高等学校
继续教育示范
基地建设成果
丛书

继续教育理论探索（中）

刁庆军 / 主编

CONTINUING
EDUCATION
THEORETICAL EXPLORATION

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2011年5月，教育部启动了由清华大学牵头，50所高校参加的“高等学校继续教育示范基地建设”项目，该项目取得了丰硕的理论和实践成果。这批成果理论创新突出，实践效果显著，示范意义明显。由清华大学出版社出版的“高等学校继续教育示范基地建设成果丛书”将陆续展示示范基地建设理论和实践成果。

本书收集了2011年以来50所示范高校的老师们撰写的233篇优秀论文，集中反映了新时期示范基地建设项目高校在继续教育发展理念、品牌战略、运行机制、人才培养、校企合作、项目课程研发、质量管理与评价等方面的创新、思考与探索，对于丰富继续教育理论体系，更好地总结继续教育科研成果，启发继续教育工作思路，推进继续教育综合改革和实践创新具有积极的推动作用。

中　　册

项目与课程开发篇

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目　录

中　册

项目与课程开发篇

Hybrid Learning in Lifelong Learning Implementation …… Hou Jianjun 等 555
高等网络教育毕业生学习需求调查研究
——以“网上人大”毕业生服务工程为例 …… 岳俊芳 等 562
合作式案例教学在高职教育类课程中的运用价值及要求…… 董宏建 570
发挥专业优势　为国防科技工业人才继续教育服务 …… 王克勇 等 576
充分发挥高校继续教育优势　推进基层广播影视人才队伍建设
——中国传媒大学“广播影视专业技术人员远程学历教育项目”…… 毕根辉 等 580
浅议继续教育技能培训现状及发展策略 …… 何伟胜 等 584
立足行业特色文化　服务水利基层培训
——河海大学开展全国水文站站长培训工作的探索与实践 …… 王世军 等 589
水利行业职工数字化继续教育的典型案例分析 …… 吴爱华 等 596
高校中层管理干部能力本位培训体系的构建与实践 …… 陈萃光 等 601
成人高等教育“学历＋技能”人才培养体系的研究与实践
——以网上人大“毕业生服务工程”为例 …… 乐传永 等 610
成人高等学历教育“专业课程设置模式改革”的思考和探索
——湖北大学高中起点专科《市场营销》专业课程设置比较 …… 彭　清 等 619
煤炭主体特色专业建设及人才培养模式创新 …… 马　捷 等 629
中国海监继续教育模式创新与实践 …… 朱庆林 等 636
“一主多元”继续教育培训体系的构建研究 …… 万　嵩 等 642

构建覆盖西藏全区继续教育模式的实践与探讨 …… 卞利强 等 651
新疆高校学历继续教育教学模式探析 …… 赵秋海 657
二维继续教育课程框架设计思路与实例 …… 童莉莉 664
通信课程的实践性继续教育教学模式研究
——以《光纤通信技术》课程为例 …… 刘 勇 等 673
精益求精 摸索创新 铸造应用型人才培养体系 …… 梁书华 等 684
高校继续教育与学科建设关系初探 …… 王天虎 等 693
石油行业一线应用型人才培养模式研究 …… 刘少伟 699
现代远程教育混合式教学模式的建构 …… 马国刚 等 705
石油行业外籍人员培训的教学模式研究与实践 …… 薛 谦 等 711
构建外籍员工继续教育新模式的探索与实践 …… 庞雄奇 等 716
构建培训模式 创新过程管理
——北京师范大学"国培计划(2012)"示范性远程培训
项目的实践与思考 …… 包华影 等 720
成人高等教育混合型教学模式的构建 …… 曾文艺 等 726
探析成人"专升本"教育课程设置现状及设置课程应遵循的
原则 …… 曾文艺 等 737
国际比较视野中的在职教师培训模式探索 …… 徐雄伟 745
上海社区教育专职教师专业素养与培训需求调查 …… 惠 中 等 752
基于自主、合作、探究学习的师范大学教师教育课程课堂教学
改革 …… 余文森 等 764
论有效教学的三大理论基础 …… 余文森 778
"十一五"时期北京协和医学院开展国家级继续医学教育项目
情况分析 …… 张淑华 等 790
住院医师培训理论课程调查与思考 …… 蒋卫君 等 797
血管外科模拟腔内治疗培训体系的构建与应用 …… 刘 暴 等 803
成人学历教育"专升本"护理专业课程改革的思路与设想
——以北京协和医学院为案例 …… 许 岩 等 809
全科医生培养模式及其实施中相关问题的思考 …… 线福华 等 815
青年教师规范化培训的探索与实践 …… 朱 森 等 825
成人学历教育中德育教育的几个难点 …… 贺 静 831
北京市中医全科医师培训现状调查与分析 …… 申 堃 等 835
系统科学和建构主义视域下的公安教育探析 …… 朱景达 840
战训结合 育用衔接大力提升上海公安队伍素质和战斗力 …… 郑万新 846

