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韩长毅

2026年5月13日

前言：拥抱全球智慧，重塑服务格局

在知识经济和科研创新驱动的今天，大学图书馆的角色正从传统的文献收藏中心，向知识服务与学术交流的枢纽加速转型。我们面临的核心挑战是如何高效地整合全球顶尖学术资源，为师生的教学科研提供精准、深度、前瞻性的支持。

ProQuest Dissertations & Theses (PQDT)，作为全球规模最大、最权威的博硕士学位论文数据库，正是我们应对这一挑战的关键利器。它不仅仅是一个文献库，更是一座蕴藏着全球前沿思想、创新方法和学术传承的“智慧金矿”。

本次培训旨在帮助各位老师深入理解**PQDT**的核心价值，掌握其实操功能，从而将**PQDT**的潜力转化为提升图书馆馆藏建设水平、优化读者服务、增强学校学术影响力的实际能力。

无与伦比的资源规模与广度

全球最大的博硕士学位论文资源库，以海量、全面、前沿的特性构建
学术研究核心基石



1

海量文献：收录超452万条记录，含100万+全文资源，保持年增4-5万篇全文的稳定增速。

2

全球覆盖：覆盖全球70+国家和地区的3000+高校，包含75所世界Top200顶尖名校。

3

时间跨度：资源回溯至1743年，跨越三个世纪，是研究学术思想演变的独特历史资源。

4

学科全面：完整覆盖自然科学、工程技术、社会科学、人文艺术等所有学科领域。

5

资源前沿：每年持续新增超过20万篇最新学位论文信息，确保资源内容的高度时效性。

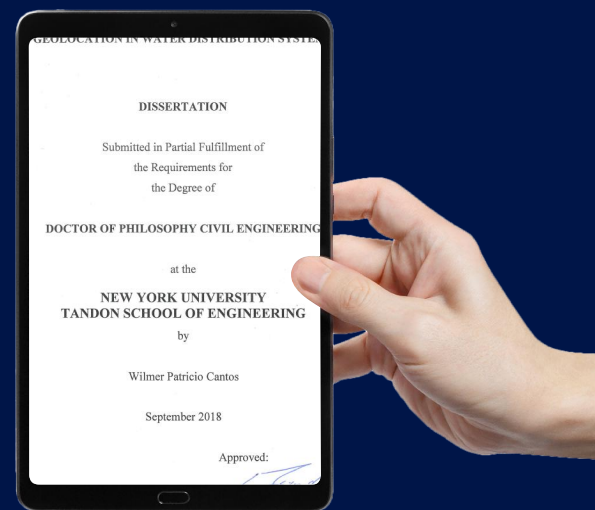
6

综合集成：真正的一站式综合性学术资源库，全方位满足多学科交叉研究的需求。

学位论文的学术价值

学位论文是学术性较强的同行评审文献，是针对广泛学科范围进行的原创性研究

- 1 反映前沿趋势，提出新见解
- 2 提供比期刊文章更多更全面的内容，**200+**页学位论文 **VS10+**页期刊文献
- 3 是某些小众学科或特定课题最新研究成果及学术动态的重要信息来源
- 4 学位论文中包含了广泛全面的文献综述及参考书目信息
- 5 学位论文中往往包含更全面的研究数据
- 6 提供海量学位论文的写作指南信息（形式与格式）
- 7 对于未来科研具有重要启发和建议的作用



学位论文的独特文献价值



深度与广度的完美结合



详尽的方法论

详细描述研究设计、实验步骤与数据处理过程，为科研成果的可复现性提供完整依据。



全面的文献综述

提供对研究领域的系统性回顾与梳理，帮助读者快速建立完整的知识框架与研究背景。



丰富的原始数据

包含大量因期刊篇幅限制而无法展示的原始数据、详细图表及附录资料，信息密度极高。



独特的负面结果

收录研究过程中未达到预期的“负面结果”，为同行规避重复研究、优化实验方案提供宝贵参考。

学术传承的见证：诺奖得主的起点

Omar M. Yaghi

1990年伊利诺伊大学
(厄巴纳-香槟分校)
博士学位

🏆 2025年
诺贝尔化学奖

博士论文选题：
《Synthesis, structure, and
reactivity of polyoxovanadates in
nonaqueous media》

Mary E. Brunkow

1991年普林斯顿大学
分子生物学博士学位

🏆 2025年
诺贝尔生理学或医学奖

博士论文选题：
《Expression and function of the
H19 gene in transgenic mice》

MOKYR, JOEL

1974年耶鲁大学
博士学位

🏆 2025年
诺贝尔经济学奖

博士论文选题：
《INDUSTRIAL GROWTH
AND STAGNATION IN THE
LOW COUNTRIES, 1800-
1850》

馆藏资源的战略互补

构建多元化、多层次的学术资源保障体系



与期刊数据库互补

期刊提供最新研究成果，PQDT提供研究的完整过程和深度细节，两者结合，构成完整的科研图景。

01



与会议录数据库互补

会议录展示前沿思想碰撞，PQDT则提供经过系统验证和深入探讨的成熟研究，互为补充。

02



与图书数据库互补

图书提供系统性知识，PQDT则聚焦于前沿的、探索性的研究课题，是图书内容的重要更新和补充。

03

PQDT助力图书馆建设：打造深度服务新范式

PQDT为图书馆提供了从资源建设到服务创新的全方位支持，助力打造深度服务新范式

01 学科服务的深度挖掘

围绕重点学科，利用PQDT进行文献计量分析，绘制学科发展图谱，为学科建设提供决策支持。

01

02 文献传递的有力补充

对于馆内未收藏的重要学位论文，通过PQDT荐购快速获取，作为文献传递服务的有力补充。

02

03 特色资源库的建设

针对学校优势学科，筛选PQDT中的相关优秀论文，建设专题学位论文库，形成独特的馆藏特色。

03

为不同读者提供精准研究支持



■ 核心目标

依托 PQDT 海量优质资源，通过精细化的运营手段，将数据库的学术价值与不同读者群体的实际需求深度匹配，实现资源利用效率最大化。

■ 重点服务对象

聚焦高校三大核心科研与教学群体，实施差异化支持：

- **教师群体：**支持课题申报、前沿研究追踪与学术成果产出。
- **研究生：**辅助开题调研、文献综述撰写及学位论文创新点挖掘。
- **本科生：**培养学术检索素养，支持课程论文与毕业设计（论文）完成。

服务教师：从科研创新到教学深化



科研创新支持

前沿探索

追踪学科最新研究成果与动态，帮助教师快速发现新的科研方向与突破口。

方法借鉴

学习优秀博士论文中的先进研究方法、实验设计思路与数据处理手段。

学术史梳理

系统梳理学科发展脉络与前人研究基础，为课题申请与研究综述提供有力依据。

教学深化支持

课程资源建设

推荐领域内高质量的经典博士论文作为课程补充阅读材料，拓展学生学术视野，丰富教学资源库。

指导学生研究

指导研究生利用PQDT数据库高效完成文献综述，学习规范的论文写作范式，并辅助确定科学的研究选题。

服务本科生：播下科研的种子



课程论文与项目研究

指导本科生查找最新研究成果，掌握学术写作规范，协助完成高质量的课程作业与项目报告。



激发科研探索兴趣

通过浏览全球顶尖大学的优秀论文，接触学科前沿科学问题，开阔学术视野，从而激发本科生从事科研的热情。



专业信息素养教育

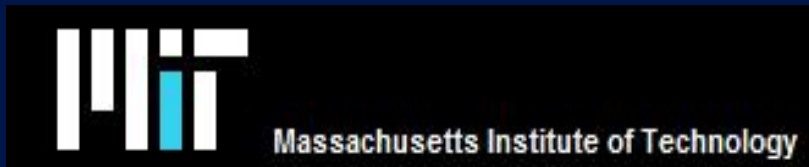
将PQDT作为核心教学案例，系统教授高级文献检索技巧、学术信息评估与筛选能力，培养本科生的终身学习素养。

