. To increase the potential impact of help seeking on learning, it is essential to understand which mechanisms affect help seeking. The present study questioned whether the characteristics of the relationships that employees have in the workplace are related to help seeking behavior. This study draws on a social network perspective to investigate the employees' relationships within their professional network. In particular, the role of accessibility, awareness of expertise, trust, and hierarchy in help seeking was explored. Results indicated that the perceptions of the help provider's expertise, accessibility and trust were positively associated with the likelihood to seek help, frequency by which help is sought, and perceived quality of the help. Moreover, employees seem more likely to seek help upward from higher status individuals and less likely downward from lower status individuals. Employees perceived the help of higher status individuals as more useful and constructive. These results highlight the importance of investing in the strength of relationships, ensuring the accessibility of expertise and fostering a work environment, in which employees trust and respect each other. Furthermore, the results suggest valuable and promising avenues for future research and practice

如何打造成为一名建筑师：建筑师培养中的基于学习的工作角色=Becoming an Architect: The Role of Work-Based Learning in Architect Training / Orr, Kevin; Gao, Yun // Vocations and Learning.-2013, 6(2) .-221~235

This article examines the work-based placements of trainee architects in the United Kingdom to examine how trainees become architects. The trainee architects in this study experienced varying levels of participation and responsibility during their yearlong placements. Despite this diversity, developing the trainees on placement was found to be integral to the professional role of the architect. The university-based element of architecture training focused almost exclusively on abstract design while their placements involved practical problem-solving. However, the apparent tension between these elements encouraged the trainees to integrate architectural theory and practice while on placement so they developed both aesthetically and technically. Moreover, the trainees' presence in the studios helped to nurture fresh design and so helped to feed the central design core of architectural practice. Nevertheless, the trainees' experience of working in an architectural studio on placement often confounded their expectations of architects' practice. Yet, becoming an architect retained its personal significance. Issues remain, though, around the unequal access to opportunities on placement and how this inequality might affect trainee architects' learning.

警察工作中同情心和勇敢性的话语：职业选择中警察工作的性别行为=Caring and Daring Discourses at Work: Doing Gender through Occupational Choices in Elderly Care and Police Work / Fejes, Andreas; Haake, Ulrika // Vocations and Learning.-2013, 6(2) .-281~295

This paper aims to problematise how gender is being done--1. through occupational choices in two occupations that are traditionally gender divided, elderly care and police work, and 2. through the division of work assignments in police work. Interviews with care workers and police officers are analysed using a "doing gender" perspective, a post-structural notion of subjectivity inspired by Michel Foucault and positioning theory. We argue that a caring discourse operates in elderly care workers' and police officers' statements concerning occupational choices, while a daring discourse operates in statements concerning occupational choices within police work. Through these discourses, gender is being done in different ways; caring dispositions are constructed as totally female within the context of elderly care but as more gender-neutral in police work. At the same time, a macho or daring attitude is constructed as a male attribute in police work. Such constructions may have social consequences in terms of dividing work tasks for police, where male officers work in more prestigious and "dangerous" areas, while female officers are left with less prestigious, more caring-associated working areas.

从军工到民营时期的职业转换收益和维持状况分析=Income and support during transition from a military to civilian career / Robertson, Heather C // Journal of Employment Counseling.-2013, 50(1) .-26~33

This study examined experienced military members (N= 136, average age 51 years) transitioning to a 2nd occupation, specifically K-12 teaching, and revealed correlations between the length of their transition to both perceived support and income. Perceived support from family and friends had a small, positive correlation with transition time (r= .31), while income had a small, negative correlation with transition time (r=−.28). The Career Transitions Inventory (Heppner, 1991), the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985), demographic questions, and open-ended questions were used. Implications for career counselors working with transitioning military members are discussed, along with future implications for research and practice.

加拿大对国际学生融入劳动力市场的整合经验=International students' experiences of integrating into the workforce / Nunes, Sarah; Arthur, Nancy // Journal of Employment Counseling.-2013, 50(1) .-34~45

This study explored the integration experiences of 16 international students entering the Canadian workforce using a semistructured interview and constant comparison method. The international students were pursuing immigration to Canada, despite unmet job prospects. Students recommended that employers refrain from discriminating against students because of their international status and recognize the value of a diverse labor force. Students recommended that career services personnel help students build networks and employment contacts through pregraduation work experience. Incoming international students were advised to educate themselves about cultural norms for social and work interactions, research potential job opportunities, and create a professional network prior to degree completion.

对被解聘员工的转职就业服务：以内交付构差异为基础的人力资源管理看法=Outplacement services for displaced employees: attitudes of human resource managers based on differences in internal and external delivery / Kilcrease, Kelly M // Journal of Employment Counseling.-2013, 50(1) .-2~13

The results from a survey of 238 human resources executives from organizations that offer outplacement counseling (OPC) internally and 168 that offer it externally suggest that internal OPC delivery is inferior to external OPC delivery. The author found that most internal OPC organizations did not offer the 13 traditional OPC services, even when they were viewed as important. However, both groups had deficiencies in measuring their OPC relative to gender, age, and effectiveness. Internal OPC organizations rated the quality of their OPC service as 4.77 on a scale of 10, whereas external OPC organizations rated their services as 7.96.

跨文化的香港高校心理咨询师职业倦怠情况分析=Cross-cultural validation of the counselor burnout inventory in hong kong / Shin, Hyojung; Yuen, Mantak; Lee, Jayoung; Lee, Sang Min // Journal of Employment Counseling.-2013, 50(1) .-14~25

This study investigated the cross-cultural validation of the Chinese translation of the Counselor Burnout Inventory (CBI) with a sample of school counselors in Hong Kong. Specifically, this study examined the CBI's factor structure using confirmatory factor analysis and calculated the effect size, to compare burnout scores among the counselors of 4 countries (Hong Kong, Japan, South Korea, and the United States). Results indicated that a 5-factor model was the most appropriate to accommodate the data. In addition, the results showed that the levels of Hong Kong counselors' burnout were similar to those of U.S. counselors, but differed from counselors in Japan and South Korea.

