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■ 新闻动态





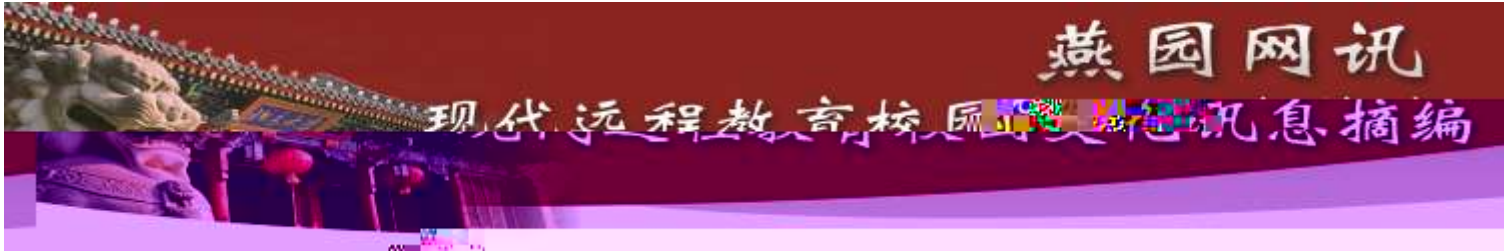
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序号	中青年科技领军人才	院系	批准年份
1	马丁	化学学院	2017

2 2017

1 2017

序号	团队名称	团队负责人	院系	批准年份
1	大气污染的环境与气候效应创新团队	宋宇	环工学院	2017
2	超低功耗智能器件及电路技术创新团队	黄如	信息学院	2017
3	肿瘤复发转移的分子机制和靶向干预创新团队	张志谦	肿瘤医院	2017

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2000

2013

2007

2008

2009

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2012

Jie Meng



Email: mengj@pkuedu.cn
 Membership Number: 4882
 Membership type: FOREIGN
 Host Country of Residence: CHINA
 Section: PHYSICS & ENGINEERING SCIENCES
 Username: jiang
 Elected: 2018
 Homepage: <http://www.keweb.cn/zh/9-8946-2006/>

Present and Previous Positions

- 1997 - present Professor, School of Physics, Peking University, China
- 2008 - 2012 Fulbright Distinguished Scholar, School of Physics, Beijing University (BUK), China
- 2007 June - September EUFAR Distinguished Visiting Fellow
- 2008 - Present Professor of Experimental Metrology, Tsinghua University
- 2005 - 2006 Jilin-Gabrielovici Visiting Professor, QJG, Jilin University



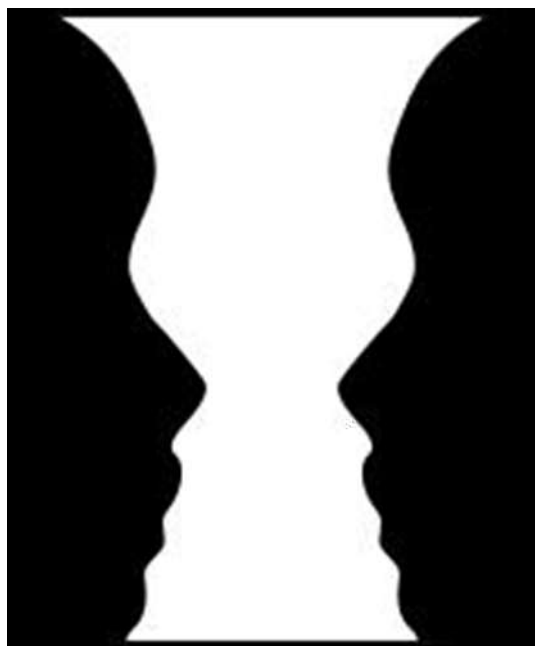


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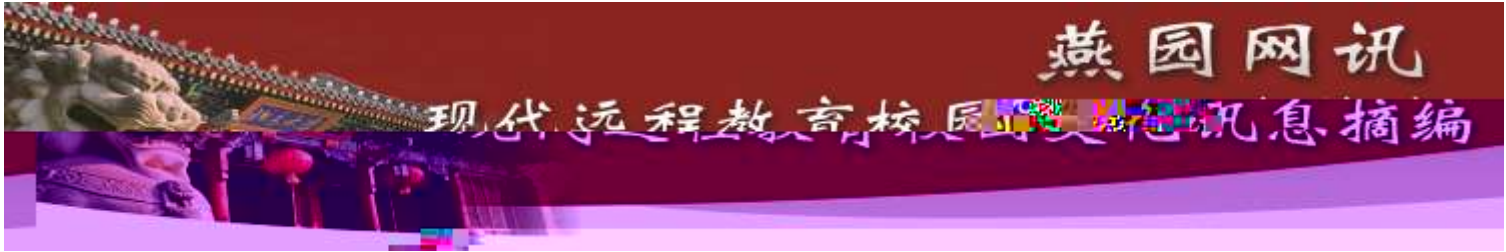
2018



