



工作过程导向的高职课程 开发探索与实践

——国家示范性高等职业院校建设课程开发案例汇编

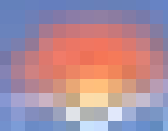
Exploration and Practice on Working Process-oriented Curriculum
Development in Higher Technical and Vocational Education

——Cases of Curriculum Development in Building National Exemplary
Higher Technical and Vocational Colleges

《工作过程导向的高职课程开发探索与实践》编写组 编



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工作过程导向的高职课程 开发探索与实践

——以《汽车底盘构造与维修》课程开发为例

Exploration and Practice of Developing Vocational Courses Oriented to the Working Process
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Exploration and Practice on Working Process-oriented Curriculum
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Higher Technical and Vocational Colleges

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高等教育出版社

内容提要

本书为国家示范性高职院校建设教改项目成果,是关于当前高等职业教育课程开发的案例汇编。

本书共四个部分,主要包括:学习篇——中德高职师资进修项目培训课程开发案例;借鉴篇——赴港高职骨干教师培训课程开发案例;创新篇——国家示范性高职院校课程开发与教学资源建设协作组课程开发案例;实践篇——课程教学设计、实施、评价与资源建设案例。

本书适合于高等职业院校、高等专科学校、民办高校及本科院校举办的二级职业技术学院的管理人员、教师使用,也可供高等职业教育的研究人员参考。

为了更好地交流、学习、借鉴本书所汇编的课程开发案例,读者可登录 <http://4a.hep.com.cn>,利用书后的防伪码,访问网站的各栏目。

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编写说明

我国的高等职业教育是我国高等教育为适应当代社会经济发展要求而诞生的新生事物,在规模急剧增长后如何结合中国的具体国情提高人才培养质量是当务之急。2005年11月,国务院召开全国职业教育工作会议,决定重点建设100所示范性高等职业院校。2006年12月,教育部、财政部正式启动“国家示范性高等职业院校建设计划”。通过近3年的努力,示范性高职院校建设取得了可喜的成绩,初步确立了一条符合我国国情、适应我国社会经济可持续发展需要的高职院校建设发展之路。

自2006年以来,围绕高技能人才培养的目标,针对专业建设中的核心问题——课程建设与改革,示范性高职院校在深入学习、借鉴国际先进职业教育理念的基础上,结合我国国情和学校实际,借助校企合作平台,创新课程体系开发模式和方法,改革课程教学内容、教学方法、教学手段和评价方式,建成了一大批适应学习者、社会 and 经济发展实际需要,体现职业素养要求、促进学生职业能力培养和全面发展的优质专业核心课程,走出了一条具有中国特色的工学结合课程建设之路,为高职教育类型特色创新、专业人才培养模式改革和高职教育教学质量提升奠定了坚实的基础。

时值我国改革开放30周年,为在十七大精神的指引下,深入学习实践科学发展观,进一步推进“国家示范性高等职业院校建设计划”项目建设工作,本丛书将致力于汇集、展示示范性高职院校建设过程中的典型案例和改革经验,使优秀的阶段性改革成果能够及时得以辐射和共享,并以此带动全国高职院校深化教育教学改革,全面提高人才培养质量,推动我国高等职业教育健康、可持续发展。

国家示范性高等职业院校建设工作协作委员会
2008年12月

The Compiler's Note

Higher technical and vocational education is a new thing in our country that has developed out of China's higher education in order to cater to the needs of contemporary social and economical development. With the rapid growth in scale, how to promote the training quality in the light of China's specific conditions has become the top priority task at the moment. In November 2005, the State Council held a national conference on vocational education at which a decision was made to build 100 national exemplary higher technical and vocational colleges. In December 2006, the Ministry of Education and the Ministry of Finance officially started the "Construction Program of National Exemplary Higher Technical and Vocational Colleges". Through nearly three years' efforts, gratifying results have been achieved in the construction of the national exemplary higher technical and vocational colleges, tentatively shaping up the construction and development road for higher technical and vocational colleges, which is in line with the real national conditions of China and can meet the needs of China's social and economic development in a sustainable way.