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ProQuest学位论文全文库是提供全球高质量博硕士学位论文全文的数据库，主要收录了来自欧美国家**3,000**余所知名大学的优秀博硕士论文，目前可访问共享论文全文约**104**万篇，并收录超过**452**万篇论文的目次摘要信息，涉及现有主要学科领域的论文（文、理、工、农、医），是学术研究中十分重要的信息资源，对于研究和更新世界最新科学前沿有着非常重要的作用。

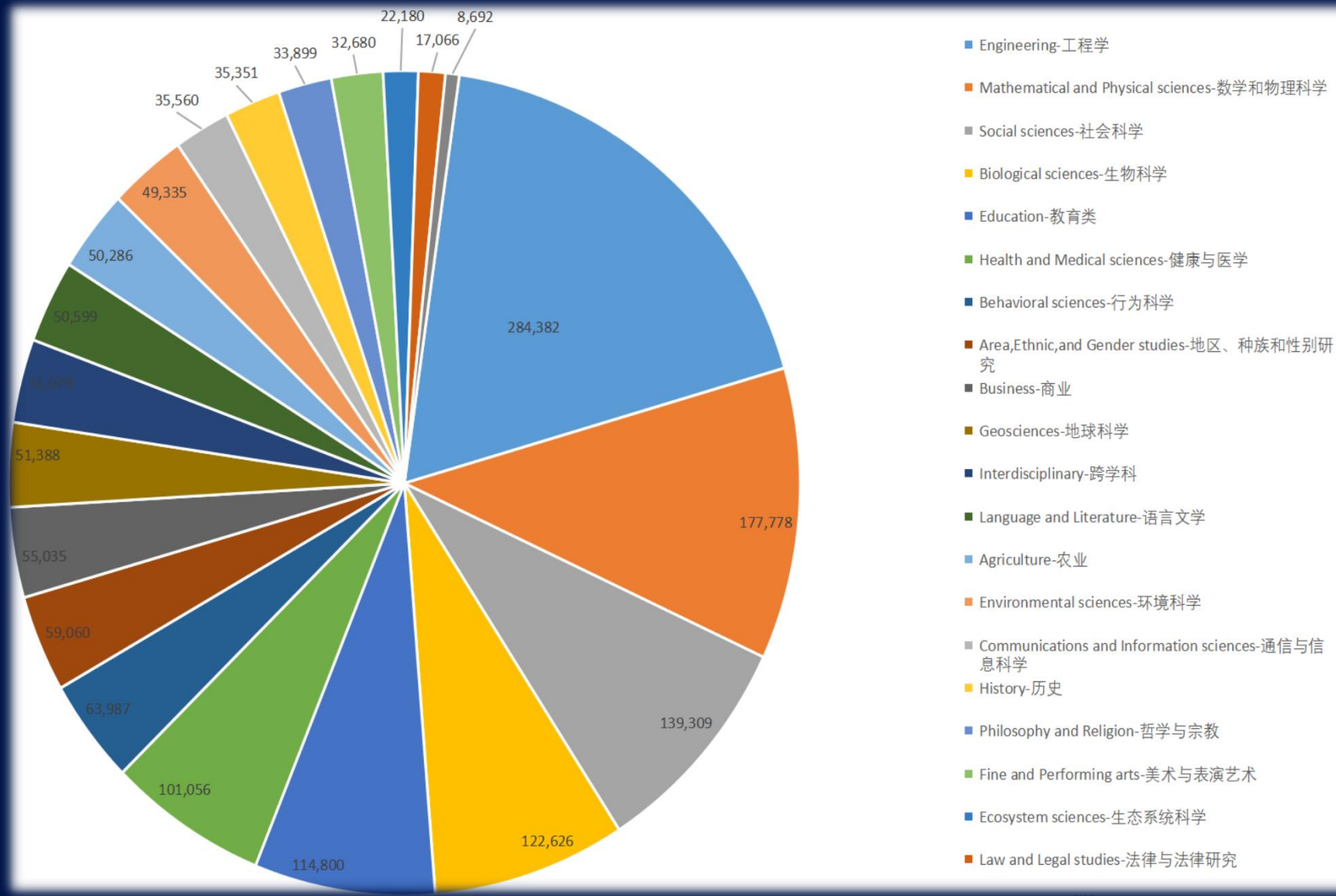
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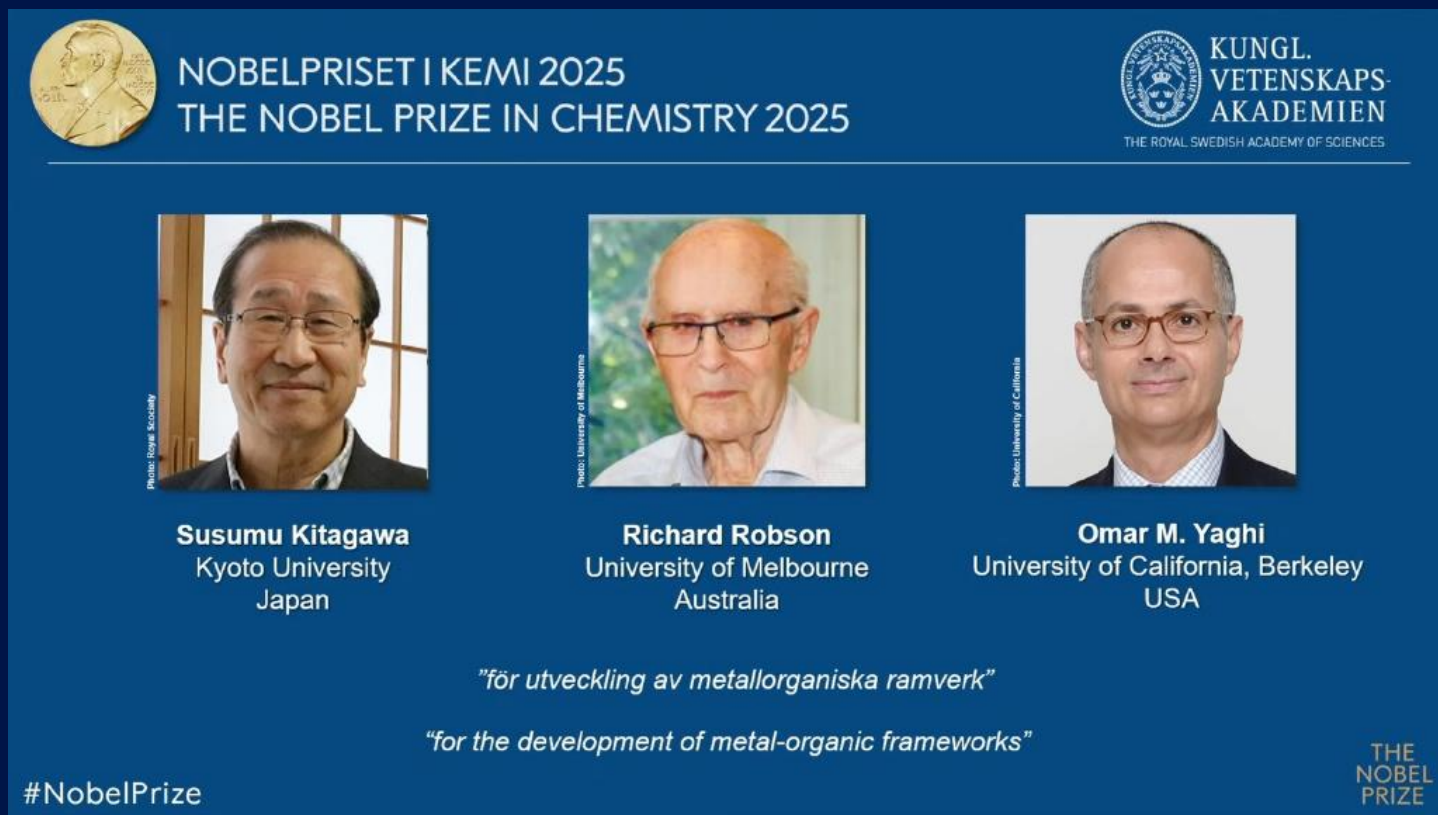
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PQDT 学科分布情况 - 中国组团




2025年诺贝尔化学奖





The graphic features a blue background with white text and images. At the top left is the Nobel Prize medal. To its right, the text reads "NOBELPRISET I KEMI 2025" and "THE NOBEL PRIZE IN CHEMISTRY 2025". On the top right is the logo of the Royal Swedish Academy of Sciences, "KUNGL. VETENSKAPS-AKADEMIEN". Below this, three portraits of the winners are shown in a row. Each portrait is accompanied by the winner's name, affiliation, and country. At the bottom center, the award citation is written in Swedish and English. The hashtag #NobelPrize is in the bottom left, and "THE NOBEL PRIZE" logo is in the bottom right.

