

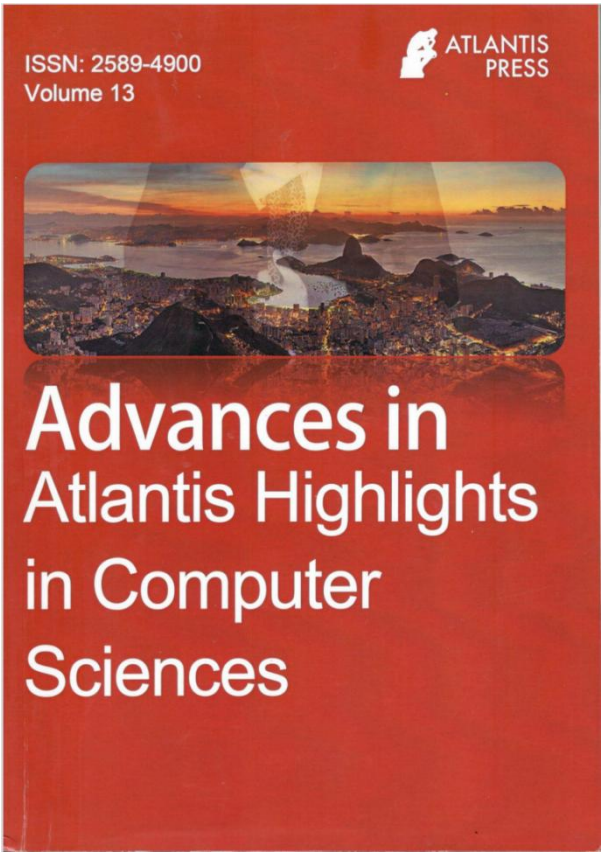
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3. 创新赋能·示范致远(2)

3.5 教科研成果与知识产权

3.5.1 团队教师发表论文（部分）



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Application of Correlation Analysis in Reconstruction College Curriculum System

Yuxiong Chen and Jianhua Zhang⁽⁵²⁾

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Abstract. This case takes IBM SPSS as a tool, takes the data of artificial intelligence courses and big data courses as samples, and uses the mathematical method of correlation analysis to process any of this information. According to the analysis results, a scheme of reconstructing artificial intelligence curriculum system proposed. This paper also clearly points out that in today's teaching reform, using advanced mathematical statistical analysis methods for teaching research is a scientific process and necessary method, which is conducive to accurate teaching. This paper also explains and introduces in detail how to use the algorithm of correlation analysis, the operation using IBM SPSS, and the calculation results output in tabular form.

Keywords: teaching Correlation analysis · application of IBM SPSS · teaching reform of artificial Intelligence course

1 Introduction

AI, the name for an emerging discipline, was formally proposed at the Dartmouth conference in 1956, and its developmental course, although it can be attributed to three stages of gestation, formation, and development, is still well recognized by industry as that year being the Meta Year of AI technology development. With the progress of the times, it has now been recognized that the following three points: first, mathematical based theoretical research is indispensable for AI technology; Their second is that the development of AI technologies is to rely on computer devices with super-computing and data analysis capabilities, and their third is the R & D field of modern science and technology, which is compatible and communicate. Beyond that, of course, and more importantly, it has been recognized that: including the AI technology itself, all progress with the age, with different understandings. A more comprehensive view of AI technologies began in the 1970s. It is now recognized that: intelligent technology is a burgeoning disciplinary field on the basis of multidisciplinary studies in computer science, cybernetics, information science, Neurology, philosophy, and linguistics. From an engineering perspective, AI is to use artificial methods to enable machines with functions related to human intelligence, such as: judgment, reasoning, proof, perception, understanding, thinking, recognition, planning, design, learning, and problem-solving, among other thinking activities. In that computer era, the scientific and technical workers, keen research questions mainly

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X. Yuan et al. (Eds.): ICEKIM 2023, AHCS 13, pp. 876–884, 2023.
https://doi.org/10.2991/978-94-6463-172-2_92

ICICA 2022

Proceedings of the 2nd International Conference on Information, Control and Automation

Chongqing, China
2–4 December 2022

EDITORS

Johan Debayle
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ISBN 978-1-631-90388-5



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Judging the Trend of Curriculum Development Based on Correlation Analysis Algorithm

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Abstract—Emerging Engineering Education began in 2017. With the positive response of education departments and universities, the construction of Emerging Engineering Education courses is making progress. Facing the courses with different research directions, how to find out the internal relations and correlation characteristics between them with scientific algorithms is the necessary premise for universities to open multiple Emerging Engineering Education courses. We collected the data of big data and AI related professional courses offered by domestic colleges and universities in the past five years, and used these data as samples for statistical analysis and calculation. With the famous data statistical analysis software IBM SPSS as a tool, we used the results obtained from the correlation analysis algorithm as the basis for inferences made a scientific analysis of their correlation and made a judgment on their development trend. These results obtained by this inference algorithm are detailed and reliable, and have certain value in popularization and application.

Keywords—correlation analysis and algorithms; statistical inference and prediction; application of IBM SPSS; the development trend of Emerging Engineering Education curriculum

1 INTRODUCTION

AI, the name for an emerging discipline, was formally proposed at the Dartmouth conference in 1956, and its developmental course, although it can be attributed to three stages of gestation, formation, and development, is still well recognized by industry as that year being the Meta Year of AI technology development. With the progress of the times, it has now been recognized that the following three points: first, mathematical based theoretical research is indispensable for AI technology; Their second is that the development of AI technologies is to rely on computer devices with super-computing and data analysis capabilities, and their third is the R & D field of modern science and technology, which is compatible and complementary. Beyond that, of course, and more importantly, it has been recognized that: in technology itself, all progress with the age, with different understandings, comprehensive view of AI technologies began in the 1970s. It is now intelligent technology is a burgeoning disciplinary field on the basis of studies in computer science, cybernetics, information science, Neural networks, linguistics. From an engineering perspective, AI is to use artificial intelligence with functions related to human intelligence, such as: judgment, reasoning, understanding, thinking, recognition, planning, design, learning, and other thinking activities. In that computer era, the scientific

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DOI 10.4108/eai.2-12-2022.2328068

AI Curriculum Reform Based on Scientific Analysis Algorithm

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Abstract—The artificial intelligence technology specialty registered in vocational colleges should do a good job in teaching for training application-oriented, skilled and practical talents. Taking the teaching work of the specialized course of artificial intelligence as an example, this paper introduces how to use IBM SPSS as a data statistical analysis tool, take students' grades as data samples, and obtain reliable data results after data collection and preprocessing, modeling, analysis, and calculation. Subsequently, the results were analyzed in detail, and as an important basis for curriculum reform. In the article, the relevant algorithm and operation process are also introduced in detail, and other teaching arrangements of the course are also mentioned. This may serve as a way for higher vocational colleges to exchange experience in the course reform. This is also conducive to the better development and implementation of precision teaching in higher vocational college.