面向新兴产业的岗位职业技能培训项目的策划与实施
——以无锡职业技术学院为例 …… 张 清 等 850
基于 ISD 培训模型开展企业培训的研究与实践 …… 王灵玲 856
“双元制”继续教学模式的探索与实践 …… 史国荣 等 860
基于 BDV 新型高级职业人才培养模式的探索 …… 刘 莉 等 866
交通运输行业继续教育培训平台搭建初探 …… 张美娜 等 872
成人学习理论视角下民航空管技术人员培训研究…… 张建超 878
航空电信人员培训基地的建设…… 张建超 885
培训与超越
——物流专业教师航空快递岗位技能培训的研究与实践…… 郑 玲 892
对行业名企名校联办高职专业教师企业顶岗培训的思考…… 郑 玲 898
基于员工胜任素质模型的结构化培训体系构建设想…… 付 涛 906
基于“知识元”的中国邮政网络培训学院知识管理体系构建
研究 …… 张洪芬 等 916
从标杆企业解读中国邮政领导力培训体系建设模式 …… 谢 册 等 925
基于能力素质模型的支局长岗位资格培训体系建设研究
与实践 …… 周晓新 等 932
助推中国邮政事业腾飞 支撑员工职业生涯发展
——中国邮政远程教育培训发展纪实…… 张 宇 939

资源建设篇

网络远程教育教学计划改革探索…… 陈义勤 947
基于“素材—框架—目标”模型的教学资源体系研究
——标准化下的扩展实现 …… 邓康桥 等 955
“泛在学习”背景下继续教育教学课件改革趋势…… 居 民 967
教育信息化进程中教学设计的转型
——基于理解的视角 …… 陈明选 等 971
继续教育资源共享云模式研究 …… 韩庆华 等 984
探游式教学资源
——提高成人教育绩效的资源建设范式…… 万 嵩 995
整合教育资源 服务农业战略 创新继续教育
——中国农业大学继续教育成绩斐然 …… 吴加志 等 1004
中国农业大学网络教育精品课程建设实践与成效 …… 吴艳飞 等 1010

高校现代远程教育教学资源共建共享研究 …… 孙姚同 1017
论远程教育实践教学体系的构建 …… 马国刚 等 1023
网络课程设计与开发的实践研究 …… 范新民 1029
教师远程培训在线辅导策略的质性研究 …… 温 潜 等 1037
公立医院改革背景下的继续医学教育内容和方法更新 …… 蒋卫君 等 1050
高职共享型专业教学资源库建设核心问题研究 …… 戴 勇 1057
对接交通产业集群的继续教育数字化远程教学平台及
资源建设研究与实践 …… 张家宇 等 1062
基于“学习元”的中国邮政网络培训学院培训资源库构建
思路 …… 王炳同 等 1066
中国邮政网络培训学院 DIY 资源服务模式探析 …… 王炳同 等 1072
关于邮政网络培训课件属性维度体系构建的分析 …… 王炳同 等 1076

Hybrid Learning in Lifelong Learning Implementation①

Hou Jianjun Lu Haidi

Abstract: Based on the concept and practice of lifelong learning this paper, explores hybrid learning model as an effective and efficient way to meet individual's lifelong learning needs. The study focuses on the concept and framework of lifelong hybrid learning. And practice of lifelong hybrid learning provided by colleges and universities is investigated.

Keywords: lifelong learning hybrid learning lifelong hybrid learning colleges and universities

1 Lifelong Learning

In recent years lifelong learning has been an important concept in an individual's life. Lifelong learning occurs throughout life, which is a life-span endeavor by an individual with the aim of improving knowledge, skills and competences.

Lifelong learning is of public value rather than for just the individual good. For it brings about economic progress and development, and seeks to bring about personal development and fulfillment, lifelong learning has become a fundamental element of many educational policy strategies aimed at achieving the goal of socio-economic development (EC, 2001) in many countries.

Since the beginning of the 1990s China has expressed the concept of

① This paper is funded by Beijing Science of Education Eleventh Five-Year Planed Project (No. AJA09134), Year 2009.6-2011.6, titled by Study on Construction and Application of Network Education Resources for Beijing Learning City Construction.

lifelong learning and learning society in many policy documents and showed supports for its development. On Sixteenth CPC National Congress which took place in Nov. 2002 and Seventeenth CPC National Congress, which took place in Oct. 2007, China made it clear that distance learning and continuing education will be promoted to make learning society in which every citizen is committed to learning and pursues lifelong learning.