NOBELPRISET I KEMI 2025
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KUNGL. VETENSKAPS-AKADEMIEN
THE ROYAL SWEDISH ACADEMY OF SCIENCES


Susumu Kitagawa
Kyoto University
Japan


Richard Robson
University of Melbourne
Australia


Omar M. Yaghi
University of California, Berkeley
USA

"för utveckling av metallorganiska ramverk"
"for the development of metal-organic frameworks"

#NobelPrize

THE NOBEL PRIZE

北京时间10月8日下午，2025年诺贝尔化学奖揭晓。日本科学家北川进（**Susumu Kitagawa**）、澳大利亚科学家理查德·罗布森（**Richard Robson**）和美国科学家奥马尔·亚吉（**Omar M. Yaghi**）获奖，以表彰他们在金属有机框架开发方面所作出的贡献。

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(Metal-Organic Framework)

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Metal-Organic Framework

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- 2024年诺贝尔生理学或医学奖获奖者 Gary Ruvkun 博士论文 2024-10-12
- 名家博士论文 | 中国生理科学开拓者与奠基人蔡翘院士博士论文 2024-09-19
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[1]Evans, Gareth J.S..Theoretical investigation into asymmetric iminium ion organocatalysis[D].ProQuest Dissertations and Theses Full-text Search Platform,2007.

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1 782 2 032 检索

1 Syntheses and Characterizations of New Metal-Organic Framework Materials

AAI: 10973986, Trieu, Thuong X.;Trieu, Thuong X., (null), Dissertations & Theses.
ISBN:
PublishYear: 2018

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2 Reaction Engineering with Metal-Organic Framework Catalysts

AAI: 1545605, Melkonian, Arek Viken, (University of Windsor (Canada)), Abstracts International.
ISBN: 978-1-303-41229-5
PublishYear: 2013

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3 Rotaxane Ligands for Incorporation into Metal-Organic Framework Materials

AAI: 10636208, Gholami, Ghazale, (University of Windsor (Canada)), DAI-B 79/04(E), Dissertation Abstracts International.

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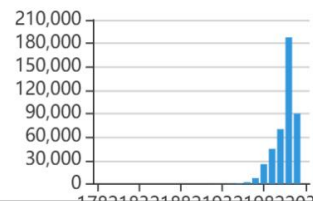
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- » 本单位有全文 (255089)

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已选中:

1 Hematopoietic stem cell migration



AAI: 3028210, Wright, Douglas Ellis, (Stanford University), DAI-B 62/10, Dissertation
Abstracts International.
ISBN: 978-0-493-40534-6
PublishYear: 2001



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2 Pulmonary complications after hematopoietic stem cell transplantation



AAI: 11008811, Tiwari, Pawan;Tiwari, Pawan, (null), Dissertations & Theses.
ISBN:
PublishYear: 2016



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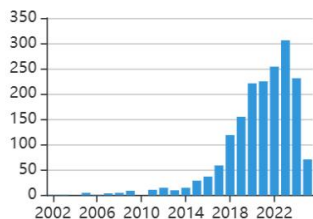
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2 002

2 025

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1 Syntheses and Characterizations of New Metal-C



AAI: 10973986, Trieu, Thuong X.; Trieu, Thuong X., (null), I
ISBN:
PublishYear: 2018

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» 仅目次摘要 (280025)
» 本单位有全文 (399617)

2 Gas Adsorption and Separation in Porous Metal-



AAI: 31090864, Guo, Lixia, (The University of Manchester
Dissertation Abstracts International.
ISBN: 9798382650111
PublishYear: 2023

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摘要

3 Reaction Engineering with Metal-Organic Framework Catalysts



AAI: 1545605, Melkonian, Arek Viken, (University of California, Los Angeles), MAI 52/02M(E), Masters
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- » Chemistry (708)
- » Materials science (633)
- » Chemical engineering (399)
- » Energy (255)
- » Inorganic chemistry (240)
- 更多选项...

学校/机构

- » Northwestern University (88)
- » National University of Singapore (Singapore) (43)
- » University of California, Berkeley (38)
- » State University of New York at Buffalo (34)
- » Hong Kong University of Science and Technology (Hong Kong) (33)
- 更多选项...

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- » English (1772)
- » Chinese (3)
- » Spanish (3)
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论文的语种
筛选



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检索用时: 6673ms

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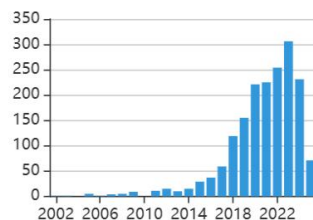
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» 仅目次摘要 (105)

» 本单位有全文 (1679)

发表年度

(2002-2025,每隔 1 年)



2 002

2 025

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已选中:

1 Syntheses and Characterizations of New Metal-



AAI: 10973986, Trieu, Thuong X.;Trieu, Thuong X., (null), ISBN: PublishYear: 2018



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2 Gas Adsorption and Separation in Porous Meta



AAI: 31090864, Guo, Lixia, (The University of Mancheste Dissertation Abstracts International, ISBN: 9798382650111 PublishYear: 2023



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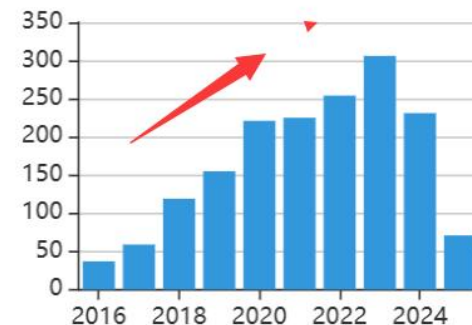
3 Reaction Engineering with Metal-Organic Fram



AAI: 1545605, Melkonian, Arek Viken, (University of California, Los Angeles), MAI 52/02M(E), Masters Abstracts International

每十年为一个立柱, 鼠标停留立柱上, 显示此立柱代表年度范围及论文数量, 点击立柱可细分十年论文分布

(2016-2025,每隔 1 年)