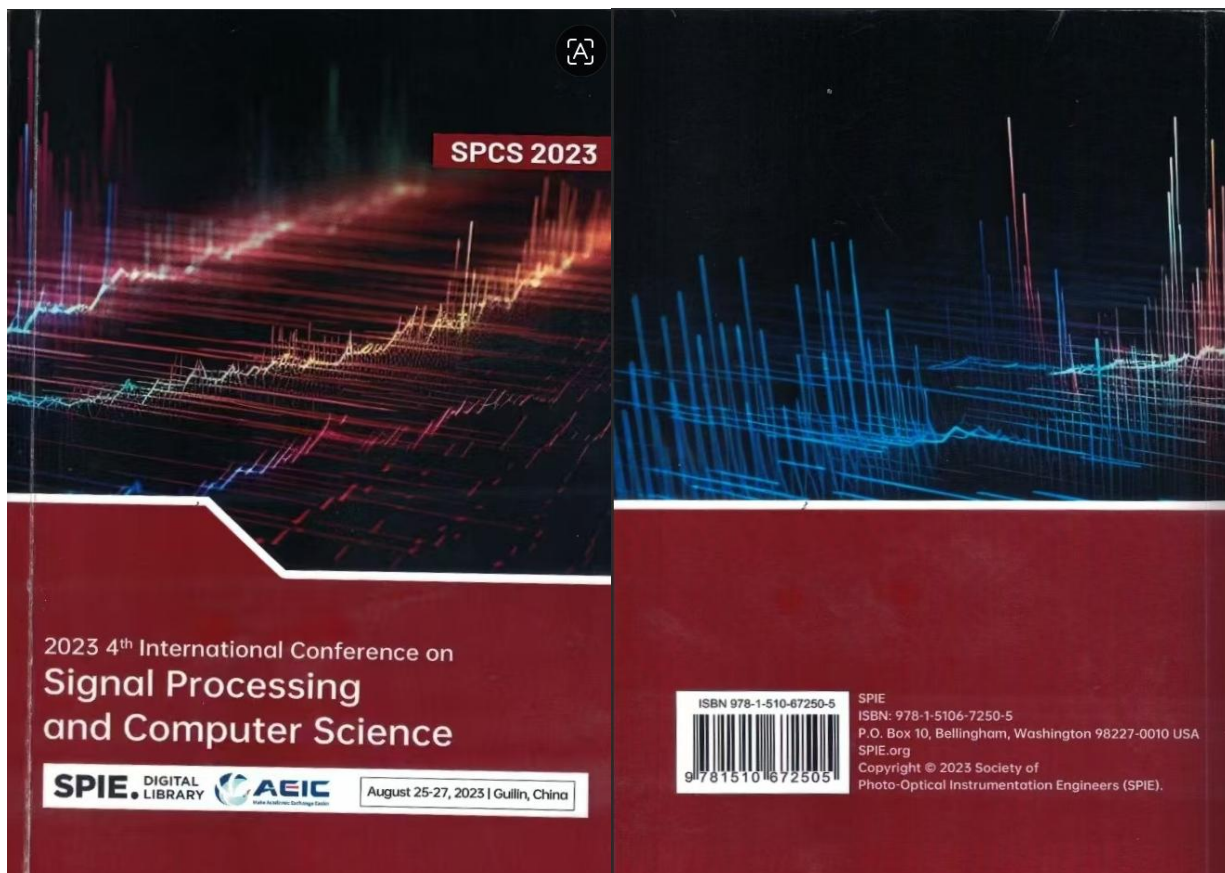
Keywords—analysis algorithm based on IBM SPSS; course reform of artificial intelligence; precision teaching

1 INTRODUCTION

On July 8, 2017, the State Council issued the "Notice on the Development Plan of the New Generation of Artificial Intelligence", which is the first national level artificial intelligence development plan in China [1]. According to the plan, the development of AI has entered a new stage: especially driven by new theories and technologies such as mobile Internet, big data, super-computing, sensor networks, brain science, and the strong demand of economic and social development, AI has accelerated its development, showing new features such as deep learning, cross-border integration, human-computer collaboration, open group intelligence, and independent control. We will seize the global commanding heights of AI by 2030, accelerate the training and gathering of high-end AI talents, and improve the discipline layout in the field of AI. On April 3, 2018, the Ministry of Education issued the "Action Plan for Artificial Intelligence Innovation in Colleges and Universities", which requires "to deploy AI related majors according to the national and regional industrial needs, and increase the talent training in the field of AI" [2].

According to the information on the Internet: In 2022, 95 undergraduate universities across the country had been approved to major in artificial intelligence, 438 colleges have opened AI majors. According to the Innovation Alliance information, there are 1016 vocational colleges in China that have successfully filed AI technology service (application) expertise, laying a foundation for the training of AI application-oriented, skilled and practical talents. The original

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Recognition and Research of Multifactor Fuzzy Patterns Based on Fuzzy Algorithms

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ABSTRACT

This article takes the recent notice from Guangdong Province on the "2022 Provincial Vocational College Satisfaction Survey" as the starting point and proposes that statistical analysis based on fuzzy mathematics theory and methods should be adopted to be more practical. After briefly introducing the importance of fuzzy mathematical methods and their applications, and aiming at the difficulties of multifactor fuzzy pattern recognition, we first start with the analysis of the fuzzy characteristics of the identified object, determine the mathematical model that conforms to the actual problem, adopt effective membership functions and reasonable model parameters, and then obtain the value of the comprehensive membership of each factor through the matrix operation of the membership of the relevant data in the fuzzy set. Finally, a comprehensive evaluation result is obtained.

Keywords: fuzzy recognition method, multifactor fuzzy pattern recognition, fuzzy mathematics method and its application, fuzzy mathematics method applied to statistical analysis of survey questionnaires.

1 INTRODUCTION

On January 10, 2023, Guangdong South Vocational College issued the Notice of the Office of Guangdong Provincial Department of Education on Carrying out the Satisfaction Survey of Vocational Colleges in 2022. The survey was conducted in the form of online questionnaires. More than 100 people participated in the survey, including teachers and graduates.

A satisfaction survey is an important measure for school teaching quality and teaching management monitoring. At the same time, the results of the questionnaire will be used to write the annual report on the quality of vocational education in 2023 and will also be an important factor in the assessment and fund allocation of vocational colleges. All colleges (universities) attach great importance to this work, such as whether the respondents are satisfied with the school's teaching management and teaching environment. The questionnaire is divided into four levels: "very satisfied", "satisfaction", "average" and "dissatisfied". We note that the content required to be filled in by respondents is not numerical data but fuzzy data with a subjective nature. If we use conventional statistical analysis methods, we can't obtain true and accurate results. In this way, we will lose the significance of using questionnaires to carry out investigations. In the field of fuzzy mathematics, if we adopt corresponding algorithms, we can solve such problems. This kind of problem can be summed up as "the recognition and research of multifactor fuzzy patterns based on fuzzy algorithms" [1][2].

2 FUZZY RECOGNITION ALGORITHM

The so-called fuzziness refers to a type of uncertainty in the division caused by the intermediary transition of differences between objective things, which is the ambiguity of the connotation and extension of concepts [3][4].

2.1 Multifactor Fuzzy Recognition

In practical applications, for multifactor fuzzy recognition, it is often necessary to consider multiple fuzzy features for pattern recognition of the object to be recognized. In the following matrix representation, there are known n standard patterns with m fuzzy features, the m fuzzy features of the pattern are represented by the following:

$$\hat{F} = \begin{bmatrix} A_{11} & A_{12} & \cdots & A_{1m} \\ A_{21} & A_{22} & \cdots & A_{2m} \\ \vdots & \vdots & \ddots & \vdots \\ A_{n1} & A_{n2} & \cdots & A_{nm} \end{bmatrix} \quad (1)$$

Fourth International Conference on Signal Processing and Computer Science (SPCS 2023), edited by Anand Nayyar, Hoshang Kolivand, Proc. of SPIE Vol. 12970, 1297030-1 © 2023 SPIE - 0277-786X · doi: 10.1117/12.3012515

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PUBLISHING INFO

Atlantis Highlights in Computer Sciences

ISSN (Online)

2599-4900

ISSN (Print)

N/A

Series Editors:

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Publication Date

27 December 2022

ISSN

10.2991/978-94-6463-040-4_121

ISSN

2599-4900

DOI

10.2991/978-94-6463-040-4_121

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Factor Analysis Algorithm and Precision Teaching

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Abstract:

After the talent training plan is determined, how to arrange the teaching plan, teaching plan and teaching sequence of various courses in different periods of time is a very complex mathematical programming problem of "multifactor and multi-objective". This paper describes how to use "factor analysis", "principal component analysis", and other algorithms, use IBM SPSS as the data analysis tool, and take the actual teaching data as the sample to conduct a comprehensive quantitative analysis on the students' grades of various subjects at the end of the semester, and take this as the basis to guide the process of teaching work improvement. This kind of teaching research based on advanced computing tools, scientific quantification and accurate data is a necessary measure for digitization and standardization of the current teaching reform. In this paper, the basic conditions of using a factor analysis algorithm, the process of establishing a mathematical model, and the detailed operation steps of using IBM SPSS as a data analysis tool to solve problems are explained first, and then the calculation results are analyzed. And, the characteristics of the algorithm, the practical application, and even the taboos of the application are introduced. Finally, it is also mentioned that different algorithms have different characteristics and different applications. Only by flexibly applying various algorithms to deal with different problems can we improve work efficiency. This is our basic working principle

Keywords: Factor analysis, correlation analysis, application of IBM SPSS, precision teaching.

