

# 國立中正大學玉山學者Andy Green： 透過國際化視野 拓展比較教育的知識疆界

National Chung Cheng University Yushan Fellow Professor Andy Green:  
Expanding the Frontiers of Comparative Education through International Perspectives

■ 原文／Andy Green · 國立中正大學玉山學者 翻譯／高曼芸

Andy Green教授於1989年獲得伯明罕大學（University of Birmingham）比較歷史社會學博士學位，其後積極投入國際性比較教育與終身學習領域的教學和學術研究，其研究區域不侷限於英國與歐洲地區，更跨域至亞洲地區周邊國家，包括新加坡、臺灣、日本等。其著作《教育與國家形成》（Education and State Formation）更是比較教育學和英國教育史學中被引用最多的名著之一，其總引用次數超過1萬次，並在史丹佛大學2021年的研究中，被評為全球前2%被引用次數最多的教育專家。自1994年起，他長期擔任多本國際知名教育學術期刊



▲Andy Green教授。（中正提供）

之主編與審查委員，包括《亞洲教育評論》（Asian Education Review）、《亞洲教育與發展研究期刊》（Asian Education and Development Studies）及《比較與國際教育評論》（Comparative and International Education Review）等。他亦曾擔任英國政府部門和許多國際機構的顧問，其中包括歐盟委員會（European Commission）、歐洲職業培訓發展中心（European Centre for the Development of Vocational Training, CEDEFOP）、聯合國教育、科學及文化組織（UNESCO）和經濟合作暨發展組織（OECD）以及2025年受委為國內閣房屋、社區與地方政府部的「大學專家」（College of Experts）諮詢顧問。

Andy Green教授現任教於英國倫敦大學學院（University College London, UCL），擔任比較社會科學教授；2010年獲選為英國社會科學院院士（Academician of the Academy of Social Sciences, UK），並於2021年受委任為研究卓越架構學院評估成員（Member of IOE College of Assessors for Research Excellence Framework 2021）及研究卓越架構學院審核成員（Member of College of Reviewers for REF 2021），同時亦擔任比較教育領域碩、博士生導師。

自2008年起，Andy Green獲得英國經濟社會研究理事會（Economic and Social Research Council, ESRC）補助並擔任Centre for Learning and Life Chances（LLAKES）研究中心主任，長期帶領團隊深入探討教育政策與社會發展之間的關係，其研究涵蓋教育政策如何影響技能培養、社會流動性與不平等核心議題，範圍涉及數學教育必修政策、私校制度影響、疫情情境下的青年就業、終身學習、數位技能發展以及全球競爭力等面向。在其領導下，LLAKES的研究成果不僅有助於提升國家人力資本與競爭力，更透過倡議數學必修政策、推動終身學習，以及強化數位技能培育，確保勞動力能夠有效回應知識經濟發展與全球技能競爭的需求。同時，他的研究團隊亦深入分析私校制度與教育資源分配不均的影響，提出具體而可行的政策建議，以協助弱勢群體獲得更公平的教育機會，進而減緩社會不平等現象。此外，LLAKES的研究亦強調教育在促進社會凝聚力中的關鍵角色，特別是透過政策設計培養公民意識與社會正義價值，鼓勵民主參與並建立社會信任，從而增強國家整體穩定與社會韌性。

教育部自107年度開始推動「教育部補助大專校院延攬國際頂尖人才計畫」（簡稱玉山學者計畫），以補助各大專校院延攬國際頂尖人才，提升我國高等教育之競爭力及國際影響。本期評鑑雙月刊邀請國立中正大學（簡稱中正）玉山學者Andy Green分享其如何與中正大學交流與合作，讓臺灣成為連結東亞與國際比較教育的研究樞紐、拓展終身學習與教育史領域成為臺灣重要合作基石，並提供他對透過玉山學者計畫推動高教國際化的看法與建議。

