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中美大学通识教育教师发展比较研究

A Comparative Study on Faculty Development of General
Education in the Universities between the United States and China

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摘 要

现代大学通识教育，不仅被誉为打造美国精英、奠定美国共同文化基础的基本机制，而且正成为提升中国高教质量、塑造中国现代文明性格的重要内驱力。已有经验表明，无论是对美国的大学而言，还是对中国的大学来说，师资都是影响通识教育成败的关键。然而，与通识教育课程研究备受关注不同，通识教育教师研究则较受冷落，缺少系统深入地研究。对通识教育教师研究的不受重视，已间接成为制约通识教育发展的瓶颈问题之一。为此，本论文从中美比较的视角，围绕“为什么需要优秀的通识教育教师”、“中美大学通识教育教师的现状如何”、“优秀的通识教育教师具有哪些基本特征”、“怎样去培养优秀的通识教育教师”等问题，进行系统阐述、深入分析、全面总结，为培养更多的优秀通识教育教师提供理论支撑和实践指导，促进通识教育持续健康发展。

论文的主要内容，包括五个部分。

第一部分：导论。介绍研究问题的提出、研究意义、研究现状、研究思路和研究方法等。着重阐述了师资是影响通识教育成败的关键这一观点，并总结提炼出一个带有规律性的认识，即：通识教育课程计划若能奏效，必有优秀通识教育教师作为强力支撑；反之，没有优秀通识教育教师的热情参与和支持，再完美的通识教育课程计划、再宏大的通识教育改革气魄，最终都不能带来通识教育的深入和持久。

第二部分：中美大学通识教育发展脉络。追溯现代通识教育的起源，分析美国大学通识教育的发展历程，总结美国大学通识教育的特点；考察通识教育在中国兴起的全过程，勾勒通识教育在大陆、台湾和香港发展的基本面貌，阐述通识教育对于中国的意义。

第三部分：中美大学通识教育教师的现状比较分析。重点围绕中美大学教师从事通识教育的意愿、能力和精力三个维度，分析现状、剖析原因、比较异同。

第四部分：中美大学通识教育教师发展的目标与策略。围绕“什么是优秀

的通识教育师资”和“如何培养优秀的通识教育师资”两大问题，研究提出中美大学通识教育教师发展的基本目标和方法策略。

第五部分：研究结论与建议。总结中美大学通识教育比较研究成果，在此基础上提出有力推动中国大学通识教育教师发展的战略思考与建议。

论文的主要贡献，可概括为“五个一”：

开掘了一个重要的通识教育研究领域——通识教育教师发展研究。已有通识教育研究多集中在理念和课程两个领域，对教师发展研究关注和重视不够。本论文较为系统地以通识教育教师发展为主题，开拓了通识教育研究的新面向。

阐述了一个重要观点——教师是影响现代大学通识教育成败的关键。通过美国大学通识教育实践的正反两方面经验，总结得出“通识教育课程计划若能奏效，必有优秀通识教育教师作为强力支撑；反之，没有优秀通识教育教师的热情参与和支持，再完美的通识教育课程计划、再宏大的通识教育改革气魄，最终都不能带来通识教育的深入和持久”这个规律性认识。

进行了一次系统梳理——中美大学通识教育发展脉络。探讨了通识教育的起源、发展，概括了美国大学通识教育的多样性特点，归纳了通识教育在中国大陆、台湾、香港的发展历程。

描绘了一幅优秀通识教育教师“画像”——优秀通识教育教师应具备的基本特征。从教学意愿、教学能力和教学精力三个维度，对中美大学教师从事通识教育的现状进行深入探讨，并在此基础上研究提出优秀通识教育教师应具备的三大特征，即乐学乐教、博雅精约和深入浅出。

提出了一系列通识教育教师发展举措——关于如何培养优秀的通识教育教师。从具体层面，提出通识教育教师发展的方法策略；从战略层面，提出有力推动中国大学通识教育教师发展的总体建议。

