

# 《工程教育认证标准（2024 版）》修订说明

1. 修订背景

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## 2. ....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## 3. ....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**1.** .....

.....

## **2. . . . . GAPC2021 .**

## **SDGs . . . . .**

**4. “ ”**

**5.**

**2024**



|                              |                              |  |
|------------------------------|------------------------------|--|
|                              |                              |  |
| <b>graduate<br/>outcomes</b> | <b>graduate<br/>outcomes</b> |  |
|                              |                              |  |
| <b>assessment</b>            | <b>assessment</b>            |  |
|                              |                              |  |
| <b>evaluation</b>            | <b>evaluation</b>            |  |
|                              |                              |  |
| <b>mechanism</b>             | <b>mechanism</b>             |  |



|  |  |  |
|--|--|--|
| <p>             This cell is currently empty.           </p>             | <p>             This cell is currently empty.           </p>             | <p>             This cell is currently empty.           </p>             |
| <p> <b>complex engineering problem</b> </p>                              | <p> <b>complex engineering problem</b> </p>                              | <p>             This cell is currently empty.           </p>             |
| <p>             This cell contains a large block of text.           </p> | <p>             This cell contains a large block of text.           </p> | <p>             This cell contains a large block of text.           </p> |

|  |                  |  |
|--|------------------|--|
|  |                  |  |
|  | <b>computing</b> |  |
|  | "                |  |
|  |                  |  |
|  |                  |  |
|  |                  |  |
|  |                  |  |



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |   |   |
|--|---|---|
|  |   | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>                           |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

.....

.....

.....

.....

.....

.....

.....

|   |   |   |
|---|---|---|
| <p>.....</p> <p>.....</p>   | <p>.....</p> <p>.....</p>   |   |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |   | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>                           |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>                           |   |   |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>                           | <p>.....</p> <p>.....</p> <p>.....</p>  | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>                           |







|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
|--|--|--|
|  |  | <p>.....</p> <p>.....</p> <p>.....</p>   |
|  |  | <p>.....</p> <p>.....</p> <p>.....</p>   |
| <p>.....</p> <p>.....</p> <p>.....</p>   | <p>.....</p> <p>.....</p> <p>.....</p>   |  |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>.....</p> <p>.....</p> <p>.....</p>   | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>.....</p> <p>.....</p> <p>.....</p>   |  |  |
| <p>.....</p> <p>.....</p>  |  |  |



|   |  |   |
|---|--|---|
| <p>1. <b>Introduction</b></p> <p>The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive activities and projects.</p>  | <p>2. <b>Methodology</b></p> <p>The study was conducted using a quasi-experimental design. A group of 50 students was divided into two groups: an experimental group that received the new program and a control group that received the traditional curriculum. Data was collected through pre-tests, post-tests, and student self-reports.</p> | <p>3. <b>Results</b></p> <p>The results of the study show that the experimental group performed significantly better than the control group on measures of critical thinking and problem-solving. There was also a positive correlation between the duration of the program and the improvement in student performance.</p> |
| <p>4. <b>Discussion</b></p> <p>The findings of this study suggest that the new educational program is effective in enhancing student performance. The interactive nature of the program appears to be a key factor in its success. However, further research is needed to explore the long-term effects of the program and to identify the most effective components.</p> | <p>5. <b>Conclusion</b></p> <p>In conclusion, the new educational program has shown promising results in improving student performance. It is recommended that the program be implemented more widely in schools to provide all students with the opportunity to benefit from this innovative approach to learning.</p>                          | <p>6. <b>References</b></p> <p>Smith, J. (2018). The impact of interactive learning on student outcomes. <i>Journal of Educational Research</i>, 121(3), 456-472.</p> <p>Johnson, M. (2019). Improving critical thinking skills through project-based learning. <i>Journal of Curriculum Studies</i>, 51(2), 189-205.</p>   |
| <p>7. <b>Appendix A</b></p> <p>Sample questions from the pre-test and post-test.</p>  | <p>8. <b>Appendix B</b></p> <p>Sample questions from the student self-reports.</p>   | <p>9. <b>Appendix C</b></p> <p>Sample questions from the control group pre-test.</p>  |
| <p>10. <b>Appendix D</b></p> <p>Sample questions from the control group post-test.</p>  |  | <p>11. <b>Appendix E</b></p> <p>Sample questions from the control group self-reports.</p>   |