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成果简报

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基地重要成果推介

(一) 心系教育，笔耕不辍，钟启泉教授出版三部新作



华东师范大学课程与教学研究所名誉所长钟启泉教授站在新的时点、新的高度、新的视角，奉献了三本新作《解码教育》《教学心理十讲》《透视课堂：日本授业研究考略》，从教师学习、教学心理、授业研究三个方面分享自己的教育智慧。三本著作均已在华东师范大学出版社出版。

《解码教育》一书尝试从学习科学的视点与实证研究的证据相印证的角度，分“真实的学力”“探究的课堂”“成长的教师”3辑，共计25章，对若干实证资料加以梳理和教育实践“有效成分”进行分析，旨在拓展教育思维的疆界、增强改革实践的力度，为我国方兴未艾的学校教育改革，特别是课堂转型的实践呐喊助威。

《教学心理十讲》针对学校课堂教学的种种要素与课堂转型的愿景，从认知心理学的基础研究，以及学习科学引出的教学方法的前沿研究的视角，围绕儿童的发展与学习的特征、能动学习的方式、教师应有的姿态，阐述“课堂转型”过程中不可回避的一系列教学理论与实践的课题。

《透视课堂：日本授业研究考略》一书系统梳理了日本授业研究演进与发展的历史经验，并将其作为一种难得的“国际文本”加以解读，揭示授业实践与研究支撑儿童学习、助力教师成长的重要意义，通过透视课堂，准确把握新时代授业研究的脉动。



(二) 胡惠闵、柯政教授新作《义务教育阶段学生课业负担监测研究》出版

由崔允漦教授领衔专家团队编写的十二五基地重大项目结题成果“核心素养与课程发展”丛书又出新成果，胡惠闵、柯政教授新作《义务教育阶段学生课业负担监测研究》10月份在华东师范大学出版社出版。该著作从课业负担监控角度对素养时代引发社会热议的

“减负”问题做出回应，兼具理论与实用参考价值。书中首先针对课业负担的基本问题展开研究，对我国当前真实制度环境下课业负担的关注重点，以及对课业负担的内涵与基本特征展开了学理分析，继而从个体、家庭和学校层面系统地建构了课业负担及其影响因素的变量，探讨了课业负担问卷的编制。文章进一步呈现了监测课业负担的客观时间和主观情绪、课业负担的个体特征，以及社经地位和学校管理等课业负担不同层面影响因素的工具。



（三）王祖浩教授主编《普通高中课程标准（2017年版2020修订）教师指导-化学》



王祖浩教授主编的《普通高中课程标准（2017年版2020修订）教师指导-化学》近期在上海教育出版社出版。为帮助广大教师更好地理解新版高中化学课程标准，在教学中落实化学学科核心素养，本书征集了教师在高中化学课程标准实施中遇到的一系列问题，结合了化学课程标准提出的重要观点和实践案例，对有关化学学科核心素养、课程目标、课程内容、学业质量标准和化学学科核心素养的教学设计、化学学科核心素养的教学评价等一系列理论与实践问题进行深入分析和释疑，以提高化学教师课程实施的有效性，促进教学实践问题的解决。

(四) 杨晓哲副教授关注中小學生人工智能课程学习，主编《人工智能》系列教材

国际课堂分析实验室执行主任杨晓哲副教授主编的《人工智能》系列教材由华东师范大学出版社正式出版。本套教材共三本，包括《人工智能启蒙》《人工智能应用》《人工智能设计》，综合考虑了不同年龄段学生的能力差异，是面向中小學生人工智能课程学习的系列教材，旨在培养学生增强信息意识、发展计算思维、提高数字化学习与创新能力、树立起信息社会责任。



(五) 国际校外教育研究中心团队发表多篇 S 刊论文，分享影子教育成果

国际校外教育研究中心主任 Mark Bray 教授、团队核心成员张薇博士、刘钧燕博士先后在 SSCI 国际期刊《European Journal of Education》55 卷第 3 期上发表了 3 篇文章，与国内外学者分享影子教育的相关成果：

1. Zhang Wei (2020). Shadow education in the service of tiger parenting: Strategies used by middle-class families in China. European Journal of Education.

