

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 <b>Course Title</b>	大学生能力发展导论 Introduction to college student capacity development				
2.	授课院系 <b>Originating Department</b>	高等教育研究中心 Center for Higher Education Research				
3.	课程编号 <b>Course Code</b>	HEC030				
4.	课程学分 <b>Credit Value</b>	1				
5.	课程类别 <b>Course Type</b>	通识选修课程 General Education (GE) Elective Courses				
6.	授课学期 <b>Semester</b>	秋季 Fall				
7.	授课语言 <b>Teaching Language</b>	中英双语 English & Chinese				
8.	授课教师、所属学系、联系方式（如属团队授课，请列明其他授课教师） <b>Instructor(s), Affiliation &amp; Contact (For team teaching, please list all instructors)</b>	沈红, 高等教育研究中心, 电话 18672950763, 邮箱 <a href="mailto:shenh6@sustech.edu.cn">shenh6@sustech.edu.cn</a> Shen Hong, Center for Higher Education Research, 18672950763, <a href="mailto:shenh6@sustech.edu.cn">shenh6@sustech.edu.cn</a>				
9.	实验员/助教、所属学系、联系方式 <b>Tutor/TA(s), Contact</b>	无 NA (请保留相应选项 <b>Please only keep the relevant information</b> )				
10.	选课人数限额(可不填) <b>Maximum Enrolment (Optional)</b>	24				
11.	授课方式 <b>Delivery Method</b>	讲授 <b>Lectures</b>	习题/辅导/讨论 <b>Tutorials</b>	实验/实习 <b>Lab/Practical</b>	其它(请具体注明) <b>Other (Please specify)</b>	总学时 <b>Total</b>
	学时数 <b>Credit Hours</b>	14	2			
12.	先修课程、其它学习要求 <b>Pre-requisites or Other Academic Requirements</b>	No				
13.	后续课程、其它学习规划 <b>Courses for which this course is a pre-requisite</b>	No				
14.	其它要求修读本课程的学系 <b>Cross-listing Dept.</b>	全校范围但低年级为好 In the university range but lower grades are better.				

## 教学大纲及教学日历 SYLLABUS

### 15. 教学目标 Course Objectives

- 在教育教学过程中了解并进一步讨论青年人上大学的理由；通过对教育经济学“立足”的人力资本理论及其发展的讲解，将人力资本、大学就学经历与人的发展联系起来；大学生要提前知道人有哪些认知能力和非认知能力。  
The rationales prompting young individuals to pursue higher education are subject to examination and further discussion in this course; human capital, the experience of attending university, and human development are linked through the explanation of the theory of human capital and its development, which are 'anchored' in education economics; university students need a prior understanding of what cognitive and non-cognitive abilities people could inherit and develop.
- 那么，中国大学生的能力水平现状如何，中国大学是否对学生的能力发展有促进作用，如果有，这些促进因素是怎样产生作用的？本课程将从理论研究 with 实证分析的结合上给以解释。  
What is the current status of Chinese university students' competence levels? Do Chinese universities contribute to students' competence development? If so, how do these contributing factors work? These inquiries seek to be addressed through a blend of theoretical research and empirical analysis.
- 要求学生进行校内调研，进行课堂演讲，促进选课学生的综合能力发展。  
Students will be required to conduct on-campus research and to deliver presentations, thereby fostering the holistic competence development of students.

### 16. 预达学习成果 Learning Outcomes

- 学生可认识到大学学习和大学经历对自己一生发展包括自己的人力资本提高的重要性。  
Students can recognize the significance of university education and the experiential dimension it offers in shaping their lifelong development, including the enhancement of their human capital.
- 学生可认识到，在大学中除了学习高深知识之外，更重要的是使自己的能力特别是非认知能力得到发展，这正是学生发展的真谛。  
Students can come to appreciate that beyond the acquisition of advance disciplinary knowledge in college, the cultivation of their abilities, particularly non-cognitive abilities, holds paramount importance as it is the essence of student development.
- 这门课程的设计及其教学，有利于学生理解上大学的真正意义，帮助学生较好地适应并顺利度过大学的学习与生活时代，为其将来的学历选择、职业选择和发展道路选择作好准备。  
The design of this course, along with its instructional methodology, is conducive to students' understanding of the true meaning underlying higher education, helping them to better adapt to and navigate through the academic and life challenges in university. Additionally, it is tailored to prepare them for making informed decisions pertaining to their future academic pursuits and career trajectories.