2 016

2 025

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MOF近年成果突破

时间	突破技术 / 成果名称	核心研究者 / 机构	核心创新点与应用价值
2015	核壳结构 MOF (Mag-MOFs) 的可控合成	Schmitt, S. 等 (德国卡尔斯鲁厄理工学院)	通过层层自组装 (LbL) 技术构建磁性核 / 多壳层 MOF 结构, 实现药物缓释功能。内层 MOF 作为药物储库, 外层经后合成转化为聚合物网络, 可在不同环境中控制释放染料分子。
2016	MIL-101 (Fe) 衍生的空心结构用于钠离子电池	Sun, Y. 等 (中国科学院过程工程研究所)	开发 Hierarchical hollow Fe ₂ O ₃ @MIL-101 (Fe)/C 复合材料, 通过 MOF 模板法制备的空心纳米结构缩短离子传输路径, 提升钠离子电池容量至 710 mAh g ⁻¹ , 循环 200 次后容量保持率达 93.2%。
2017	双金属 Ce/Zr 基 MOF-808 稳定性提升	Kitagawa, S. 等 (日本京都大学)	通过引入 Ce ⁴⁺ 掺杂 Zr ⁴⁺ , 在 MOF-808 中形成固溶体结构, 显著提高材料的热稳定性和耐酸性。当 Ce 含量 ≤ 20 at% 时, 材料颗粒尺寸减小, 质子电导率在 315 K、99% 相对湿度下达 7.58 × 10 ⁻³ S · cm ⁻¹ , 可用于燃料电池质子交换膜。
2017	胆固醇修饰 CD-MOF 提升水中稳定性	张继稳课题组 (中国科学院上海药物研究所)	采用胆固醇表面修饰环糊精 MOF (CD-MOF-CHS), 使材料在水中 24 小时仍保持结晶结构, 显著提高阿霉素递送效率。大鼠体内实验显示, 药物半衰期和曲线下面积 (AUC) 显著增加, 为生物医药应用奠定基础。
2020	甲基硫功能化 MOF 高效光催化产氢	苏成勇课题组 (中山大学)	通过溶剂辅助配体交换法制备甲基硫修饰的 MOF (PT/MOF), 在可见光下产氢速率达 3814 μmol g ⁻¹ h ⁻¹ , 量子效率 8.90% (420 nm), 较传统氨基修饰 MOF 提升一个数量级。
2020	MOF@COF 核壳异质结光催化剂	姜忠义课题组 (天津大学)	构建 NH ₂ -UiO-66@TFPT-DETH 核壳结构, 通过席夫碱反应形成共价连接的异质结。光生载流子分离效率显著提升, 产氢速率达 7178 μmol g ⁻¹ h ⁻¹ , 为 MOF 基光催化剂的设计提供新策略。
2021	高负载单原子催化剂 (>4 wt%)	江海龙课题组 (中国科学技术大学)	在 Zr 基 MOF 中引入单原子 Ni, 通过调节配位环境形成 Ni (I) 微环境, 光催化产氢活性达原始 MOF 的 270 倍。单原子位点与光敏连接体的紧密结合加速电荷转移, 为高效光催化提供新范式。
2023	Ru 单原子 / UiO-66 催化甲烷羟基化	王晓东、林坚课题组 (中国科学院大连化物所)	开发 Ru ₁ /UiO-66 单原子催化剂, 在温和条件下实现甲烷近 100% 选择性羟基化为含氧化合物 (CH ₃ OH、HCOOH 等), 转化频率 (TOF) 达 185.4 h ⁻¹ 。Ru 单原子与 Zr-oxo 节点的双位协同作用抑制过度氧化, 为低碳烷烃转化提供新思路。
2024	MOF 规模化生产实现商业化突破	巴斯夫 (德国)、广东碳语 (中国)	巴斯夫建成全球首个百吨级 MOF 生产线, 用于碳捕获; 广东碳语实现国内首条 MOF 量产线, 推动其在环保、能源领域的应用。
2025	AI 驱动 MOF 设计工具 MOFA 与 MSAIGNN	王卓、于海斌课题组 (中国科学院沈阳自动化研究所)	- MOFA: 结合生成式 AI 与高通量模拟, 在超算平台上快速筛选高性能 MOF 结构, 其 CO ₂ 吸附能力位列 hMOF 数据集前 10%。 - MSAIGNN: 多尺度图神经网络模型, 通过自注意力机制和三体键角信息提升 MOF 气体吸附预测精度, CO ₂ 吸附预测 R ² 值达 0.9515, 显著优于传统模型。
2025	2025 年诺贝尔化学奖授予 MOF 研究先驱	Susumu Kitagawa、Richard Robson、Omar M. Yaghi	表彰三人在 MOF 开发中的奠基性贡献: Robson 提出理论框架, Kitagawa 验证功能价值, Yaghi 建立系统合成方法并推动商业化 (如干旱地区取水技术)



核心创新点与应用价值

层层自组装 (LbL) 技术构建磁性核 / 多壳层 MOF 结构, 实现药物缓释功能。内层 MOF 作为药物储库, 外层经后合成转化为聚合物网络, 可在不同环境中控制释放染料分子。

Hierarchical hollow Fe₂O₃@MIL-101 (Fe)/C 复合材料, 通过 MOF 模板法制备的空心纳米结构缩短离子传输路径, 提升钠离子电池容量至 710 mAh g⁻¹, 循环 200 次后容量保持率达 93.2%。

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胆固醇表面修饰环糊精 MOF (CD-MOF-CHS), 使材料在水中 24 小时仍保持结晶结构, 显著提高阿霉素递送效率。大鼠体内实验显示, 药物半衰期和曲线下面积 (AUC) 显著增加, 为生物医药应用奠定基础。

通过溶剂辅助配体交换法制备甲基硫修饰的 MOF (PT/MOF), 在可见光下产氢速率达 3814 μmol g⁻¹ h⁻¹, 量子效率 8.90% (420 nm), 较传统氨基修饰 MOF 提升一个数量级。

构建 NH₂-UiO-66@TFPT-DETH 核壳结构, 通过席夫碱反应形成共价连接的异质结。光生载流子分离效率显著提升, 产氢速率达 7178 μmol g⁻¹ h⁻¹, 为 MOF 基光催化剂的设计提供新策略。

在 Zr 基 MOF 中引入单原子 Ni, 通过调节配位环境形成 Ni (I) 微环境, 光催化产氢活性达原始 MOF 的 270 倍。单原子位点与光敏连接体的紧密结合加速电荷转移, 为高效光催化提供新范式。

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MOFA: 结合生成式 AI 与高通量模拟, 在超算平台上快速筛选高性能 MOF 结构, 其 CO₂ 吸附能力位列 hMOF 数据集前 10%。
MSAIGNN: 多尺度图神经网络模型, 通过自注意力机制和三体键角信息提升 MOF 气体吸附预测精度, CO₂ 吸附预测 R² 值达 0.9515, 显著优于传统模型。

表彰三人在 MOF 开发中的奠基性贡献: Robson 提出理论框架, Kitagawa 验证功能价值, Yaghi 建立系统合成方法并推动商业化 (如干旱地区取水技术)

PQDT 新平台检索结果页面



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1 934 2 025 检索

1934 1957 1980 2002 2025

已选中: 可按照自身需求拖拽起止年度不规则时间定义

1 Insights into Kraft Lignins

AAI: 29289762, Jardim, Juliana Marangon, (North Carolina) Dissertation Abstracts International.
ISBN: 9798845461568
PublishYear: 2022

2010 — 2024 检索

1 900 1 931 1 962 1 993 2 024

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2 Επεξεργασία υγρ (Organosolv) βιομάζα

AAI: 29301439, Masters Abstracts International.
ISBN: 97988457...
PublishYear: 201...

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3 Modification of p made by the resin as

AAI: 9329552, Se Abstracts International.
ISBN: 979-8-208-20189-3
PublishYear: 1993

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2002年	2003年	2004年	2018年	2019年	2020年
2005年	2006年	2007年	2021年	2022年	2023年
2008年	2009年	2010年	2024年	2025年	2026年
2011年	2012年	2013年	2027年	2028年	2029年
2014年	2015年	2016年	2030年	2031年	2032年

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学科 >

» Chemical engineering (257)

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The screenshot shows the PQDT search results page with a modal window for selecting subjects. The modal window is titled "学科" (Subject) and contains a table with columns for "主题" (Subject), "计数" (Count), and "学科" (Subject Name in Chinese). The table lists 12 subjects with their respective counts. A red box highlights the "主题" column, and a red arrow points from the "更多选项..." link in the background to the modal. The background shows search filters for "学科" (Chemistry, Materials science, Chemical engineering, Energy, Inorganic chemistry), "学校/机构" (Northwestern University, National University of Singapore, University of California, Berkeley, State University of New York at Buffalo, Hong Kong University of Science and Technology), and "语言" (English, Chinese, Spanish, Turkish). The page also includes navigation links like "查看详情", "查看PDF", "收藏", "引文导出", "引文格式", "电子邮件", and "摘要".

主题	计数	学科
<input type="checkbox"/> Chemistry	708	化学
<input type="checkbox"/> Materials science	633	材料科学
<input type="checkbox"/> Chemical engineering	399	化学工程
<input type="checkbox"/> Energy	255	能源
<input type="checkbox"/> Inorganic chemistry	240	分析化学
<input type="checkbox"/> Analytical chemistry	235	纳米技术
<input type="checkbox"/> Nanotechnology	216	物理化学
<input type="checkbox"/> Physical chemistry	211	无机化学
<input type="checkbox"/> Organic chemistry	186	高分子化学
<input type="checkbox"/> Polymer chemistry	186	有机化学
<input type="checkbox"/> Engineering	134	工程学
<input type="checkbox"/> Nanoscience	106	纳米科学

庞大结果下的学科筛选

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The screenshot shows the PQDT search results page with a modal window for filtering by university/institution. The modal window is titled "学校/机构" and contains a table with columns for "主题" (Topic), "计数" (Count), and "学校/机构" (University/Institution). The table lists various universities and their corresponding counts, with some counts highlighted in red. The modal window also includes a "针对知名高校论文" (Targeted for famous university papers) label and buttons for "取消" (Cancel) and "提交" (Submit).

