



# 中美高校质量文化建设实践对比与融合

## 中外合作大学质量文化建设初探

**熊滢 (Ying Xiong)**

昆山杜克大学学术评估副院长 (Associate Dean of Assessment)



## 汇报纲要

1. 美国质量文化的元素、内涵和相关质量标准
2. 中外合作大学的质量文化建设（举例）
  - 规划
  - 人员与资金支持
  - 执行
  - 评估评价
  - 成果展示
3. 结语



## 欧美高等教育质量管理发展历程

60年代：欧洲 外部机构质量监管 (External Quality Assurance)

80年代：美国 质量运动-全面质量管理 (TQM)

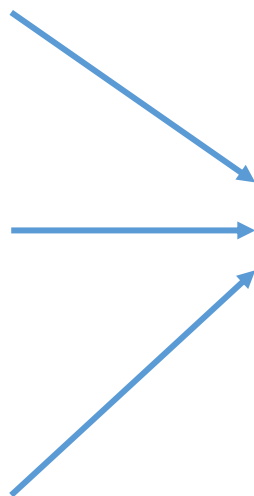
90年代：欧洲 博洛尼亚进程 (Bologna Process)





## 外部质量监管机制的主要成因

- 高等教育的扩容
- 教育成本的提高
- 教育投入的加大
- 人才质量的诉求
- 办学模式的多样化
- 教育国际化
- 学生的流动性