本研究基于 4 年的混合研究数据，针对国际文献中盛行的将影子教育简单归因于科举制度，并将其等同于儒家文化的观点进行了深入剖析，分析了影子教育和密集型育儿背后的多重文化因素。

2. Zhang Wei & Mark Bray (2020). Comparative research on shadow education:

Achievements, challenges, and the agenda ahead. *European Journal of Education*.

文章将 1999 年发表的首项影子教育全球研究报告作为影子教育研究领域的起点，回顾了影子教育研究二十年的成就与挑战，提出了影子教育的未来研究议程需要持续关注相关定义及研究方法，也需要与时俱进，关注技术的影响，并加强跨学科研究以探索更为广阔的领域等观点。

3. Junyan Liu & Mark Bray (2020). Accountability and (mis)trust in education systems: Private supplementary tutoring and the ineffectiveness of regulation in Myanmar. *European Journal of Education*.

文章基于缅甸仰光市中学生及其家长、学校教师、校长、补习老师等问卷和访谈数据，对缅甸校外教育进行研究。缅甸家庭普遍认为校外教育是学校教育必不可少的补充，家长不信任学校和老师能满足孩子的教育需要，这种不信任存在于教育体系、学校及人际层面。尽管缅甸政府早在 1984 年就对校外教育开展监管治理，但治理政策形同虚设，校外教育已与学校教育呈相互交错影响的态势，这使得缅甸教育体系的变革愈加困难。

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ORIGINAL ARTICLE

WILEY

Shadow education in the service of tiger parenting: Strategies used by middle-class families in China

Wei Zhang

Abstract
Parents in many cultures invest significant proportions of household incomes in the so-called shadow education system of private supplementary tutoring. Parts of the literature attribute intensive tutoring to East Asian cultural traditions and to so-called tiger parenting. Based on a mixed-methods study in Shanghai, this article examines tiger parenting through a socio-economic lens to show the roles of shadow education in achieving parental goals. In order to transmit or increase social advantages inter-generationally, such parents use private tutoring to prepare their children for successful academic trajectories in mainstream education. The strategy is driven by anxieties related to social status in the rapidly changing risk economy. Shadow education has provided parents with new means to increase family cultural capital which not only facilitates school performance but also reinforces class dispositions. The study highlights the importance of understanding tiger parenting in the culture of class, in addition to other cultural factors. It challenges the simplistic attribution of tiger parenting to Confucianism by revealing dimensions that run counter to the Confucian conception and tradition of parenting. It also extends the conceptualization of family cultural capital by unpacking the processes of tutoring as externalized parenting in the era of global expansion of shadow education.

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ORIGINAL ARTICLE

WILEY

Comparative research on shadow education: Achievements, challenges, and the agenda ahead

Wei Zhang¹ | Mark Bray^{2,3}

Abstract
This paper reviews research on private supplementary tutoring, widely known as shadow education, during the initial decades of the present century. It takes as its starting point the first global study of the phenomenon, published in 1999, though notes some scattered national and subnational literature prior to that date. During the initial two decades, great expansion of the research on shadow education brought more depth and stronger awareness of commonalities and differences in different cultures. From initial mapping and identification of factors shaping demand came work on ecosystems with deeper sociological and economic analyses, together with greater attention to research methods. The agenda ahead will need to keep up with changing times, e.g., through the impact of technology, and develop stronger interdisciplinarity to explore additional domains. It will also need continued attention to definitions and methods.