5.高等教育

葡萄牙高等教育之路：什么是学生偏好和可行性选择？ =Routes towards Portuguese higher education: students' preferred or feasible choices? / Tavares, Orlanda // Educational Research.-2013,55(1).-99-110

An equitable and democratised higher education system should, in principle, be permeable to the flow of populations with different social and/or cultural backgrounds, allowing access to any parts of the system.

However, despite the democratisation efforts that took place in Portugal after the 1974 revolution, and although the student population is now much more diversified and heterogeneous than ever before, the particular routes to higher education still hinder the free access of students to some areas of the system. Purpose In this study, those different routes to higher education and the way they might influence students' choices are analysed. Of particular interest was whether students tended to make choices based on feasibility rather than personal preference. Sample Data were collected through individual semi-structured interviews with 60 first year students (32 female and 28 male), from universities and polytechnics, both public and private, and from three first cycle study programmes (Arts, Pharmacy and Computer Engineering) in the urban area of the city of Porto. Design and Methods The analysis was a small scale qualitative investigation of Portuguese students' perceptions underlying their choices in higher education. The sample selection took into account the diversity of the student population and sought to include different student profiles to gather contrasting cases and potentially contrasting views. Data gathered through interviews (conducted in 2009/2010) were systematised by means of a content analysis technique and submitted to a codification process according to a grid of categories that emerged from the analysis of data. Results Findings from this small scale exploration suggest that the majority of the students interviewed chose a study programme based on preference but based their choice of institution on feasibility. Conclusions The study provides insights into factors that limit student access to all parts of the higher education system, namely to some selective and more prestigious institutions.

探知高校教育政策下对认知：美国对认知忽视所采取的七个解决方案和英国实行的卓越研究框架=Detecting Epistemic Vice in Higher Education Policy: Epistemic Insensibility in the Seven Solutions and the REF / Battaly, Heather // Journal of Philosophy of Education.-2013,47(2).-263~280

This article argues that the Seven Solutions in the US, and the Research Excellence Framework in the UK, manifest the vice of epistemic insensibility. Section I provides an overview of Aristotle's analysis of moral vice in people. Section II applies Aristotle's analysis to epistemic vice, developing an account of epistemic insensibility. In so doing, it contributes a new epistemic vice to the field of virtue epistemology. Section III argues that the (US) Seven Breakthrough Solutions and, to a lesser extent, the (UK) Research Excellence Framework manifest two key features of the vice of epistemic insensibility. First, they promote a failure to desire, consume, and enjoy some knowledge that it is appropriate to desire, consume, and enjoy. Second, they do so because they wrongly assume that such knowledge is not epistemically good. The Solutions wrongly assume that any research that lacks 'impact', in the form of funding, thereby lacks epistemic value. The REF wrongly assumes of otherwise comparable bodies of research, that the research that lacks 'impact' has less epistemic value.)

6.教育学、教育事业

从理论到实践谈教育作为一种智力的品德=Educating for Intellectual Virtues: From Theory to Practice / Baehr, Jason // Journal of Philosophy of Education.-2013, 47 (2).-248~262

After a brief overview of what intellectual virtues are, I offer three arguments for the claim that education should aim at fostering 'intellectual character virtues' like curiosity, open-mindedness, intellectual courage, and intellectual honesty. I then go on to discuss several pedagogical and related strategies for achieving this aim.

论教育的认知品德及其认知论=Epistemic Virtue and the Epistemology of Education / Pritchard, Duncan // Journal of Philosophy of Education.-2013, 47 (2).-236~247

A certain conception of the relevance of virtue epistemology to the philosophy of education is set out. On this conception, while the epistemic goal of education might initially be promoting the pupil's cognitive success, it should ultimately move on to the development of the pupil's cognitive agency. A continuum of cognitive agency is

described, on which it is ultimately cognitive achievement, and thus understanding, which is the epistemic goal of education. This is contrasted with a view on which knowledge is the epistemic goal.

教育与教育研究中形成的认知论遗赠意识=Making Sense of the Legacy of Epistemology in Education and Educational Research // Smeyers, Paul // Journal of Philosophy of Education.-2013, 47 (2).-311~321

Ruitenberg and Phillips maintain that the conventional meanings of 'epistemology' have been misused and that this obscures the discussion. They accept that talking about 'knowledge' itself is part of a particular social practice (in the natural as well as the social sciences) and that the epistemic agent is always connected with others. This review questions whether the embeddedness of a particular social practice should not be conceived more radically, i.e. by considering the implications of playing the game of 'epistemology' conceived as embracing and accepting that human reality is much more complex and should be studied as such in educational research at large. Taking this seriously demands situating what is offered at the level of a dialogue between all those involved; it necessitates that we give way to meta-criteria, conceding that 'we are playing the same game', and situating what is offered in such a way that combines elements from 'the view from nowhere' with a thoroughly characterized 'local' discussion. This moreover points to 'knowing how to go on', which is different from what one normally understands by 'knowledge'.

教育，回馈与互惠的初步讨论=Education, gift and reciprocity: a preliminary discussion / Sabourin, Eric // International Journal of Lifelong Education.-2013, 32 (2).-301~317

This paper analyzes the importance and role of the reciprocity relationship in education. It presents a review on the mobilization of the principle of reciprocity—in the anthropological but also sociological and economic senses—in educational processes, especially in adult education. The study is divided into three parts. The first part analyzes the importance of reciprocity in education according to Mauss and to the theory of reciprocity. The second part discusses recent contributions on the role of reciprocity relationships in adult education, expanding Piaget's perspective on the relation between autonomy and cooperation in education and learning. The third part illustrates this approach with three case studies in Brazil.