### 17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

#### 大学生发展能力导论 Introduction to the Development of Competencies for University Students

- |                    |  |
|--------------------|--|
| (一) 人为什么上大学        | (I) The reasons for attending college                                      |
| (二) 人力资本、大学与人的发展   | (II) Human capital, universities, and human development                    |
| (三) 人的认知能力和非认知能力   | (III) Cognitive and non-cognitive abilities                                |
| (四) 中国大学生能力水平的现状   | (IV) The status quo: The level of university students' capacities in China |
| (五) 影响大学生能力的大学经历   | (V) University experiences that affect students' capacities                |
| (六) 促进大学生能力发展的机制   | (VI) Mechanisms for fostering students' capacity development               |
| (七) 南科大学大学生能力的状况调查 | (VII) Survey on the level of capacities of students at SUSTech             |
| (八) 调查、讲演、思维能力训练   | (VIII) Research, presentation, and thinking skills training                |

- 第 1 次课 2 学时：人为什么上大学？本人曾经调研过，现在学生上大学的理由起码有如下几点：“为了将来多挣钱；为了学习知识；为了父母的面子；不知道为什么；为了将来出人头地”。通过本课程的学习，帮助学生树立正确的大学观以及追求高等教育的价值。  
Lecture 1 (2 sessions): Why do people go to college? My past research shows that the reasons for students to go to college nowadays are mainly as follows: to earn more money in the future; to learn knowledge; for the sake of their parents' face; don't know why; in order to be outstanding in the future. Through the study of this course, students are expected to establish a proper view of university and to achieve a holistic understanding of the value of pursuing higher education.
- 第 2 次课 2 学时：人力资本、大学与人的发展。人力资本是体现在人身上的资本，1960 年代舒尔茨和贝克尔提出时指的是教育和培训等支出产生的蕴含于人身上的各种知识、劳动与管理技能以及健康素质的存量之总和。1990 年代海克曼将认知技能和非认知技能纳入到人力资本的构成要素中。而大学，是培养青年学生认知技能和非认知技能最好的地方。这一讲，把大学生的技能或者能力与大学经历和人力资本联系到了一起。  
Lecture 2 (2 sessions): Human capital, university and human development. Human capital is the capital embodied in individuals. When introduced by Schultz and Becker in the 1960s, it refers to the accumulated stock of knowledge, skills, abilities, and health attributes embodied in individuals, the development of which is contributed by investments in education, training, etc. In the 1990s, Heckman expanded the traditional definition of human capital to include both cognitive and non-cognitive abilities as essential components. Universities, on the other hand, are the best place to develop cognitive and non-cognitive abilities in students. This lecture connects the abilities or capacities of students to the university experience and human capital.
- 第 3 次课 2 学时：人的认知能力和非认知能力。认知能力是指人脑加工、存储和提取信息的能力，即我们一般所讲的智力。人们认识客观世界，获得各种各样的知识，主要依赖于人的认知能力。很多时候被认为是智商 IQ。非认知能力指的是与智力水平无关的能力，是应对不同情境时展现出来的一种稳定的思想、情感和行为模式。不能被智力测验或学业成绩测量，但可通过人格特征衡量。这本是高中生就应该了解的。经过本人 5 年对南科大学生的了解，他们在高中时代并没有学习这些方面的知识。本课程需要有所交代。  
Lecture 3 (2 sessions): Cognitive and non-cognitive skills. Cognitive skills refers to the ability of human brains to process, store, and extract information, or what we generally refer to as intelligence. People's ability to perceive the objective world and to acquire knowledge relies primarily on their cognitive abilities, which is often regarded as Intelligence Quotient (IQ). In contrast, non-cognitive abilities encompass stable patterns of thought, emotion, and behavior exhibited in various situations, independent from intellectual capacity. It cannot be measured by intelligence tests or academic achievement, but can be evaluated by personality traits. While it is assumed that such knowledge should have been included in high school curriculum, with my 5 years of experience with SUSTech students, it is missed out during their secondary education. Therefore, students are expected to enhance their understanding of cognitive and non-cognitive skills through the teaching and learning of this course.
- 第 4 次课 2 学时：专门讲授本人曾经领导的团队所进行的对全国大学本科生通用能力进行测量的结果，得到中国具有代表性的本科生的能力状况，样本来自全国 16 个省 83 所四年制大学的 16000 名本科生。  
Lecture 4 (2 sessions): This lecture is dedicated to the elucidation of research findings from my research team. Based on the measurement of the general competencies of undergraduate students, my research team evaluated the competency level of undergraduates in China, with a representative sample of 16,000 undergraduates from 83 four-year universities in 16 provinces across the country.
- 第 5 次课 2 学时：还是本人领导的这个研究团队，曾对全国 12 省 53 所大学的 5000 多名大四毕业班学生进行了通用能力的跟踪测量，得到了 1441 位大四班本科生有关大学经历对其通用能力发展所产生的影响。想要得到的是，大学开展的哪些活动对学生的通用能力发展产生影响。  
Lecture 5 (2 sessions): In another study of my research team, we conducted a follow-up study of the impact university experiences have on the development of students' general competencies. With a sample of more than 5,000 senior (fourth-year) students from 53 universities in 12 provinces across China and 1,441 valid responses, we hoped to get a sense of what activities university students undertook tend to have an impact on students' development of general competencies.

