



高等学校教师教学有效性研究

The Research on the Effective
Teaching in Higher Education

何丽君 著 ▶

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中文摘要

为了适应我国经济建设和社会发展的需要,满足人民群众接受高等教育的迫切需求,近年来,中国高等教育进入了快速发展时期。仅从学生数量上看:1998年招生108万人,而截至2005年底,各类高等学校在校生已达到2300万人,高等教育毛入学率达到21%。高校入学门槛降低,学生数量大幅增加,因规模超速扩张而引起的质量问题也引起了全社会的密切关注。本文聚焦于高校课堂教学,注重学生的需求和评价,运用文献法、问卷调查法和个案访谈法围绕高校有效教学概念中的三个关键因素:教学目标、教学行为和教学环境,层层深入,剖析高校有效教学的应有之义和应为之路。

第一章,绪论。绪论部分主要介绍研究背景和研究内容,并对研究作简要的概述。

第二章,教学有效性研究回顾。第一部分回顾了教师教学有效性研究的三个历程:其一,雏形阶段(19世纪90年代~20世纪60年代),该阶段教师教学有效性的研究以探讨教师有效教学的心理特征为主,着重于教师的特征或品质研究。其二,过渡阶段(20世纪60年代~20世纪80年代末),过渡阶段的研究者着重探讨过程变量和结果变量之间

的关系,而教师课堂教学行为是过程变量的重要组成部分,因而教学行为有效性研究成为教学有效性研究的主要内容。其三,发展阶段(20世纪80年代初至今),20世纪80年代后,西方有关有效教学的研究开始向综合化的方向发展,学者们在考察有效教学的特点和有效教学的标准时走出了单一的思维模式,突破了仅把着眼点放在教师品质或教师的课堂教学行为的老圈子,试图从多方面、多角度来考察有效教学,研究领域多元化,研究策略多样化。在第二部分中,我们聚焦于高等学校教师教学有效性,从心理、行为等方面对国内外高等学校教师教学有效性进行回顾。最后,我们分析了国内外教师教学有效性研究的特点,并指出存在的不足和需要改进的地方。

第三章,高等学校教学有效性的实然和应然。第一部分,回顾教学有效性概念的历史研究,探讨高校教学有效性的内涵。第二部分,基于高校教学有效性内涵的基础之上,探讨高校教学有效性的实然状况,并进一步分析高校教学有效性不足的原由。第三部分,从构建高校教学有效性的理想模式角度出发,首先探讨了理想模式的理论基础:建构主义,然后从高校教学有效性影响因素中选择三个最为关键的因素(教学目标、教学行为和教学环境)进行分析,这也是后继分析研究的主体框架。

第四章,高等学校的教学目标:尊重学生需求。有效教学目标是有效教学的重要影响因素之一,研究主要从高校学生教学需求角度入手探讨高校教学目标。第一部分回顾



了教学目标的历史研究,指出高校教学目标应该兼顾预设性教学目标和生成性教学目标。在第二部分中,我们关注学生对教学需求的呼声,试图从中探讨学生参与教学目标设计的路径,在教学目标设计中强调学生的声音,通过对华东师范大学应届毕业生的问卷调查,我们得知,学生主要关注于三方面的教学需求:思维力的提升、学习兴趣的满足和师生间的信任和尊重等。第三部分,基于学生教学需求之上,我们提炼出高校的教学目标:培养学生的人文素质和科学素养、引导学生参与构建平等和谐的师生关系。当然,这是各级各类高等教育教学目标的共性,但不同类型、不同层次的高等学校具体教学目标也应各有特色,这就在教学目标上达到一元和多元的辩证。

第五章,高等学校教学行为:走向研究式教学。古代孔子的“启发式”与苏格拉底的“助产术”,近代卢梭、裴斯泰洛齐、福禄倍尔等的教育思想中都孕育着研究式教学的思想萌芽。在第一部分中,我们从古至今追溯了“研究式教学”的由来和特征,并从高校教学的角度探讨了高等学校进行研究式教学的必要性和可行性。第二部分,从了解学生、问题设计两个角度探讨了研究式教学的准备策略。第三、四、五部分则着墨于对话、行动学习和案例教学三种研究式教学行为策略,具体探讨如何进行研究式教学。

第六章,高等学校教学环境:课堂、高校和社会的全方位建构。现代教学模式论认为,“教学就是环境的创造”,创设轻松愉快、生动活泼的教学情境与重视教学过程的探索

性二者在本质上是统一的。在第一部分中,我们探讨了良好的课堂教学环境的意义,接着从教师如何创设良好的课堂教学氛围进行探讨。第二部分分析了高校教师需求特征,从中获知高校教师的动力系统,基于教师的动力系统之上从制度和文化的两个层面探讨高等学校如何创设有利于有效教学的学校环境。第三部分中,我们首先探讨了高等学校的价值取向和战略愿景,接着从顾客、财务、内部流程和学习发展四个维度探讨了平衡计分卡在高等学校评价中的运用,以营造一个良好的教学社会环境。