小国家的意识形态下的多元主义和修正主义：关于加勒比教育政策空间的构建=Ideological pluralism and revisionism in small (and micro) states: the erection of the Caribbean education policy space / Jules, Tavis D // Globalisation, Societies & Education.-2013, 11 (2).-258~275

This paper focuses on the socialist underpinnings of education policies in three small (and micro) states: Guyana, Jamaica and Grenada. It explores the role of education underneath ideological pluralism in constructing socialist citizens through cooperative socialism in Guyana, democratic socialism in Jamaica and revolutionary socialism in Grenada. The successive disintegration of ideological pluralism in these three countries paved the way for post-socialist transformations regionally as CARICOM members found solace in regional integration and the creation of the Caribbean Single Market and Economy. With the demise of these socialist experiments, this paper considers how CARICOM, as a trans-regional regime, constructed theCaribbean Educational Policy Spacepremised upon the ideal Caribbean person to function within the Caribbean Single Market erected in 2006.

乐观主义的再生，尼加拉瓜公众教育革命，公民权利发展模式和 '21 世纪社会主义' 社会的建设=Optimism reborn. Nicaragua's Participative Education Revolution, the Citizen Power development model and the construction of '21st century socialism' / Muhr, Thomas // Globalisation, Societies & Education.-2013, 11 (2).-276~295

This paper explores Nicaragua's Participative Education Revolution and the Citizen Power national development model in the construction of socialism in the 21st century in Latin America and the Caribbean through the Bolivarian Alliance for the Peoples of Our America–Peoples' Trade Agreement. Centred around the

notion of 'revolutionary democracy', I argue that Citizen Power, promoted by the Sandinista National Liberation Front (Frente Sandinista de Liberación Nacional, FSLN) since returning to government in January 2007, means the structural transformation from neoliberalism to socialism. Rather than providing a comprehensive analysis of the FSLN education policies, I explore two elements of the Participative Education Revolution of direct relevance to the construction of socialism/revolutionary democracy: the National Literacy Campaign 'From Martí to Fidel' and the 2007/2008 Great National Consultation for the Reform of the Basic and Medium Education Curriculum.

大众教育和'政党路线'=Popular education and the 'party line' / Boughton, Bob // Globalisation, Societies & Education.-2013, 11 (2).-239~257

Popular education, by which is meant adult education within and in support of radical social movements, has become a major topic in academic adult education in recent times. This paper criticises the lack of attention paid in most of this writing to the history, theory and practice of revolutionary parties in the communist and socialist tradition. Through an exploration of the concept of the 'party line', it is argued that this neglect has led to a one-sided view of the relationship between education and action, a view which must be overcome for popular education to become an effective force for socialist transformation.

古巴，苏维埃和乌兹别克斯坦的社会主义和教育=Socialism and education in Cuba and Soviet Uzbekistan / Charon-Cardona, Euridice // Globalisation, Societies & Education.-2013, 11 (2).-296~313

During the Cold War over half a million Asians, Africans and Latin Americans studied and graduated in the Soviet Union's universities and technical schools as part of this country's educational aid policies. Cuba was an intermediary player in the Cold War geopolitical contest between the United States and the Soviet Union, fuelled by the imposition of the US embargo on Cuba in 1961 and its subsequent alignment with the socialist bloc. Cuba was a recipient of educational aid from 1961 until 1990. Current studies about Soviet educational aid to less-developed countries generally, and the Cuban case in particular, are mainly based on the analysis of state policies and intercountry agreements. There is a lack of personal student recollections among this research. In this paper, the author uses an autoethnographic approach to reflect on her schooling in Cuba and university studies in 1980s socialist Uzbekistan. The reflections and analysis focus on three themes: universal access to education, comprehensive or integral education, and socialist political formation through education. The article critiques the rhetoric and practice of socialist education in these contexts, and shows how traditional pedagogy both supported and undermined official and broader educational objectives. It argues that the main aims of Soviet and Cuban educational programmes to train the new socialist technical elite for the Third World achieved mixed results, producing well-educated graduates with uneven ideological outcomes.

ICT 政策和教育实施：以加拿大，北爱尔兰和爱尔兰为例=ICT Policy and Implementation in Education: cases in Canada, Northern Ireland and Ireland / Austin, Roger; Hunter, Bill // European Journal of Education.-2013, 48 (1).-178~192

Countries with similar levels of economic development often implement different education ICT policies. Much of the existing research attributes such differences to economic and political factors. In this paper, we examine the development of ICT policy and implementation in the two parts of Ireland and in two Canadian provinces and find that historical, social and cultural differences also play an important role in the way ICT policies develop. In particular, we see differing historical perceptions of the role of the state and church in education playing a more important role than has hitherto been recognized.

信息制度管理：制度战略和学生保留=Informing Institutional Management: institutional strategies and student retention / Hovdhaugen, Elisabeth; Frølich, Nicoline; Aamodt, Per Olaf // European Journal of Education.-2013, 48 (1).-165~177

European universities are facing demands for better student retention, especially in countries where state funding is no longer based on the number of students, but on the number of graduates. An extensive literature on retention focuses on the characteristics of students who leave higher education without a degree. Much less is known about the measures taken by higher education institutions to encourage study progress. This article examines whether retention strategies are incorporated into the institutions' overall strategies and the policies and activities developed by universities to foster study progress and enhance retention rates. The results suggest that the universities' overall strategies and retention activities are loosely coupled and that the universities tend to use blanket measures addressing retention, regardless of why students are leaving.

公开的教育资源和教育转型=Open Educational Resources and the Transformation of Education / Tuomi, Ilkka // European Journal of Education.-2013, 48 (1).-58~78

The extremely rapid expansion of open educational resource (OER) initiatives and the millions of learners they attract can be understood as an indicator of an emerging revolution in education and learning. This article describes recent developments in this area and develops conceptual foundations for studies and policies on OER. We describe four different types of OER, locate these in a field of learning theories, and discuss how the wide adoption of OER may constrain and accelerate the transformation of learning and education in the knowledge society.