1. INTRODUCTION

In recent years, there are two hot topics in the teaching reform of colleges and Universities: one is precision teaching. Different teaching programs are implemented according to different groups of students, to give full play to the talents of each student and make them gain more learning during their college years. The second is to use advanced data analysis tools in teaching reform to improve and process daily teaching management based on accurate data. This also includes timely revision of teaching plans and teaching plans and reasonable arrangement of teaching sequence of each course during the implementation of talent training programs. The relationship between the two can also be understood as follows: the latter is a specific work process, and the former is the goal of educational reform.

After the college talent training plan is determined, how to arrange the learning sequence of multiple courses reasonably, effectively and realistically is one of the important steps for teaching management to realize

and achieve the teaching objectives. Due to the differences in students' learning bases, for example, new college students from different regions must have different learning base. The teaching management department should plan and arrange their courses more carefully. For another example, in different teaching stages, under the same teaching scheme, the differences between the characteristics of students and the degree of accepting the course content will also have different needs for the teaching scheme, teaching plan and even the arrangement order of multiple courses in this period. These are the teaching reform issues that we should explore and study. The teaching plan, teaching plan and teaching sequence of multiple courses at the same time are the mathematical programming problems of "multifactor and multi-objective". How to achieve the optimal or relatively optimal effect and make it relatively reasonable and adaptive, we must adopt targeted and reasonable algorithms and advanced calculation tools to solve the problem, that is, based on the accurate data after calculation, revise, implement and arrange new teaching programs, teaching plans, and even the teaching sequence of multiple courses.

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 B. Fox et al. (Eds.): IC-AIE 2022, AHCS 9, pp. 797-803, 2023.
https://doi.org/10.2991/978-94-6463-040-4_121



Data Analysis and Precision Teaching

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Abstract. This paper takes IBM SPSS as a tool and the teaching data of the Basics Computer Application course as sample. Through data sampling, data extraction, data statistics and calculation, and then using the method of comparative analysis, we get valuable data analysis results. These data analysis results applied to the teaching reform of the course, and finally the purpose of precision teaching realized. "Precision teaching" is an important measure for colleges and universities to improve teaching quality and learning effect. The use of advanced mathematical analysis tools and scientific data analysis methods is the premise and necessary process to realize accurate teaching.

Keywords: IBM SPSS · data analysis · precision teaching · teaching reform · teaching reform of basic courses in colleges and universities

1 Introduction

"Precision teaching" is an important measure for colleges and universities to improve teaching quality and learning effect. It is another thing to be concerned after Audio-Visual teaching, distance teaching, multimedia teaching, online video teaching and autonomous learning. Precision Teaching is not only the renewal of teaching ideas, but also a major event that requires educators to have the courage to try, carefully analyse and objectively summarize in the teaching reform, so improve the teaching effect, promote and complete the overall teaching task and achieve the original talent training goal. Based on the problems and disadvantages existing in the current basic course teaching in Colleges and universities, taking the teaching of Basics of Computer Application as an example, we put forward that the concept of accurate teaching must be used to reconstruct the course design and planning of basic teaching and improve the course content and teaching methods. Only in this way can we improve the teaching effect and realize the original intention of setting up basic courses. The course Basics of Computer Application has a teaching history of decades in Colleges and universities. We take this course as an example to introduce how we carry out teaching reform.

2 Positions in Education System

In the era of rapid development of information technology, computer is no longer a simple high-tech product. It has become one of the necessities of people's life. We

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 Z. Zhan et al. (Eds.): ICBDIE 2022, AHCS 5, pp. 500-509, 2023.
https://doi.org/10.2991/978-94-6463-034-3_51

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Bibliographic information:

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Editors

Zehui Zhan
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ISSN

2599-4900

ISBN

978-94-6463-034-3

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Taking the teaching data of the course "Artificial Intelligence Basic" as a sample, and IBM SPSS as a data analysis tool, through data collection, data extraction, data modeling, this paper uses the comparative analysis method to obtain valuable data analysis results, which can be applied to the teaching reform of the course, and finally achieve the purpose of fine teaching. "Accurate teaching" is an important measure to improve teaching quality and learning effect in Colleges and universities. Using advanced mathematical analysis tools and scientific data analysis methods is the prerequisite and necessary process to achieve accurate teaching.

Keywords: Correlation analysis, application of IBM SPSS, teaching reform, precision teaching

In recent years, many higher vocational schools have set up the application specialty of artificial intelligence technology. Artificial Intelligence Basis is the first specialized basic course for freshmen in their first school year. It is very important to arrange the teaching content of this course so truly realize it as a basic course with "professional" characteristics. The goal of this course was initially set to lay the foundation for a series of specialized courses such as Machine Learning and Algorithms, Deep Learning and Application. Then, how to check and accept the effect of the course and carry out the teaching reform on the basis of careful analysis and objective summary is the teaching research work that teachers must do.

In September 2021, 44 freshmen were enrolled in the artificial intelligence technology application major of our university. After learning the two courses of Computer Application Basis and C Language Programming, they began to learn the two courses of Artificial Intelligence Basis and Python Language Programming in March 2022. We started to track and conduct teaching research on the learning situation of these students since they entered the school. Teaching in higher vocational colleges has its particularity. Doing well in "precision teaching" is an important measure to improve teaching quality and learning effect. So, what is the basis for implementing precision teaching?

© The Author(s) 2023
B. Fox et al. (Eds.): IC-ICAIE 2022, AHCS 9, pp. 1358–1363, 2023.
https://doi.org/10.2991/978-94-6463-040-4_202

Although teachers' views are consistent in college teaching, the methods used are different. In view of the characteristics of our students and the nature of the artificial intelligence application major, which belongs to the new engineering category of colleges and universities, we decided to use IBM SPSS as a tool for data analysis. First, we made a descriptive statistical analysis of the sample data to have a certain understanding of the overall situation and characteristics of the data set, and then we made a correlation analysis of different factors. After obtaining the test and reliable data results, we can clearly know the teaching effect of this course. Of course, through the analysis of inference and prediction algorithms, we also find the characteristics, and take this as the basis to improve the teaching work.

The following is the student transcript of the class. In order to simplify the table, we have used English characters A, B and C to represent three courses, namely, Artificial Intelligence Basis, C Language Programming and Computer Application Basis. The student names have been coded separately. Of course, the data in the table has been cleaned and normalized.

2022 3rd International Conference on Information Science and Education (ICISE-IE)

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Abstract:The original intention of school education is to cultivate talents for the society. The artificial intelligence technology specially registered in vocational colleges should do a good job in teaching to cultivate application-oriented, skilled and practical talents. Taking the teaching work of offering AI specialized courses in higher vocational colleges as an example, this paper introduces how to use IBM SPSS as a data statistical analysis tool, take students' grades as data samples, add normal distribution and mathematical analysis, and finally obtain reliable data analysis results for data collection and preprocessing, modeling, analysis, and calculation. Subsequently, as an important basis, the work of curriculum reform was carried out. In the article, the relevant algorithm and operation process are introduced in detail, which may be used as the experience of mutual learning and exchange in the curriculum reform of higher vocational colleges. This is also conducive to the better implementation of precision teaching in higher vocational colleges.