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1 | INTRODUCTION
Historians have shown that in some countries what is now widely called shadow education has distant origins. In Russia, for example, Mikheylova (2019) identified advertisements by private supplementary tutors in the mid-19th century. In Greece, Tsolgi (2005) documented the emergence of tutorial institutions known as *prototitris* towards the end of the 19th century. In Japan, the parallel development of what are known as *juku* since the beginning of the 20th century has been documented by Sato (2012), and in Malaysia, Foadon (2002, p. 488) quoted a 1901 comment about private supplementary tutoring by the head of what was then the only state secondary school for boys. However, only in the 1980s and 1990s did the theme begin to emerge as a specific topic in the literature.
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ORIGINAL ARTICLE

WILEY

Accountability and (mis)trust in education systems: Private supplementary tutoring and the ineffectiveness of regulation in Myanmar

Junyan Liu¹ | Mark Bray^{2,3}

Abstract
Private supplementary tutoring, widely known as shadow education, has been viewed by many families around the world as a necessary complement to schooling. The analysis presented draws on questionnaire and interview data from secondary school students, teachers, principals, parents and other stakeholders in Myanmar. Parents displayed institutional mistrust in their perception of the inadequacy of public schooling to meet their children's needs. Organizational and interpersonal mistrust were also evident. The matters of mistrust relate to the theme of accountability in education, which requires systems for regulation and monitoring. The regulations on tutoring in Myanmar were widely ignored and were arguably worse than useless. The article is grounded in the context of Myanmar but has considerable insights for the wider literature.

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1 | INTRODUCTION
An extensive literature focuses on dimensions of accountability in education systems (e.g., Bryk & Schneider, 2003; Burns & Kotler, 2010; Cerro, 2014; Cornu, 2016). Parts of this literature (e.g., Alexander, 2009) are framed by notions of efficiency, stressing the need for component parts of education systems to operate in coherent ways. Other parts (e.g., Hallak & Popson, 2006) are linked to corruption, and advocate accountability mechanisms to reduce malpractices by teachers, schools and administrators. UNESCO (2017) has stressed the need for accountability to keep governments and civil society on track for the internationally agreed Sustainable Development Goals (SDGs).
Some dimensions of accountability can be linked to matters of (mis)trust. When trust is strong, demands for accountability may be low because all actors are content with the status quo. By contrast when governments
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(六) 高德胜、雷浩、王涛、杨晓哲等专家发表多篇具有国际影响的期刊论文

课程所瞄准教育前沿问题，立足全球化、时代化背景，开展深入的学术研究。课程所高德胜、雷浩、王涛、杨晓哲等专家分别在《Children and Youth Services Review》《ECNU Review of Education》《Educational Technology & Society》等刊物上发表具有国际影响力的论文，其中，王涛副教授的文章在刊出后获 University World News、EurekAlert 等国外媒体纷纷报道和转载：

1. Gao, D., & Wang, D. (2020). Rethinking “basic issues” in moral education. *ECNU Review of Education*.

限于杜威对德育课程与教学的批评，西方学界对德育课程有理论上的“成见”，文章认为对杜威道德教育“根本问题”的反思，不是对杜威的否定，而是对其理论框架的突破与发展，中国德育学界的任务就是要在理论上给予澄清，使德育的中国道路有扎实的理论基础。



2. Lei, H. (2020). Computational thinking and academic achievement: A meta-analysis among students. *Children and Youth Services Review*.

随着信息时代的到来，学生计算思维研究受到了越来越多学者的关注。文章从计算思维的功能出发，探究其与学生学业成绩之间的关系。研究表明，计算思维能够影响学生的学业成绩，并且计算思维对东方文化背景学生学业成就的影响要大于西方文化背景的学生；同时，计算思维对学生学业成就的影响还受到学段、性别以及学业成绩指标的调节作用。



3. Wang, T. (2020, Online). The COVID-19 crisis and cross-cultural experience of China’s international students: A possible generation of globalized citizens? *ECNU Review of Education*.