关键词：大学；通识教育；教师发展；中国；美国

Abstract

General education in modern universities is not only known as the basic mechanism, which cultivates the elite of the United States and lays the foundation of American common culture, but also becoming the important internal driving force to improve the quality of Chinese higher education and shape the character of China's of modern civilization. Experience shows that, either for the Universities in the United States or the universities in China, quality of teachers is the key factor affecting the success of general education. However, different from the great concern about general education curriculum research, the research of general education teachers is ignored and lack of systematic and in-depth research. The study of faculty development of general education teachers is not taken seriously, and has become the bottleneck that restricts the development of general education indirectly. Therefore, the dissertation, from the perspective of comparison between China and the United States, discusses, demonstrates and summarizes systematically and in depth the questions such as "Why are excellent teachers of general education needed?", "What is the current situation of teachers of general education both in China and the United States?", "What is excellent teachers of general education?" and "How to cultivate excellent teachers of general education", and provides theoretical support and policy guidance for cultivating excellent teachers of general education and promoting the healthy development of general education.

The dissertation consists of five parts as follows:

Part I: Introduction. It introduces the origin of research, the significance of research, the status quo of research, research ideas and research methods etc. It elaborates the view that teacher is the key to the success of general education and comes to understanding of the law, namely, if general education curriculum plans can be

effective, there must be excellent teachers as a strong support for it; on the contrary, without the enthusiastic participation and support of excellent general education teachers, lasting and in-depth development of general education can not be achieved ultimately, no matter how perfect the general education curriculum is and how ambitious general education reform is.

Part II: An Outline of the Development of General Education in the Universities in China and the United States. It traces the origin of modern general education, analyzes the development of general education in the universities in USA , summarizes the diversity of characteristics of general education in the universities in USA; examines the whole process about rise and development of general education in China; describes the basic features of general education in Mainland China, Taiwan and Hong Kong; and discusses the significance of general education for China.

Part III: Comparative Analysis of the Status Quo of General Education in the Universities in China and the United States. Focusing on the three areas: will, competence and energy, it outlines the status quo, analyzes reasons and compares their similarities and differences.

Part IV: Goals and Strategies of General Education Teachers' Development in the Universities in China and USA. Focusing on the two questions, "What is excellent general education teachers" and "how to cultivate excellent general education teachers", the research puts forward general goals and strategies of general education faculty development.

Part V: Conclusions and recommendations. Results of comparative studies on general education between China and the United States are summarized. On the basis of these results, the strategies and suggestions are put forward for the Chinese faculty development of general education.

The main contribution of the dissertation can be summarized as the following

five points:

Firstly, it pioneers an important research area in general education—Faculty Development of General Education. Existing researches about general education focus mostly on the two areas, conception and curriculum, lack of concern and attention to teachers. The dissertation chooses general education teachers as the research topic systematically, and develops a new orientation of general education research.

Secondly, it elaborates an important point— teachers are the key to success of general education in modern universities. Through both positive and negative experiences of general education in the universities in USA, it concludes the understanding of the law that “if general education curriculum plans can be effective, there must be excellent teachers as a strong support for it; on the contrary, without the enthusiastic participation and support of excellent general education teachers, lasting and in-depth development of general education can not be achieved ultimately no matter how perfect the general education curriculum is and how ambitious general education reform is.”

Thirdly, it gives a systematic outline—General Education Development in the Universities in China and USA. It explores the rise and development of general education, summarizes the diversity of characteristics of general education in the Universities in USA, and outlines the basic features of general education in Mainland China, Taiwan and Hong Kong.

Fourthly, it paints a “portrait” of excellent general education teachers—the basic characteristics of excellent general education teachers. From three dimensions of teaching will, teaching competence and teaching energy, it discusses in depth the status quo of university teachers engaged in general education in China and the United States, and on this basis the research suggests three characteristics that an excellent general education teachers should have, namely, be willing to learn and

teach, erudite and elegant, and be able to explain profound principle in a simple way. Fifthly, a series of initiatives for general education teachers' development is put forward—cultivate excellent general education teachers. From the tactical level, the method and strategies of faculty development are proposed; from future perspective, the general idea and outline are put forward for faculty development of general education.

Keywords: University; General Education; Faculty Development; China; the United States

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