Keywords—IBM SPS application, normal distribution and algorithms, curriculum reform, precision teaching

On July 8, 2017, the State Council issued the "Notice on the Development Plan of the New Generation of Artificial Intelligence", which is the first national level artificial intelligence development plan in China [1]. The plan states that "artificial intelligence development has become a new engine driven by new theories and technologies such as big data, deep learning, cloud computing, network security, and other technologies, and has become a new engine for development. AI has accelerated its development, showing new features such as deep learning, cross-border integration, and rapid iteration." The plan also emphasizes the need for independent control. We will seize the global commanding heights of AI by 2030, accelerate the training and gathering of high-end AI talents, and improve discipline layout in the field of AI. The plan also mentions the Ministry of Education's "Action Plan for Artificial Intelligence Innovation in Colleges and Universities", which requires "to deploy AI in colleges and universities, to promote the integration of AI and other disciplines, and to increase the talent training in the field of AI" [2]. According to the information released by the "University AI Development Plan" [3], the Ministry of Education has encouraged colleges across the country that have successfully registered AI technology service (application) majors, which has laid the foundation for the cultivation of AI application-oriented,

Artificial intelligence is a frontier discipline which

belongs to the cross discipline of natural science, social science and technical science. Up to now, the disciplines involved: philosophy and cognitive science, mathematics, psychology, computer science, information theory, cybernetics, uncertainty theory, bionics, social structure and scientific outlook on development. Some people summarize the application fields of artificial intelligence into the following five parts: artificial intelligence technology includes computer vision, speech recognition, natural language processing, machine learning and big data. Big data is the basis for AI's application and evolution of intelligence. With big data, AI can continue to conduct simulation exercises and move closer to real AI.

On July 28, 2022, the 2022 Global Digital Economy Conference "Artificial Intelligence Drives the Future Industry" was held in Beijing and the China Academy of Information and Communication Research, together with the National Engineering Research Center for Deep Learning Technology and Applications, released the Development Report of Deep Learning Platform (2022). According to the report, with the maturity of technology, industry and policy, AI has entered the golden decade of industrial development with the goal of large-scale application and value release [4].

We have formulated a new talent training program and arranged students to complete the established teaching plan and learning tasks within two to three years, which is an important part of today's teaching reform. We divided the whole teaching process into three teaching stages, and made corresponding improvements to the curriculum and teaching content.

For the setting of basic courses in the first learning period, we strive to have clear teaching objectives and refined content. For example, the content of the "Fundamentals of Computer Application" course must be updated to meet the needs of the big data era. Another example, the course of "Network Application Technology" should increase the class hours of practical courses, and reasonably allocate the proportion of theoretical courses and practical courses.

The arrangement of specialized courses in the second learning period should focus on the application of new technologies; in addition to the specialized courses of artificial

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期刊基本参数: CN 43-1138/TP * 1982 * Q * 16 * 188 * ZH * P * Y24.00 * 1000 * 32 * 2025-06

1. Quantitative Analysis and Prevention Strategies of Acquaintance Injury Incidents from the Perspective of Multidimensional Modeling

Accession number: 20252138486933

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Source title: IEEE Information Technology and Mechatronics Engineering Conference, ITOEC

Abbreviated source title: IEEE Inf. Technol. Mechatronics Eng. Conf., ITOEC

Part number: 1 of 1

Issue: 2025

Issue title: IEEE 8th Information Technology and Mechatronics Engineering Conference, ITOEC 2025

Issue date: 2025

Publication year: 2025

Pages: 697-701

Language: English

ISSN: 2693-289X

E-ISSN: 2693-289X

ISBN: 978-1-109-13157-9

Document type: Conference article (CA)

Conference name: 8th IEEE Information Technology and Mechatronics Engineering Conference, ITOEC 2025

Conference date: March 14, 2025 - March 16, 2025

Conference location: Chongqing, China

Conference code: 208420

Sponsor: Chongqing Greks Education Technology Co., Ltd; Changqing Global Union Academy of Science and Technology; Global Union Academy of Science and Technology; IEEE Beijing Section

Publisher: Institute of Electrical and Electronics Engineers Inc.

Abstract: This paper explores the occurrence mechanism of acquaintance injury incidents through a multidimensional analysis framework, combining quantitative and qualitative research methods, and analyzes the intertwined effects of social, psychological, family, and legal factors. The research shows that the occurrence of acquaintance injury incidents is the result of the joint action of multiple factors, and preventive measures must comprehensively consider factors such as law enforcement, optimization of the social environment, and mental health intervention. Based on this, this paper proposes a series of targeted prevention strategies, including strengthening legal protection and enforcement, improving the social environment, optimizing family education, and providing mental health support. The research results provide theoretical support and practical suggestions for reducing acquaintance injury incidents and are of great significance for promoting the harmonious development of society. © 2025 IEEE.

Number of references: 6

Main heading: Terrorism

Controlled terms: Airport security - Sociology

Uncontrolled terms: Acquaintance injury - Analysis frameworks - Analysis strategies - Mental health - Multi-dimensional analysis - Multi-dimensional model - Prevention strategies - Psychological intervention - Quantitative research methods - Social environment

Classification code: 971 Social Sciences - 1108 Security and Privacy

DOI: 10.1109/ITOEC61606.2025.10968716

Funding text: This work was supported by the Project of "Big Data Technology Professional Group Construction" under Grant No. GSP2023020252.

Compendex references: YES

Database: Compendex

Data Provider: Engineering Village

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基于 ESKF 的 GNSS/INS 组合导航算法研究

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摘 要: 介绍了基于 ESKF 算法的 GNSS/INS 组合导航系统, 针对 GNSS 和 INS 组合导航定位精度存在不足, 使用 ESKF 算法对 GNSS/INS 组合导航数据进行修正, 通过 IMU 数据进行系统误差修正, 通过 GNSS 数据对修正后的系统误差进行修正。为了验证 ESKF 算法的可行性, 在三种场景下进行了实验验证, 实验结果表明, 使用 ESKF 算法修正后的 GNSS/INS 组合导航定位精度与 GNSS 观测结果保持一致, 在 GNSS 无信号和起始路段也有较好的定位精度。

关键词: ESKF; 组合导航; 数据融合; 误差修正

中图分类号: TN918.72

文献标识码: A

Research on GNSS/INS Integrated Navigation Algorithm Based on ESKF

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Abstract: This paper mainly introduces the combined implementation process of GNSS/INS based on ESKF algorithm. In view of the shortcomings of GNSS and INS in navigation and positioning, ESKF algorithm is applied to fusion estimation of GNSS/INS. The system states are predicted by IMU data and corrected by GNSS data. In order to verify the feasibility of ESKF algorithm, field tests were carried out in three scenarios. The experimental results showed that the location results estimated by this algorithm were consistent with the GNSS observation results, and good prediction results were also obtained in invalid GNSS and starting road sections.

