

顾泠沅 华东师大数学科学学院荣誉教授



顾泠沅：中国上海青浦教改实验创始人，华东师范大学数学科学学院荣誉教授。曾任全国教育科学规划领导小组成员，上海市教育科学研究院副院长，中国教育学会常务理事，全国数学教育研究会副理事长，教育部课程教材审定委员会委员，国家教育发展研究中心咨询委员。曾被国务院授予全国“五一”劳动奖章、全国劳动模范、享受政府特殊津贴，近年被评为上海市首届教育功臣和全国首届教育名家。

顾泠沅长期从事教学改革实验、教师教育、学校发展等方面的实践导向型研究。主持“青浦实验”教育改革项目 40 年，扎根学校教学第一线，提炼和揭示了有效教学的基本原理、构建了基于经验筛选的教学实验方法体系，开创了一条最常见的教育条件下普遍提高教育质量的可行途径，其成果获全国首届教育科学优秀成果一等奖、全国师范院校教改实验优秀成果一等奖，国家教委将其定为基础教育改革的重大成果并向全国推广。多年来，他还在上海和全国主持“教师在教育行动中成长”、“创建以校为本教研制度建设”等项目，提出在职教师专业成长“行动教育”模式、教师发展指导者实践知能结构等理论，广泛应用于教师培训和教研活动中，找到了中国特色的、在实践情境中提高教师行动智慧的现实途径，其相关成果获全国首届课程教学改革成果一等奖，先后在国际数学教育大会（ICME，1996、2008）、国际教育大会（ICET，2004）、世界课堂学习研究年会（WALC，2005、2012）上报告，并产生广泛影响。此外，他还参与主持长达 28 年的“面向未来的基础学校研究”这一教育部重点规划课题，在全国 60 余个基地打造面向现代化各种类型的基础学校。

自 1980 年至今，顾泠沅在数学教学与学校教育方面发表了 230 余篇研究报告和 ，主要著作有：学会教学、教学实验论、教学改革的行动与诠释、变革的见证、口述教改，主编：21 世纪数学教育探索丛书、校本研修理论与实践丛书、面向未来的基础学校丛书、数学教育研究基础丛书。

English introduction:

Professor Lingyuan Gu is the founder of “Shanghai Qingpu” Teaching Reform Experiment in China and an Honorary Professor of School of Mathematics Science, East China Normal University. He was a member of the National Education Science Planning Leading Group, Associate Dean of Shanghai Academy of Educational Sciences, Executive Director of the Chinese Society of Education, Vice Chairman of Chinese Association of Mathematics Education, a member of the Curriculum and Textbook Validation Committee of Ministry of Education and Advisory Committee of National Centre for Education Development Research. He was awarded as National “May 1st” Labor Medal, the National Model Worker, and the government special allowance by the State Council. In recent years, he was awarded as the first education hero of Shanghai and the first national educational master.

Professor Gu has long been engaged in practice-oriented research in teaching reform experiments, teacher education, school development and so on. He conducted the "Qingpu Experiment" education reform project for 40 years, rooted in the school's first line of teaching, refined and revealed the basic principles of effective teaching, and built a teaching experiment method system based on experience screening, which created a feasible way of generally improving education quality under the most common educational conditions. The results won the first prize of the first national outstanding achievement in education science, the first prize of the outstanding achievements of the teaching reform experiment in normal universities and colleges all over the country, and the State Education Commission designated it as a major achievement of basic education reform and promoted it nationwide. Over the years, he has also conducted projects such as “Growing Teachers in Educational Actions” and “Creating School-based Discipline for Teaching Research” in Shanghai and the whole country, and proposed the “Action Education” model for in-service teachers' professional growth, the guides for teacher development to the structure of practice, knowledge and ability, and other theories. Theories are widely used in training teachers and activities for teaching research, and he has found realistic ways to improve teachers' action wisdom in Chinese unique practice situations. Their related achievements have won the first prize of the first national curriculum reform results. The results were delivered reports at major conferences for mathematics education all over the world: International Congress on Mathematics Education(ICME, 1996, 2008), International Congress for Education and Teaching(ICET,2004), Worldwide Academy of Learning in Class(WALC, 2005,2012), and had wide-ranging impact. In addition, he also participated in the 28-year “Basic School Research for Facing Future”, a key project of the Ministry of Education, which has built various types of basic schools for over 60 bases across the country.

Since 1980, Professor Gu has published more than 230 research reports or papers on mathematics teaching and school education. His main works include learning to teach, teaching experiment theory, action and interpretation of teaching reform, the witness of change, oral teaching reform. And he is Chief Editor of the following series, including the 21st-century mathematics education exploration series, school-based training theory and practice series, basic school series for facing future, mathematics education research foundation series.