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队伍概况



桑国元

副教授

研究领域: 教师教育, 教师专业发展, 信息技术整合, 课程与教学论, 教育人类学

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教育背景

2007-2010, 比利时根特大学心理教育学院教育研究系博士生, 方向: 教师教育, 导师: Martin Valcke教授。

2004-2010, 北京师范大学教育学院教育科学研究所博士生, 方向: 课程与教学论, 导师: 裴娣娜教授。

2001-2004, 中央民族大学教育学院硕士生, 方向: 教育人类学, 导师: 滕星教授。

1997-2001, 中央民族大学教育学院本科生, 专业: 教育管理。

教学工作

1. 中国教育体制、政策和管理 (全英文)
2. 学生差异、教育公平与教师教育
3. 教师与教师发展: 教育人类学的视角
4. 教育人类学导论

学术成果

SSCI 刊物 (a1)

1. Sang G. Y., Valcke M., van Braak J., Tounder J. et al. (2012). Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. *Asia-pacific Journal of Teacher Education*, 40(4): 363-378. (DOI: <http://dx.doi.org/10.1080/1359866X.2012.724655>)
2. Sang G. Y., Valcke M., van Braak J., Tounder J. et al. (2012). Exploring the educational beliefs of primary education student teachers in the Chinese context. *Asia Pacific Education Review*, 13(1): 1-9. (DOI: 10.1007/s12564-012-9206-0)
3. Sang G. Y., Valcke M., van Braak J., Tounder J., & Zhu C. (2011). Predicting ICT integration into classroom teaching in Chinese primary schools: exploring the complex interplay of teacher-related variables. *Journal of Computer Assisted Learning*, 27, 160 - 172. (DOI: 10.1111/j.1365-2729.2010.00383.x)
4. Sang G. Y., Valcke M., van Braak J., & Tounder J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education*, 54, 103-112. (DOI: 10.1016/j.compedu.2009.07.010)
5. Sang G. Y., Valcke M., van Braak J., & Tounder J. (2009). Investigating teachers' educational beliefs in Chinese primary schools: socio-economical and geographical perspectives. *Asia-pacific Journal of Teacher Education*, 37(4), 363-377. (DOI:10.1080/13598660903250399)
6. Tondeur J., van Braak J., & Sang G. (2011). Preparing pre-service teachers to integrate technology in education: A synthesis. *Computers & Education*, 59(1): 134-144. (DOI: 10.1016/j.compedu.2011.10.009)
7. Zhao, N.N., Valcke, M., Desoete, A. Zhu, C. & Sang, G. Y. (2012). A holistic model to infer mathematics performance: the interrelated impact of student, family and school context variables. *Scandinavian Journal of Educational Research*. (DOI:10.1080/00313831.2012.696210)

CSSCI 及其他中文核心期刊

1. 桑国元. 大学知识与田野经验: 职前教师教育实践的范式变迁与模式革新. *教师教育研究*, 2011, (4): 16-21.

实体性学术机构 综合交叉平台

- 教育基本理论研究院
- 国际与比较教育研究院
- 教育历史与文化研究院
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- 高等教育研究所
- 教育统计与测量研究所
- 教育心理与学校咨询研究所

2. 桑国元. 课程研究的方法论反思. 教育理论与实践, 2012 (已接受)
3. 桑国元、于开莲. 基于人种志视角的课堂观察理论与实践. 中国教育学刊. 2007,(05):48-51.
4. 桑国元、于开莲. 教育科学研究中的“离我远去”——教育人种志及其在教育科学研究中的方法论意义. 广西师范大学学报(哲学社会科学版), 2007.
5. 桑国元. 对中国现代教育的理性思考——怀特海过程教育哲学的视角. 当代教育科学. 2006,11.
6. 桑国元. 学校文化冲突的源起、表现与缓和——多元文化教育的视角. 宁波大学学报(教育科学版). 2006,3.
7. 桑国元、刘丽湘. 文化人类学视野下边远地区教师继续教育的主客位研究. 继续教育研究, 2006,6.

国际教育百科全书章节

- Valcke M., & Sang G. Y. et al. (2009). Taking prospective teachers' beliefs into account in teacher education. In E. Baker, B. McGaw, and P. Peterson (Eds). *International Encyclopedia of Education*, 3rd edition, pp.622-628. Oxford: Elsevier.

书中章节

1. 桑国元. 民族教育的法律保障. 载滕星、王铁志主编《民族教育理论与政策研究》，2009,5. 民族出版社.
2. 桑国元. 边远贫困山区小学教师继续教育研究. 载滕星、张俊豪主编《教育的人类学视野》，2009,6. 民族出版社.
3. 桑国元. 少数民族女童与社区、家庭教育. 载滕星主编《多元文化社会的女童教育——中国少数民族女童教育导论》2009,5. 民族出版社.

专著

- 桑国元(in press).文化人类学与课程研究：方法论反思（高校人文学术文库）. 中国书籍出版社.

国际会议文集

1. Sang G. Y., Valcke M. & van Braak J. (2009). How student teachers' educational beliefs and self-efficacy translate to their prospective ICT use in education. In A. Libotton & N. Engels (Eds.). *Teacher Education: Facing the Intercultural Dialogue. Proceedings of the 33rd Annual Conference of the Association for Teacher Education in Europe (ATEE)*, Brussels, August 2008.
2. Sang G. Y., Valcke M., van Braak J., & Tounder J. (2009). Factors support or prevent teachers from integrating ICT into classroom teaching: A Chinese perspective. In Kong, S.C., Ogata, H., Arnseth, H.C., Chan, C. K. K. et al. (eds.) (2009). *Proceedings of the 17th International Conference on Computers in Education (ICCE)*. Hong Kong: Asia-Pacific Society for Computers in Education.

国际会议报告

1. Sang G. Y., Valcke M. & van Braak J. (2007). How teachers educational beliefs and ICT policies in school level translate to teacher ICT use in education: An empirical study of Chinese primary school teachers. Annual Conference of the European Conference on Educational Research (ECER), Ghent, Belgium, 19-22, September, 2007.
2. Sang G. Y., Valcke M. & van Braak J. (2008). Patterns in educational beliefs of primary school teachers in China: from geographical and economical perspectives. Annual Conference of the American Educational Research Association (AERA). New York, USA, 24-28, March, 2008.
3. Sang G. Y., Valcke M. & van Braak J. (2009). Video-based teacher development: an intervention study in China. Annual Conference of the European Conference on Educational Research (ECER), Vienna, Austria, 25-30, September, 2009.
4. Sang G. Y., Valcke M. & van Braak J., Tondeur, J. (2010). Challenging science teachers' educational beliefs through a video-based intervention program in Chinese primary schools. Annual Conference of the American Educational Research Association (AERA). Denver, USA, April 30 – May 4, 2010.
5. Sang G. Y., Valcke M., Zhang, J., & van Braak J. (2010). Challenging student teachers' educational beliefs and ICT efficacy through a video case-based intervention. Annual Conference of the European Conference on Educational Research (ECER), Helsinki, Finland, 23-27, August, 2010.

