

What is the IEEQC project? 项目背景

Improving Educational Evaluation and Quality in China (IEEQC) is a new research project funded by UK Economic and Social Science Research Council (ESRC) and Department for International Development (DfID). It is led by the Graduate School of Education (GSOE) University of Bristol (UOB), in collaboration with China National Institute for Educational Research (CNIER) in Beijing. Taking place from May 2008 to April 2010 the project will investigate the nature and extent of school effectiveness in China using innovative quantitative methodology (multilevel modeling) as well as explore the local application of new school evaluation methods to educational policy and practice in rural and urban senior secondary schools. The research seeks to promote the development of innovation in school evaluation and guidelines for implementation via bottom-up and top-down dialogues involving key stakeholders such as policy makers, LEA officers, teachers and students. Understanding education quality and evaluation processes will also assist in achieving wider goals including social justice and cohesion and equal opportunities.

「改进中国教育评价和教育质量」项目(英文简称 IEEQC)是由英国经济和社会科学研究委员会(ESRC)和国际发展部(DfID)联合资助的一项崭新的研究项目。该项目由布里斯托大学(UOB)教育学院(GSOE)主持,并与中国中央教育科学研究所合作实施。该项目运用创新性的定量方法(多层模型)研究中国学校效能的本质和范围,并探讨将这种新的学校评价方法应用于中国的农村和城市普通高中的教育政策和实践里,项目实施时间为2008年5月至2010年4月。项目将通过与关键的利益攸关方,如决策者、地方教育行政官员、教师和学生的自上而下和自下而上的对话,寻求促进学校评价创新发展和学校办学方针的实施。这些了解教育质量和评价过程也将有助于实现更广泛的目标,包括社会正义和社会聚合及机会均等。

The aims of the project 项目目的

Broadly our aims are to enhance understanding of the complex nature of school effectiveness in China and how local context may play a key role in

determining definitions of educational effectiveness & quality. We aim to provide new insights and extend current theories about:

- the impact of student characteristics, and classroom, school and contextual factors on students attainment and progress at school;
- the relevance of these factors in the evaluation of school performance in China;
- how western approaches to evaluating educational quality have been adapted and developed to take account of local contexts and priorities.

项目主要目的是增进对中国学校效能复杂本质的理解,以及地方教育行政部门和学校在如何界定教育效能和质量方面发挥关键作用。项目旨在呈现新的评价视角,拓展目前有关理论的范围,包括:

- 学生特征、班级、学校及背景因素对学生在校成绩和进步的影响;
- 这些因素与评价中国学校表现之相关性;
- 如何运用和开发西方评价教育质量的方法去考虑当地背景和优先考虑事项的需求。

Improving Educational Quality 改进教育质量

Improving education quality is a major goal of countries worldwide given the clear links drawn between better student access and outcomes, poverty reduction and stronger economic growth. In this context, school effectiveness research has stimulated and focused educational policy makers' attention on the potential to raise overall levels of educational standards and student achievement. For example, western governments such as the UK have placed a strong focus on encouraging schools and teachers to use innovative evaluation methods and data to inform their own evaluations of the education they provide as well as to feed into accountability and inspection frameworks, and these approaches have been linked to improved educational outcomes. However, in China, raw measures of pupils' academic outcomes and entrance levels to higher education are frequently viewed as the key indicators of school quality. As a result schools with disadvantaged intakes tend to be judged unfairly, while complacency is possible amongst schools with more able pupils and it is difficult to identify best practice. An alternative

approach examines the relative progress of pupils during their time at school and this methodology - often referred to as value added - is widely regarded as providing more accurate measures of school effectiveness than the raw results. However, there is very little empirical research evidence on value added measures of school effectiveness in China and this research aims to fill this crucial gap. It is both essential and timely to examine the opportunities and potential for enhancing educational quality in China via innovative school evaluation methods and school effectiveness research.

