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Volume 1
(第1卷)

国际教育学百科全书

3rd Edition
(第3版)



Editors-in-Chief:
Penelope Peterson, Eva Baker and Barry McGaw

INTERNATIONAL ENCYCLOPEDIA OF EDUCATION

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出版说明

为让我国读者更便捷、全面地了解国际教育科学前沿和语言文学研究最新成果，自21世纪以来，上海外语教育出版社相继引进出版了一系列大型百科全书，如《MIT认知科学百科全书》、《不列颠简明百科全书》（英文版）、《语言与语言学百科全书》（第2版）、《牛津英国文学百科全书》、《牛津美国文学百科全书》、《美国文学百科辞典》（修订版）、《语言与教育百科全书》（第2版）等，赢得了广大读者的一致赞誉，取得了良好的社会效益。

在国际化、全球化、信息化的背景下，随着《国家中长期教育改革和发展规划纲要（2010—2020）》等一系列规划的贯彻落实，教育学这门社会科学的重要性日益彰显。为弥补我国学术文献在这一领域的不足，把握教育科学走势，促进我国教育领域的发展与繁荣，上海外语教育出版社现从国际知名学术出版公司爱思唯尔（Elsevier）引进并出版《国际教育学百科全书》（第3版），以飨读者。

《国际教育学百科全书》（第3版）作为最新版，由全球教育领域的31名权威编辑和1100多位专家作者，历时四载修订磨砺而成，由爱思唯尔于2010年出版。全套百科全书共8卷本，按字母表分卷，收录了926篇精华论文，涵括了教育学领域的近40个重要主题，架构恢弘、包罗万象，堪称一部具有国际视野、全面反映当代教育现状和最新研究成果的巨制鸿篇，对广大教育工作者、研究者、教师、研究生等了解国际教育学不同领域的理论与发展趋势，明确相关概念和分支学科内涵，解决实际教育问题，探索一般教育规律，并不断拓展自身的学术视野极有帮助，是高校和相关研究机构的必备参考资料。

书中少数地方涉及一些政治观点和敏感问题，仅代表作者个人观点，我社责编已尽所能作了适当处理，但仍请读者阅读时注意甄别。

上海外语教育出版社

2013年8月

序 一

百科全书历来是一个国家学术水平和文化力量的象征。20世纪80年代初，我国倾全国学术之力集中编写出版了《中国大百科全书》（包括教育卷），对繁荣文化事业，普及科学知识，提升学术水平，培养人才队伍产生了深远的历史影响，至今仍然发挥着作用。90年代，我国翻译出版了由国际著名学者胡森（Torsten Husen）主编的《国际教育百科全书》，对促进教育学科的发展起到了积极的推动作用。现在，上海外语教育出版社引进出版了由Penelope Peterson、Eva Baker和Barry McGaw主编的《国际教育百科全书》（第3版），其范畴、内容都发生了重大而深刻的变化，对我们了解国际教育科学前沿、把握教育科学走势具有十分现实的意义。

《国际教育百科全书》（第3版）作为最新版，是由全球教育领域的31名权威编辑和1100多位专家作者，历时四载修订磨砺而成，由国际知名学术出版公司爱思唯尔（Elsevier）于2010年出版。全套百科全书共8卷本，按字母表分卷，收录了926篇精华论文，涵括了教育学领域的近40个重要主题，架构恢弘、包罗万象，堪称一部具有国际视野、全面反映当代教育现状和最新研究成果的巨制鸿篇。

从编辑和作者队伍的构成来看，本套百科全书荟萃了国际教育领域一流的专家学者。三位主编Penelope Peterson、Eva Baker和Barry McGaw，都是国际教育研究的翘楚。Penelope Peterson为美国西北大学教育与社会政策学院院长，美国教育心理学家，1996—1997年曾任美国教育研究协会主席；Eva Baker为美国加州大学洛杉矶分校著名教授，评估研究中心主任，是美国国家教育科学院成员，2010年任世界教育研究协会主席；Barry McGaw是墨尔本大学教育研究所所长，澳大利亚教育研究会主席，曾担任澳大利