主题	计数	学校/机构
<input type="checkbox"/>	88	Northwestern University QS 32
<input type="checkbox"/>	43	National University of Singapore (Singapore) QS 11
<input type="checkbox"/>	38	University of California, Berkeley QS 27
<input type="checkbox"/>	34	State University of New York at Buffalo QS 801
<input type="checkbox"/>	33	Hong Kong University of Science and Technology (Hong Kong) QS 40
<input type="checkbox"/>	32	The University of Manchester (United Kingdom) QS 28
<input type="checkbox"/>	30	University of Johannesburg (South Africa) QS 412
<input type="checkbox"/>	29	Stanford University QS 3
<input type="checkbox"/>	29	University of Toronto (Canada) QS 34
<input type="checkbox"/>	27	University of California, Los Angeles QS 44
<input type="checkbox"/>	25	University of Minnesota QS 185
<input type="checkbox"/>	24	University of California, San Diego QS 53

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PublishYear: 2013

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学科 >

- » Chemistry (708)
- » Materials science (633)
- » Chemical engineering (399)
- » Energy (255)
- » Inorganic chemistry (240)
- 更多选项...

学校/机构 >

- » Northwestern University (88)
- » National University of Singapore (Singapore) (43)
- » University of California, Berkeley (38)
- » State University of New York at Buffalo (34)
- » Hong Kong University of Science and Technology (Hong Kong) (33)
- 更多选项...

语言 >

- » English (1772)
- » Chinese (3)
- » Spanish (3)
- » Turkish (2)

4 Rotaxane Ligands for Incorporation into Metal-Organic Framework Materials

AAI: 10636208, Gholami, Ghazale, (University of Windsor (Canada)), DAI-B 79/04(E),
Dissertation Abstracts International.
ISBN: 978-0-355-36852-9
PublishYear: 2017

5 Enzyme-Inspired Metal-Organic Framework Catalysts

AAI: 3508345, Roberts, John Michael, (Northwestern University), DAI-B 73/09(E),
Dissertation Abstracts International.
ISBN: 978-1-267-34046-7
PublishYear: 2012

6 Selective Catalysis in Nanoparticle Metal-Organic Framework Composites

AAI: 10117293, Stephenson, Casey Justin, (Northwestern University), DAI-B 77/10(E),
Dissertation Abstracts International.
ISBN: 978-1-339-78695-7
PublishYear: 2016

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Reaction Engineering with Metal-Organic Framework Catalysts

Melkonian, Arek Viken

MAI 52/02M(E), Masters Abstracts International

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摘要

To date, there has been no comprehensive attempt to perform and/or describe catalytic reactions in the gas phase that utilize metal-organic frameworks (MOFs) as catalysts. In addition, there has been no attempt to reaction engineer these MOF catalysts in order to determine their regimes of optimal catalytic activity and possible limitations to their use. A zinc-based MOF that has been post-synthetically modified with a homogeneous palladium catalyst, Pd(CH₃CN)₂Cl₂, is used to catalyze the hydrogenation of propylene. The catalyst is assembled in a packed-bed reactor under a continuous flow of reactants. The reaction is optimized with respect to isorecticular metalation, reactant flow rate, and reactor temperature. Maximum catalytic conversion is found at intermediate metalations of 40% and 60%, high hydrogen flow of 50 ccm, and intermediate reactor temperatures of 100 °C and 150 °C. The MOF-60 catalyst is exposed to a traditional catalyst poison, carbon monoxide (CO). It is found that the MOF is reversibly poisoned upon introduction of CO. Upon poisoning, catalytic conversions rates of 90%-100% are dramatically reduced to less than 10%-30%, depending on the CO flow rate and the reactor temperature. The CO poisoning is shown to be reversible, a similar effect as found with palladium on carbon (Pd/C). The time scale of poisoning and recovery is very fast for both the MOF catalyst and Pd/C (approximately 10-30 seconds). Other effects of temperature on the MOF-40 are also investigated. At fixed reactant flow, the temperature grid is partitioned into finer steps of 10 °C to determine the temperature that yields the highest catalytic conversion. It is found that conversion is nearly uniform in the range between the highest conversions, i.e., conversion plateaus between the optimum temperatures. The catalyst also exhibits a weak thermal hysteresis. There is no significant improvement in conversion with thermal cycling after alternating the reactor temperature between 100 °C and 200 °C for 8 hours.

The sidebar contains a '下载PDF' button at the top. Below it are several options: '引文导出', '添加收藏', '打印', '电子邮件', '向图书馆荐购', and '引文格式'. At the bottom of the sidebar is another '下载PDF' button and a list of server sites: '中科备用站点', '上交大站点', '中信所站点', and 'CALIS站点'.

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奥马尔·M·亚吉
(Omar M. Yaghi)
2025年诺贝尔化学奖



奥马尔·M·亚吉 (Omar M. Yaghi)
美籍约旦裔化学家，美国国家科学院院士、美国艺术与科学院院士、德国国家科学院院士，加利福尼亚大学伯克利分校**James and Neeltje Tretter**化学讲席教授。

1990年，获得伊利诺伊大学厄巴纳-香槟分校化学博士学位；同年，获得美国国家科学基金会资助，在哈佛大学从事博士后研究工作 [1]。

1992年，任亚利桑那州立大学助理教授。

1999年，任密西根大学教授。**2006年**，任加利福尼亚大学洛杉矶分校教授；同年，获得诺贝尔化学奖提名。**2012年**，任加利福尼亚大学伯克利分校**James and Neeltje Tretter**讲席教授、美国劳伦斯伯克利国家实验室科学家 [3]。

2019年，当选美国国家科学院院士。

2022年，当选美国艺术与科学院院士、德国国家科学院院士。当地时间**2025年10月8日**，与北川进、理查德·罗布森共同获得诺贝尔化学奖。

导师：**Klemperer, Walter G.**



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1 Uncovering Stromal Cell Functions in Acute and Chronic Muscle Injuries

AAI: 29326032, Yaghi, Omar Khaled, (Harvard University), DAI-B 84/5(E), Dissertation Abstracts International.

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2 Synthesis, structure, and reactivity of polyoxovanadates in nonaqueous media

AAI: 9114471, Yaghi, Omar M., (University of Illinois at Urbana-Champaign) DAI-B 52/03, Dissertation Abstracts International.

ISBN: 979-8-207-61817-3
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3 Diversification and Functionalization of Organic Components in Metal-Organic Frameworks

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AAI: 10619174, Catarineu, Noelle Ruiz, (University of California, Berkeley), Dissertation Abstracts International, Volume: 79-05(E), Section: B.
ISBN: 9780355574456
PublishYear: 2017

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4 Directed assembly of structures using coordination and covalent bonding

AAI: 3082634, Vodak, David Thomas, (University of Michigan), DAI-B 64/02, Dissertation Abstracts International.
ISBN: 978-0-496-30485-1
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5 Synthesis, Postmodification, Metalation, and Gas Adsorption in Chemically Stable Metal Organic Frameworks and Zeolitic Imidazolate Frameworks

AAI: 3521611, Morris, William, (University of California, Los Angeles), DAI-B 74/01(E), Dissertation Abstracts International.
ISBN: 978-1-267-52900-8
PublishYear: 2012