**問：請簡單介紹您個人的學術歷程？  
這段經歷對您有什麼意義？**

答：我投入教育研究已經40年，學術生涯可說經歷了不少曲折。我在1975年自牛津大學英語文學系畢業；隨後的13年，我在倫敦的成人教育機構及進修學院擔任講師。同一時期，我在伯明罕大學當代研究中心兼職攻讀碩士，之後取得比較歷史社會學博士學位，並將博士論文修訂出版為《教育與國家形成：英、法、美教育體系起源之比較》，2013年由Palgrave出版第二版，並增補了關於東亞的長篇後記。該書及續作《教育、全球化與民族國家》已被譯為日文、希臘文與中文，在Google學術搜尋上的引用數達3,533次。

**Q: Can you describe your academic career path?  
What has this experience meant to you?**

A: I have been involved in educational research for 40 years now, and my career path has inevitably had some twists and turns. I graduated with a degree in English Literature from Oxford University in 1975 and subsequently spent 13 years working as a lecturer in adult education institutes and further education colleges in London. In parallel with this, I undertook a part-time Master's degree at the Centre for Contemporary Studies (CCCs) in Birmingham University, followed by a Doctorate in Comparative Historical Sociology, later revising and publishing my thesis as: *Education and State Formation: The Rise of Education Systems in England, France and the USA*. A second edition of this, with a long postscript on East Asia, was published by Palgrave in 2013. The book, and its sequel entitled *Education, Globalisation and the Nation State*, have



▲中正大學研究團隊參與於倫敦舉辦的聯合學術研討會。（中正提供）

之後，我曾在泰晤士理工學院講授教育史與教育政策，接著進入教育研究院——該研究院後來併入倫敦大學學院，改稱「倫敦大學學院教育研究院」（UCL IOE）。自此，我長期於UCL IOE任教，1998年起擔任教育學教授，2001年起擔任比較教育學教授，2006年起則擔任比較社會科學教授。

### 從文學到比較社會學 拓展教育研究的多元視角

由於UCL IOE提供了良好的教育研究環境，我便長期在那裡深耕。不過，學科取徑的轉變是當初難以預料的。大學時我主修英文語言與文學，碩士轉向文化研究，博士則鑽研比較歷史社會學。早期的歷史研究一直影響著我後續的工作，但我逐漸更為關注比較政治經濟學（例如與Germen Janmaat 合著的 *Regimes of Social Cohesion*），並進一步展開跨國的比較研究，運用混合方法、團隊合作，探討世代不平等及教育制度

subsequently been published in Japanese, Greek and Chinese, and have been cited 3 533 times, according to Google Scholar.

After a spell lecturing in education history and policy at Thames Polytechnic, I took up a post at the Institute of Education, which was later merged with UCL to become UCL Institute of Education. I have remained there since, as Professor of Education since 1998, Professor of Comparative Education since 2001, and Professor of Comparative Social Science since 2006.

The Institute of Education provided a good environment for conducting educational research, hence my long period working there. Less predictable perhaps has been the several shifts in my disciplinary approaches to research. Having first done my undergraduate studies in English Language and literature, I moved to cultural studies for my MA and then to comparative historical sociology for my doctoral research. My early historical research has continued to shape everything I have done since, but I have increasingly shifted towards comparative political economy (exemplified in my book with Germen Janmaat called *Regimes of Social Cohesion*) and from there to further comparative, mixed-method studies, often conducted in teams, of inter-generational inequality and on the effects of education system types and characteristics on educational outcomes in different contexts.