Key words: ESKF; integrated navigation; data fusion; error correction

随着智能驾驶行业的快速发展, 人们对运动载体的导航定位精度要求越来越高。导航技术是确定载体的位置和速度或航线的技术, 而定位是确定载体的空间位置坐标, 是导航的基础。定位技术可分为两类基本方法: 直接定位和航位推算。直接定位是指通过信号或者周围的环境特征直接确定位置, 最主要的代表就是 GNSS; 航位推算是指通过无源传感器监测运动载体的车速、转向、线速度、角速度, 在已知初始位置的情况下, 确定当前的位置, 最主要的无源传感器包括里程计、INS 等^[1]。GNSS 和 INS 各自有不同的优势, GNSS 基本原理是通过 GNSS 接收机与四颗以上的卫星进行通信并计算距离后, 通过三角测量得到 GNSS 的实际位置。INS 是基于航位推算法, 利用加速度计和陀螺仪分别测出载体平移与旋转参数, 来实现导航功能。GNSS 具有高精度的特性, 误差范围能

收稿日期: 2025-06-01

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Quantitative Analysis and Prevention Strategies of Acquaintance Injury Incidents from the Perspective of Multidimensional Modeling

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Abstract: This paper explores the occurrence mechanism of acquaintance injury incidents through a multidimensional analysis framework, combining quantitative and qualitative research methods, and analyzes the intertwined effects of social, psychological, family, and legal factors. The research shows that the occurrence of acquaintance injury incidents is the result of the joint action of multiple factors, and preventive measures must comprehensively consider factors such as law enforcement, optimization of the social environment, and mental health intervention. Based on this, this paper proposes a series of targeted prevention strategies, including strengthening legal protection and enforcement, improving the social environment, optimizing family education, and providing mental health support. The research results provide theoretical support and practical suggestions for reducing acquaintance injury incidents and are of great significance for promoting the harmonious development of society.

Keywords: Acquaintance injury; Multidimensional analysis; Law enforcement; Social environment; Psychological intervention; Prevention strategy

1. INTRODUCTION

Domestic violence, workplace violence, school violence and violence in intimate relationships and other acquaintance injury incidents have shown an upward trend in recent years. Various violent behaviors not only affect the physical health of victims, but also lead to negative consequences such as psychological trauma, breakdown of social relationships and economic losses. Acquaintance injury incidents are related to social environmental factors, family background factors, individual psychological factors,

workplace and social factors. Among them, economic poverty, social class differences and cultural inequality are social environmental factors. The family environment, especially the parenting style and the degree of family relationship tension, is an important cause of domestic violence and violence in intimate relationships (Dutton & Nicholls, 2015). The mental health status of individuals, such as poor emotion management ability, ineffective impulse control and long-term accumulation of negative emotions, is an important incentive for violent behaviors. Workplace violence caused by workplace competition pressure and a repressive workplace culture, and school violence will directly affect the physical and mental health of victims. Therefore, acquaintance injuries have attracted wide attention from society.

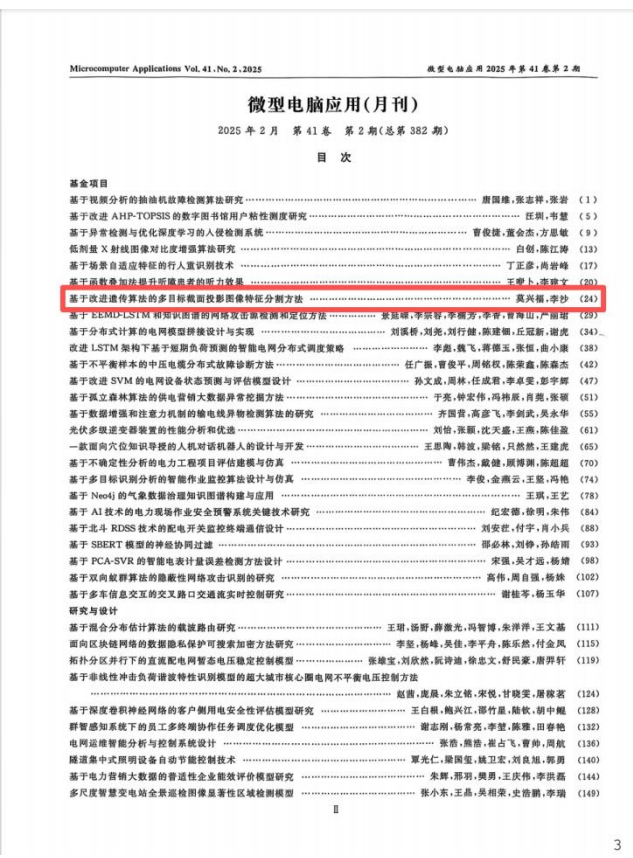
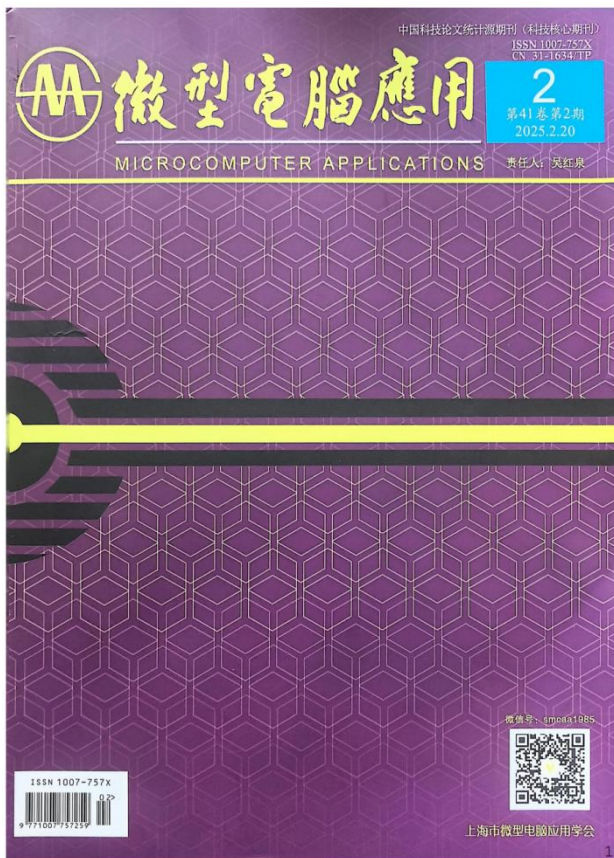
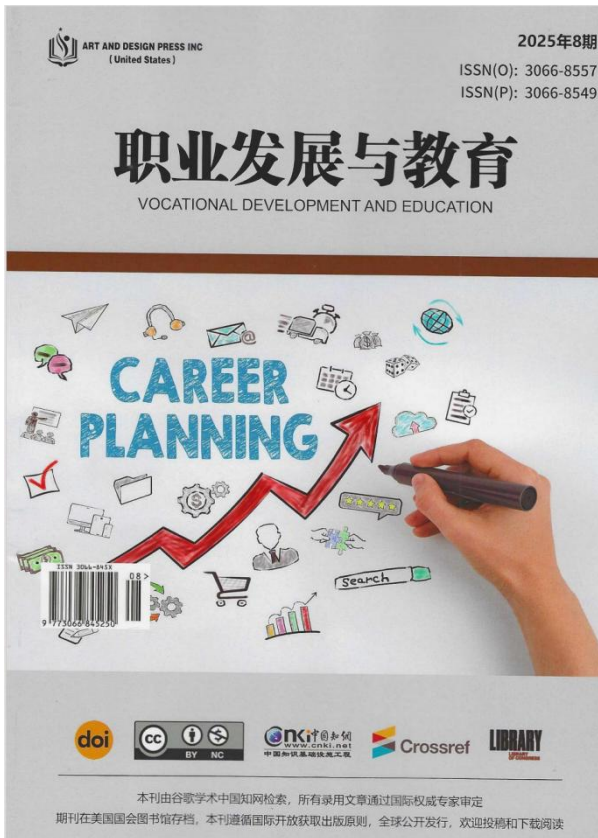
Current preventive strategies mainly focus on the punishment mechanism at the legal level, emotional mediation and psychological intervention. At the legal level, due to insufficient enforcement intensity, injury incidents continue to occur. Emotional mediation and psychological intervention mostly rely on the voluntary cooperation of individuals and are also affected by factors such as the psychological acceptance of victims and the scientific and professional nature of the intervention methods. Existing studies have focused on specific types of violence such as physical injuries and psychological trauma and their legal consequences and emotional factors, lacking an overall understanding of the internal multidimensional factors of violent behaviors and ignoring the correlations between them and the interaction between external social pressures and individual mental health. Therefore, it is necessary to