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- » Chemistry (31)
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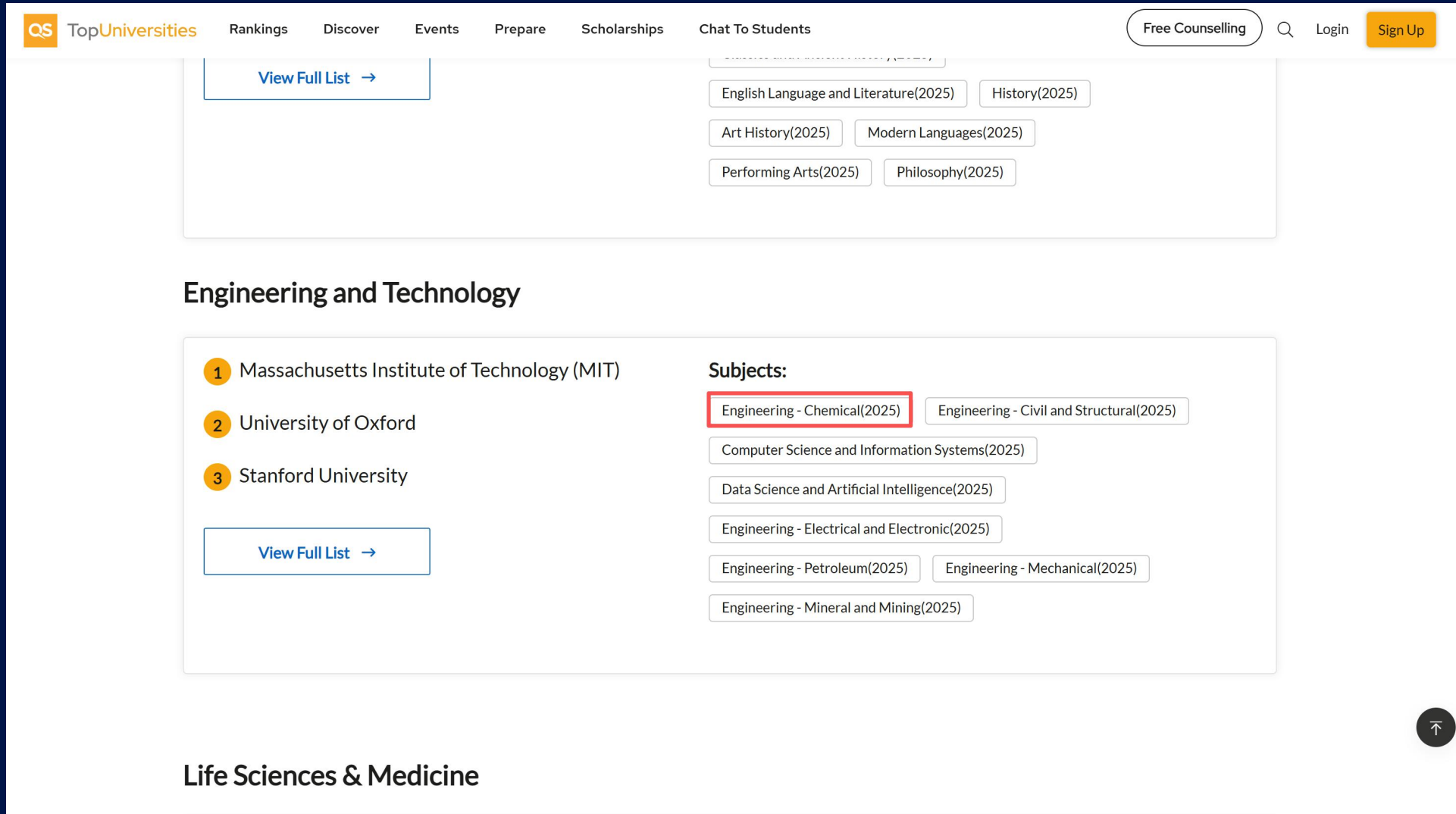
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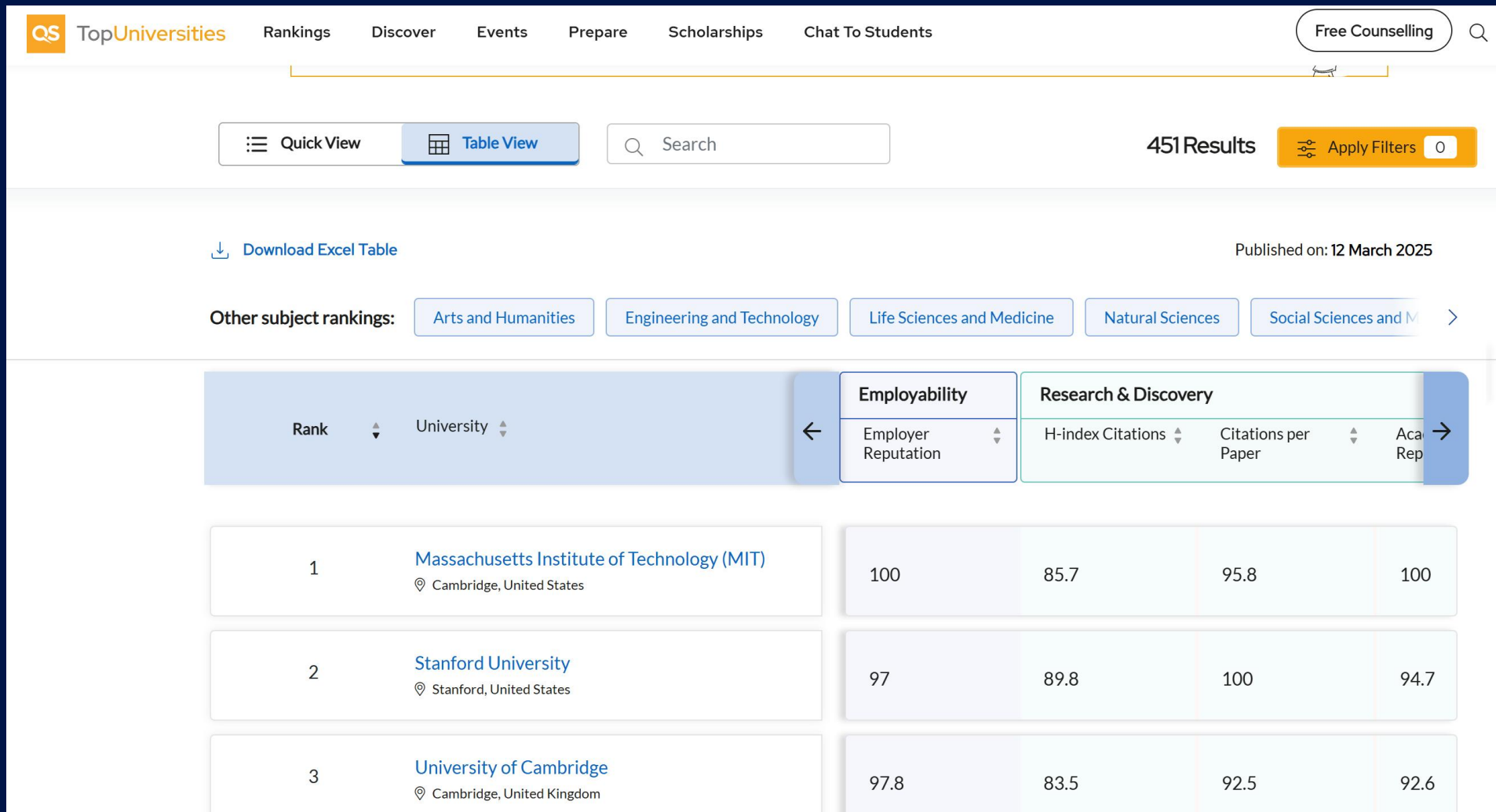
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2	Stanford University Stanford, United States	97	89.8	100	94.7
3	University of Cambridge Cambridge, United Kingdom	97.8	83.5	92.5	92.6

