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 Course Title	**可持续发展目标与国际教育发展 Sustainable Development Goals and International Education Development**
2.	授课院系 **Originating Department**	高等教育研究中心
3.	课程编号 **Course Code**	ITC005
4.	课程学分 Credit Value	2
5.	课程类别 **Course Type**	通识选修课程 General Education (GE) Elective Courses （请保留相应选项 **Please only keep the relevant information**）
6.	授课学期 **Semester**	2023 秋季 Fall
7.	授课语言 **Teaching Language**	英文 English （请保留相应选项 **Please only keep the relevant information**）
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） **Instructor(s), Affiliation& Contact** （**For team teaching, please list all instructors**）	
9.	实验员/助教、所属学系、联系方式 **Tutor/TA(s), Contact**	无 NA （请保留相应选项 **Please only keep the relevant information**）
10.	选课人数限额(可不填) **Maximum Enrolment** （**Optional**）	

11.	授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other（Please specify）	总学时 Total
	学时数 Credit Hours	32	0	0		32

12.	先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	None
13.	后续课程、其它学习规划 Courses for which this course is a pre-requisite	None
14.	其它要求修读本课程的学系 Cross-listing Dept.	None

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

1. 理解并运用不同的理论观点分析国际教育发展

2. 探索国际教育发展面临的挑战，以及政治和经济变化对其影响

3. 深入研究将系统的、结构性的研究而获得的知识应用于国际教育发展

4. 探索用于监测国际教育发展的有效数据治理系统

5. 在国际教育发展的背景下管理与数据有关的伙伴关系、能力、资源和过程

1. Understand and apply different theoretical perspectives to the analysis of International Education Development.

2. Appreciate the challenges International Education Development face, and the impact political and economic change has on their function.

3. Be in a position to apply acquired knowledge to the study of International Education Development through systematic, structure-based research.

4. Effective data governance systems for monitoring International Education Development.

5. Managing data-related partnerships, capabilities, resources, and processes in the context of International Education Development.

16. 预达学习成果 Learning Outcomes

学习目标：本模块的目标是通过比较研究，帮助决策者了解不同教育体系如何解决共同的问题，质疑既定国家目标和选择，并增加他们对替代方案的认识。

学习目标：通过本模块，学生将学习理解不同国家教育的发展、历史和现状，了解国际教育所面临的挑战，以及政治和经

济变化对其影响。学生通过学术研究，将所学知识应用于国际教育的研究。

学习目标：通过本模块，学生将了解缺乏优质教育的原因，其中包括缺乏受过良好培训的教师，学校条件差以及向农村儿童提供公平机会的问题。

学习目标: 通过本模块， 学生将学习 AFL 策略，这些策略与考试中学生成绩的提高直接相关，帮助成绩不佳的学生增强学习能力。

学习目标: 通过本模块，使学生了解海外服务和实习机会，和高等教育校园国际化以及与政府，非政府组织，行业和大学建立全球合作伙伴关系，这是一个瞬息万变的领域，机遇无限。

Objective: To question the established national aims and options and to broaden their perception of possible alternatives

Objective: To incorporate their knowledge into international educational research

Objective: Learning the reasons for lack of quality education

Objective: Learning AFL strategies, which are directly linked to improvements in student performance in nominative tests and examinations

Objective: Learning more service and internship opportunities abroad

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.)

模块 1：比较视角下的教育历史和结构

在过去的几十年中，以"比较视角"分析教育问题或政策变得越来越普遍。为了达到决策的目的，在比较的观点中最有用的分析是在假设不同国家以不同方式解决共同问题的前提下进行的。这是由于教育系统的组织方式不同，以及表现出不同职责的参与者之间的关系不同。