ICT 在教育中的运用：对欧洲学校的调查=The Use of ICT in Education: a survey of schools in Europe / Wastiau, Patricia; Blamire, Roger; Kearney, Caroline; Quittre, Valerie; Van de Gaer, Eva; Monseur, Christian // European Journal of Education.-2013, 48 (1).-11~27

The Survey of Schools: ICT in education commissioned in 2011 by the European Commission took place between January 2011 and November 2012, with data collection in autumn 2011. This article presents the main findings of the Survey based on over 190,000 questionnaire answers from students, teachers and head teachers in primary, lower and upper secondary schools randomly sampled. The article details the analytical framework design and the survey methodology implemented. It then presents the main 'state of the art' indicators that have been built, concerning ICT infrastructure and access to it, frequency of students' ICT based activities during lessons, level of teachers' and students' confidence in their digital competences, their opinion about using ICT for teaching and learning, and the school strategies to support ICT integration in teaching and learning. The article also presents the main findings of the exploratory part of the analysis, introducing the concepts of digitally supportive school, digitally confident and supportive teacher and digitally confident and supportive student, estimating their respective proportion at EU level on average and by country and investigating whether high percentage of digitally supportive schools include high percentages of digitally confident and positive teachers and students. A few recommendations for policy making at European, national, regional/local and institutional levels conclude the article.

利用 ICT 改变评价-迈向新的评价模式=Changing Assessment - Towards a New Assessment Paradigm Using ICT / Redecker, Christine; Johannessen, Øystein // European Journal of Education.-2013, 48 (1).-79~96

This article discusses how Information and Communication Technologies can support 21st century assessment strategies and what needs to be done to ensure that technological advances support and foster pedagogical innovation. Based on an extensive review of the literature, it provides an overview of current ICT-enabled assessment practices, with a particular focus on the more recent developments of ICT-enhanced assessment tools that recognise 21st century skills. The article also refers to relevant cases of e Assessment, looks into examples of the potential of emerging technologies for e Assessment and discusses some relevant innovation and policy issues. Reflecting on these examples, it argues that, although technological challenges exist, the more pressing task at present is to transcend the traditional testing paradigm and conceptually develop (e) Assessment

strategies that allow to more fully exploit the benefits of emerging technologies in order to foster the development of 21st century skills.

知识范畴内哲学博士中工资的不同：科学领域中比人类学和社会学领域拿的薪酬要高吗？

=Wage differences among Ph.D.s by area of knowledge: are science areas better paid than humanities and social ones? The Spanish case / Canal Domínguez, Juan Francisco; Rodríguez Gutiérrez, César // Journal of Education & Work.-2013, 26 (2).-187~218

This paper analyses wage differences among workers with doctoral studies depending on their specialised area of knowledge (humanities and social studies or science) and on their type of job (university teacher or other professional activity). Traditionally, science-related activities have been associated with higher wages than humanities and social studies ones due to the fact that the market tends to value higher the productivity of disciplines considered to be sciences. By estimating an endogenous switching model and applying the Oaxaca–Blinder decomposition, we have observed the existence of a positive wage difference in favour of Ph.D.s of humanities or social studies for university teachers, and for the Ph.D.s of science in other professions.

西班牙早期离校情况：观念的形成、人数的增加和决定离校的因素

=Early School-leaving in Spain: evolution, intensity and determinants / Fernández-Macías, Enrique; Antón, José-Ignacio; Braña, Francisco-Javier; Bustillo, Rafael Muñoz // European Journal of Education.-2013, 48 (1).-150~164

Spain has one of the highest levels of early school leaving and educational failure of the European Union. The purpose of this paper is to analyse the anatomy of early school leaving in Spain and its characteristics. In order to do so, in the first part we discuss the measurement problems related with this concept and the evolution of drop-out rates in Spain. We argue that the published figures of early school leaving slightly underestimate the phenomenon, and discuss the impact of the increase in immigration rates on the level of educational failure and its very unequal distribution in terms of gender. In a second part, using data from the Labour Force Surveys of 2000 and 2007, we explore the factors behind educational failure by means of a logistic regression. The results of this model confirm the explanatory power of social reproduction hypotheses, but also show that there are important aspects of the patterns and recent evolution of early school leaving which cannot be explained by a single theoretical approach.

英格兰能解决啃老一族 16 岁以后参与职业与培训教育的问题吗？

=Will raising the participation age in England solve the NEET problem? / Maguire, Sue // Research in Post-Compulsory Education.-2013, 18 (1/2).-61~76

This paper considers the rationale for introducing the raising of the participation age (RPA) in learning in England from 2013 and assesses how, if fully implemented, it could contribute to improving the outcomes for young people who do not participate in any form of post-16 education, employment or training, and are currently defined as not in education, employment or training (NEET). It considers previous experience of extending young people's participation in learning, both in the UK and overseas, and draws on evidence from the author's research on a recent policy initiative targeted at the NEET group. The piloting of activity agreements explored the value of offering a financial incentive, tailored learning and intensive support as mechanisms to re-engage young people in post-16 education, employment or training. Faced by a lack of enforcement; the necessary levels of investment in support mechanisms to engage with young people and to sustain their participation in learning; and innovative approaches to post-16 learning, the article concludes that the RPA will, in effect, be allowed to 'wither on the vine'.

中小学过度时期人际关系和学习关系的形成：学生，教师和学校环境

=The formation of interpersonal and learning relationships in the transition from primary to secondary school: Students, teachers and

school context / Tobbell, Jane; O'Donnell, Victoria L // International Journal of Educational Research.-2013, 59 .-11~23

The importance of relationships in education has been well established in the literature. However, the nature of relationship is seldom defined and as a result interpersonal and learning relationships are conflated and so implicitly treated as synonymous. Here we argue that learning relationships are different from interpersonal relationships, but crucially that interpersonal relationships are a pre-requisite to learning relationships. There is a paucity of research which examines relationship formation, especially at the point of transition from one school to another when there is a normative imperative to form new relationships. In this paper the experiences of students in their transition to secondary school are explored and we focus on relationships with their new teachers. An ethnographic method was employed which followed children during their final year of primary school and into their first year of secondary school. Through fieldnotes, interview data and document analysis student and staff voices and contextual practices illuminate relationship formation. We present data from three schools in the UK under the themes of courtesy, rules and resistance, and school systems and pedagogical practice. The data demonstrate that attention must be paid to the construction of enabling transition contexts to facilitate the formation of interpersonal relationships which may lead to learning relationships in the new school.