质量底线的把关

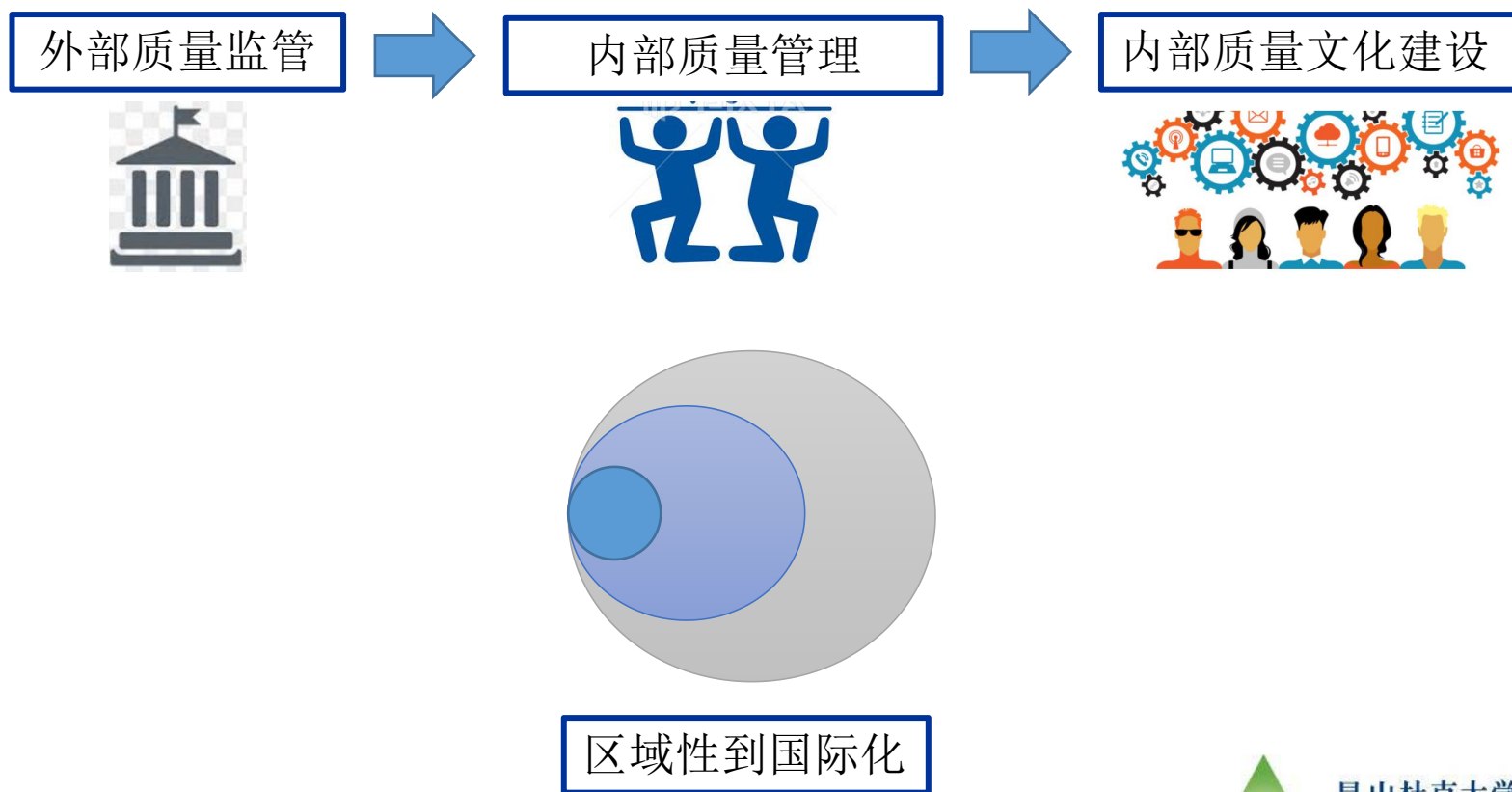
学分互认

人才质量达标

指导高等教育发展



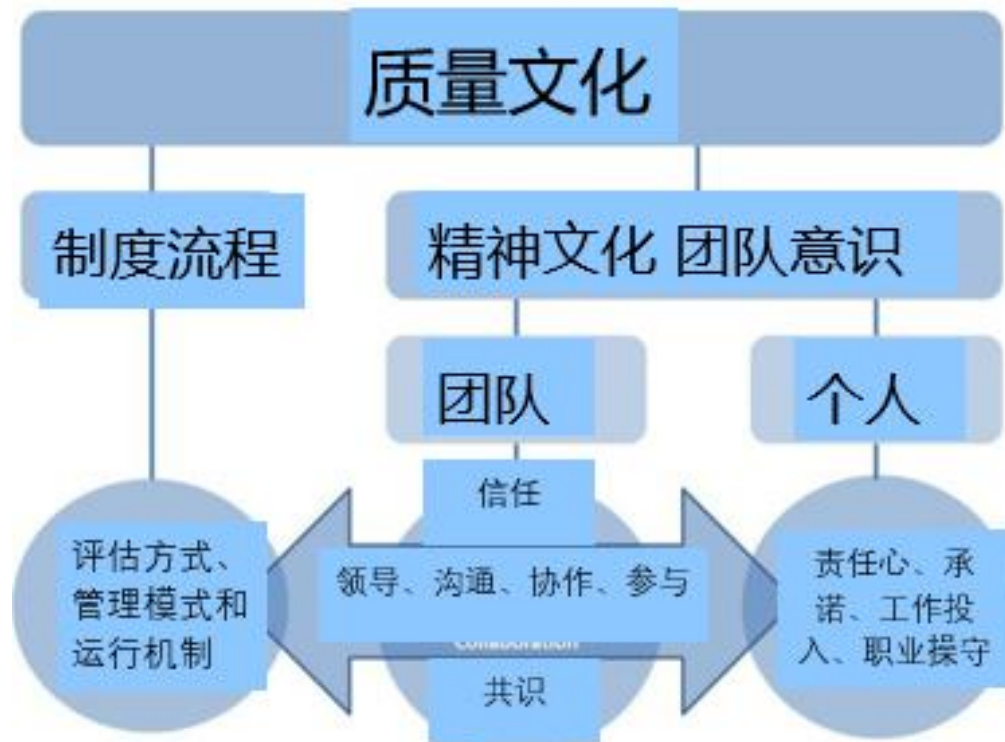
# 教育质量管理机制近年来的演变趋势





# 质量文化核心元素

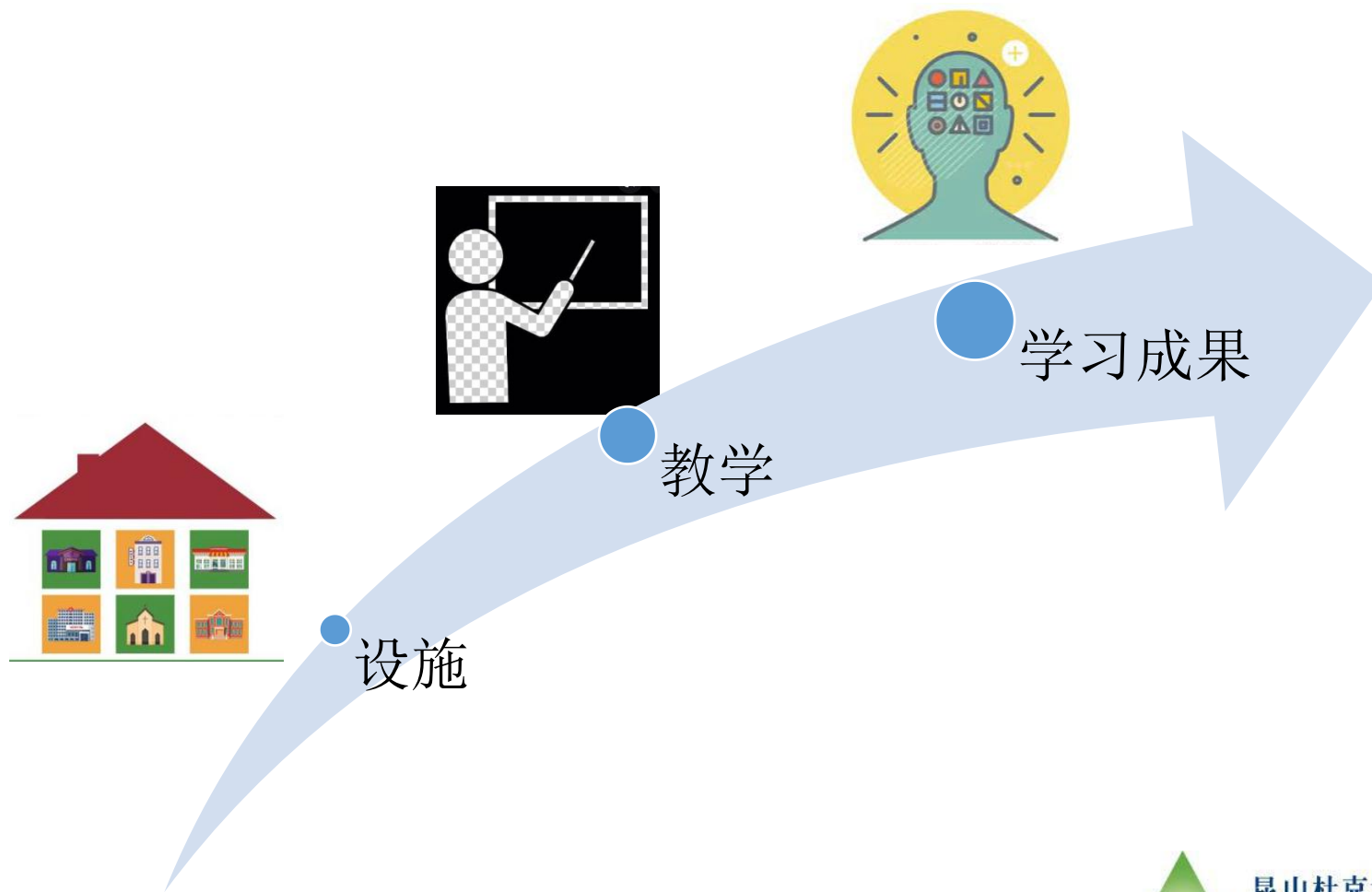
*Ehlers (2009); Sattler, Goetzen & Sonntag (2013)*



- 促进与外部评估机构的沟通
- 加强学校领导层对质量的理解与支持
- 增加学校各个职能部门的质量意识与质量管理能力
- 建立完善的内部质量保障机制
- 设置科学合理的质量保障流程
- 将质量建设融入学校各个教学环节



# 教育质量内涵的演变





# 高效的本科教学模式

## 11 High Impact Practices (HIPs) (AACU, 2008)

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects





# 高效的本科教学方法



1. Introduction: Defining the Best
2. What Do They Know about How We Learn?
3. How Do They Prepare to Teach?
4. What Do They Expect of Their Students?
5. How Do They Conduct Class?
6. How Do They Treat Their Students?
7. How Do They Evaluate Their Students and Themselves?

## *是什么成就了优秀的教师？*

简单说来，他们之所以优秀，不是因为他们的具体教学方法，而是他们对教学的领悟。

## *What makes a great teacher great?*

The short answer is—it's not what teachers do, it's what they understand.