改进教育质量是世界各国政府的一个主要目标,因为学生更多的入学机会和更好的结果与减轻贫困和经济强劲增长之间存在着明显的联系。在这种背景下,学校效能研究大大激励了教育决策者,使其开始关注提高教育标准和学生成就整体水平的潜能。例如,英国等西方国家极为注重鼓励学校和教师去使用创新性评价方法和有关数据,以了解他们所提供之教育的评价结果,增强责任感,加强监督检查。这种方法已与改进教育结果联系起来。然而在中国,学生的中考成绩和高考升学率通常被视作学校质量的关键指标。因此,有着劣势生源的学校常常受到不公平的评价,而那些拥有好生源的学校可能沾沾自喜,这很难确定谁是最佳实践者。一种可供选择的方法就是考查学生在学校期间取得的相对进步,这种方法(指增值法)被广泛看作是能比原始结果提供更为精确的学校效能测量。中国学校效能增值测量的实证研究证据非常少,本项目研究将旨在填补这一空白。通过创新性学校评价方法和学校效能研究调查,以提高中国教育质量的机会和潜能,既重要又适时。

What Meant by Value Added? 何谓「增值」?

The value added concept rests on the assumption that schools add "value" to the achievement of their students. Value added approaches produce an estimate of the extra value that is added by schools to student attainment (or attitudes) over and above the progress or improvement that might be expected in a normative sense. Value added measures thus seek to establish whether students in some schools make relatively greater or less progress than those in other schools over a specific

period of time. The most effective schools would be those where student progress exceeds expectation. However there are some limitations to value added methodology and approaches to school evaluation which need to be well understood.

「增值」概念的假设是学校增加其学生成就的「值」。运用增值法以推估一额外值，该值是学校加诸在学生成就（或态度）的一般预期进步或改进之上的额外之值。因而，增值测量试图说明在一段特定时间内，某些学校的学生是否比其它学校的学生取得了相对较大或较小的进步。相较于其它学校，最有效能的学校是其学生之进步超过了预期最多。然而，在运用增值法以评价学校时，当对其局限性有所理解。

Project Activities 项目活动

- Carrying out an extensive survey of the literature;
- Collecting and analysing examination, prior attainment and other student, class and school background and context data from 250+ senior secondary schools in 5+ LEAs to explore school effects (study 1);
- Collecting and analysing new qualitative case study data (interviews with key stakeholders) to explore the way school effectiveness, evaluation and self evaluation policy and practice has been applied and adapted in the Chinese context (study 2).
- 进行广泛的文献调查;
- 采集和分析中国 5 个地级市 250 所以上普通高中高考成绩和中考成绩及学生、班级和学校背景数据，以探索学校效应(研究子项目一)。
- 采集和分析新的质性个案研究数据(访谈主要利益相关方)，以探讨学校效能、评价和自我评价政策和实践在中国背景下应用和适应的方式(研究子项目二)。

The project team 项目团队

The Principal Investigator Dr. Sally Thomas and co-investigator Dr. Wen-Jung Peng are from the University of Bristol. Our Chinese collaborators Professor Huisheng Tian, Jianzhong Li, Dr

Xiaoqian Ma, and other team members including Chunron Ren, Dr. Xiangrong Wu and Chong Zhang are from China National Institute for Education Research.

英方成员：英国布里斯托大学萨丽·托马斯博士(项目总负责人)以及彭文蓉博士(项目共同负责人)。中方成员：中央教育科学研究所田慧生研究员、李建忠、马小强博士以及任春荣、武向荣博士、张冲。

Collaboration and Dissemination 合作和成果推广

Throughout the project, feedback and discussion will take place with project collaborators, LEA/school partners and expert advisors. UOB ethical guidelines and requirements will be followed in relation to all aspects of the research and dissemination including ensuring the confidentiality and anonymity of all individuals and schools participating in the research. We will be producing a series of papers, organising seminars and workshops, and developing a web-site to disseminate findings. Comments and requests for further information are always welcome.

在项目整个实施中，英方将同项目合作方、地方教育行政部门或项目学校及专家顾问进行讨论，并提供反馈。就项目研究和成果传播等各个方面，将遵守布里斯托大学有关职业操守的规定，以确保所有参与项目的个人和学校之匿名权以及其资料的隐秘权。项目组将发表一系列文章、组织学术研讨会、设立网页以推广项目研究成果。欢迎大家提出建议和索取详细信息。

Website:
<http://ieeqc.bristol.ac.uk/>

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