

# 國立教育廣播電台 英語奇育記

## 教育新聞中英對照參考

### ● 教育新聞中文摘要：

本集新聞將探討大眾應該如何看待世界大學排名，以及排名的公正性。一般來說，大學排名被用於大學的行銷工作上，也被當作一所大學學術成就的證明。但在美國一次線上問卷發現，做為樣本的一萬五千名學生中，只有 10%的學生在選擇大學時會考慮該校的排名。而排名的公正性也容易受外界質疑，因為大部分的排名之中，有「同儕互評」的項目，包含了學術影響力及畢業生業界表現，這些評分項目都會相當主觀，且並沒有實驗證明其可信度。而這些排名的結果有時與教學品質沒有直接相關，像是英國自我評價在教學品質上得到高分的學校，往往在世界大學排名之中位居較低的位置。然而，這些大學排名並非毫無價值，只是在參考或使用上需要謹慎，也不適合當作評價一所大學的唯一標準。

### ● 教育新聞英文摘錄：

Chunyi: With the new QS rankings coming out this June, many universities have been bragging about their top-notch performance, but is university rankings really that important?

Vivian: Various international university ranking systems have mushroomed since the first Academic Ranking of World Universities (Arwu, or Shanghai Ranking) started in 2003. 自從 2003 的上海排名出爐後，陸陸續續有許多不同的大學排名系統出現。

Chunyi: Generally, the ranking scores have been used for universities' marketing purposes as well as evidence of academic improvement to help secure funding. They are also used as KPIs for academics who can then get their papers published in high quality journals. Rankings assist students and parents in making decisions on higher education. 一般來說，大學排名被用於大學的行銷工作上，也被當作一所大學學術成就的證明。

Vivian: When it comes to choosing higher education institutions, most parents and secondary school students (especially those from Asian countries) are tempted to go with universities placed highly in world university rankings.

Chunyi: University administrators and the public in Asia and Latin America are obsessed with these ranking games. However, this is not the case in the US and UK. 雖然亞洲及拉丁美洲的學校及大眾將排名視為非常重要的指標，但在英美國家這些排名並不是如此的重要。

Vivian: In the US alone, according to an online survey of more than 15,000 students in 2009, only 10% of the participants indicated that they would take rankings into account when considering college options. 在美國一次線上問卷發現，樣本中的一萬五千名學生中，只有10%的學生在選擇大學時會考慮該校的排名。About 47% of them would first consider academic programmes and faculties, followed by financial considerations (21%), and campus environment and student life (13%)

Chunyi: There is a lack of awareness about how the ranking systems work, and what information or indication we can extract from the ranking results. One particularly important point of which the public should be aware is the lack of reliable indicators or measurements to assess how well a university is doing in teaching and learning. 許多人並不知道這些排名的意義，也不知道排名可以解釋什麼現象，一個大眾需要知道得事實是，這些排名並不直接反映教學及學習狀態。

Vivian: All four prominent ranking bodies – QS, THE, Arwu Academic Ranking of World Universities and Center for World University Rankings (CWUR) – do not directly or effectively reflect actual teaching quality at the undergraduate level.

Chunyi: The second best options adopted by the QS and THE are proxy indicators such as “Faculty/Student Ratio” , “International Student Ratio” and “International Faculty Ratio” . This claim is supported by a 2017 finding by the UK’ s Teaching Excellence Framework (TEF, a system assessing the quality of teaching), that TEF gold-rated universities are ranked low in other existing university rankings, which implicates a strong inverse correlation between research and the teaching quality of the university. 英國 2017

年在教學表現獲得金牌的大學在許多一般大學排名中排名十分後面，也證明了大學排名與教學品質呈現負相關。

Vivian: The other reason why many professors from the UK and US pay no attention to certain rankings is due to the “peer-to-peer reputation survey”, which lacks transparency and is not validated. 另一個使英美大學不理會部分排名的原因是因為在這些排名採納的「同儕互評」並不透明，也沒有經過驗證。

Chunyi: Meanwhile, a systematic research performed on 13 ranking systems (including QS, THE, Arwu and CWUR) has shown that “reputation surveys, self-reported and unvalidated data, and non-replicable analyses” would negatively affect the quality of rankings

Vivian: Rankings relying on “peer-to-peer reputation survey” indicators (such as “Academic Reputation” and “Employer Reputation”) have been found to show low replicability of ranking results, and do not reflect the quality of teaching and learning environments of a university. Furthermore, results and data of peer reputation surveys are not made available to the public.