What should be the effective and efficient lifelong learning? This paper explores a hybrid learning model for lifelong learning to gain the aim effectively and efficiently.

2 Lifelong Hybrid Learning

2.1 Lifelong Hybrid Learning Model

Lifelong learning takes place in formal, non-formal and informal learning situations. Individuals take diffident aims at achieving specific goals such as improving knowledge, skills and competences. With the core of aim, the three components of formal, non-formal and informal learning are framed around the purpose of lifelong hybrid learning (Fig. 1 Lifelong hybrid learning model).

Formal learning is planned learning with the aid of guiding institutions, and informal learning is planned learning by oneself. Informal learning takes unplanned. The lifelong hybrid learning model stresses on the interdependency and complex interconnection between three learning situations. It therefore should be a process of integrated continuous learning that goes throughout life.

2.2 Elements of Lifelong Hybrid Learning

Learners who engage in leaning play core roles of lifelong hybrid learning. Institutions provide educational resources and/or activities to make contribution to leaning models (Fig. 2 Elements of lifelong hybrid learning). Learners choose appropriate opportunities. In formal learning situation, individuals learn by the aid of institutions' educational resources and educational activities. In non-formal learning situation, individuals implement self-directed learning based on instructed materials and no educational activities. Learners perform informal learning by oneself without institutions'

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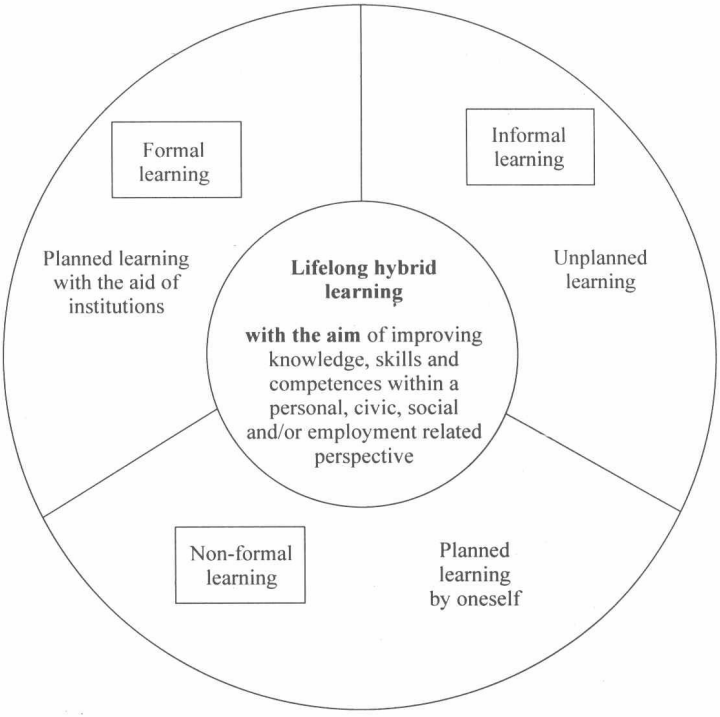

Fig. 1 Lifelong hybrid learning model

instructions of recourse and activities.

Resources \ Learning		Formal learning	Non-formal learning	Informal learning
Learners	Learners' Engagement	Instructed learning	Self-directed learning based on institutions' instructed materials	Self-directed learning
Institutions	Educational Resources	YES	YES	NO
	Educational Activities	YES	NO	NO

Fig. 2 Elements of lifelong hybrid learning

3 Practice of Hybrid Learning Provided by Colleges and Universities

In the new era, China will build a complete lifelong education system with the focus on making education more equitable and with improving educational quality as the core, so that all the people can enjoy their rights to education, make progress and apply what they have learned to practice.

Putting this in the context of colleges and universities, lifelong learning is pursued to respond to the new realities and forces guiding the evolving information age and of learning society. In this context lifelong learning is viewed as involving all strategies that are put in place to created opportunities for people to learn throughout life. (Abdulai Abukari, 2005)

Colleges and universities serve as the main base of learning providers with advantages of a wide range of disciplines, good teachers, abundant resources and good atmosphere of study. They should play an important role to support the construction of modern national education system and lifelong education system. Services for lifelong learning have become the new mission of continuing higher education. Colleges and universities should take great measures to promote the development of higher education reform.

Lifelong learning makes an important link between teaching, research and society. Colleges and universities make full use of special features and advantages of university's disciplines and specialties; give priority to train talented people through many types of lifelong learning: training classes, special training, professional education, job training certificates, professional qualification training, visiting scholars, research studies and lifelong learning for diploma.

Education is a public good. Colleges and universities should open resources to the society and actively promote the sharing and services of lifelong learning (Fig. 3 Roles of colleges and universities in lifelong leaning provision).