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- Electrical engineering
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- Nanotechnology
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- Computer science
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- Inorganic chemistry
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- Nanoscience
- Artificial intelligence
- Engineering
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- Robotics
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- ⊕ Massachusetts School of Professional Psychology
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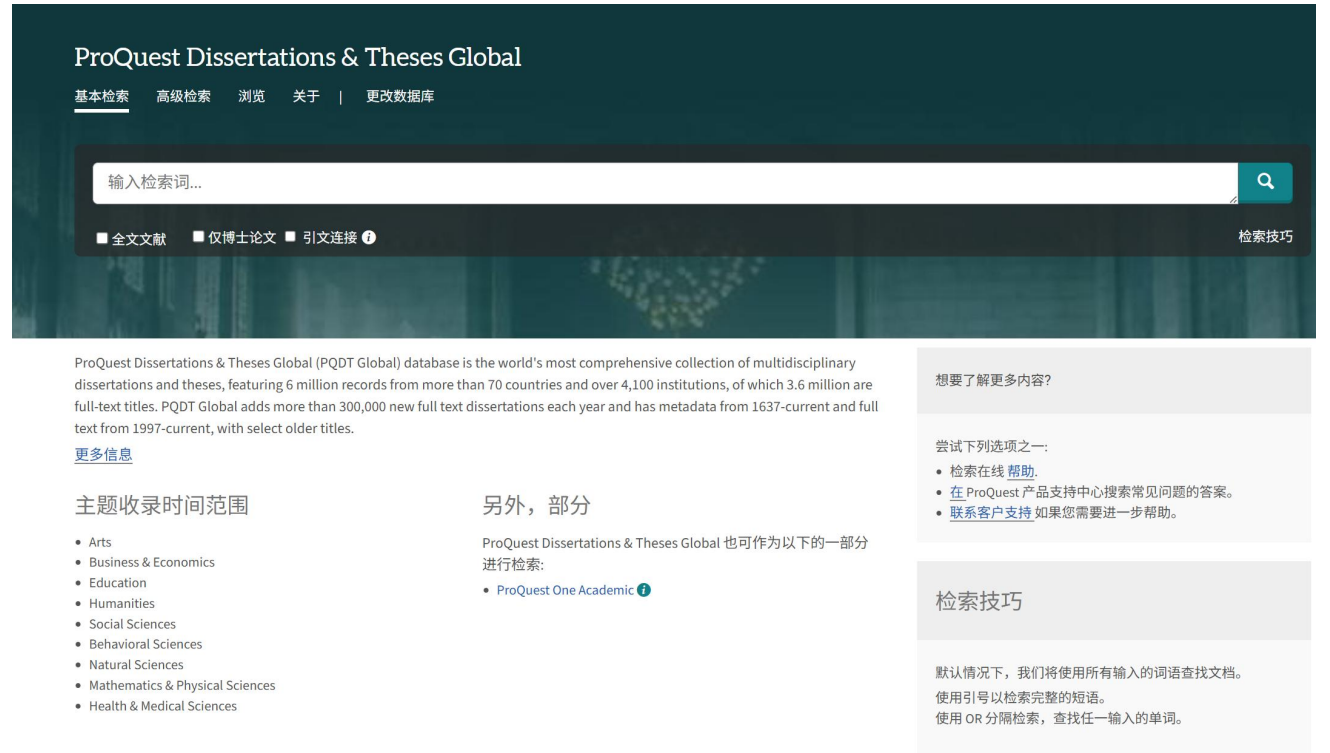
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—1637年《法律的定义》格罗宁根大学（荷兰）

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摘要

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标识符/关键字	Social sciences
标题	Definitiones ivris pavcae
作者	Stover, Johannes
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学位日期	1637
学校代码	1121
来源	DAI-C 36/02, Dissertation Abstracts International
大学/单位	Rijksuniversiteit Groningen (The Netherlands)
大学位置	Netherlands
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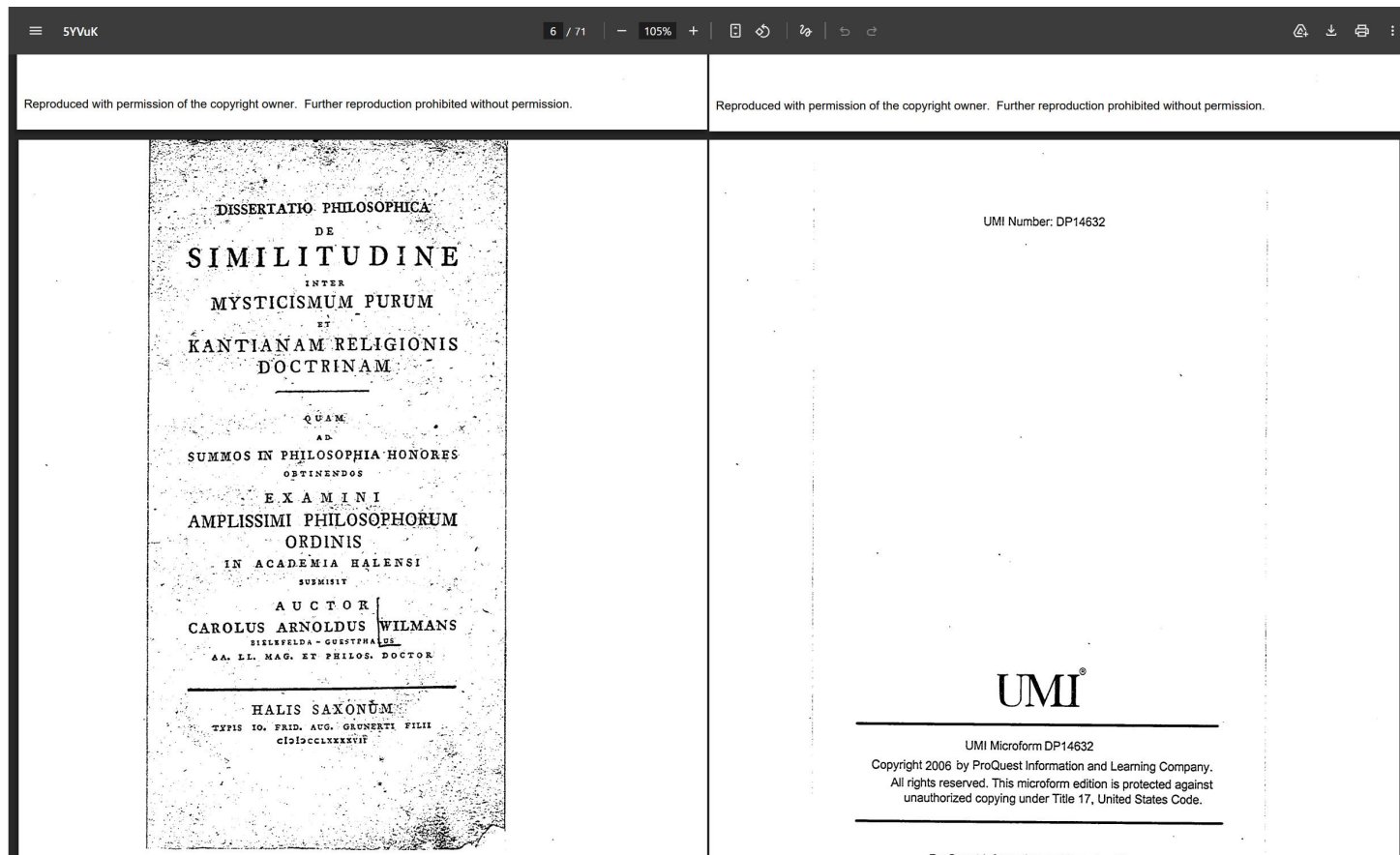
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Dissertatio philosophica de similitudine inter mysticismum purum et Kantianam religionis doctrinam

Wilmans, Carolus Arnoldus. Universitaet Halle (Germany) ProQuest Dissertations & Theses, 1743. DP14632.



PDF 摘要/索引



Research Assistant

Important Concepts Research Topics

描述重要概念。

Here are the important concepts.

- Mysticism:** Mysticism is a spiritual concept involving the pursuit of direct, personal experience of the divine or ultimate reality, and it is significant in the document as it is compared and analyzed in relation to Kantian religious doctrine.
- Immanuel Kant:** Immanuel Kant is an 18th-century German philosopher whose religious doctrine is central to the document's analysis, serving as a key point of comparison with pure mysticism.
- Kantian Religion:** Kantian Religion refers to the philosophical interpretation of religion based on Kant's ideas, emphasizing moral and rational aspects, and it is significant as one of the two main subjects compared in the document.
- Philosophical Dissertation:** A philosophical dissertation is an academic work exploring philosophical topics, and in this document, it frames the scholarly investigation into the similarities between mysticism and Kantian religious thought.
- Similarity:** Similarity is a conceptual keyword representing the core theme of the document, focusing on the comparative analysis between pure mysticism and Kantian religious doctrine.
- Religion:** Religion is a broad concept involving systems of faith and worship, and it is significant as the overarching theme under which both mysticism and Kantian doctrine are examined and compared in the document.