亚国家课程委员会主席。百科全书的28名分支领域编辑分别来自美国、挪威、中国香港、英国、芬兰、澳大利亚、加拿大、荷兰等国家或地区，都是世界知名高校的教育学系教授，是各自研究方向的国际领军人物。经过主编和编辑的严格遴选，《国际教育百科全书》（第3版）汇聚了来自100多个国家的1100多名专家作者，他们的研究成果扩展和深化了各分支领域的研究主题。

从内容上看，该套百科全书广泛覆盖，可谓巨细无遗，具有很强的学术性。首先，全套百科涵盖了教育学领域近40个最重要的大研究主题，具体包括：幼儿教育、小学与中学教育、高等教育、成人教育、师范教育、专业教育、特殊教育、职业教育与培训、国家教育体系，以及学习与认知、教育哲学、社会与情感学习、技术与学习、全球化、领导与管理、课程开发、教育评估、教育研究方法论、定性研究、定量研究、教育测量、统计学等，囊括了教育类型、教育理论和教育研究方法等不同层面，兼收并蓄。每个大主题下又分数个小分题，将对大主题的探讨逐步细化，如“教育评估”下又分：概念、实践与未来方向、教育评估的当代主题、教育评估的语境、评估领域、评估方法、教育评估的目的和模式等，既评析当下，又展望未来，既谈及外部语境，又探讨内在模式。每个小分题下则精选了数篇最具代表性的论文，进一步挖掘深入。再以“教育评估”下的“评估领域”为例，其下的论题包括：课程评估、数学教育计划评估、自然科学教育计划评估、社会研究和公民教育计划评估、教师资质和实践评估、国际化评估、全国评估计划、以美国教育进步评估为例、理论评估、计划评估等等。这样由大至小，层层递进，步步深化，实现了对特定研究主题的全方位、多视角的梳理和阐释。其次，该套百科援引资料全面

(最新参考资料截至2009年),图表丰富,数据翔实,并附有许多彩色插页,图文并茂,有力支撑了理论体系的构建。如“技术与学习”主题下涉及的“国际学生评估项目(PISA)2006”,搜集了近60个国家和地区的相关数据,包括计算机总量、学生人均教学计算机拥有量、学生人均互联网计算机拥有量等,数据充分、精确,有理有据。再次,该套百科全书梳理并阐释了国际教育界的热点和前沿问题,譬如国际化背景下大学与学院的全球化、终身教育理念、教育技术的改革和评估等等,紧跟时代进步,密切追踪并体现了学科的最新发展趋势。

该套百科全书的另一个显著优点是编排科学合理,实用性强,方便查阅。首先,全套8卷本按字母表顺序分主题排列,每个主题下又按字母表顺序排列分题和文章,并在第一篇文章前列出分题的目录。第8卷还附有全套百科丛书的“主题索引”,共227页,十分翔实。将索引和目录配合使用,读者可以迅速掌握某一研究主题的概貌。其次,每篇文章都基本包括作者信息、术语表、正文、文献、扩展阅读、相关网页等内容,方便读者快速进行知识检索和主题阅读。其中,术语表的厘定,不仅梳理了文章的关键概念,而且便于读者进行相关学习研究。扩展阅读部分罗列了最新的评述和研究类文章及网址出处,有助于读者搜集文献和相关信息。相关网页链接则增加了辅助性多媒体视频与音频文件,便于读者链接相关参考资料与资源。因此,该套百科全书囊括了国际教育理论和实践的不同层次和诸多方面,虽然主题繁多,但编排合理清晰,实用方

便,着实做到了“经纬万端,各得其宜”。

《国际教育学百科全书》(第3版)用准确、精炼的语言深入探讨了教育学领域的诸多关键话题,既有理论分析,又有丰富例证,信而有征,要言不烦,充分体现了当代世界教育发展的四大趋势:教育全民化、教育终身化、教育民主化、教育信息化。这套百科全书打破了学术思想上“入主出奴”的宗派之见,广泛呈现了世界范围内的教育学优秀研究成果,广度上适于学生习识,深度上宜于学者探究,是一套可读性高、实用性强的水准教育百科全书。