- 第6次课2学时：接下来分析大学是如何开展那些有影响的活动的，有的活动也许对学生能力的提高有用，有的活动可能没有任何用处。如教学是怎样进行的，课外活动是怎样开展的，等等。总之是分析大学是如何影响学生能力提高的，即促进学生能力发展的内在机制有哪些。  
Lecture 6 (2 sessions): How do universities carry out activities that have an impact on students' general competencies. Some activities may be useful for the development of students' competencies while others may not be of any use. This study focused on aspects of the teaching process, the extra-curricular activities, etc. In short, this lecture intends to unveil how universities foster the enhancement of students' skills and abilities, i.e. what are the internal mechanisms that promote the development of students' competencies.
- 第7次课2学时：发动注册课程的学生小样本调查和分析南科大学生的能力状况，包括对大一新生时的起点调查与测量，也调查学生自己感受到的其能力在大学中得到的提高。也就是说，看看南科大本科生通用能力的现状如何。  
Lecture 7 (2 sessions): How is the level of students' general competencies at SUSTech? In this lecture, we will conduct a survey with a small sample of students enrolled in this course to investigate and analyze the competencies of SUSTech undergraduates. We will see the survey and measurement of freshmen, and also investigate students' perceived improvement of their competencies in the university.
- 第8次课2学时：既然本课程命名为“大学生能力发展导论”，最后一次课程将以上述研究过程为依据，在课堂上进行团队演讲，进行思维能力的训练，专门讨论与“大学生能力发展”相关的问题。任课教师将认真给予点评，全体同学参与讨论。课后，所有选课学生将以上述工作为基础，撰写1500字的研究报告。结束本课程的教学。  
Lecture 8 (2 sessions): Since this course is entitled "Introduction to Undergraduate Competency Development", the final lecture will involve team presentations, thinking skills training, and a featured discussion of issues related to "Undergraduate Competency Development" based on the research conducted in the previous lecture. The instructor will critique the presentations and all students need to participate in the discussion. For final assessment, all students are required to write a 1500-word research paper based on the above work. Conclusion of the course.

18. 教材及其它参考资料 Textbook and Supplementary Readings

MJ Mayhew, AN Rockenbach, NA Bowman, TA Seifert, GC Wolniak with ET Pascarella, PT Terenzini [2016].  
*How College Affects Students-21st Century Evidence That Higher Education Works*. Volume 3. Jossey-Bass.

课程评估 ASSESSMENT

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		8		
课堂表现 Class Performance		8		
小测验 Quiz		0		
课程项目 Projects		24		
平时作业 Assignments		0		
期中考试 Mid-Term Test		0		
期末考试		0		

<b>Final Exam</b>				
期末报告 <b>Final Presentation</b>		60		
其它（可根据需要 改写以上评估方式） <b>Others (The above may be modified as necessary)</b>		0		

20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**  
 B. 二级记分制（通过/不通过） **Pass/Fail Grading**

**课程审批 REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过  
**This Course has been approved by the following person or committee of authority**

教学负责人签字：  
日期：