Necker

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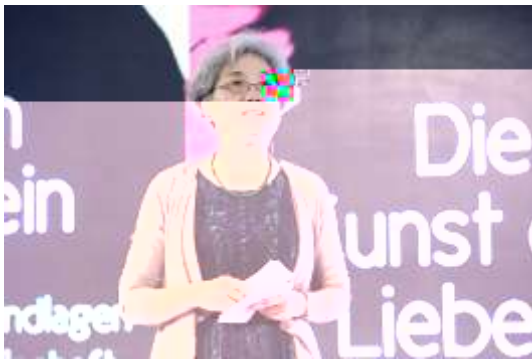
学统与师恩

孙球伟

北京大学 文博学院 教授



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■ 网教之声

	学制年限	年龄结构	学习制度	教育制度
传统大学制度	固定 一般为四年 不可间断	年龄跨度小 18-22岁为主	时空受限 正式的课堂学习	标准化的教学服务 自上而下传授知识
未来大学制度	不固定 人生意愿六年 可间断	年龄跨度大 混合年龄阶段	时空不受限 正式与非正式 虚拟与实践	个性化的教学服务 依据需要自由选择

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[http //www.stanford2025.com/](http://www.stanford2025.com/)

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[http //www.stanford2025.com/](http://www.stanford2025.com/)

	学生自由度	学习阶段划分	课程学习安排
传统学习方式	学习结构化 自由度较低	依入学年限 年级制划分 一年级、二年级等	标准化课时 学生被动选择 讲授式
未来学习方式	自主定制化 高度自由化	依学习程度 阶段制划分 调整、提升和行动	做课程定制 学生自主发展 研讨式



	教学设计	院系划分	教学评估
传统教学流程	以学科知识为基础	依学科划分	成绩单和简历
未来教学流程	以技能发展为基础	依技能差异划分	技能评估工具

2025

[http //www.stanford2025.com/](http://www.stanford2025.com/)



	学习依托	学习追求	学习与应用
传统学习目的观	专业中心 围绕具体标准	盲目的、功利化的学习	先学习后应用 人生后期从事社会工作
未来学习目的观	兴趣中心 融入问题解决	有意义、有使命的学习	学习应用一体 拓展全球影响力平台

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[http //www.stanford2025.com/](http://www.stanford2025.com/)