最后一章对全文进行总结,并对未来研究加以展望。

关键词: 高校教学有效性 建构主义 教学目标 教学行为 教学环境

Abstract

In order to be adapted to the economic and social development and meet the urgent need of the masses for higher education, Chinese higher education has entered a rapid development period in recent years. In relation to the quantity of student, there are 1,080,000 students in 1998, and by the end of 2005, the enrollment of higher education has reached 23 million, and the gross enrollment ratio of higher education has risen to 21%. Because the entrance requirements are lowered obviously, student numbers are increased rapidly, and the scales are expanded dramatically, the quality of higher education has aroused the attention of the whole society. The thesis focuses on classroom teaching in higher education, trying to discuss teaching effectiveness and effective teaching from teacher's angle. By using the methods of documentary study, questionnaire, and individual case interview, the thesis goes deep into what effective teaching in higher education is and what effective teaching in higher education ought to be, centering on the three key elements in the concept of effective teaching in higher education which are teaching objective,

teaching behavior and teaching environment.

The first chapter is an introduction which mainly introduces the background and content of the research, giving us a general overview of the whole study.

The second chapter reviews the research of teaching effectiveness. In the first part, we have gone through three stages in the research on teaching effectiveness: the first is the original stage (the 1890s – the 1960s), at which the research were concerned primarily with the psychological feature of teaching effectiveness, and put emphasis on teacher's characteristic and quality; the second is the transitional stage (the 1960s – the 1980s), at which the research were concentrated on the relation between process variable and result variable. Since the teaching behavior is an important component of process variable, the effectiveness of teaching behavior has become the main part of research in the transitional stage; the third is the developmental stage (the 1980s – so far). After 1980s, the research on effective teaching in the west moved towards a trend of comprehensive development. Studying on the characteristic and standard of effective teaching, scholars had moved away from single thinking model, broken through the old circle which focused on quality or classroom behavior of teacher, and tried to study effective teaching from multi-angles and multi-sides, thus

making the studying field diversified and the studying tactics varied. In the second part, we focus on the effective teaching in higher education, and review the research of teaching effectiveness in higher education at home or abroad from the aspect of psychology and behavior. Finally, we analyze the characteristic of teaching effectiveness in higher education at home or abroad, and point out the existent deficiency and places where need to be improved.

The third chapter explores what effective teaching in higher education is and what effective teaching in higher education ought to be. The first part reviews the development history of the concept of teaching effectiveness, and explores the connotation of teaching effectiveness in higher education. Based on the connotation of teaching effectiveness in higher education, the second part discusses what effective teaching in higher education is, and further analyzes the reason leading to the deficiency. In order to establish an ideal pattern of teaching effectiveness, at first, the third part has examined Constructivism, the theoretical basis of ideal pattern, and then analyses the three key factors (teaching objective, teaching behavior and teaching environment), which makes the main framework in the following research.

The fourth chapter discusses the teaching objective in higher education: respecting the need of students. The effective

teaching objective is one of the most important factors that affect the effective teaching, and we discuss it mainly based on students' need. The first part reviews the development history of teaching objective, pointing out that teaching objective in higher education should contain both pre-set and generative teaching objectives. In the second part, we take into consideration of the students' need, and emphasize it in teaching objective plan, trying to explore paths for students to take part in the planning of teaching objective. Further, we are known from the questionnaires of graduates of East China Normal University that most students attach importance on three aspects: improving the ability of thinking, satisfying with the interests of students, respecting and trusting each other, etc. Based on the needs of students, we refine out the teaching target in higher education, which aims at cultivating student's humanity and science attainment, leading students to be engaged in constructing equal and harmonious teacher-student relationships. Obviously, this is the common character of teaching objectives in different levels and types of colleges and universities, and they should own their specific objectives, which finally meet the differentiation of symptoms and signs.

In the fifth chapter, we discuss that teaching behavior in higher education moves towards research teaching (dyadic teaching). It was originally contained in the concept of

Confucius' heuristic method of teaching and Socrates' birth-assistantship approach in ancient times, and the thought of Rousseau, Pestalozzi, Fromm, etc in modern times. In part one, the origination and traits of research teaching have been traced up to now, and we have discussed the necessity and feasibility of research teaching in higher education. In part two, the preparation of research teaching has been examined from angles of student-understanding and question-planning. In part three and four, we stress three kinds of behavior strategy: conversation, action study and case teaching and discuss how to put research teaching into effect concretely.

In the sixth chapter, we have explored teaching environments: all-direction construction including classrooms, colleges and society. Modern teaching theory believes that "teaching is the creation of teaching circumstances". It is substantially integrated to set up relaxing and vivid teaching circumstance with attaching importance to the exploration in the process of teaching. In the first part, we have discussed the significance of setting up a good classroom teaching environment, and how to set up it. The second part has analyzed the characteristic of teachers' need in higher education, from which we have got the driving force system of teachers. Based on the driving force system, we have discussed on how to set up a fine environment for effective teaching in

the aspects of system and culture. In the third part, we have first explored the value orientation and strategic prospect in higher education, and then discussed the application of balance score card in higher education, from four dimensions of customers, finance, inside process, and the degree of learning and developing, to create a good teaching and social environment.

The summary will be at the last chapter, which also gives an outlook on the future research.

Keywords: Teaching Effectiveness in higher education, Constructivism, Teaching objective, Teaching behavior, Teaching environment

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