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教育信息技术 创新与发展 INNOVATION DEVELOPMENT

2025
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征文启事

《教育信息技术创新与发展》是中国高校校产协会主办的高水平学术论坛,论坛全面解读信息化政策规划与标准,深入剖析信息化热点话题和趋势,致力于打造教育信息化领域基础理论、高等教育和职业教育研究、教育成果交流、教育应用互动平台,大力推广和传播现代教育理念、教育体系、教学模式、教学方法和教育技术,为全面提升各级各类教育办学水平和教育质量,培养适应我国教育事业发展需要的与教育信息化融合的各层次优秀人才做出贡献。

栏目设置:

人工智能与未来教育研究;教育数字化国际比较研究;区域教育数字化发展研究;高等教育数字化发展研究;基础教育数字化发展研究;专业建设与教学改革;人才培养和机制创新;数字化建设;信息化建设;数字经济;信息博览等栏目。

论文要求:

- 一、来稿篇幅字数不少于5000字(含图表),正文内容要求论点明确,资料可靠,文字精练,层次清楚,数据准确,具有学术性、创新性和实践性。
- 二、来稿文责自负,稿件作者应对论文的署名和内容无异议,请保证稿件的原创性,不侵犯他人的著作权,请勿抄袭或者重复发表文章,论文须提供知网学术不端检测证明。
- 三、来稿页面要求WORD文档形式,采用学术论文格式,包括文章题目、作者姓名、作者单位、摘要、关键词、引言、正文、参考文献,参考文献请参考国家标准格式著录(参考文献序号必须在相对应的正文中标注),如论文是由基金项目资助,请标注项目名称和编号。文章正文请采用一级、二级、三级、四级标题的格式,比如:一、(一)1.(1),以此类推。
- 四、作者简介含以下内容:姓名、出生年份、性别、工作单位。
- 五、本单位对论文有删改权,不同意删改者请附声明。论文一经发表,文章的复制权、发行权、汇编权及信息网络传播权将独家授予中国高校校产协会终身学习专业委员会。

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知网检索:

可在知网官网以“会议检索”方式查询和下载,欢迎参考本刊文献。

3.5.2 团队教师、专业群教师、专业群学生申报专利、软著证书







3.5.3 专业群教师、学生参加比赛获奖证书（部分）

（1）国际级：2024 一带一路暨金砖国家技能发展与技术创新大赛二等奖 1 项



(2) 国家级：一带一路暨金砖国家技能发展与技术创新大赛 一等奖 1 项



(3) 国家级：一带一路暨金砖国家技能发展与技术创新大赛 二等奖 2 项





(4) 国家级：一带一路暨金砖国家技能发展与技术创新大赛 三等奖 7 项









(5) 国家级：第九届华为 ICT 大赛中国总决赛昇腾 AI 赛道三等奖



(6) 国家级：蓝桥杯全国软件和信息技术专业人才大赛全国总决赛二等奖



(7) 国家级：蓝桥杯全国软件和信息技术专业人才大赛全国总决赛三等奖 2 项



(8) 国家级：全国大学生软件测试大赛总决赛二等奖 1 项



(9) 国家级：人工智能未来设计大赛·新工科创新数字技能竞赛数字技能应用 计算机技能应用赛三等奖



(10) 省级：“挑战杯”广东大学生课外学术科技作品竞赛 三等奖 2 项

序号	项目编号	学校	项目分组	项目名称	项目成员	指导老师	奖项
1689	4415212049	广东南方职业学院	哲学社会科学类社会调查报告	“活”化利用，“活”态传承：新质生产力赋能乡村振兴——基于天等村历史文化遗产与现代旅游结合研究	蓝苡瑜 王雪文 钟瑞婷 谢俊杰 梁靖琦 欧欣彤 吴武帮 许祺源	崔夏琼 李彦霞	二等奖
1690	4415211984	广东南方职业学院	哲学社会科学类社会调查报告	乡村振兴背景下乡村规划管理与经济种植业发展研究——以阳春市河塘镇社塘村为例	张炜帆 江耿洲 廖思怡 黄科桦 陈秋林	林贞音 余镇凯 文淑仪	三等奖
1691	4415212104	广东南方职业学院	哲学社会科学类社会调查报告	“青才难驻乡村，新质何以扎根？”——基于新质生产力视角的乡村青年人才流失与留住对策研究	马 征 孙秋玲 袁小淇 邵凤姿 徐广生 曹历智 张煊铭 郑淇尹	崔夏琼 吴伟彬	三等奖
1692	4415212129	广东南方职业学院	哲学社会科学类社会调查报告	数字化转型背景下知识型直播电商的消费者粘性研究——以“ABC态度”模型探索重复购买意愿的生成机制	黄 曼 陈 好 成建兴 吕秋明 冯子珊 刘宝莲 祝佩兰	徐 煥 陈丽金	三等奖
1693	4415211798	广东南方职业学院	哲学社会科学类社会调查报告	数字赋能，体文共融：乡村振兴视域下古一村苏氏家风与体育文化融合传播的实践探索	梁绮晴 张泳琪 车勇彬 曾嘉乐 李佳泰 陈晓清 邓彩乐	李 沙 周慧欣 伍晓冰	三等奖
1694	4415211800	广东南方职业学院	哲学社会科学类社会调查报告	智能守护平安，共建美丽乡村——基于古一村以智慧治理赋能乡村平安的实践调研	蔡祖鸿 陈慧婷 卓 盈 黄梓航 周彩芸 黄文婷	周慧欣 李 沙 吴启远	三等奖
1695	4415212009	广东南方职业学院	科技发明制作B	青韵E家——家庭直供模式三农城市服务平台	蒋 潼 余美燕 许晓妍 庄子粤 方梓蓉 赖嘉俊	王耀岚 唐广彭	三等奖
1696	4415312407	广州华南职业学院	哲学社会科学类社会调查报告	数智融合视域下“1843+AI”双轮驱动模式创新——基于1600份问卷的电商助农服务体系升级与实践路径研究	庄盛森 林炳东 巢 蕊 廖伟旗 林紫琪 肖明朗	吴仕坚 汤春梅 关沛琪	二等奖