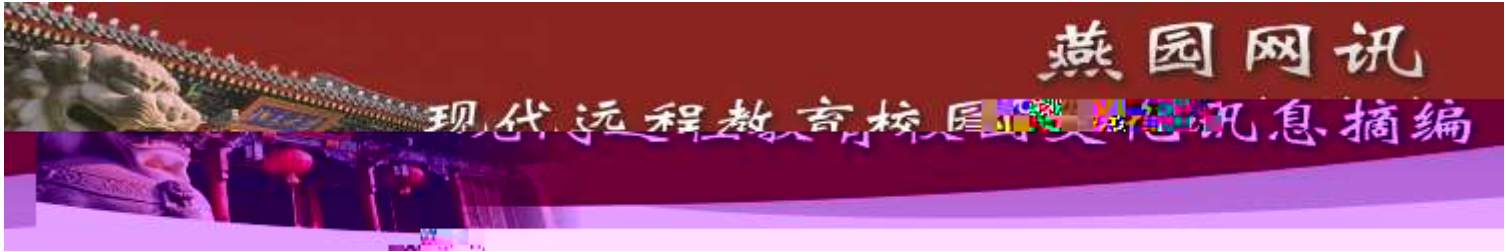


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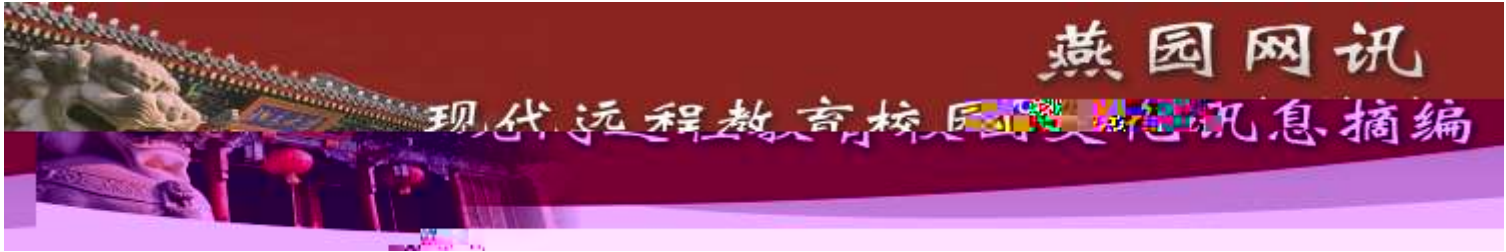
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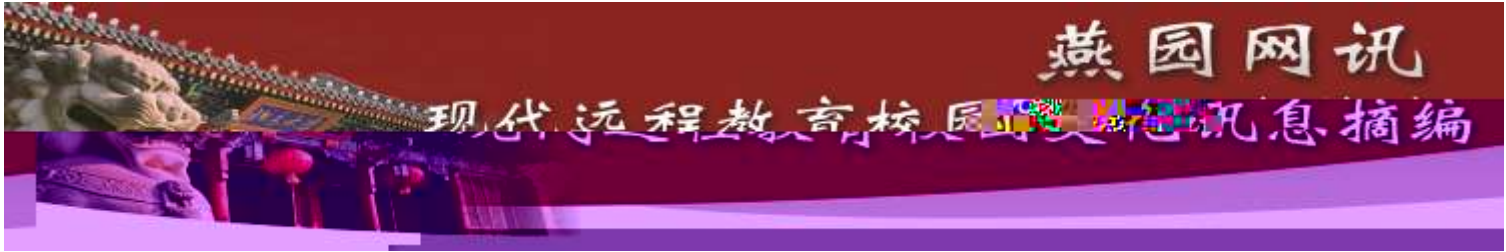
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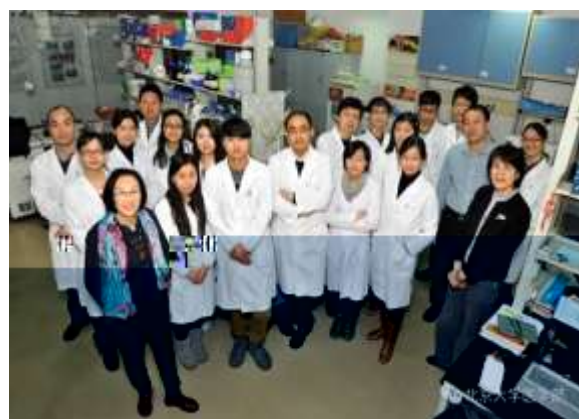
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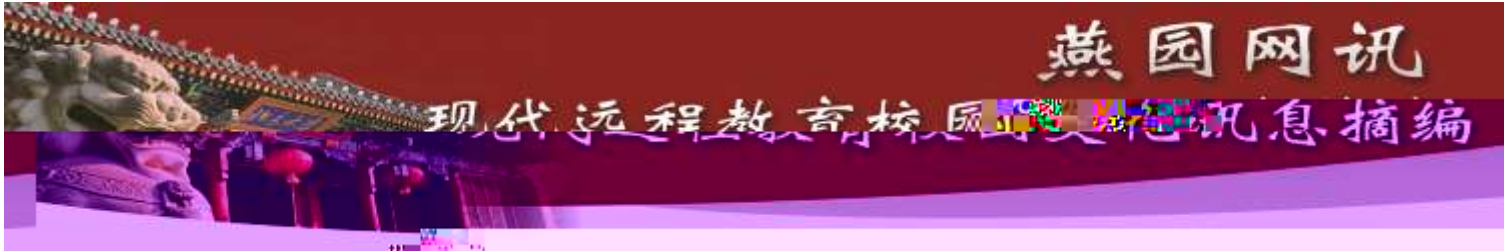