類型對學習成果的影響。

隨著時間推進，我的研究日益跨領域，這也成為我擔任Centre for Learning and Life Chances (LLAKES) 研究中心主任的基礎。該中心自2008年起獲得英國經濟社會研究理事會（ESRC）十年資助，目前仍持續執行5項由不同單位資助的研究計畫，累積爭取超過1,500萬英鎊經費，發表成果逾500篇，包含25本專書。大額研究資金至關重要，否則現今要在英國的大學進行需投入大量人力的原創研究幾乎是不可能的。

擁有這樣的資源，讓我們得以專注於個人與團隊研究，營造活躍的學術研究文化，並持續推出在教育與社會政策領域具國際影響力的成果。對我而言，能與來自世界各地的優秀同仁合作，並將心力投注在原創研究，是非常令人滿足的。

### 從東亞經驗看高教國際化的挑戰與契機

問：您除了投入國際比較教育領域外，也對亞洲國家的教育環境有所研究，以您的觀察，臺灣高等教育發展國際化的優弱勢及機會為何？

答：自1980年代中期起，我便開始研究東亞國家，1993至2006年間，有幸陸續獲得ESRC及政府部門（就業、教育與技能、國際發展）的資助，進行日本、韓國與新加坡等地技能養成體系之比較研究。過去二十年，我也與中正的教育學研究所合作，並於2023年獲玉山學者計畫延聘，持續深化這份合作。

My work has thus become increasingly interdisciplinary over the years which has stood me in good stead for directing the Centre for Learning and Life Chances (LLAKES). This was generously funded by the UK Economic and Social Research Council for ten years from 2008 and continues to conduct five research projects supported by a variety of funders. LLAKES has thrived on account of its mixed-method and interdisciplinary team of talented researchers and has managed to raise more than £15 m. in research funding and to produce well over 500 publications, including 25 books. The funding matters because without large grants it is now very difficult to conduct serious and labour intensive original research in UK Universities.

We have been privileged to receive a level of funding that allowed sufficient time to focus on our individual and collective research, to build a strong and stimulating research culture, and to produce a stream of publications which have had an international impact across a wide range of education and social policy fields. For me, it has provided immense satisfaction to work with stimulating colleagues, both at home and abroad, and to be able to devote much of my time to developing original research.

Q: You are not only involved in the field of international comparative education, but also have studied the education in Asian countries. From your observation, what are the advantages, disadvantages and opportunities for the internationalization of higher education in Taiwan?

A: I have been conducting research on East Asian countries since the mid-1980s and was fortunate to receive three grants from the ESRC, and the then UK Government Departments for: Employment; Education and Skills; and International Development from 1993 to 2006 to undertake comparative studies of skills formation, primarily in Japan, South Korea and Singapore. For the past two decades, I have also been collaborating with the Graduate Institute of Education in



我認為，高等教育的國際化對臺灣如同對所有國家一樣，能帶來多重益處。無論是學生或學者、無論身處何處，透過跨國合作與夥伴關係，都能拓展研究的廣度、品質和影響範圍，並提升教學與學習品質，也能在日益分裂的世界中促進跨文化理解。

當然，國際化也可能帶來因區域而異的挑戰。英語系國家及其大學因英語在商業與科學的全球地位而相對受惠，但對歐洲的非英語系國家而言，教師被迫以第二語言開授英語授課課程則是一大壓力。相較之下，能吸引同語系學生的國家，或在區域內推動高教國際化的作法，則在一定程度上緩解了這種不平衡。尤其在東亞與東南亞，高教區域化發展迅速，我認為這是一個相當正面的趨勢。

國際化應當同時惠及輸出與接收國。高等教育近年興起的「在地國際化」策略，特別是合辦大學，確保主辦國掌握較高主導權，並由本地與外籍教師共同授課，對東亞國家尤其重要。過去許多學生雖具備潛力，但因無法負擔澳洲或西方國家的高額學費與生活費，而被排除在跨國學習之外；「在地國際化」則能讓這些學生同樣受惠於跨國教育資源。從根本上來說，東亞高等教育推動國際化的核心理由，應是藉此強化自身高等教育體系的實力。

**問：您玉山計畫想達成的目標為何？計畫對中正現在和未來的影響為何？**

答：我們的目標是推動中正的國際化，具體作法包括：

National Chung Cheng University (CCU) in Taiwan and was honoured in 2023 to receive a Senior Research Fellowship under the Yushan Fellow Program to further develop this collaboration.