衡量 ICT 使用和学习效果：近期计量经济学的研究依据=Measuring ICT Use and Learning Outcomes: evidence from recent econometric studies / Biagi, Federico; Loi, Massimo // European Journal of Education.-2013, 48 (1).-28~42

Based on PISA 2009 data, this article studies the relationship between students' computer use and their achievement in reading, mathematics and science in 23 countries. After having categorised computer use into a set of different activities according to the skills they involve, we correlate students' PISA test-scores with an index capturing the intensity of use for each of these activities and with the total number of activities they perform. Overall, we find that students' PISA test scores in reading, mathematics and science increase with the intensity of computer use for Gaming activities while they decrease with the intensity of computer use for activities that are more related with school curricula (i.e. Communication and Collaboration activities; Technical Operations/ Info Retrieval activities; Creation of Content and Knowledge Problem Solving activities). However, the number of activities (and hence the diversification of activities), irrespective of the intensity of computer use, is positively correlated with students' proficiency in all three PISA domains in the vast majority of countries, indicating that computers breadth of use, as opposed to intensity of use in a given activity, has some positive effect on students' PISA test scores.

从事于教育与技术的 OCED：把创新性学习环境作为综合框架=OECD Work on Technology and Education: innovative learning environments as an integrating framework. / Istance, David; Kools, Marco // European Journal of Education.-2013, 48 (1).-43~57

This article presents in summary a selection of the work conducted by OECD in the field of technology and education, which has been an on-going focus of OECD work since the 1980s. Recently, much of this has been under the heading of 'New Millennium Learners', but it has also included the widening of student achievement surveys towards digital literacy; reviews of e-learning in higher education, surveys on Open Education Resources (OER); technology as a source of innovation; and analyses of the digital resources market and educational technology patents. The article proposes the more holistic focus on 'learning environments' through which to analyse the very diverse ways in which technology can be integrated into education and as a design framework. This is drawn from a report of the OECD Innovative Learning Environments (ILE) project to be published in 2013, itself based on 40 case studies from different countries and regions. It suggests that contemporary learning environments should be: i) Innovating the 'pedagogical core'; ii) Engaging the 'Design/Redesign Leadership Circle'; iii) Widening connections and capacity through partnerships; and iv) Promoting 21st century effectiveness

(based on the principles derived from the 2010 ILE learning research review). The article then applies this framework to show how technology shapes learning environments in many different ways. The article questions over-reliance on individuals navigating successfully to access non-formal learning opportunities and rejects the argument that learning institutions should simply adapt more adequately to available technologies. Instead, technology should be fully exploited in well-designed learning environments.

7.教师教育

小配角，配角和主角：最初教师教育背景下的角色担当和相关反响=Cameos, supporting roles and stars: citation and reflection in the context of initial teacher education / Hughes, Jonathan // Educational Research.-2013, 55 (1).-16~30

Background: Reflection is well established as an important part of teacher education, but it is also the focus of critical enquiry. This means that reflection is of interest to those who wish to explore its use to produce 'better' teachers. It is also of interest to scholars who are interested in the wider implications of reflection, for example, in relation to power and social control. Academic articles are the primary medium through which ideas and practices are communicated. However, they can only contribute if they are accepted for publication on the basis of making a contribution to knowledge. To be seen in this way, a journal paper needs to cite earlier work to show understanding of this work and how this is being augmented. Purpose: This paper aims to initiate an academic debate of citation practices which, it argues, should be based on an awareness of current practices and a willingness to share, and even change, them. To facilitate the debate and the development of a better understanding of citing and its implications, the paper offers a tripartite citation framework. Sources of evidence: The extensive citation analysis literature is reviewed to provide a context for an examination of the variety of citation practices found in 24 papers, which all focus on initial teacher education and which cite the same critical paper (Fendler, L.,Teacher reflection in a hall of mirrors: Historical influences and political reverberations.Educational Researcher,32,no. 3: 16–25, 2003; doi: 10.3102/0013189X032003016). Main argument: This paper argues that there is value in differentiating three categories of citation, labelled 'cameo', 'supporting role' and 'star'. These categories do not make judgements about what counts as 'good' or 'bad' referencing. Rather, they provide a way for authors to assess how they are citing and what the possible consequences may be. These can include an apparent lack of understanding not just of a cited paper but also of the wider literature. This means that citation that is not being carefully managed can undermine an argument. Conclusions: This paper concludes that there is there is a need to initiate an academic debate about citation which is premised on the development of self-awareness about current practice and its consequences. Such a debate could bring about a number of benefits. It would encourage individual scholars to develop self-aware and ethical citation; it would also clarify current expectations about citation and enable academic communities to reflect on whether enquiry is well served by them.

社区学校开展网络学习的教师可持续型专业发展：从一种网络结对学习结果的实例研究中得出的经验=School Teachers' Continuous Professional Development in an Online Learning Community: lessons from a case study of an e Twinning Learning Event / Holmes, Brian // European Journal of Education.-2013, 48 (1).-97~112

A social revolution is occurring in the way information is shared, knowledge is generated and innovation takes place over the Internet and there is renewed interest in the social concept of 'community' to support online learning. This article describes action research conducted in the context of an eTwinning Learning Event (LE) that provides useful insights into how an online learning community can support the continuous professional development (CPD) of school teachers. Using the Community of Inquiry framework (Garrison et al., 2000), it offers empirical evidence of how cognitive, social and teaching aspects impact competence development. It

suggests that online learning communities offer an appropriate environment for teachers' intellectual and emotional reflection, characterised by trust, mutual respect and shared values centred on improving pupils' learning. It also suggests that the educational experience within such a community is significantly influenced by the tutor's design and moderation of activities aimed at fostering critical thinking. The article concludes that online learning communities offer a valuable alternative to traditional teacher training by supporting teachers to learn in the context of their everyday practice, whilst collaborating and reflecting on their experience with peers across regions and countries. Concerning the wider use of social networking for learning, it suggests that educators still have a valuable role to play in ensuring that collaboration leads to an effective educational experience.