在新冠病毒大流行期间，中国留学生面临着逆全球化与民族主义带来的挑战，在跨文化交流中遭遇着双重污名化的处境。反思新自由主义式全球化与强国家控制的不足，如何在国家认同和全球认同之间进行平衡与取舍变得愈发艰难。文章针对全球公民教育的两难问题，初步提出了在地化全球素养（globalized competence）的概念和框架，并提出学生需要坚定文化自信、具备国际视野、求同存异、树立人类命运共同体意识，为集体福祉和可持续发展而行动。



Yang, X., Lin, L., Wen, Y., Cheng, P.-Y., Yang, X., & An, Y. (2020). Time-Compressed Audio on Attention, Meditation, Cognitive Load, and Learning. *Educational Technology & Society*, 23(1), 16-26.

Time-Compressed Audio on Attention, Meditation, Cognitive Load, and Learning

Xiaozhe Yang¹, Lin Lin^{2*}, Yi Wen¹, Pei-Yu Cheng¹, Xue Yang² and Yunjo An²
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(Submitted May 9, 2020; Revised June 24, 2020; Accepted July 16, 2020)

ABSTRACT: This study examined how three auditory lectures delivered at different speeds – normal (1.0x), fast (1.5x) and very fast (3.0x) speeds – affected the graduate students' attention, cognitive load, and learning that were assessed by pre- and post-comprehension tests, cognitive-load questionnaire, and Electroencephalography (EEG) device. The results showed that there was no significant difference in the students' attention, cognitive load, and learning performance between the normal (1.0x) and 1.5x speed. However, when the auditory lecture speed reached three times of its original speed (3.0x), the students' comprehension scores were significantly lower both in the immediate and (one-week) delayed recall tests, than those in the other two speed conditions. When listening to the lecture at the 3.0x speed, the learners had a higher level of attention and cognitive load. The study provided insights for teaching, instructional design, and learning.

Keywords: Time-compression, Audible, Attention, Cognitive Load, Electroencephalography (EEG)

1. Introduction

New multimedia technologies have made auditory and visual learning more popular than ever (Wang, Wu, & Wang, 2009). An increasing number of young people prefer to listen to or watch videos rather than to read books when seeking information or learning new things (Evans, 2008). Audible.com, one of the world's largest producers of downloadable audiobooks, radio and TV programs, and audio versions of magazines and newspapers of all kinds. Audiobooks are valuable alternatives to music and podcasts. With the rising popularity of Audible and other audiobook providers, it is easier than ever to stimulate one's mind listening to news and stories while doing other things. The ubiquitous online learning has also facilitated auditory and visual learning opportunities with audio-video lectures in formal and online learning environments (Kress & Schneider, 2012).

However, auditory narratives present certain constraints. For instance, it may take longer for a learner to listen to or watch someone present information than to read the texts for the same information (Baron & Kyshka, 1993; Korpelmann & Sullivan, 2000). Studies have shown that adults in most English-speaking countries can read 200 words per minute, while the normal speed of speaking is only 120-140 words per minute (Pastore, 2012). The native Chinese speakers can usually read at an average speed of 295-511 words per minute (Wang et al., 2018), while a survey of broadcasters showed that each word spoken in Mandarin Chinese would take about 0.224s (Lee & Chan, 2003). That is, the average speech rate of the Mandarin speakers is only 260-300 words per minute. In addition, reading allows a reader to adjust the speed him or herself, while the speed of the auditory narratives is highly dependent on the timing of the auditor (Ott, Friedman, & Grasc, 1969). This inflexibility may be in conflict with the desire of self-directed learners to increase learning efficiency and effectiveness (Broadbent, 2017). In fact, different teaching approaches and learning strategies are constantly adapted to increase learning effectiveness and efficiencies (i.e., achieving the best learning with the least amount of time).