In my view, the internationalisation of higher education has multiple benefits for Taiwan, as for all countries involved. For all those participating, whether students or academics, and wherever in the world, international collaboration and partnerships can enhance the range, quality and reach of research; improve the quality of teaching and learning; as well as contribute to international understanding in an increasingly divided world.

It can also provide challenges, which may differ across regions in the world. Anglophone countries and universities have arguably received disproportionate benefits, because of the status of English as a global language of business and science, and non-Anglophone countries in Europe have certainly experienced strains resulting from the need for lecturers to deliver English Medium of Instruction courses in what is for them is a second language. Intra-regional internationalisation has provided some counterbalance to this for those countries which can draw students from their own linguistic diasporas. Regionalisation of higher education has also developed at pace across East and South East Asia which seems to me a very positive development.

Internationalisation needs to benefit both the countries sending students and academics abroad and those receiving them. The trend in higher education towards ‘internationalisation at home’ policies- particularly with the ‘joint venture’ universities which ensure a high level of control by the host countries, and collaborative teaching by both home and foreign teachers- may contribute to this in East Asia, where patterns of student mobility to Australia and the West have excluded many students who could benefit but are unable to meet the high costs of fees and living expenses abroad. The key rationale for higher education internationalisation in East Asia must be to strengthen each country’s own higher education system.

- 開設新的雙聯碩士課程，以國際生為主要招生對象；
- 共同申請研究計畫；
- 在臺灣與倫敦舉辦聯合學術研討會；
- 促成UCL IOE與中正教職員共同出版論文；
- 建立博士生與指導教授的交流合作機制。

我們已經開設並教授一門碩士課程：「以比較教育觀點探究終身學習」。我也爭取到英國Nuffield Foundation的新研究計畫經費，中正的教職員將會參與其中。去（2025）年9月，我們舉辦了第三場聯合國國際研討會，並決定將研討會上發表的論文結集出版。此外，玉山學者團隊的其他研究成果亦已獲國際期刊接受刊登，或完成修訂後重新投稿。同次訪問期間，中正玉山學者團隊亦與UCL IOE就博士生交流計畫進行討論。

### 結合跨國合作與在地經驗 以比較教育觀點探究終身學習

**問：**來臺擔任玉山學者的經歷對您來說有何意義？在玉山計畫中，您透過何種方式與中正合作？您如何帶領計畫團隊？在這個計畫中有遇到任何挑戰嗎？如何克服這些挑戰？

**答：**對我而言，在中正擔任玉山學者的經驗非常寶貴。它不僅讓我能夠專注於自己的研究，也讓我與在地的同儕更深入合作——他們拓展了我的學術視野，並深化我對臺灣與東亞議題的理解。身為比較教育研究者，能夠在海外長時間從事教學與研究是非常重要的。

**Q:** What is the goal of your Yushan project? What would be the impact of your project on National Chung Cheng University (CCU) now and in the future?

A: We aim to advance internationalisation at CCU through:

- The development of new joint master's courses aimed primarily at international students;
- Joint bidding for new research projects;
- Holding joint research symposia in Taiwan and London.
- Joint publications by staff in IOE and CCU.
- Collaborating over doctoral provision through doctoral student and supervisor exchanges.

We have already developed and delivered a new MA course on 'Comparative Approaches to Lifelong Learning'. I have secured funding for a new research project funded by the Nuffield Foundation in the UK which will involve staff from CCU. In September 2025, we held the third of our joint international symposia and decided to jointly publish papers from the event in an edited book. Further publications from the Yushan Team have been accepted by international journals or have been revised and re-submitted. During the same visit, the CCU Yushan delegation also discussed plans for doctoral student exchanges with IOE.

**Q:** What has the experience of being a Yushan Fellow meant to you? How have you collaborated with CCU during Yushan project? How have you led/worked with the CCU project team? Were there any challenges in working on this project? How did you overcome them?