# 高校教师教学评估指南 (KU, 2020)



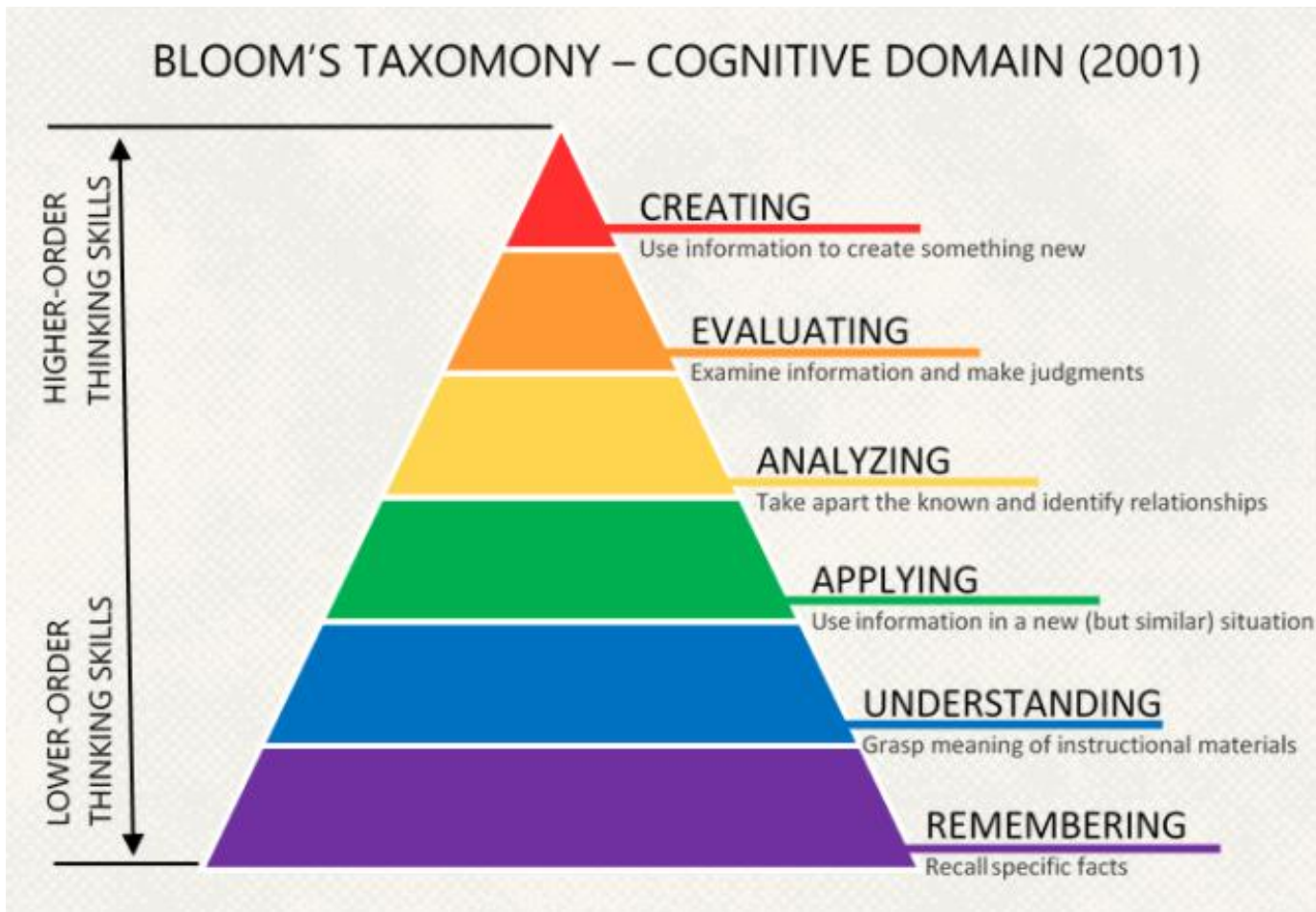
TRANSFORMING HIGHER EDUCATION -  
MULTIDIMENSIONAL EVALUATION OF TEACHING

## 多维度评价方式

- 教学目标与教学内容的匹配度
- 教学执行情况
- 课堂氛围
- 学生学习成效
- 教学反思与提升
- 学生辅导
- 参与教研教改情况



# 学习成果的层次模型





# AACU核心学习成果 (Essential LOs)

## **Knowledge of Human Cultures and the Physical and Natural World (知识)**

### **Intellectual and Practical Skills (技能)**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

### **Personal and Social Responsibility (个人、社会责任)**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

### **Integrative and Applied Learning (融会贯通)**

- Synthesis and advanced accomplishment across general and specialized studies



# 本科学习成果的定义与衡量标准

## 16 VALUE Rubrics (AACU, 2009)

### Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

### Personal and Social Responsibility

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

### Integrative and Applied Learning

- [Integrative learning](#)