序号	作品编号	学校	作品分类	作品名称	作者成员	指导老师	奖项
1678	2214	广东南方职业学院	哲学社会科学类社会调查报告	新时代民间“纱龙舞”的传承发展及社会价值研究——以江门市为例	陈苑金 吴登盛 钟宜桦 王志冲	莫兴福 陈洁灵	三等奖
1679	1205	广州华南职业学院	哲学社会科学类社会调查报告	广州市增城区非物质文化遗产分布特征及活化机制研究——基于增城区12个镇街的深度调查	蔡 茜 陆艺尹 吴宗泽 江佳楠 林祈珂 彭思权	萧早荣 陈莉莉 莫桂通	一等奖
1680	2161	广州华南职业学院	哲学社会科学类社会调查报告	乡村振兴视域下助农兴农路径研究与实践——基于1400份问卷调查分析及社会实践论证分析	卢桂润 陈雪琳 曹秋雨 周凌云 刘学健 郭梓美 王慧欣 陈楷敏 黄泳怡	吴仕坚 欧曼芸 沙国松	一等奖
1681	1011	广州华南职业学院	科技发明制作B类	基于智能传感器检测的智慧校园节能减排的系统研究	赖骏茂 王高峰 许国俊 王 鑫	莫秀英 梁绍宇 刘大龙	三等奖
1682	1571	广州华南职业学院	科技发明制作B类	行走得盾牌——一种提高免疫力的香囊	徐敏敏 廖国前 肖瑞松 谭倩如 张慧敏 梁慧仪 吴漫萍	杨 滔 钟柳熙 黄泽栋	三等奖
1683	2269	广州华南职业学院	科技发明制作B类	复合保鲜剂对鲜玉米粉防腐保鲜效果研究	郑权伟 徐钰铮 李宇柔 陈晓楠 李锦铭 杨 坤 罗 乾 唐阳洋	刘瑾瑾 黄向荣 范国权	三等奖
1684	1030	广州华南职业学院	哲学社会科学类社会调查报告	增城丝苗米品牌建设：现状、问题、对策	陈清清 陈晓楠 梁晓莹 梁彬彬	李海东 张德荣 姚心贝	三等奖
1685	2540	广州华南职业学院	哲学社会科学类社会调查报告	河源市连平县上坪镇特色农产品推广策略	赖家琦 陈翔贤 谢文静 吴祥辉 江广剑	林翔智 程 璇 张 磊	三等奖
1686	2057	广州华南职业学院	哲学社会科学类社会调查报告	高职学生职业教育认同感的现状与对策研究——基于广东省10所高职院校1202名学生的调查	郑伟展 郑敏芬 邓倩敏 陈青茵 林家成	萧早荣 姚心贝 李 悦	三等奖
1687	1222	广州华夏职业学院	哲学社会科学类社会调查报告	“一五”模式高质量推进高校国防教育课程建设——基于高校国防教育课程建设的调查研究	李 娜 袁辉扬 李依静 丘婉琪 唐广裕 史榆丰 谢可通 黄佳典 施育莉	杜俊杰 冯耀元 杨毅坚	二等奖
1688	368	广州华夏职业学院	自然科学类学术论文	畅游出行——新能源换电出行推动者	游成西 林映添 李立华 曹尚均 钟浩佳 徐炫漫 方缦莹	许 诺 张红辉	三等奖
1689	1588	广州华夏职业学院	自然科学类学术论文	智慧消防在校园实训室中的运用研究	张名峰 宋梦新 郭秋婉	蔡世海 谢晓嘉 杨毅坚	三等奖
1690	1428	广州华夏职业学院	哲学社会科学类社会调查报告	“互联网+”推动互联网与生态文明建设融合的研究——基于汕尾市500份生态文明意识、“互联网+”与生态文明建设融合发展的调研为例	阮震东 谢宗雷 刘美君 钟佳耀 罗 静 黄秋泳 余佳锋	杜俊杰 冯耀元 陈晓婷	三等奖

(11) 省级：广东省职业院校技能大赛 一等奖 1 项



(12) 省级：广东省职业院校技能大赛 二等奖 9 项



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

Web应用软件开发 赛项（高职组）

获奖院校 广东南方职业学院

获奖选手 周希伦,林泽伟,韦嘉曦

指导教师 叶均隆

获奖等级 二等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

短视频创作与运营 赛项（高职组）

获奖院校 广东南方职业学院

获奖选手 杨梓锋,丁丽纯,邓沛华,何旺胜

指导教师 陈雅清,申晓燕

获奖等级 二等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

视觉艺术设计 赛项（高职组）

获奖院校 广东南方职业学院

获奖选手 熊梦婷

指导教师 申晓燕

获奖等级 二等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

数字艺术设计 赛项（高职组）

获奖院校 广东南方职业学院

获奖选手 吴细妹, 郑倬林, 黎东晓

指导教师 李超英, 冯晶晶

获奖等级 二等奖



荣誉证书

HONORARY CREDENTIAL

2020-2021年度广东省职业院校技能大赛学生专业技能竞赛
软件测试赛项(高职组)

获奖院校 广东南方职业学院
获奖学生 林会填 陈杰晖 欧广烨
指导教师 梁英坚 黄翹
获奖等级 二等奖



获奖证书

2021-2022年广东省职业院校技能大赛学生专业技能竞赛

融媒体内容制作 赛项(高职组)

获奖院校 广东南方职业学院
获奖学生 许为凯 陈杰晖 严乾崧
指导教师 阙钊玉 付琳
获奖等级 二等奖





(13) 省级：广东省职业院校技能大赛 三等奖 28 项







获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

舞台布景 赛项（高职组）

获奖院校 广东南方职业学院
获奖选手 胡佩纯, 龚浩霖, 林昊
指导教师 罗佩琳, 申晓燕
获奖等级 三等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

虚拟现实（VR）设计与制作 赛项（高职组）

获奖院校 广东南方职业学院
获奖选手 郭城, 郑停林, 黎东晓
指导教师 马丽华, 李超英
获奖等级 三等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

虚拟现实（VR）设计与制作 赛项（高职组）

获奖院校 广东南方职业学院
获奖选手 吴林发, 吴文诗, 程礼升
指导教师 李超英, 马丽华
获奖等级 三等奖



获奖证书

2022-2023年度广东省职业院校技能大赛学生专业技能竞赛

大数据技术与应用 赛项（高职组）

获奖院校 广东南方职业学院
获奖选手 揭育政, 李俊雄, 谢远均
指导教师 陈洁灵, 莫兴福
获奖等级 三等奖



荣誉证书

HONORARY CREDENTIAL

2020-2021年度广东省职业院校技能大赛学生专业技能竞赛

中文信息处理 赛项（高职组）

获奖院校 广东南方职业学院
获奖学生 胡卓亨, 陈韩维, 陈文进
指导教师 叶均隆, 安莹
获奖等级 三等奖



荣誉证书

HONORARY CREDENTIAL

2020-2021年度广东省职业院校技能大赛学生专业技能竞赛

中文信息处理 赛项（高职组）

获奖院校 广东南方职业学院
获奖学生 郑敏, 陈麒森, 黄文健
指导教师 付琳, 安莹
获奖等级 三等奖



荣誉证书

HONORARY CREDENTIAL

2020-2021年度广东省职业院校技能大赛学生专业技能竞赛

网络系统管理 赛项（高职组）

获奖院校 广东南方职业学院
获奖学生 冯皓然, 马泽楷
指导教师 莫兴福, 梁琪琦
获奖等级 三等奖



获奖证书

2021-2022年度广东省职业院校技能大赛学生专业技能竞赛

网络系统管理 赛项（高职组）

获奖院校 广东南方职业学院
获奖学生 冯皓然
指导教师 杨镇豪
获奖等级 三等奖





(14) 省级：广东省大学生计算机设计大赛 二等奖 2 项



(15) 省级：广东省大学生计算机设计大赛 三等奖 11 项

获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：信息可视化设计
项目类型：数据可视化
作品名称：伤寒方祖圭臬
获 奖 者：蔡志韩 叶文琪 朱锦榕 黄杰锋 杨达成
指导教师：唐遥芳 申晓燕
所属院校：广东南方职业学院
证书编号：259013825



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：广东省赛专报
项目类型：工业互联网技术应用赛项
作品名称：小熊猫
获 奖 者：花学材
指导教师：莫兴福 区铁毅
所属院校：广东南方职业学院
证书编号：259014787



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：广东省赛专报
项目类型：工业互联网技术应用赛项
作品名称：小熊猫
获 奖 者：花学材
指导教师：莫兴福 区铁毅
所属院校：广东南方职业学院
证书编号：259014787



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：广东省赛专报
项目类型：AI视觉应用创新挑战赛
作品名称：IB（智能管家）
获 奖 者：莫恒权 林炫纯
指导教师：陈裕雄 莫兴福
所属院校：广东南方职业学院
证书编号：259013910



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：广东省赛专报
项目类型：AI视觉应用创新挑战赛
作品名称：交标智检——交通标志生命周期识别系
统
获 奖 者：蒋 潼 郑沛婕
指导教师：莫兴福 曾炫熹
所属院校：广东南方职业学院
证书编号：259013915