Time compression is a technique to increase the speed of auditory lectures without distorting the tones, intonation, or the output quality of the spoken lectures (Barkham, 1968; Galbraith, 1970). Researchers have begun to examine the impact of time compression techniques on cognition and learning. When the time is compressed by 50% or 1.5x speed, it means that the learning task can be completed in half of the time, which is very appealing to the learners. Some researchers found that time compression was directly proportional to the degree of hearing difficulties, and as the compression rate increased, cognitive difficulties began to increase (King & Binkley, 1969). Yet, some other studies showed that there was no difference in the understanding by learners after the speed of auditory lecture increased (Ott et al., 1969; Pastore, 2010; Ritzhaupt, Pastore, & Davis, 2015; Thompson & Silverman, 1977). In fact, in some studies, the level of satisfaction of the participants

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3. Yang, X., Lin, L., Wen, Y., Cheng, P.-Y., Yang, X., & An, Y. (2020). Time-Compressed Audio on Attention, Meditation, Cognitive Load, and Learning. *Educational Technology & Society*.

近年来，移动学习兴起，学习者采用一种新的听音频方式展开学习。本研究针对不同音频播放速度（正常 1.0 倍，快速 1.5 倍，非常快 3.0 倍）对学习者的注意力、认知负荷和学习效果进行评估。采用脑电波设备对被试者进行记录与分析。结果表明，正常速度（1.0 倍）和 1.5 倍速度之间，学生的脑电波注意力、认知负荷和学习成绩没有显著差异。但是，当速度达到原始速度 3.0 倍时，即时和延迟（一周）的回忆测试中，学生的理解分数明显低于其他两种速度。以 3.0 倍的速度收听时，学习者的脑电波注意力和认知负荷更高。

（七）陈霜叶、崔允灞、柯政等多位专家 7 份咨政报告获得相关部门及国际组织采纳

利用自身专业优势，为推进国家课程改革提供高质量的政策咨询与服务，是课程所团队一直以来的发展宗旨，下半年，陈霜叶、崔允灞、柯政等专家围绕“教材舆情、统编教材、课程整合、影子教育”等热点问题，先后有 7 份咨询报告获得了省部级以上部门采纳及领导批示，其中 UNESCO-GEM 研究顾问张薇教授提交的咨询报告获得 UNESCO 采纳。（详见咨询报告一览表）

基地重大项目成果推介

（一）崔允灞教授：“中小学课程实施过程监测研究”成果

崔允灞教授领衔的重大课题攻关项目组发布了《全国义务教育阶段学生课程表的调查报告》。报告由总体报告与专题报告两大部分组成，以国家义务教育课程方案、省级义务教育课程实施方案和近 15 万份学生周课程表调查问卷为依托，旨在回应“中小学课程实施过程监测”这一教育领域内的重要问题，以期进一步保证课程在“为国育才，为党育人”中发挥

积极作用。该报告获得 2020 中国智库索引（CTTI）来源智库“年度精品成果奖”，并且作为智库代表，《光明日报》记者作了访谈和报道。课题组围绕如何督导省级义务教育课程实施方案、改善班级规模状况等问题撰写了 22 份专题报告和咨询报告，其中有 2 份报告获得国家领导人的批示，1 份报告获得上海市主管领导批示，3 份报告被中共中央办公厅采纳，10 份报告被上海市教委和浙江省教育厅采纳。同时，在“全国义务教育阶段学生课程表的调查报告”的基础上，已有十余篇论文发表在教育领域的顶级学术刊物《教育研究》和《课程·教材·教法》《教育发展研究》《全球教育展望》《中国教育学刊》等重要 CSSCI 来源期刊，这为学术界对该话题的进一步研究以及相关成果的实践转化提供了理论依据和数据支撑。