8.教育心理学

普渡大学心理旋转中的性别差异的荟萃分析试验：旋转的可视化=A Meta-Analysis on Gender Differences in Mental Rotation Ability Measured by the Purdue Spatial Visualization Tests: Visualization of Rotations (PSVT:R) / Maeda, Yukiko; Yoon, So // Educational Psychology Review.-2013, 25 (1).-69~94

This meta-analysis was conducted to estimate the magnitude of gender difference in three-dimensional (3-D) mental rotation ability and to investigate how factors related to test administration conditions play a role in varying gender difference effect sizes and threatening validity. Individuals' 3-D mental rotation ability was measured by the Purdue Spatial Visualization Tests: Visualization of Rotations (PSVT:R). We integrated 70 effect sizes of gender differences in mental rotation ability measured by the PSVT:R which were obtained from 40 primary studies. The results indicated that male participants outperformed females on the test (Hedges' g = 0.57). The I statistic indicated 41.7 % of variation in effect sizes reflects real heterogeneity. The moderator analysis indicated that male superiority on spatial ability tasks measured by the PSVT:R is related to the implementation of time limits. The gender difference became larger when stringent time limits (equal or less than 30 s per item) were implemented.

从边界视角分析有关教育神经系统科学的文献著作：用作学科知识桥梁的边界原理=Boundary as Bridge: An Analysis of the Educational Neuroscience Literature from a Boundary Perspective / Beauchamp, Catherine; Beauchamp, Miriam // Educational Psychology Review.-2013, 25 (1).-47~67

Within the emerging field of educational neuroscience, concerns exist that the impact of neuroscience research on education has been less effective than hoped. In seeking a way forward, it may be useful to consider the problems of integrating two complex fields in the context of disciplinary boundaries. Here, a boundary perspective is used as a lens for analyzing the results of a systematic review of the educational neuroscience literature. Recurring vocabulary used within the literature suggests indirect use of boundary principles, including the idea of connections and bridges between disciplines, inter-, multi-, and transdisciplinarity, and reference to tools (boundary objects) and people that may be useful in the evolving field of educational neuroscience. Analyzing the educational neuroscience literature through the lens of boundary principles indicates that the boundary between the two disciplines may itself be a bridging mechanism useful for the creation of a new discipline and new knowledge.

与四位非常富有成就的教育心理学家的对话：帕特里夏.亚历山大，理查德.迈尔，戴尔.顺和巴里.齐默尔曼=Conversations with Four Highly Productive Educational Psychologists: Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman / Patterson-Hazley, Melissa; Kiewra, Kenneth. // Educational Psychology Review.-2013, 25 (1).-19~45

This article seeks to answer the questions: Who are the most productive and influential educational psychologists? What factors characterize these educational psychologists? And, what advice might they pass along to budding scholars? To determine the top educational psychologists, we surveyed the membership of

Division 15 (Educational Psychology) in the American Psychological Association. The four top scholars were Patricia Alexander, Richard Mayer, Dale Schunk, and Barry Zimmerman. To determine characterizing factors, we used qualitative research methods that uncovered the scholars' trademark characteristics, influences, time management practices, writing techniques, collaboration patterns, mentoring practices, and other intriguing aspects. Finally, we asked the top scholars what advice they might pass along to budding scholars.

如何通过经验研究支持规范性陈述：一些遗漏问题=How to Support Prescriptive Statements by Empirical Research: Some Missing Parts / Wecker, Christof // Educational Psychology Review.-2013, 25 (1).-1~18

This paper continues a discussion started in a special issue about the acceptability of prescriptive statements in educational research articles. In light of some ambiguities concerning what counts as a prescriptive statement, and the special issue's focus on causal relations as a requirement for the justification of prescriptive statements, a more detailed characterization of prescriptive statements and the structure of a complete argumentation for them is offered. This reveals two major obstacles to valid justifications of prescriptive statements that have received little attention before: the problem of normativity and the problem of generality. The proposed solution to the problem of normativity-that is, the impossibility to support prescriptive statements by empirical research alone-is to take into account that arguments for prescriptive statements target an audience that may agree on the values of many educational goals. The proposed solution to the problem of generality-that is, the necessity of well-established general causal regularities for the justification of prescriptive statements-requires appropriate designs for testing the generality of claims. Methodological suggestions include nested designs with quasi-representative samples of treatments as well as standard procedures for determining the cost and side effects on an agreed-upon set of relevant outcome dimensions for both current practice and any new intervention. If such steps are undertaken, prescriptive statements are no less justified in discussion sections than general descriptive claims as long as the final decision about them is suspended if the available normative and empirical arguments are not yet conclusive.

基于程式的，为了提高相互关联和减少危险行为的学校：系统综述=School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review / Chapman, Rebekah; Buckley, Lisa; Sheehan, Mary; Shochet, Ian // Educational Psychology Review.-2013, 25 (1).-95~114

School connectedness has a significant impact on adolescent outcomes, including reducing risk-taking behavior. This paper critically examines the literature on school-based programs targeting increased connectedness for reductions in risk taking. Fourteen articles describing seven different school-based programs were reviewed. Programs drew on a range of theories to increase school connectedness, and evaluations conducted for the majority of programs demonstrated positive changes in school connectedness, risk behavior, or a combination of the two. Many of the reviewed programs involved widespread school system change, however, which is frequently a complex and time-consuming task. Future research is needed to examine the extent of intervention complexity required to result in change. This review also showed a lack of consistency in the definitions and measurement of connectedness as well as few mediation analyses testing assumptions of impact on risk-taking behavior through increases in school connectedness. Additionally, this review revealed very limited evaluation of the elements of multicomponent programs that are most effective in increasing school connectedness and reducing adolescent risk taking.