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：广东省赛专报
项目类型：人形机器人专项挑战赛
作品名称：人形机器人
获 奖 者：赖嘉俊
指导教师：李 沙 莫兴福
所属院校：广东南方职业学院
证书编号：259014943



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：软件应用与开发
项目类型：Web应用与开发
作品名称：CHZ恐龙专题网
获 奖 者：郑思婷 陈灿森 黄铄豪
指导教师：何晓仪 全 快
所属院校：广东南方职业学院
证书编号：259013496



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



验证码



2024年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2024

获奖项目：边缘智能应用之慧映
谭泽涛 吴锦波
指导教师：唐遥芳 吴小娜
所属院校：
证书编号：2409012574

广东省教育厅
二〇二四年九月

获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：数媒游戏与交互设计
项目类型：交互媒体设计专业组
作品名称：光启万象：皮影时空重构
获 奖 者：徐静怡 黎晶晶 林彦希 蓝宗宝 罗 蕴
指导教师：王宇珍 林锐杰
所属院校：广东南方职业学院
证书编号：259013669



获奖证书

CERTIFICATE OF AWARD
广东省本科高校大学生学科竞赛

为表彰广东省本科高校大
学生学科竞赛获奖者，特颁发
此证书。



2025年广东省大学生计算机设计大赛
GUANGDONG UNIVERSITIES COMPUTER DESIGN COMPETITION 2025

三等奖

组 别：微课与AI辅助教学
项目类型：汉语言文学（限于唐诗宋词）
作品名称：品《登高》：杜甫笔下的秋与愁
获 奖 者：林汝珊 陈秀娟 冼珺茹
指导教师：肖晨阳 陈嘉乐
所属院校：广东南方职业学院
证书编号：259013731





(16) 省级：金砖国家职业技能大赛 三等奖 4 项





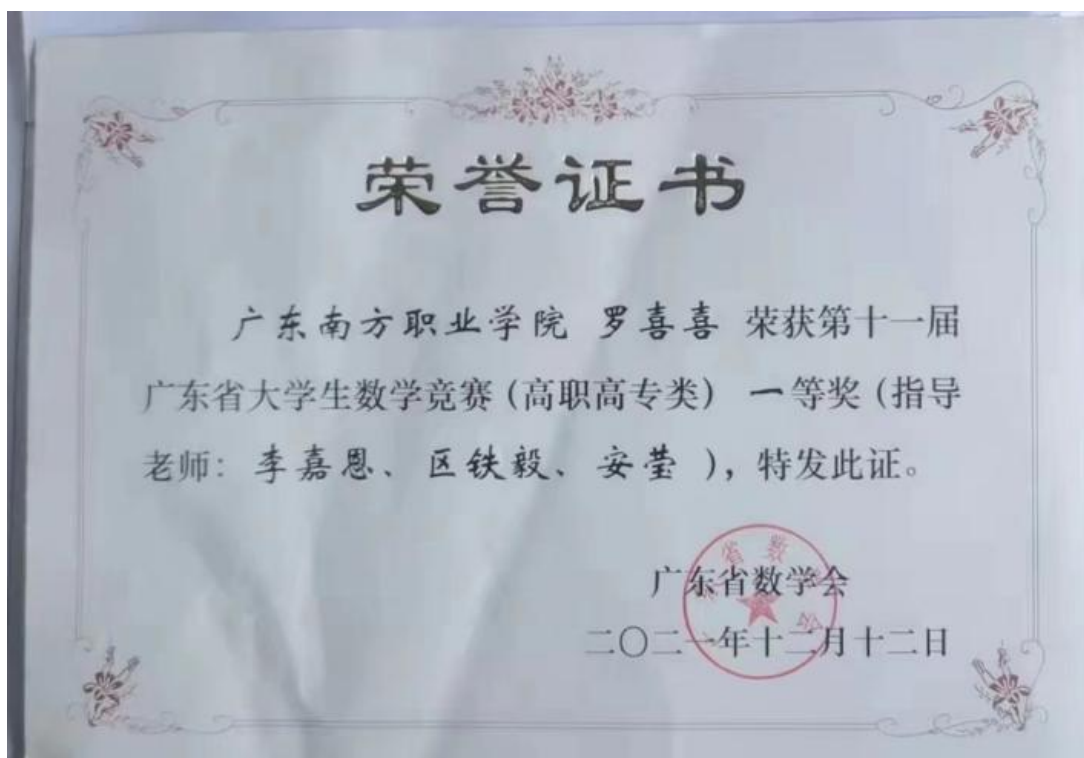
(17) 省级：一带一路暨金砖国家技能发展与技术创新大赛 二等奖 1 项



(18) 省级：一带一路暨金砖国家技能发展与技术创新大赛 三等奖 3 项



(19) 省级：广东省大学生数学竞赛一等奖 1 项



(20) 省级：蓝桥杯全国软件和信息技术专业人才大赛广东赛区一等奖



(21) 省级：全国新职业技能技能大赛全媒体运营师项目广东省选拔赛暨第三届全国电子信息服务业技能竞赛“北测数字杯”全媒体运营师技能竞赛广东省选拔赛二等奖 1 项



(22) 省级：蓝桥杯全国软件和信息技术专业人才大赛广东赛区二等奖 6 项



获奖证书

荣获第十二届蓝桥杯全国软件和信息技术专业人才大赛广东赛区 C/C++ 程序设计大学 C 组二等奖。

证件号码: 445281199906061616



获奖证书

荣获第十二届蓝桥杯全国软件和信息技术专业人才大赛广东赛区 C/C++程序设计大学 C 组二等奖。

证件号码: 441502200107022111



获奖证书

荣获第十二届蓝桥杯全国软件和信息技术专业人才大赛广东赛区 C/C++ 程序设计大学 C 组二等奖。

证件号码: 445281200106103334



获奖证书

荣获第十二届蓝桥杯全国软件和信息技术专业人才大赛广东赛区 C/C++程序设计大学 C 组二等奖。

证件号码: 441581200110300798



(23) 省级：2021 年全国工业和信息化技术技能大赛电子数据取证分析师赛项三等奖 1 项



(24) 省级：蓝桥杯全国软件和信息技术专业人才大赛广东赛区三等奖 15 项





(25) 校级: 2021 年广东南方职业学院教育教学成果奖一等奖 1 项



(26) 校级：2021 年职业院校技能大赛教学能力比赛暨省赛选拔赛二等奖

2 项

广东南方职业学院文件

校教字〔2021〕24 号

关于公布广东南方职业学院 2021 年职业院校技能大赛教学能力比赛暨省赛选拔赛获奖结果的通知

各部门：

根据《广东南方职业学院关于举办 2021 年职业院校技能大赛教学能力比赛暨省赛选拔赛的通知》（校教字〔2021〕9 号）要求，广东南方职业学院 2021 年职业院校技能大赛教学能力比赛暨省赛选拔赛已圆满结束。本次选拔赛共 16 组合计 60 名教师参赛。在比赛的过程中，教师们展示了亮丽的职业风采，体现了良好的精神风貌。经过比赛选拔、公示等程序，评出一等奖 7 组、二等奖 7 组、三等奖 2 组，现予以公布（具体名单见附件 1）。

附件：

1. 广东南方职业学院 2021 年职业院校技能大赛教学能力比赛暨省赛选拔赛获奖名单



广东南方职业学院2021年职业院校技能大赛教学能力比赛暨省赛选拔赛获奖名单					
序号	二级学院	课程名称	类别	获奖人员	获奖等级
11	信息学院	计算机应用基础	公共基础课程组	麦丽红	二等奖
				陈晓银	
				罗茜	
				黄咏梅	
13	信息学院	C语言程序设计	专业组课程一组	陈颖清	二等奖
				龚静	
				卢燕萍	
				吴小娜	