# VALUE Rubric 举例

## Critical Thinking VALUE Rubric



	Capstone 4 pts	Milestone 3 pts	Milestone 2 pts	Benchmark 1 pts
Explanation of issues	<p>Capstone</p> <p>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>	<p>Milestone</p> <p>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</p>	<p>Milestone</p> <p>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</p>	<p>Benchmark</p> <p>Issue/problem to be considered critically is stated without clarification or description.</p>
Evidence  Selecting and using information to investigate a point of view or conclusion	<p>Capstone</p> <p>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</p>	<p>Milestone</p> <p>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</p>	<p>Milestone</p> <p>Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</p>	<p>Benchmark</p> <p>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</p>
Influence of context and assumption	<p>Capstone</p> <p>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>	<p>Milestone</p> <p>Identifies own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>Milestone</p> <p>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>Benchmark</p> <p>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p>
Conclusions and outcomes  Conclusions and related outcomes (implications and consequences)	<p>Capstone</p> <p>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>	<p>Milestone</p> <p>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>Milestone</p> <p>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>Benchmark</p> <p>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>



## 48类高校职能部门/服务项目质量标准(CAS, 2019)

例如:

- 学术指导 (academic advising)
- 评估服务 (assessment services)
- 职业指导 (career services)
- 心理咨询 (counseling services)
- 奖学金项目 (financial aids program)
- 国际留学生服务 (international student services)
- 新生开学指导 (freshman orientation)
- 本科生科研项目 (undergraduate research)