（二）周勇教授：“中国课程改革的历史文化传统与理论建构”成果

周勇教授主持的基地重大项目结题材料已经上报，目前正在等待最终结题。项目组承担课题至今，成果丰硕：在 CSSCI 来源期刊上发表了 17 篇学术论文，另有 1 篇发表于英文刊物上，2 篇咨询报告获省部级领导采纳，1 部专著已成功出版，56 万字成果书稿已经提交。项目的部分成果被《新华文摘》、人大复印资料、中国社会科学网、搜狐、百度等知名报刊和媒体转载，有一定学术及社会影响力，另有部分成果曾为复旦附中、曹杨二中、松江二中等学校课程改革及校本课程开发提供思路引导。

（三）吴刚平教授：“基于核心素养的课程整合研究”成果

吴刚平教授主持的“基于核心素养的课程整合研究”课题组研究团队完成了项目结项材料的整理，并向华东师范大学人文社会科学院提交了结项材料。本季度，项目组继续深入推进项目研究工作，在《全球教育展望》（2020 年第 10 期）发表论文《中美语文课程跨学科整合设计比较研究》，并向教育部提交了《基于核心素养的课程整合研究》研究咨询报告，该报告已被教育部教材局采用。

（四）胡惠闵教授：“促进课堂转型的中小学教研体系重建”成果

基地重大项目“促进课堂转型的中小学教研体系重建”课题组在胡惠闵教授的带领下进展良好，正在继续推进文献研究、调查研究和个案研究，在教研职能的变革与影响、教研内容与方式的变革及对课堂教学的影响、教研员专业定位与要求等方面开展深入研究，并对相关成果进行精心雕琢。

（五）徐斌艳教授：“中国学生数学素养测评研究”成果

徐斌艳教授主持的基地重大项目课题组完成了《中国学生数学素养测评研究》的结题工作，且将成果及相关材料提交学校管理部门。项目组提交的标志性成果为（1）“Beyond Shanghai and PISA: Cognitive and non-cognitive competencies of Chinese students in mathematics”的英文书稿；（2）《数学素养与数学项目学习》（中文书稿）；（3）SSCI 以及 CSSCI 学术论文 10 篇。

（六）王祖浩教授：“基于核心素养的课程标准研制的重大问题研究”成果

王祖浩教授主持的基地重大项目“基于核心素养的课程标准研制的重大问题研究”本季度进展良好，目前正在整理近几年成果，做结题准备。9月，王祖浩教授主编的《普通高中课程标准（2017版2020修订）教师指导——化学》一书已于上海教育出版社正式出版。

基地成果一览表

出版著作一览表

作者	成果名称	出版单位	出版时间
安桂清	21世纪学习的愿景	华东师范大学出版社	2020.11
胡惠闵、柯政等	义务教育阶段学生课业负担监测研究	华东师范大学出版社	2020.10
王祖浩	普通高中课程标准（2017年版2020修订）教师指导-化学	上海教育出版社	2020.10
杨向东	核心素养与二十一世纪技能译丛（6本）	华东师范大学出版社	2020.09
杨向东	协作问题解决能力的测评	华东师范大学出版社	2020.09
熊璋、杨晓哲	信息素养·数字化学习与创新	人民教育出版社	2020.06
杨晓哲	人工智能设计	华东师范大学出版社	2020.07
杨晓哲	人工智能应用	华东师范大学出版社	2020.07

杨晓哲	人工智能启蒙	华东师范大学出版社	2020.07
钟启泉	透视课堂：日本授业研究考略	华东师范大学出版社	2020.08
钟启泉	教学心理十讲	华东师范大学出版社	2020.08
钟启泉	解码教育	华东师范大学出版社	2020.08

咨询报告一览表

作者	成果名称	期刊单位	发表时间
陈霜叶	关于“教材舆情”的报告	中办综合采纳	2020.10
崔允漭, 雷浩	关于“统编教材与教育脱贫”的报告	上海市委办公厅	2020.10
柯政	关于“应试教育”的报告	教育部综合改革司	2020.11
雷浩	关于“教材舆情”的报告	中共中央办公厅	2020.09
雷浩等	关于“统编教材与国家认同”的报告	中共中央办公厅	2020.10
吴刚平、王涛、王奕婷、李凯、高博、徐晨盈等	关于“课程整合”的报告	教育部教材局	2020.09
张薇	关于“Non-State Actors in Education”的报告	联合国教科文组织	2020.12