多年来,上海外语教育出版社一直致力于将国外先进的外语教育学术成果引入国内,做了很多功德无量的大好事。这套百科全书是其继引进《MIT认知科学百科全书》、《不列颠简明百科全书》(英文版)、《语言与语言学百科全书》(第2版)、《牛津英国文学百科全书》、《牛津美国文学百科全书》、《美国文学百科辞典》(修订版)、《语言与教育百科全书》(第2版)等大型系列百科全书之后的又一重要作品。纵览全书,《国际教育学百科全书》(第3版)不仅有助于各级各类学校的教师和研究生进一步明确相关概念和分支学科,丰富学科建设内涵,而且有助于教育行政人员、规划人员、技术人员及时了解国际教育学动态,积极汲取国外的先进教育经验,是教育界广大工作者值得拥有的参考资料。这套百科全书的引进出版是我国教育出版界的一件幸事,对我国教育学和教育事业的创新发展必将大有裨益。

袁振国

2013年7月

序 二

在国际化、全球化、信息化的背景下，随着《国家中长期教育改革和发展规划纲要（2010—2020）》等一系列规划的贯彻落实，教育学这门社会科学的重要性日益彰显。广大教育工作者、研究者、教师、研究生等有必要了解国际教育学不同领域的理论与发展趋势，明确相关概念和分支学科内涵，解决实际教育问题，探索一般教育规律，并不断拓展自身的学术视野。

《国际教育学百科全书》（第3版）由世界上最大最权威的科学文献出版社之一爱思唯尔（Elsevier）于2010年6月出版，共8卷册，900余篇文章。该套百科全书的编纂历经数年，具有全面性、实用性、国际性、权威性等特点。

《国际教育学百科全书》（第3版）就其内容而言，具有全面性。第一，该套百科全书涵盖了教育学领域的不同层面，如教育类型、教育理论和教育研究方法等。以前三卷为例，研究主题包括：成人教育、课程开发、人口统计学与社会变化、早期儿童教育、教育经济学、特殊儿童教育、职业教育、教育研究方法、教育评价等等。所选文章主要反映了教育研究的发展历程、研究内容以及发展趋势等，为读者提供最权威最广泛的信息资料。再举第1卷“课程开发”为例，共248页，从不同角度探索了课程开发问题。在综述中介绍了课程与宗教，课程与性别，以教师为基础的本土课程开发等问题；在课程与语境部分阐述了课程与人权，课程与少数民族教育，后殖民语境下的课程，课程、经济与文化发展，全球化与课程，流行文化等；评估与研究部分，涵盖了课程研究概述，课程评估方法和路径，教师为基础的行动研究与课堂探究的根源及路径；在规划与开发部分，讨论了课程与大纲设计，课程与出版业，课程与教师转变，课程管理与规划，课程规划与系统变化，课程、电子资源与实施，教

材开发和选择等；在科目主题方面，包括课程与全球化，课程开发的社会研究视角，阅读领域的课程开发，一语与二语课程等；在课程开发理论部分，介绍了双语学习，课程与复合系统理论，课程与建构主义，课程与批评理论，课程与后结构主义理论，课程与结构主义社会学，课程改革，早期儿童课程开发理论等，内容翔尽丰富。又如技术与学习一章，包括ICT（信息交流技术）等概念界定，技术与学习概述，校园内部技术的传播和应用，ICT在具体科目中的应用（如阅读、写作、数学、二语学习等），以及各类拓展性用途，如开放性网络资源与课程材料，在线学习和实体学校，常态评估和个体化教学，浸入式环境与游戏，互动课堂交流系统，技术支持性学习的有效实施，课堂外学习对技术的使用等。第二，该套百科全书对全球范围内的教育现状做了很好的归纳总结，如第5卷就专辟“国家教育体系”这一研究专题，选取了近50个国家作为发达、发展和欠发达国家的代表，分别对其教育体系做了评介，具体探讨了各国的教育体制目标，幼儿教育、小学教育、中学教育、高等教育等的基本现状，主要存在的问题和挑战，施行的教育政策与改革方案，等等，这些对于我国读者和广大教育工作者都具有十分重要的参考价值。第三，该套百科全书阐释了备受教育界人士关注的热点问题，譬如结合终身教育理念，在成人教育部分综述了该领域的起源、发展历程，基本概念，成人学习、教学和方案规划，成人教育、经济和社会的关系，成人教育与其他学科的关系等。第四，该套百科全书对一些国际性教育学会、组织以及评估测试项目等进行了权威介绍。如IEA（国际教育成就评价协会）、PISA（国际学生评估项目）、SITES（Second International Technology in Education Study）以及TIMSS