A: Being a Yushan fellow at CCU has been a great benefit to me in providing me space to pursue my research, and in allowing me to collaborate in this more deeply with colleagues here who have broadened my research horizons and understanding of issues in Taiwan and East Asia generally. As a comparative researcher it is obviously particularly important for me to have the opportunity to



◀中正大學團隊拜訪UCL IOE國際事務副院長Tristan McCowan教授以及Andy Green教授主持的LLAKES研究團隊。（中正提供）

而且，能在中正這樣風景優美的鄉間校園工作，更讓我感到格外愉快；對比我過去職涯都在擁擠的都市大學任教，別有一番體驗。

在教學方面，我與中正的玉山學者團隊共同設計並開設一門專為國際學生設計的碩士課程——「以比較教育觀點探究終身學習」。這門課程讓參與的師生都獲益匪淺。在研究方面，我們則主要透過一系列跨國研討會的規劃與舉辦來推進合作，地點涵蓋中正、香港及倫敦，並將之設計為知識交流活動，邀請教師與研究生參與，成果相當豐碩。

我面臨的挑戰主要來自語言——我不會講中文；但國際事務行政團隊協助我處理旅行、住宿、就醫等問題，給予我很大的幫助。另一項挑戰在於時間安排，因為我在倫敦有全職工作，同時家中還有年幼的孩子，家人只能在學校假期時一同來臺。為了兼顧研究與家庭，我有時必須配合學校與大學的假期，分兩次來臺，才能湊齊三個月的研究期。以我的情況而言，連續三個月的居留比四個月更為可行。值得一提的是，許多

teach and research abroad for extended periods. It has also been a pleasure to work on such a beautiful rural campus, when my entire career has been spent in rather crowded and dispersed urban universities.

Collaboration with the Yushan team at CCU has mainly occurred, on the teaching side, through the joint development and delivery of a masters course for international students on Comparative Approaches to Lifelong Learning. I think both staff and students have learnt a great deal from collaborating on this at CCU. On the research side, our collaboration has mainly occurred through the planning and delivery of the series of joint research symposia, taking place in CCU, Hong Kong and in London. These have been designed as knowledge-exchange activities, involving staff and post-graduate students and have been immensely productive.

The main practical challenges for me stem from not speaking Mandarin, but the international administrative team have been immensely helpful in sorting out practical things relating to travel, accommodation and hospital visits etc. Scheduling extended stays in Taiwan has not always been easy since I have a full-time job in London and a young family who can only travel here during school holidays. For the most part, we have found ways around these problems, but it has sometimes necessitated coming to Taiwan for two separate periods which coincide with school and university

研究合作其實也能透過遠距方式有效推進，這讓我們能在實體交流之外，持續保持高效的合作。

### 雙向雙語教學與自發性學研合作 是高教國際化的最佳推手

**問：**身為玉山學者，您如何看待這樣一個延攬國際頂尖人才的計畫所可能產生的影響？

**答：**我期望在中正的玉山學者計畫能帶來以下互利成果：

- 開設新的國際碩士課程；
- 促成UCL IOE與中正之間的博士生交換（受限於學期時程，學士與碩士交換較難實現）；
- 舉辦聯合學術研討會；
- 發展由雙邊經費支持的研究計畫。

在國家層次上，若政策制定者有意推動，玉山學者計畫所帶動的教學國際化還可以更全面地發展。理想情況下，為了讓臺灣本地學生能因國際學生的加入獲得最大收穫，雙方應該要能共同參與更廣泛的課程。這在實際操作上意味著需要推行雙語授課，並提供補充性的學術準備課程——例如為臺灣學生開設學術英文的口說與寫作課程，同時也為國際學生開設中文課程，以協助他們更快融入。

在英國，英語能力不足的國際碩士生，通常會在學位課程開始前，先修讀由學校提供的語言課程，之後還會接受專門的「學術寫作」訓練。臺灣若要落實此模式，或許需要額外聘任師資，但同時也能活用已具備高階英語能力與學

‘vacation’ periods. A period of residence for three consecutive months is generally more feasible in my situation than for four consecutive months. It is important also to recognise what can be achieved through collaboration at a distance.