视觉技能和中国式阅读获取：相关依据的荟萃分析=Visual Skills and Chinese Reading Acquisition: A Meta-analysis of Correlation Evidence / Yang, Ling-Yan; Guo, Jian-Peng; Richman, Lynn; Schmidt, Frank; Gerken, Kathryn; Ding, Yi. // Educational Psychology Review.-2013, 25 (1).-115~143

This paper used meta-analysis to synthesize the relation between visual skills and Chinese reading acquisition based on the empirical results from 34 studies published from 1991 to 2011. We obtained 234

correlation coefficients from 64 independent samples, with a total of 5,395 participants. The meta-analysis revealed that visual skills as a global construct had a medium correlation effect size (r = 0.32) associated with Chinese reading acquisition. The various visual processing skills differed in their relation to Chinese reading acquisition in different stages. Visual perception, speed of processing visual information, and pure visual memory had low-to-moderate correlations with Chinese reading acquisition in the lower grades (i.e., below second grade), whereas these relations did not retain their magnitude for children in the higher grades (i.e., second through sixth grades). By contrast, visual-verbal association skill was found to account for 34 and 41 % of the variance in children's Chinese reading acquisition in both lower and higher grade levels, respectively. Greater attention to this construct can significantly benefit reading research and instructional practice. No regional differences between studies in Mainland China and Hong Kong were found in the meta-analysis.

9.课程与教学论

通过网络学习方法进行知识管理-网络工程课程个案研究=Knowledge management through the e-learning approach – a case study of online engineering courses / Aichouni, Mohamed; Benchicou, Soraya; Nehari, Dris // European Journal of Engineering Education.-2013, 38 (3).-316~328

Though it is universally accepted that the face-to-face approach is the best way for education and training, however, with the advent of the information and communication technologies (mainly the World Wide Web) it became possible to enhance further the methods we are using to teach our students and to share the teaching material within a broaden engineering, technical and business communities. This paper is dedicated to making a review of the basic concepts of knowledge management and e-learning and to show how these two modern concepts can be integrated into engineering education to produce knowledge, disseminate it and share it within virtual interest groups and networks of engineering students, academic teachers and industrial engineers and technicians and business managers. A practical case study will be presented and discussed

修正从演讲方法到基于学习方法的项目设计课程=Revising a design course from a lecture approach to a project-based learning approach / Kunberger, Tanya // European Journal of Engineering Education.-2013, 38 (3).-254~267

In order to develop the evaluative skills necessary for successful performance of design, a senior, Geotechnical Engineering course was revised to immerse students in the complexity of the design process utilising a project-based learning (PBL) approach to instruction. The student-centred approach stresses self-directed group learning, which focuses on theprocessrather than theresultand underscores not only the theoretical but also the practical constraints of a problem. The shift in course emphasis, to skills over concepts, results in reduced content coverage but increased student ability to independently acquire a breadth of knowledge.

关于学生学习的播客影响：通过两组课程进行的个案研究=The influence of podcasting on student learning: a case study across two courses / Collier-Reed, Brandon I.; Case, Jennifer M.; Stott, Angela // European Journal of Engineering Education.-2013, 38 (3).-329~339

There is a growing literature on the educational benefits of using podcasting of lectures in higher education, but to date little research that interrogates closely its impact on student learning. The present study investigated how students used lecture podcasts produced in two engineering courses at a South African university. The findings confirm much of the growing consensus in the literature. Firstly, a majority of students in the courses elected to use the podcasts. Secondly, the study notes that lecture attendance, in contexts where lectures are seen as beneficial, is not adversely affected. Thirdly, few students use podcasts in the mobile mode but most rather use them as an additional resource in their private study spaces. There is intense use in the build up to tests and examinations, and there is a particular benefit for students who are not first language speakers of the medium of

instruction. This study also points to the existence of both deep and surface approaches to engaging with podcasts, with substantial evidence of many students using podcasts as a means towards better understanding.

职业教育课程中作为评定的读写练习−以酒店管理为例=The literacy practices for assessment in the vocational curriculum – the case of Hospitality / Edwards, Richard; Minty, Sarah; Miller, Kate // Journal of Vocational Education & Training.-2013, 65(2).-220~235

This article explores two case studies of the literacy practices of assessment in the vocational curriculum. Previous studies have identified learning in the vocational curriculum as being assessment-driven and that subjects often associated with limited levels of literacy actually require multiple literacy practices from students. Drawing upon studies of the literacy practices of assessment in the teaching of Hospitality, the study explores the academic and occupational forms of reading and writing required of students. These literacy practices are often invisible to both students and staff and yet are central to the success of students in relation to attainment. The article suggests that vocational subjects may actually be more demanding in the range of literacies required for assessment than is often considered to be the case.

用存在论和意识形态说明英语成为一种世界通用语言=English as a lingua franca: ontology and ideology / Sewell, Andrew // ELT Journal: English Language Teachers Journal.-2013, 67(1).-3~10

This article examines certain aspects of the debate surrounding English as a Lingua Franca (ELF). It argues that in some ways, neither ELF nor its opponents have come to terms with the complexities of English in a globalized world. By defining ELF according to how it differs from native-speaker language use, ELF researchers have tended to essentialize and exaggerate these differences, creating a false dichotomy between 'ELF' and 'non-ELF'. At the same time, the conservatism of language teaching and testing in many parts of the world also suggests that there is further scope for an enhanced awareness of language variation. A desirable outcome of the debate would be the realization that all language use—whether by native or non-native speakers—is variable, emergent, contextual, and subject to hybridity and change.

未来英语学习的环境模式：移动学习=Mobile learning / Hockly, Nicky // ELT Journal: English Language Teachers Journal.-2013, 67(1).-80~84

In this series, we explore current technology-related themes and topics. The series aims to discuss and demystify what may be new areas for some readers and to consider their relevance to English language teachers. In future articles, we will be covering topics such as learning technologies in low-resource environments, personal learning networks, and e-learning.