From 2006 onward, by focusing on the goals for training high-skilled professionals and taking into consideration the core issue of specialty construction, i. e. curriculum development and reform, and on the basis of learning and using international advanced concepts on vocational education for reference, and by linking up China's real conditions and the colleges' actual conditions and taking advantage of the co-operation platform for both the colleges and the enterprises, national exemplary higher technical and vocational colleges have accomplished many achievements in bringing into new ideas concerning curriculum development modes and methods as well as reforms in the fields of teaching content, teaching methods, teaching facilities and evaluation approaches. As a result of this, many high-quality core courses have taken shape, which can meet the actual demands of the learners as well as social and economic development, embrace the requirements for professionalism and promote vocational students' professional capacity-building and their all-round development. National exemplary higher technical and vocational colleges have opened a road for curriculum construction with Chinese characteristics which are marked by work-integrated learning, laying a solid foundation for special innovations in higher technical and vocational education, the ensuing reforms in professionals training mode and the improvement of the teaching quality in higher technical and vocational education.

At the 30th anniversary of China's reform and opening-up to the outside world, to study and practice the scientific outlook on development under the guidance of the spirit of the Seventeenth National Congress and to further promote the work of the "Construction Program of National Exemplary Higher Technical and Vocational Colleges," we published this collection of typical cases and reform experiences on curriculum reform in the construction of national exemplary higher technical and vocational colleges, so that excellent periodical research achievements could be spread and shared by all, in the hope of giving impetus to the development

of national vocational colleges, deepening the reform in education and teaching, improving the quality of personnel training, and promoting the development of China's higher technical and vocational education in a healthy and sustainable way.

*Coordination Committee of National Exemplary Higher
Technical and Vocational Colleges Construction*

December 2008

序 言

回顾示范性高职院校建设两年来的发展历程,如果说,校企合作的办学模式、工学结合的人才培养模式已形成共识并已渐成气候的话,那么,作为人才培养方案核心的课程建设,就必然成为示范性高职院校建设的聚焦点。因此,一个十分困难而又充满挑战的问题就摆在我们面前:工学结合的高职课程如何开发?特别是,有没有一个科学的课程体系?如果有,其操作方法能普遍适用吗?

开始时的答案并不清晰,但路却是人走出来的。改革开放 30 年,中国职业教育的一个成功经验是:与世界各国交流,总是受益良多。示范性高职院校的课程改革,应该是高起点的,应该是宽视野的,也应该是与世界职业教育发展趋势接轨的,更应该是与中国国情、与中国职业教育的发展相符合的。

记得那是 2006 年的岁末,示范性高职院校建设项目刚刚启动,教育部高教司高职高专处范唯处长和我一起,就与德国国际继续教育与发展协会 Trowe 博士商谈派送教师赴德进修问题,2007 年 4 月方案完成,随后经教育部批准,2007 年 6 月进入实施程序。

我们的目光再次投向了不仅在职业教育的理论和实践方面走在世界前列,而且在与中国开展职业教育合作方面颇有经验的德国。

谈判、签约,冬去春来,伴随着示范性高职院校建设的启动,2007 年的春末,一大批高职教师踏上西去德国之路,开始其洋为中用的探索学习。学成归来者,发挥了滚雪球效应,积极为其他高职院校教师开展推广培训。

商讨、比较,春走夏至,伴随着示范性高职院校建设的拓展,2008 年的夏初,一大批高职教师踏上下中国香港之路,进行其中西结合的案例借鉴。学有收获者,发挥了助推器作用,迅即为其他高职院校教师展示整合成果。

思考、研究,夏逝秋进,伴随着示范性高职院校建设的深入,2008 年的秋日,一大批高职教师踏上去东往杭州之路,宣讲其融会贯通的改革创新。学有成就者,发挥了发动机功能,主动为其他高职院校教师传授自身经验。

现在,我们终于可以说,在高职课程学习、借鉴、创新和实践的过程中,我们迈出了坚实的一步!