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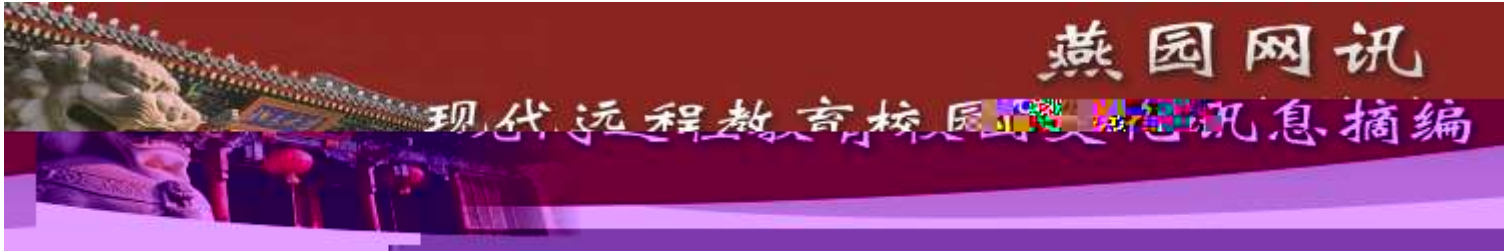
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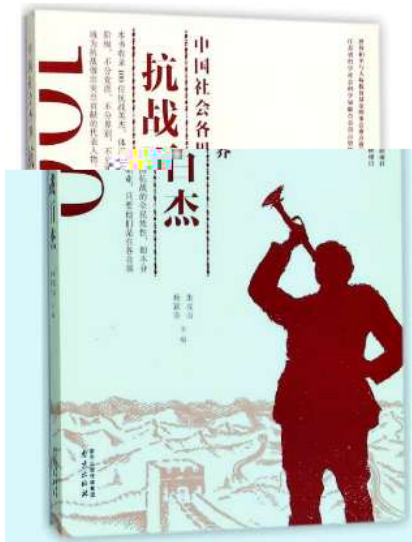
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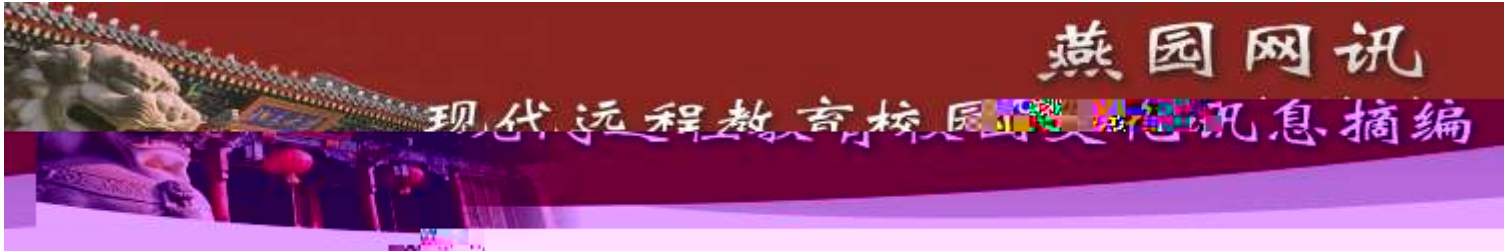
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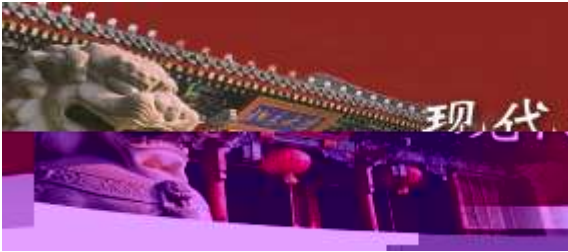
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好文共赏



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现代远程教育校园其他信息摘编



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Excellence Without a Soul: How
a Great University Forgot

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■ 史苑钩沉



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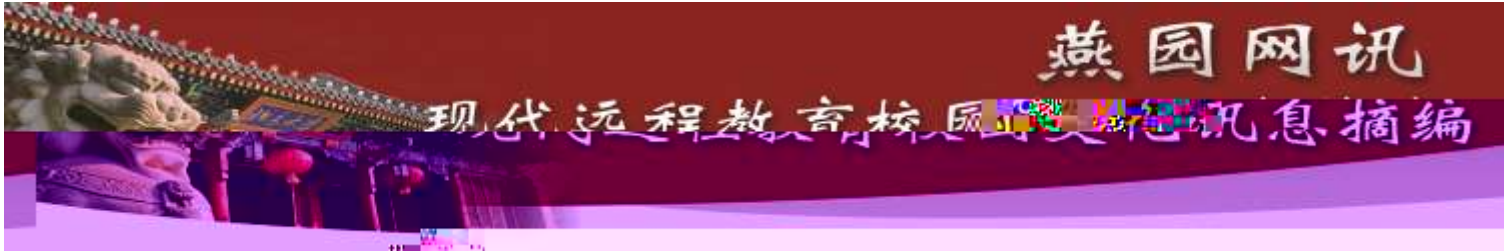
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■ 大美北大













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