Chunyi: Given the fishy methodologies, rankings should not be used for comparison of universities or in making decisions on higher education. 因為排名方法有疑點，因此這類排名並不是合用來比較各大學或對高等教育做出決定。

Vivian: Consulting students currently studying at the particular university, visiting the university, talking to the professors and spending time as interns at the university would be a better approach to getting to know the quality of the targeted institution.

Chunyi: Rankings should also not be used by university leaders or governments to help design strategies and education policies. Most ranking organisations are marketing companies, whose aims and visions are profit-oriented. 另外，因為許多製造排名的機構是行銷公司，是以營利為導向的，因此他們所提供的結論需要被謹慎看待。 When these companies succeeded in influencing the public to use their rankings, university leaders are under stress to follow the measurements set by those companies because they are key to

generating revenue. A higher ranking would mean more student applications, and hence better quality students and staff to be recruited.

Vivian: To the government, to a certain extent, ranking information is useful for aiding decision-making in terms of funding and budgeting research activities. But they should not be relying on ranking results. Rankings do not show the actual scene, and are merely overly generalised interpretations of a university's performance, such as in research.

Chunyi: Meanwhile, policymakers and governments in advanced non-English speaking countries would never bother looking at ranking measurements. Germany and Finland have prestigious universities and a high standard of tertiary education. Their universities are not ranked top in any of the ranking systems. 許多在教育上成就卓越的非英語系國家的政府在制定政策時並不會關心這類排名，如德國及芬蘭的大學在此類排名上並不高，但其高等教育的品質是世界公認相當卓越的。

Vivian: Meanwhile, in March 2019, a report published by the Universitas 21 on 50 countries revealed more details about the ranking of national higher education systems.

Chunyi: Led by researchers from the University of Melbourne, the "U21 Ranking of National Higher Education Systems" assesses a country's higher education system by looking at issues such as government expenditure on tertiary education as a percentage of GDP, expenditure for research and development as a percentage of GDP, output such as total articles produced, impact of articles as measured by citations, number of researchers and unemployment among graduates.

Vivian: A university ranking system, for the sake of the betterment of society, should be used as a motivation indicator for improvement. This would benefit society and the scientific community through research and academic activities, eventually strengthening the economies of the respective nations and regions through scientific outcomes and impacts on humanity. 大學排名應該是要當作激勵大學持續精進的動力來源，而非一個評斷大學高下的指標，唯有透過不斷自我精進，大學才有可能對社會做出貢獻。

Chunyi: 今天的新聞探討大眾應該如何看待世界大學排名，以及他其實可能沒有非常公正的原因。

Vivian: 會導致排名不公正的原因之一是因為大部分`的排名之中有著所謂「同儕互評」的項目，當中包含了學術影響力及畢業生業界表現，這些娉分項目都非常主觀也沒有實驗證明其可靠程度。

Chunyi: 另一個可能的爭議點是這些排名機構很多都是影營利機構，這可能會影響它的客觀性，因為身為營利機構，賺錢依舊是最主要的目標，而他們可能會透過這些排名達到自己的目的。

Vivian: 再者，這些排名的結果與教學品質沒有直接相關，英國自評價在教學品質上得到高分的學校，往往在世界大學排名之中佔據較低的位置。

Chunyi: 然而，這些大學排名並非絕無價值，只是在使用上需要警慎，也不適合當作評價一所大學的唯一依據。

Vivian: That is all for today' s news.