**Q:** As a Yushan Fellow, how do you see the potential impact of such a national talent recruitment initiative?

**A:** I would hope to see mutual benefits from our Yushan Fellow Program at CCU in terms of:

- The development of new master’s courses for international students at CCU;
- Exchange visits for doctoral students between UCL IOE and CCU (exchanges for undergraduate and masters students are not really feasible due to differences in timing between our terms in the UK and your semesters in Taiwan);
- Hosting joint conferences;
- Developing joint funded research projects.

At the national level, the Yushan internationalisation initiative in teaching could develop more comprehensively, if so desired by policy makers. Ideally, and to maximise the benefits to Taiwanese home students from the presence of international students, the latter would need to be integrated into a wider range of programmes comprising both home and international students. In practice, this would require bi-lingual delivery of programmes, and supplementary preparatory courses in spoken and written academic English for Taiwanese students and in Taiwanese for the international students. In the UK, international master’s students who don’t have adequate English language competence take such courses (in the host university) prior to the start of their degree programmes and follow this up with specialised sessions in Academic Writing. In Taiwan this might require the recruitment of some additional staff, but use could also be made of international and home students who already



術寫作經驗的本地與國際學生，共同參與課程設計與支援教學。

研究的國際化的確可以透過雙聯教學的模式來推動，但它往往是由下而上自然發展出來的，來自學者之間因為有共同的研究興趣而展開合作。國際會議上的交流，以及玉山學者計畫這類倡議，也能成為重要的催化劑。國際學者流動則仰賴多種國際與國家級的經費補助支持。

以中正教育學院為例，已經有兩位教師曾赴UCL IOE長期訪問，最近的一位是詹盛如教授，他曾以訪問教授身分在那裡停留一年。這段經歷促成了我們在2017年於中正舉辦共同研討會，他也在我與李榮安教授等人共同主編的三卷本《Springer International Handbook of Education and Development in the Asia Pacific》（2023）中撰寫專章。更近期，自玉山學者計畫在中正啟動以來，我也協助臺灣的謝卓君教授赴UCL IOE擔任為期三年的資深訪問研究員。我們目前正規劃將三場國際研討會的論文結集出版，並把長遠目標放在共同申請大型研究計畫，以深化合作。

**問：您對臺灣追求卓越的年輕學生、教師和大學有何建議？**

答：我給學生的建議是：努力學習、廣泛的閱讀、保持批判思考、不要過度依賴 AI！

我給教師與大學的建議是：繼續努力，並在英語授課與中文授課之間取得平衡，持續擴展國際招生。🇹🇼

have high English language competence and experience of academic writing in English.

Internationalisation of research can be stimulated by joint teaching initiatives, but it usually develops organically and from the bottom up, through academics coming together because of their shared research interests. It can be stimulated through international networking at international conferences and through initiatives such as those promoted by the Yushan scheme. International staff mobility is supported by a range of international and national funding programmes.

At CCU College of Education there have already been two members of staff who have spent extended periods at UCL Institute of Education as visiting academics, most recently Professor Chan Sheng Ju as Visiting Professor for a year. This stimulated our later collaboration over a joint Conference at CCU in 2017 and his submission of a chapter for the three volume Springer International Handbook of Education and Development in the Asia Pacific (2023) which I co-edited Lee Wing On and others. More recently, since the Yushan Fellow Program began at CCU, I have facilitated the three-year appointment as a visiting Senior Research Fellow at the IOE of Professor Jean Hsieh from Taiwan. We are also planning to publish an edited book from the papers presented to our three international symposia. A longer-term objective is to collaborate on some larger research projects by jointly bidding for collaborative research funding.

**Q: What is your advice to young students, teachers and universities in Taiwan in their pursuit of excellence?**

A: To students – work hard, read widely, think critically and don't rely too much on AI!

To teachers and universities – do what you are doing and expand international recruitment with a good balance between English medium and Taiwanese medium provision. 🇹🇼