模块 2：比较视角下的教育目标

根据 Harold J Noah 和 Max Eckstein（1993）的观点，比较教育有以下几个目的：

1. 描述教育系统，过程或结果

2. 协助发展教育机构和实践

3. 探索教育与社会之间的关系

4. 建立在一个或多个国家有效的关于教育的概括性导论

5. 参考历史，帮助当代人了解当今的教育系统

模块 3：根据教育目标探索国际教育内容和课题

从广义上讲，教育目标是描述学生在完成课题或课题后应具备的能力、技能和属性的陈述。他们通常在知识、技能和态度的相互作用领域内运作。接受素质教育是创造可持续发展的基础。除了提高生活质量外，接受全纳教育还可以帮助当地人配备开发针对世界最大问题的创新解决方案所需的工具。

模块 4：学习和学习评估导论

学习评估（AFL）是一种教学方法，可产生反馈，然后将其用于改善学生的表现。学生将更多地参与学习过程，并由此对预期学习的内容和达到的标准充满信心。 一种关于 AFL 的思考方式是，它旨在"缩小学习者的当前状况与他们希望学习和成就的地方之间的差距"。熟练的老师会计划任务，以帮助学习者做到这一点。AFL 要求学生在学习中变得更加活跃，并开始"像老师一样思考"。学生会更加积极地思考自己现在所处的位置、去向以及如何达到目标。

模块 5：比较国际上教育问题和解决方案&教育的国际化趋势

国际教育领域通常被描述为通过人员流动或交流来超越国界的教育，例如：学生出国留学。但其实该领域更加广阔，它包括一种全面的教育方法，使学生做好准备成为相互联系的世界中积极活跃的参与者。当今的国际教育前景广阔，可能性无限。

Module 1: History and structure of education in comparative perspective

Over the last few decades, analyses of educational problems or policies in a 'comparative perspective' have become more and more common. For decision-making purposes, perhaps the most useful analyses in a comparative perspective are done with the assumption that different countries often have common problems that they address (at least to a certain degree) in different ways. This is due to different modes of organization of the educational systems and to different relationships among the actors showing different responsibilities.

Through this lecture, students will study comparative studies of this type and help policy-makers to understand how common problems are addressed by different educational systems, to question the established national aims and options, and to broaden their perception of possible alternatives.

Module 2: Goals of education in comparative perspective

According to Harold J Noah and Max Eckstein (1993), Comparative Education has several purposes:

1. To describe educational systems, processes, or outcomes.

2. To assist in the development of educational institutions and practices.

3. To highlight the relationship between education and society.

4. To establish generalized statements about education that are valid in more than one country.

5. To help the current generation understand nowadays education systems, with reference to the past.

Through this lecture, students will learn to understand history and current situation of education in different countries, understand the challenges that international education is facing and the impact of political and economic changes. Through academic research, students will study how to incorporate their knowledge into international educational research.

Module 3: Looking at the content and curriculum in the light of education goals

In broad terms, Educational Goals are statements that describe the competences, skills, and attributes that students should possess upon completion of a course or program. They often operate within the interacting domains of knowledge, skills and attitudes. Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems.

Through this lecture, students will learn the reasons for lack of quality education, which are lack of adequately trained

teachers, poor conditions of schools and equity issues related to opportunities provided to rural children.

Module 4: Looking at the learning and assessment of learning

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there.

Through this lecture, students will learn AFL strategies, which are directly linked to improvements in student performance in nominative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning.

Module 5: Comparing solutions to educational problems & trends in international education

The field of international education is most often described as education that transcends borders through the mobility or exchange of people, for example students studying abroad. However, the field is far more expansive. It includes a comprehensive approach to education that prepares students to be active and engaged participants in an interconnected world. Today's international education landscape is vast and with numerous possibilities.

Through this lecture, students will learn more service and internship opportunities abroad, get a chance to internationalize higher education campuses and build global partnerships with governments, NGOs, industry and universities. It is an ever-changing field with boundless opportunities.

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

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	32 学时	20%		
课堂表现 Class Performance	32 学时	20%		
小测验 Quiz				
课程项目 Projects				
平时作业 Assignments				
期中考试 Mid-Term Test				

期末考试 Final Exam	论文	60%		任选一个相关题目撰写论文
期末报告 Final Presentation				
其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary)				

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