这里,摆在我们面前的,并不是我们课程改革的全部成果,更不是我们课程改革的最佳成果。它只是想把一段真实的求索,记录在我们的脑海里;把一些执著的足迹,镌刻在我们的旅途上;把一个探究的过程,延伸在我们的愿景中……

所以,这只是一部习作。习者,蹒跚学步也。本案例汇编的第一部分,就是第一批示范性高职院校第一次在德国专家辅导下的部分阶段成果,是一些教师在首届 2007 北京大型回国汇报会上所激情展示的学习心得,那是对工作过程导向的学习领域课程的一种模仿。尽管有一些瑕疵,我们没有修改,让它更多一些原生态。虽显稚嫩,却是新起点。

所以,这也是一部大作。大者,博采众长也。本案例汇编的第二部分,则是部分示范性高职院校旨在扩展视野与本土化结合的部分应用成果,是一些教师在参加 2008 中德项目汇报会融汇香港地区经验演示的借鉴方案,那是对香港职业训练局职业教育课程的一种整合。尽管有一些雕琢,我们没有

修饰,让它更多一些聚合态。虽显青涩,却是新视野。

所以,这更是一部创作。创者,求变求新也。本案例汇编的第三部分,都是示范性高职院校课程开发与教学资源建设协作组的部分建设成果,是一些教师在杭州 2008 全国高职高专教育教学改革论坛上的创新展示,那是对我国工作过程系统化课程改革的一种解读。尽管有一些松散,我们没有修正,让它更多一些本土态。虽显不足,却是新突破。

最后,这还是一部力作。力者,心力所得也。本案例汇编的第四部分,又是示范性高职院校进行课程体系改革后的教学设计的部分实施成果,是一些教师在立足 2008 国家精品课程新标准开发核心课程的实践探索,那是对伴随课程结构创新的教学设计的一种诠释。尽管有一些存疑,我们没有修剪,让它更多一些本真态。虽显单薄,却是新进展。

得其时,当其道。序幕已经拉开,大戏已经上演。然内容还需更新,剧本还需续写,角色还要增添。值得欣慰的是,109 所示范高职院校,正与其他 1000 多所高职院校一起,分享经验,为构建一个独具中国特色的高职课程体系,包括它的开发方法,它的理论框架,进行着一项伟大的改革试验。

“长风破浪会有时,直挂云帆济沧海”。

是为序。

姜大源
2008 年 12 月

Preface

Looking back on the construction development course of the exemplary higher technical and vocational colleges over the past two years, if we can agree that the college running mode based on the co-operation between colleges and enterprises and the talents training mode based on work-integrated learning have been well accepted and are now beginning to be widely practiced by all the participants, then curriculum construction, commonly known as the key element in the talents training program, will certainly become the focal point in the construction work of higher technical and vocational colleges. As a consequence, a very difficult and challenging issue then poses before us: how to develop the work-integrated learning courses for higher technical and vocational learning and, particularly, is there a scientific curriculum system? If the answer is positive, could the operation of the scientific curriculum system be universally applicable?

In the beginning it was hard to answer this question, but luckily it is people who are the path breakers. A successful experience in China's higher technical and vocational education gained from China's reform and opening up over the past 30 years is that having exchanges with countries around the world will always be beneficial. Curriculum reform in national exemplary higher technical and vocational colleges should have a higher starting point, a wider field of vision, and advance alongside the development trend in international higher technical and education. Moreover, it should also be in conformance with China's real national conditions and the actual development of China's higher technical and education.

As I remember, it was at the end of 2006, shortly after the initiation of the project of national exemplary higher technical and vocational colleges construction that Mrs. Fan Wei, director of the Division of Higher Technical and Vocational Education, Department of Higher Education of the Ministry of Education, P. R. China, and I had a discussion with Dr. Trowe from InWent about the possibilities of sending teachers to Germany to join the training program. The plan was finished in April 2007, and it was carried out in June 2007 with the approval of the Ministry of Education.

Again we cast our eye on Germany, a country that is not only in the forefront the fields of theoretical study and practice in higher technical and vocational education, but also has gained many valuable experiences in carrying out collaboration with China in higher technical and vocational education.