非常重要的时间：鼓励走出班级学习时间的影响因素=Time is of the essence: factors encouraging out-of-class study time / Fukuda, Steve T.; Yoshida, Hiroshi // ELT Journal: English Language Teachers Journal l.-2013, 67(1).-31~40

Out-of-class study time is essential in students' language learning, but few studies in ELT measure out-of-class study time or investigate how teachers can encourage, rather than demand it. In Japan, out-of-class study time is lower than might be expected, ranging from zero to an hour per week. This study therefore sets out to establish those factors that can increase out-of-class study time without extrinsic motivators such as homework and testing. Results from self-reports and course evaluations suggest that (1) clear course aims, (2) strong student–teacher relationships, (3) non-threatening classroom environments, and (4) interactive classroom procedures boost out-of-class study time. Finally, we hope this study will become a catalyst for more in-depth discussion of how to facilitate more productive out-of-class study time, and ultimately students' attainment of higher proficiency in the target language.

发展和运用中的新型教育：以职业教育课程中嵌入语言、读写能力和学术技能为例=Developing and Sustaining New Pedagogies: A Case for Embedding Language, Literacy and Academic Skills in Vocational Education Curriculum / Moraitis, Peter; Carr, Amanda Jane; Daddow, Angela Audrey // International Journal of Training Research l.-2012, 10(1).-58~72

This paper reports on a collaborative project aimed at addressing the learning challenges faced by non-traditional students at the interface of TAFE and Higher Education. Our pedagogy is informed by engagement with a critique of competency-based education that espouses "bringing knowledge back into" the curriculum (Wheelahan, 2010a) and a critique of progressivist language pedagogy that calls for explicit instruction about the distinctive language features of disciplinary knowledge (Martin & Rose, 2008). We describe how we have used the concepts of "discourse community" and "discoursal identity" to construct a pedagogy that enables students: 1) to learn the "knowledge" and "language" of their course, both for work and further study; and 2) to begin to develop a critical perspective on the discourse community into which they are being inducted. We also illustrate why close collaboration between discipline teachers and teachers with language and learning expertise is intrinsic to the successful design and enactment of this pedagogy.

基于经验的课程和教育实践特性：以产科学生为例=The Curriculum and Pedagogic Properties of Practice-Based Experiences: The Case of Midwifery Students / Billett, Stephen; Sweet, Linda; Glover, Pauline // Vocations and Learning .-2013, 6(2).-237 ~257

This paper outlines curriculum considerations for the ordering, enactment and experiencing of practice-based experiences (e.g. practicums) in tertiary education programs developing occupational specific capacities. Increasingly, these programs are engaging students in practicum experiences (i.e. those in the circumstances of practice). These practice-based experiences require considerable investment on the part of all involved and so need to be used in ways that do justice to those investments. However, such experiences are often provided and engaged in by students without consideration being given to their educational purposes; their likely contributions and how they can be sequenced and utilised to achieve those purposes. Here, the specific concern is to identify bases for considering these purposes and how these might be realised through the selection and sequencing of student experiences. A case study of two practicum experiences comprising midwifery students" "follow-through" experiences with birthing women and clinical placements is used to identify the kinds of learning that can arise through different kinds of practice-based experiences and how they might be most effectively organised. The concern, therefore, is to identify how the midwifery curriculum (i.e. pathways of experiences) can be ordered and augmented by particular pedagogic practices that assist realise the program's intended learning outcomes. The two different practice-based experiences are found to generate distinct learning outcomes for the students. The follow-throughs generate understandings about the birthing process from the birthing mothers' perspectives and provide goal states for midwifery work and understandings about midwifery practice, whereas the development of clinical capacities that arise through clinical placements. Consequently, the formers kinds of experiences might be best provides before, or in conjunction with second. Importantly, rather than viewing these experiences as being supplementary to what is provided within tertiary education institutions, they need to be consider as particular kinds of experiences on their own terms and engage with and utilise their contributions accordingly.

适于学习的 ICT 可行性创新框架：欧洲采取一对一学习课程情况=Framing ICT-enabled Innovation for Learning: the case of one-to-one learning initiatives in Europe / Bocconi, Stefania; Kampylis, Panagiotis; Punie, Yves // European Journal of Education.-2013, 48(2).-113 ~130

This article discusses 1:1 learning initiatives in Europe in the context of a mapping framework of ICT-enabled innovation for learning. The aim of the framework, visualised as a spider's web, is two-fold: (i) to provide a further understanding of the nature of ICT-enabled innovation for learning; and (ii) to depict the impact of existing and emerging innovative initiatives using ICT in the Education and Training context. We present 1:1

learning initiatives in Europe as a case of ICT-enabled innovation for learning with significant scale, scope, and impact at system level and being implemented in real settings. We identified and analysed 29 1:1 learning initiatives from 19 European countries reaching a total of approximately 620,000 schools and 16,800,000 students. The application of the framework to the case of 1:1 learning in Europe (implemented in multi-faceted educational settings) showed the current state of development and the emerging trends regarding the nature, the reach, the target groups and the impact of 1:1 innovation in learning. Regarding the nature of innovation, 1:1 learning strategies in Europe can be considered as mostly incremental. There is a need to progressively move the focus away from the devices and infrastructure to the learners and to 1:1 pedagogies. The framework can contribute (i) to policy interventions -at micro, meso and macro level- aimed at diversity and systemic implementation and (ii) to strategic planning by a multiplicity of actors such as policy makers, researchers and practitioners, increasing the impact of ICT-enabled innovation in Education and Training.

韩国英语语言学习者的英语自我效能的性能测量研究=Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea / Wang, Chuang; Kim, Do-Hong; Bong, Mimi; Ahn, Hyun Seon // International Journal of Educational Research.-2013, 59.-24 ~34

This study provides evidence for the validity of the Questionnaire of English Self-Efficacy in a sample of 167 college students in Korea. Results show that the scale measures largely satisfy the Rasch model for unidimensionality. The rating scale appeared to function effectively. The item hierarchy was consistent with the expected item order. The items, however, did not cover as wide a range of continuum of the latent variable as might be ideal, suggesting that adding more difficult items may be helpful to more closely match the range of ability levels of the sample. Among the four sub-skills of English proficiency (listening, speaking, reading, and writing), listening comprehension appeared to be the most difficult.