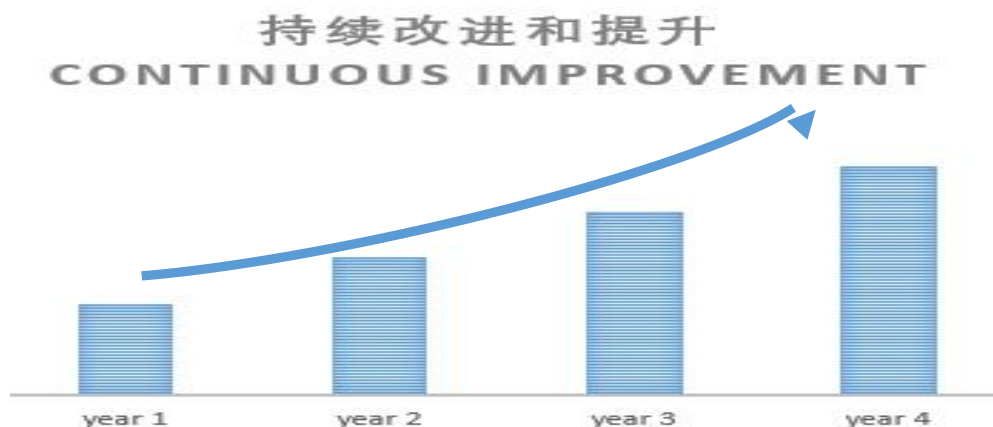


# 中外合作大学的质量文化建设实践

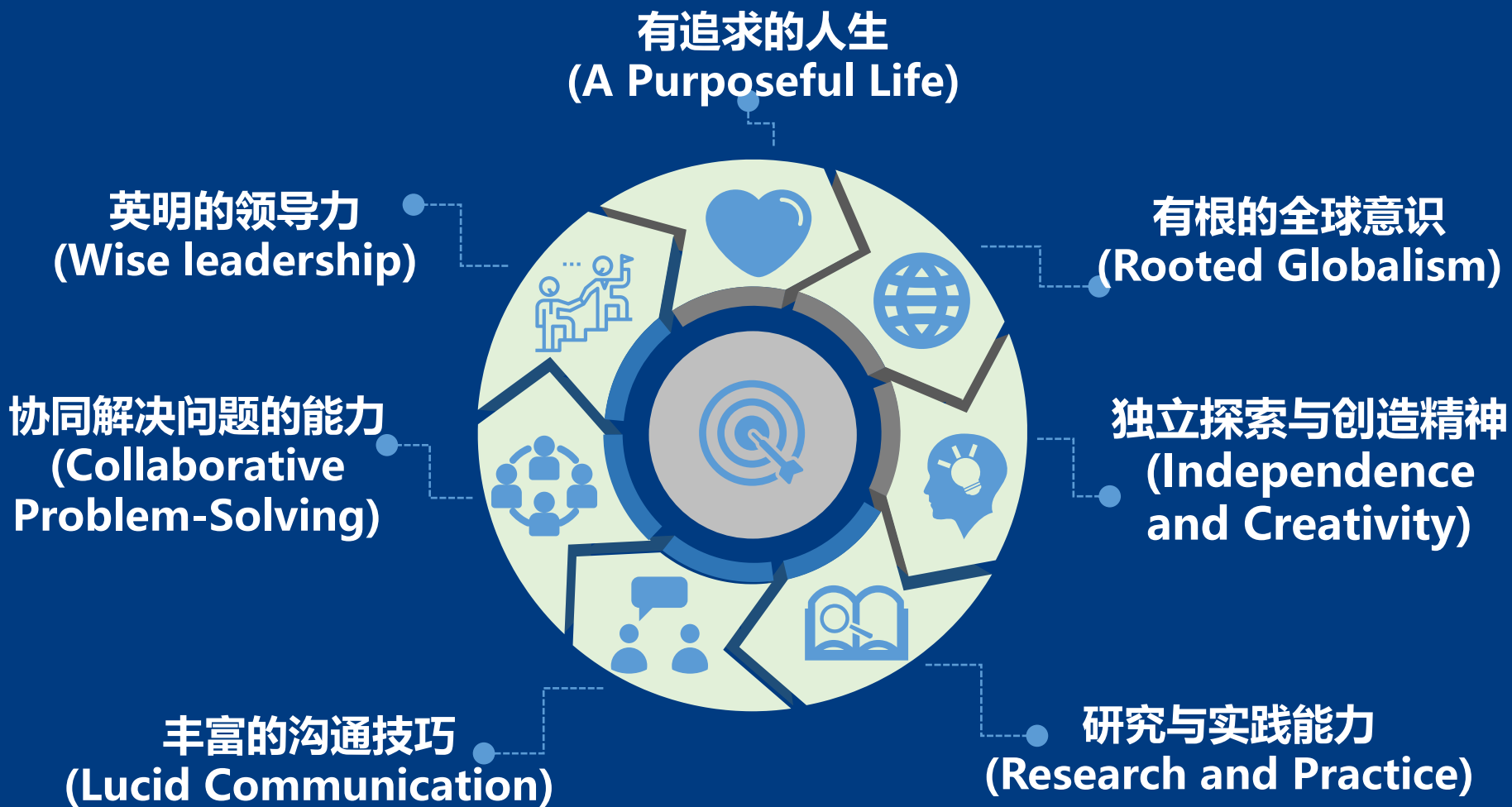


## 质量文化建设工作原则

教师为主体，学生成果为导向，以质量改进和提升为目标，将内外质量保障要求有机融合，把中外结合的质量价值观及标准落实到教育教学各个环节，坚持创新和持续改进，强调质量保障体系的规范性、整体性、合理性、实用性和可持续性。



# 七大素养为目标导向的人才培养模式



# 美国杜克大学本科课程为基础，结合全球最新本科教育创新实践，符合中国教育部要求

## 课程体系的7+1模块



核心通识课 + EAP语言课 + 思政课 + 体育课

三大核心通识课程、学术英语写作、思政、体育课

学科领域基础课

学科领域入门基础课程，帮助学生进行专业探索性学习

跨学科专业课程

横跨多个传统学科，内容广泛

传统专业课程

特定学科的深入学习，掌握重要研究工具和学习方法，为攻读研究生项目或就业奠定基础

体验式学习

与正式课程衔接的实践科目、实习和其它实践性活动

标志性成果

课程、研究以及体验式学习巧妙结合；在导师指导下进行问题导向的项目研究和创新

选修课 + 迷你小学期

丰富多彩的课程自由选修，让学生探究专业深度或者拓宽专业知识广度

海外学习

本科生可在大三时前往美国杜克大学学习一个常规学期和一个夏季学期

# 本科教育七大教学特色

## 通识博雅跨学科专业设置

- 文理交融的理性思维和全面素养基础上的专业学习



## 自主灵活的学习路径

- 打破文理限制，学术兴趣为主导
- 在充分探索的基础上自由选择专业



## 标志性成果

- 美国大学协会最前沿创新项目
- 提升学生的独立研究和知识创造能力



## 探索式小班教学

- 专业课程少于20人
- 研讨、探索、互动式教学



## 七周短学期

- 将长学期变为两个七周的短学期
- 沉浸式学习



## 全方位全过程学业指导

- 一对一专属教授导师
- 国际认证的学业辅导
- 语言文化中心
- 图书馆信息使用培训和服务
- 一对一职业发展导师



## 国际化学习体验

- 全英文授课
- 英文原版教材
- 国际化校园
- 1/3课程由杜克大学教授任教
- 海外学习（杜克大学及全球合作伙伴）





## 人员与资金支持

### 人员与职能部门支持:

- 评估人员: 专职人员(数据分析能力,政策分析能力)
- 教学中心: 评估信息和数据支持教学改革
- 教学管理人员与教师委员会: 专业调整、课程体系调整

### 专项基金支持:

- 提供资金鼓励 (incentives)
- 组织教学研讨活动 (events)
- 协助教学成果展示:  
(publications, printing, video production)