Colleges and universities should take measures to make the lifelong learning effective and efficient.

- Concentrate on educational resources and educational activity.
- Provide many types of learning routines: training classes, special

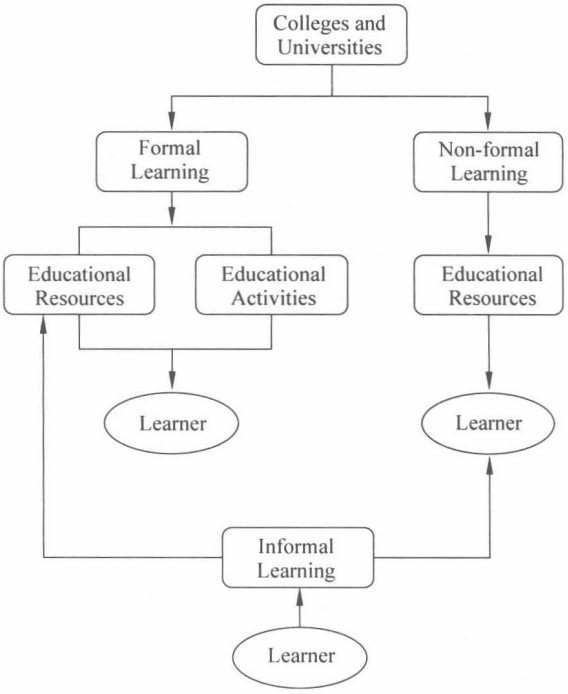

Fig. 3 Roles of colleges and universities in lifelong leaning provision

training, professional education, job training certificates, professional qualification training, visiting scholars, research studies and continuing education for diploma.

- Coordinate the development of scale, structure, quality and efficiency.
- Follow the guidelines of active development, standardize management, deepen the content, quality improvement.
- Make positive, steady, healthy, high-quality development.
- Innovate lifelong learning and training content and methods.
- Establish lifelong learning quality management system and implement it.
- Manage and supervise quality standards for teacher appointment, courses development, teaching process, learning support services, faculty management, resources provision, technology support and management.
- Put forward a system of learning and its supportive service, which

facilitates the working people to enjoy the distance self-study and a lifelong learning anytime and anywhere.

- Improve quality and establish higher lifelong learning quality assurance system. Lifelong learning should meet the standards for personnel training improve the quality. Institutions study literacy competency standards for all kinds of talents and build personnel training objectives cored with quality, knowledge and ability.
- Establish internal quality control mechanisms, implement quality audit and assessment, make continuous quality improvement.
- Establish quality assessment and monitoring mechanisms by school, students, teachers, businesses and the community together.

4 Conclusions

Lifelong learning is also the cause of the whole society. Colleges and universities would further strengthen the cooperation with the community. Government departments, universities, research institutes, enterprises and social groups would cooperate with each other, participate in and coordinate the work under environment for healthy development of lifelong learning.

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高等网络教育毕业生学习需求调查研究

——以“网上人大”毕业生服务工程为例

岳俊芳　孙道金　张艳　陈碧蕾

摘　要：作者在文中以“网上人大”201209届毕业生为调查对象，开展了网络毕业生的学习需求调查研究，评估了毕业生对“毕业生服务工程”各项目的需求水平，进行了“毕业生服务工程”的用户群体细分，并探讨了不同细分群体与学习需求的关系，分析了“毕业生服务工程”有效的传播方式与途径，最后提出了“毕业生服务工程”的实施改进建议。

关键词：网络教育　毕业生　学习需求　调查研究

截至2010年，全国已累计招收网络本专科生1000多万人，毕业学生600多万人[1]。截至目前，中国人民大学网络教育（以下简称“网上人大”）的毕业生也已接近8万人。对于多数网络教育毕业生而言，伴随着学历教育的终结，他们将如何开展继续学习成为值得探讨的问题。为了更好地构建终身学习的社会氛围，为我国社会经济建设提供持续的人力资源保障，“网上人大”于2011年2月开启了“毕业生服务工程”的项目运作，陆续向毕业生开放了多项优质学习资源，并定期开展了毕业生回访、毕业生活动组织等工作，初步奠定了向毕业生提供终身学习支持服务的坚实基础。为了向毕业生提供更加有针对性的学习资源与支持服务、进一步扩展其学习视野以利于毕业生的职业提升，“毕业生服务工程”项目组开展了毕业生学习需求调查。本次调查基于毕业生自身的职业与学习现状，探究他们对网络学历教育后继续学习的认知和需求，为“毕业生服务工程”的开展提供参考依据。

一、研究概述

所谓需求，是指个体对内外环境客观要求的反映，是个体的一种缺失状态，表现为个体的倾向性。需求的对象和内容可能是人体生理所需的某种基本物

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