(Trends in International Mathematics and Science Study)等。第五,该套百科全书厘定了相关教育学术语。如教育数据建模包括教育建模语言、原始数据、学生数据系统、学生数据、学生信息系统等,幼儿保育和教育包括work first policy, male-breadwinner households等概念,这些概念内涵的明确有助于读者进行相关学习研究。

就其作者队伍而言,《国际教育学百科全书》(第3版)具有国际性和权威性。该套百科全书的编写组织了来自100多个国家的1000多名作者,其中不乏各领域的顶尖学者。三位主编Penelope Peterson、Eva Baker和Barry McGaw曾分别担任美国教育研究协会主席、世界教育研究协会主席和澳大利亚国家课程委员会主席,均为国际教育学研究领域的权威。分册编辑分别来自美国、澳大利亚、挪威、英国、中国香港等8个国家或地区,诸多研究者、培训者等构成了一个广泛的学术团体,以确保这套百科全书的质量。

该套百科全书的实用性主要体现在两方面。首先,就其版面设计而言,方便实用。《国际教育学百科全书》(第3版)的内容以字母排序,第8部分设有索引,所收录文章还包括其他相关百

科文献的交叉参照,便于读者快速查询资料,全面熟悉相关领域。拓展阅读(Further Reading)部分包括最新的评述和研究类文章,以及相关网址,有助于读者搜集文献和信息。术语表(Glossary)的编排梳理了文章的关键概念,对于读者了解该领域大有裨益。此外,该套百科全书的实用性还在于图文并茂,深入浅出,可读性强。以第1卷为例,近一半以上的论文都附有各种图表,翔实的数据与直观的图表的结合,有力支撑了教育学理论体系的构建,同时能让读者更生动直接地接受内容,一目了然地领会国际教育学的发展形势和研究成果。

令人略感遗憾的是该套百科全书几乎没有介绍中国大陆的教育情况或提供相关数据,仅涉及中国台湾、香港、澳门等地区。

总而言之,《国际教育学百科全书》(第3版)覆盖领域全面,知识权威,专业性强,充分体现理论、方法与实践的契合,为读者的研究学习提供了多维视角和丰富资料,同时对于我国的教育学科建设、教育实践、百科全书编撰等都具有重要的参考价值。