Rounds of negotiations resulted in the signing of contract. Along with the initiation of the National Exemplary Higher Technical and Vocational Colleges Construction Program, a large number of teachers from higher technical and vocational colleges went westward to Germany in the late spring of 2007 and started to study. After finishing their studies in Germany and coming back to China, these teachers started to train the

teachers vigorously from other higher technical and vocational colleges, producing a snowball effect.

Then discussions and comparisons followed. Along with the implementation of the National Exemplary Higher Technical and Vocational Colleges Construction Program, a large number of teachers from higher technical and vocational colleges went southward to Hong Kong, China in the summer of 2008 to study and draw on the cases and experiences of their counterparts in this regard. After they were back, they played the role of the boosters and shared what they have gained from both their western and domestic counterparts with the teachers from other higher technical and vocational colleges.

Finally come the reflections and studies on the issue. Along with the furtherance of the National Exemplary Higher Technical and Vocational Colleges Construction Program, a large number of teachers from higher technical and vocational colleges went eastward and set foot on Hangzhou in the fall of 2008 to share their reforms and innovations that combine experiences drawn on from both their international and Chinese counterparts. They acted as the engine and took the initiative to show other teachers from other higher technical and vocational colleges what they have experienced and achieved in this regard.

Now, at last, we can say that we have taken a solid step forward in the development of courses learning, borrowing, innovation and practice!

This book does not include all the research results we have achieved in curriculum reform. Neither could it represent the best outcome we have accomplished in this regard. It is just a record of the course we have taken to carry out our explorations for the better.

For this reason, this book is a work of learners. A learner is also a toddler. The first chapter of this collection of cases contains part of the short-term achievements the first group of teachers from national exemplary higher technical and vocational colleges achieved under the guidance of the German experts. These writings, as their passionate presentations at the Beijing First Large-scale Reflection Report Meeting 2007, are the papers some of the teachers wrote about their learning experiences. They are just imitations of the working process-oriented learning courses. Although they may have some flaws in one way or another, we did no revisions to them. We just leave them as they are. Immature as they are, they make a new starting point.

For this reason, this book is also a masterpiece. The second chapter of this collection of cases contains part of the application achievements in broadening visions and realizing localization some national exemplary higher technical and vocational colleges have made. These writings, as plans some teachers drew on from Hong Kong, China experiences at the 2008 Meeting of the Sino-German Program, are the outcome of integrating the courses of vocational education practiced in Hong Kong Vocational Training Bureau. Although they appear to be somewhat crude, we did no modifications to them. We just leave them as they are. Though they

are somewhat difficult to read, they are new.

For this reason, this book is a creative work too. A creator is both a reformer and an innovator. Included in the third chapter of this collection of cases are some construction achievements made by the Coordination Group of Curriculum Development and Teaching Resources Construction of National Exemplary Higher Technical and Vocational Colleges. They are innovative presentations some teachers made at the 2008 Hangzhou Education Reform Forum on Higher Technical and Vocational Education. They act as interpretations on China's systematic curriculum reform in terms of work process. Although they appear to be somewhat poorly organized, we've made no corrections to them. We just leave them as they are. Though some inadequacies may exist in them, there are some major and new break-throughs.

And finally this book is a great book. The forth chapter of this collection of cases contains part of the application achievements in teaching design the teachers from the national exemplary higher technical and vocational colleges have made since the curriculum reform started. They are the practice and exploration some teachers made based on the new national standards for the development of new core courses. They act as interpretations on the teaching design which goes with curriculum structure innovation. Although they may appear to somewhat open to questions, we made no changes to them. We just leave them as they are. Thin and feeble in content, they have made new progress in this regard.

Everything is flourishing and our work has come onto the right track. However, there is still a long way to go for us. Fortunately, our 109 national exemplary higher technical and vocational colleges are at present sharing their experiences with other 1,000-odd higher technical and vocational institutions and are carrying out great reform experiments with the aim of building up a system in vocational curriculum construction with unique Chinese characteristics regarding curriculum development approaches and theoretical framework.

Riding the wind and cleave the waves, now it's time for us to set sail for the voyage.

Jiang Dayuan
December 2008

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