发表论文一览表

作者姓名	论文名称	刊物	发表时间
陈霜叶、王奕婷	察器求道 转识成智：质性教育研究五年述评与学术共同体的使命展望	华东师范大学学报 教育科学版	2020.09
崔允漭	新时代 新课程 新教学	教育发展研究	2020.09
王迪、高德胜	道德愤怒：愤怒与道德结合的可能性 及其可教性	中国教育学刊	2020.11

高德胜	Rethinking “Basic Issues” in Moral Education	ECNU Review of Education	2020.12
雷浩	Academic Emotions of Chinese Students During Education Reform: A Cross-Temporal Meta-Analysis	School Psychology International	2020.08
雷浩、周文叶等	Effect of Self-Control on Aggression among Students in China: A meta-analysis	Children and Youth Services Review	2020.09
雷浩	基于核心素养的课程评价：理论基础、内涵与研究方法	上海师范大学学报（哲学社会科学版）	2020.10
雷浩等	Computational thinking and academic achievement: A meta-analysis among students	Children and Youth Services Review	2020.11
刘钧燕, 马克·贝磊	Accountability and (mis)trust in education systems: Private supplementary tutoring and the ineffectiveness of regulation in Myanmar	European Journal of Education	2020.08
石雨晨	Talk about evidence during argumentation	Discourse Processes	2020.10
石雨晨	Constructed dialogs reveal skill development in argumentative writing	Reading and Writing	2020.11
王涛	Urban schooling and social integration of ethnic migrant students in China	Education and Urban Society	2020.09
王涛	Rural migrants in China: Barriers to education and citizenship	Intercultural Education	2020.09
王涛	Striving for equal opportunities: Gender identities and educational challenges of ethnic migrants in Northwest China	Children and Youth Services Review	2020.12
陈华、吴刚平	中小学专题教育整合实施机制探讨	教育发展研究	2020.09
吴刚平、庄燕泽	中美语文课程跨学科整合设计比较研究	全球教育展望	2020.10
肖思汉	如何呈现一场课堂互动	全球教育展望	2020.12
徐斌艳	中国和德国高中国数学课程标准的学业评价功能比较	全球教育展望	2020.10
苏小兵, 杨向东、潘艳	真实情境中地理问题生成的学习进阶研究	全球教育展望	2020.08
杨向东	关于核心素养若干概念和命题的辨析	华东师范大学学报（教育科学版）	2020.10
杨晓哲等	Time-Compressed Audio on Attention, Meditation, Cognitive Load, and Learning	Educational Technology & Society	2020.09
张薇	Shadow education in the service of tiger parenting: Strategies used by middle - class families in China	European Journal of Education	2020.07

张薇, 马克·贝磊	Comparative research on shadow education: Achievements, challenges, and the agenda ahead	European Journal of Education	2020.07
张薇, 马克·贝磊	A changing environment of urban education: historical and spatial analysis of private supplementary tutoring in China	Environment and Urbanization	2020.11
张薇, 马克·贝磊	影子教育比较研究的历史回顾与未来展望	华东师范大学学报 (教育科学版)	2020.11
钟启泉	“能动学习”与能动型教师	中国教育学刊	2020.08
周文叶, 边国霞, 文艺	师生关系对学生学业成绩的影响——基于师生关系与学业成绩关系的实证研究综述	外国教育研究	2020.09
周文叶	教师评价: 评什么和怎么评——访美国斯坦福大学舒尔曼教授	全球教育展望	2020.12
周勇	叶企孙与中国科学课程改革核心难题	教育发展研究	2020.08