戴焯栋

2013年7月

INTERNATIONAL ENCYCLOPEDIA OF EDUCATION

THIRD EDITION

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PREFACE

A preface usually provides a brief introduction to a work, intended to set the stage, provide some background insight, and whet the appetite of the reader. In our case, however, this preface has to address a fundamental question, one that was in our minds at the time we were recruited as Editors-in-Chief for the *International Encyclopedia of Education*. The question was “Why do we need an Encyclopedia?” Its subtext was inspired by the ever-growing, ever-popular Internet. We believe that *this* Encyclopedia is desperately needed and will become a valued resource in education and associated social sciences and arts. The reasons are intellectual and procedural. Anyone with a modicum of knowledge knows that finding and trusting information gleaned from the Internet are two separate actions. The reliance on browsers to help discover references and comments result in resources based on popularity not quality. Pithy titles catch the eye and references rise in the ranks of browser searchers. Related to this is the “editing” in the Internet realm of populist efforts at encyclopedia, references, and other compilations. Once again, after removing offensive material, the accuracy, completeness, lack of bias, and other provenance for entries simply do not exist. Experienced researchers in education can sort through and make intelligent choices. Novices and many journeyman, or practitioners, parents, and policy makers cannot. Contrast how this Encyclopedia was built. Key domains of educational research were identified, and a tentative list of sub-domains or useful applied areas was posited. Then the Editors-in-Chief (apologies for the awkwardness of the term) identified the leading researcher in a particular domain, and with surprisingly little effort, recruited them to participate. They in turn identified the two best researchers in a sub-domain, such as formative assessment or the training of pre-school teachers. The authors of the sections of the Encyclopedia do not represent a collective group of friends and acquaintances, although friendships have been made. Rather they embody a deep and broad scholarly community. The difference from compiled Internet resources is the built-expertise and intellectual engagement of the authors. The summary of the developments and futures in their personal areas of scholarship have been filtered through their years of experience, both as scholars and communicators. Quality, then, is endemic to each piece, developed through this top-down identification of expertise, and made indelible by the bottom-up application of high standards from people leading the sub-domains – the authors, and the domains themselves, the section editors.

On a procedural level, the publishers early committed to the notion that this Encyclopedia would also be an online resource, and access would be available through print, for those with strong bookcases and the persisting love of turning real pages. The Internet version will allow multiple prisms through which the reader may access articles and provide, as it were, an emulation of the Internet in our field, albeit bounded by expertise and high quality.

What must be underscored in the assessment of this effort are the Editors-in-Chief and the publishers’ commitment to find excellence worldwide. We tried very hard to persuade notable scholars from all parts of the world to make contributions. Less than to fulfill the title of “International,” we were on the hunt for perspectives that would enrich the scope and depth of the sections. Our section editors put in enormous time attempting to find the best in the field, wherever they resided. Yet, not everyone is in the volume. Some were overcommitted. Many were not fully confident of their English, and the automated translation software has not yet met standards for technical writing. We believe that such writing and editing tools will make the outreach to an even broader International group of scholars possible in future revisions, or online updates. Furthermore, the birth of the World Educational Research Association (in 2009) will provide a better set of interlocking networks to find and evaluate scholarship from any place on the globe.

Finally, the scope of the effort must be acknowledged: 28 section editors, 926 articles were commissioned, drafted, reviewed, redrafted, edited, and put together in the space of four years. The publishers underwent some internal changes, and alterations in management. We as Editors-in-Chief, changed roles, moved, and also had to keep our own research and development enterprises afloat. Deadlines wobbled; authors dropped from view and had to be replaced.

Yet, at times frustrating as all development is, we find the final product exhilarating. We are enthusiastic not simply because it came into being at all, but because the collective light of the minds that wrote have left a bright resource for the future, one that will impact the way our colleagues understand and experience the educational knowledge, improvement, and impact in the future.

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HOW TO USE THE ENCYCLOPEDIA

The *International Encyclopedia of Education* is intended for use by students, research professionals, and interested others. Articles have been chosen to reflect major disciplines in the study of education and common topics of research by academics in this domain. Each article serves as a comprehensive overview of a given area, providing both breadth of coverage for students, and depth of coverage for research professionals. We have designed the encyclopedia with the following features for maximum accessibility for all readers.

The contents of the encyclopedia are arranged alphabetically by section, and within sections, alphabetically by article. The Subject Index is located in Volume 8. Some topics are covered in a multitude of articles from differing perspectives, while other topics may have only one entry. We encourage use of the index for access to a subject area, rather than use of the Contents list alone, so that a reader has a full notion of the coverage of that topic.

The articles include cross-references to other related encyclopedia articles, suggested further readings where applicable, and many contain relevant websites for additional information. We encourage readers to use the cross-references to locate other encyclopedia articles that will provide more detailed information about a subject.

The Further Reading sections include recent secondary sources to aid the reader in locating more detailed or technical information. Review articles and research articles that are considered of primary importance to the understanding of a given subject area are also listed. These suggested further readings are not intended to provide a full reference listing of all material covered in the context of a given article, but are provided as next steps for a reader looking for additional information.