Office of Assessment



## 课程的设置、设计与审批

新教师培训

教学大纲制定

DKU/Duke课程委员会审批

- 1.与专业要求和学校七大学生素养相匹配的课程教学目标
- 2.课程内容和教学活动与课程目标的匹配度
- 3.课程难度符合课程设置
- 4.课程的严谨性
- 5.课程执行计划的完整性和合理性



# 学习与测试相结合的学习成果评价

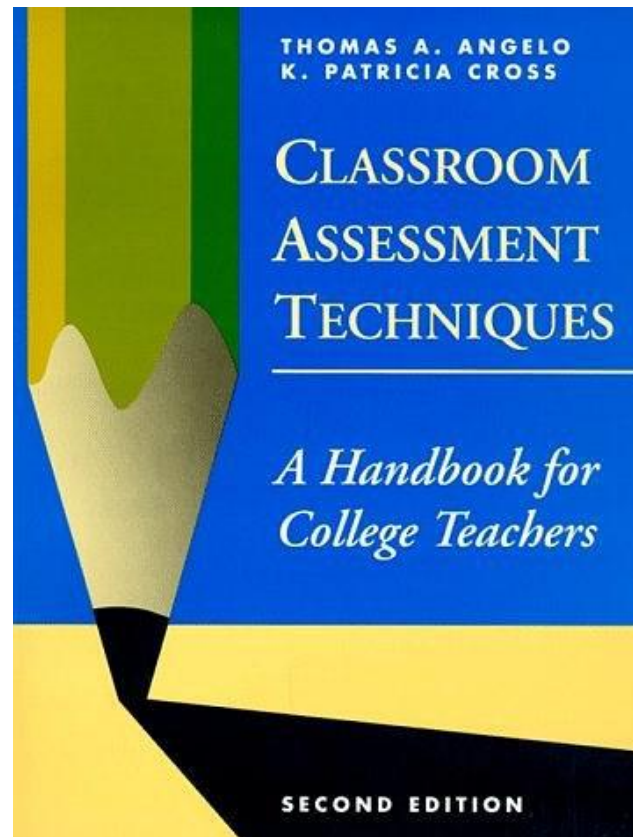
学生测试多样化、实践性、目标导向

-HIST 201: Methods of Historical Research

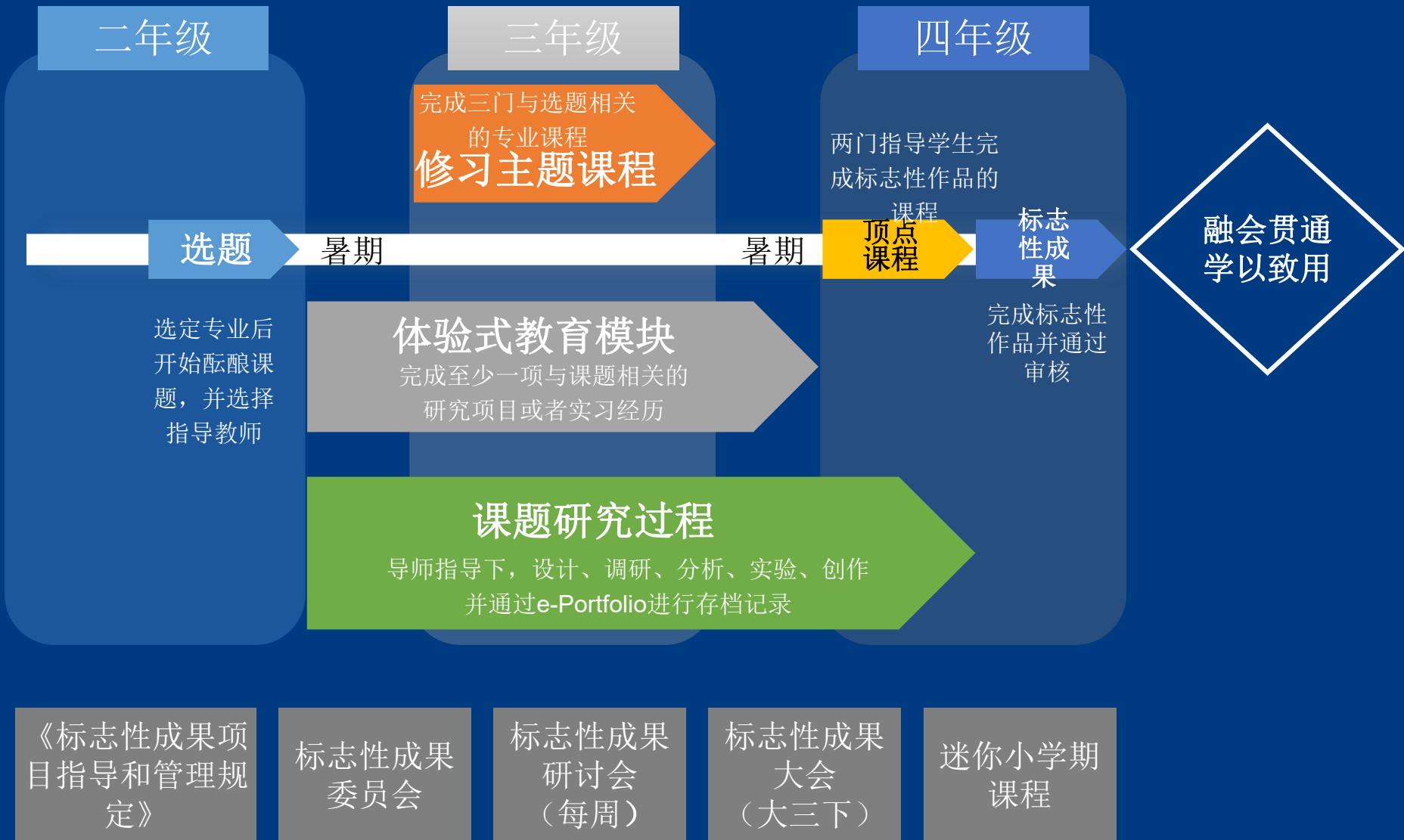
角色扮演游戏：雅尔塔会议

-GCHINA 101: China in the World  
Voicethread 演讲 (PechaKucha 风格)

-CHEM 201: Organic Chemistry  
Perusall 阅读作业



# 综合性学习成果评价



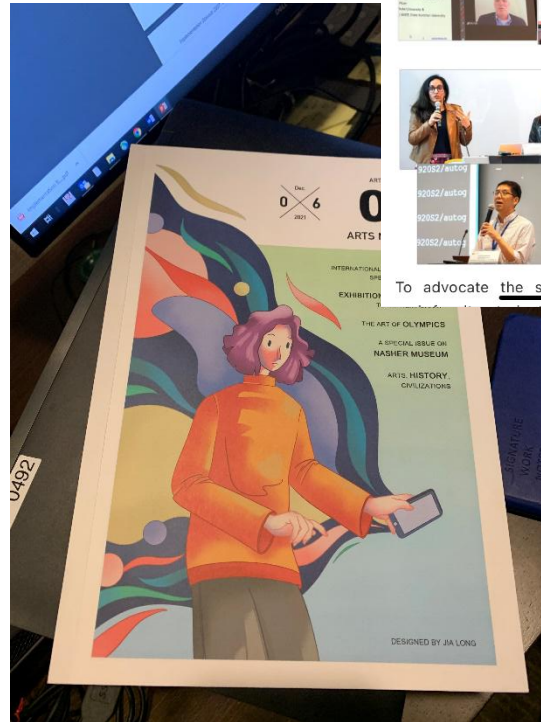


# 教学成果展示

学生成果: poster session; newsletter;  
student awards (Dean's list) ...  
教学成果: teaching showcase;  
teaching awards...



COPYRIGHT © 2014 DUKE KUNSHAN UNIVERSITY.



To advocate the student-centered teaching





## 结语

- 外部质量监管和内部质量建设相辅相成，以外促内，共同协作。
- 外部质量监管的主要职责应是保证高校内部质量保障机制的有效执行，指导高校的多元化发展。应避免耗时费力的官僚主义和形式主义。
- 内部质量建设要符合学校自身发展需要，将外部要求转化为内动力，激励创新，促进特色，杜绝单纯追求指标合格。
- 质量文化建设需切实融入学校战略规划、政策制定、教学执行、资源配置等重要环节，方可成为提升教育质量的内动力。
- 质量标准和质量体系国际化，对加强国际交流合作和推动国际互信互认有深远影响。

期待与您进一步的交流、探讨和合作



熊滢: [yx158@duke.edu](mailto:yx158@duke.edu); (+86) 0512-3665-7529

谢谢!