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Here are related research topics.

- Comparison of pure mysticism and kantian religious doctrine: Understanding the similarities between pure mysticism and Kantian religious thought can deepen insights into philosophical theology and epistemology.
- Philosophical analysis of mysticism: Analyzing mysticism from a philosophical perspective helps clarify its conceptual foundations and its role in religious experience.
- Kantian doctrine of religion: Studying Kant's doctrine of religion is important for comprehending modern philosophical approaches to faith and morality.
- Interrelation of mysticism and enlightenment philosophy: Exploring how mysticism relates to Enlightenment thought can reveal tensions and harmonies in the development of modern philosophy.
- Epistemological implications of religious mysticism: Investigating the epistemology of religious mysticism aids in understanding knowledge claims based on mystical experience.

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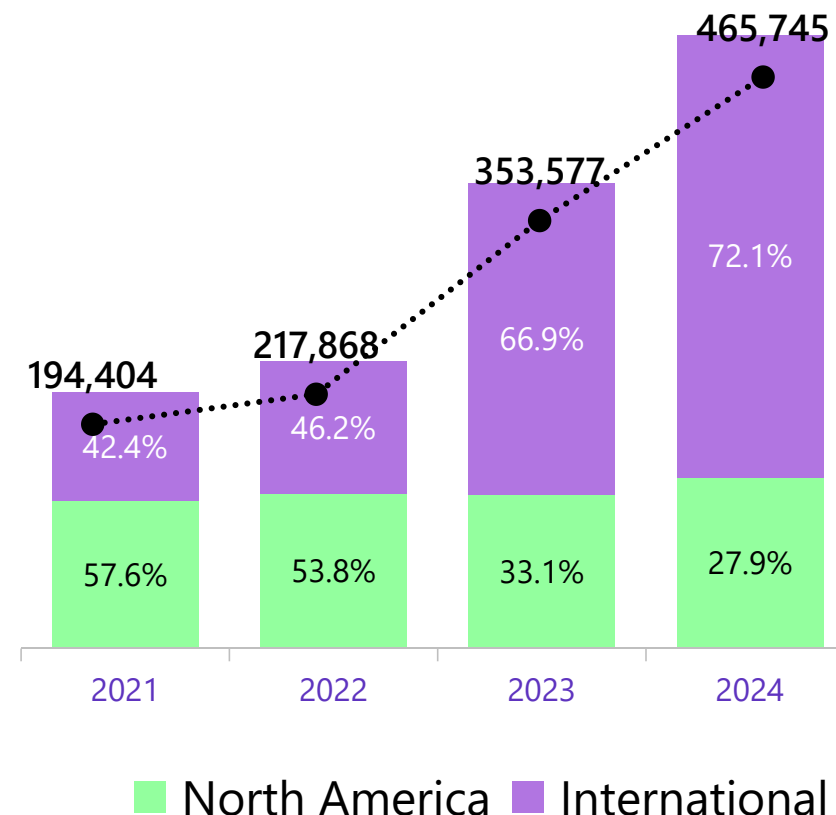
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4. Biological Sciences (生物学) : 44,172	9. Behavioral Sciences (行为科学) : 25,839
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Francis, Mary, Widener University School of Nursing, 2014, Ph.D.
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Santacruz Sarrliento, Nelda M., University of Puerto Rico, Rio Piedras (Puerto Rico), 2018, Ed.D.
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Meyers, Kelly Stephen, University of the Pacific, 1997, M.A.
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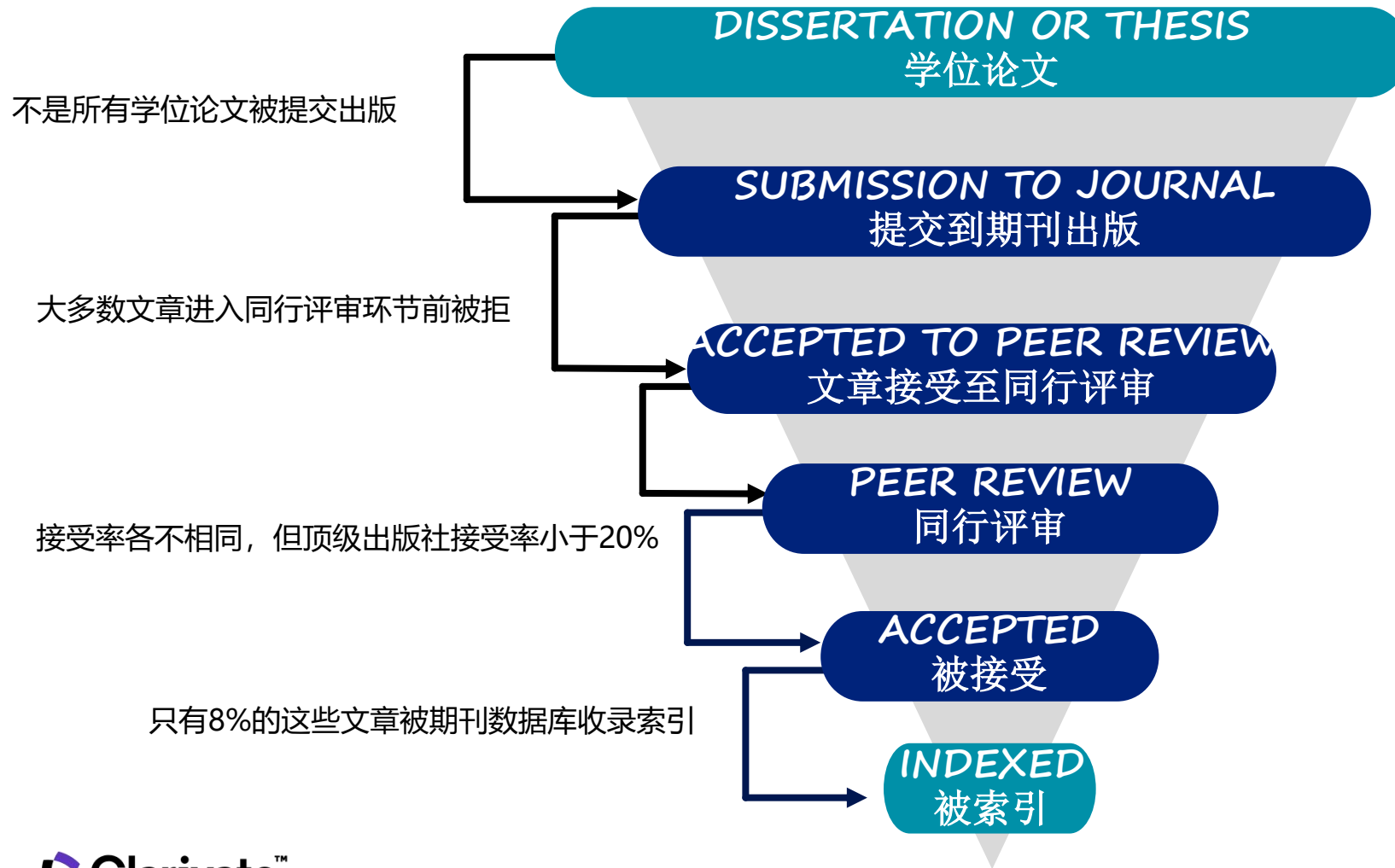
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获博士学位

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ON THE ANGULAR DISTRIBUTION IN NUCLEAR REACTIONS
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A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVISION OF THE PHYSICAL SCIENCES
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
DEPARTMENT OF PHYSICS

BY
CHEN NING YANG
CHICAGO, ILLINOIS
JUNE, 1948

Yang, Chen Ning Author Sept. 22, 1922 Birth Date

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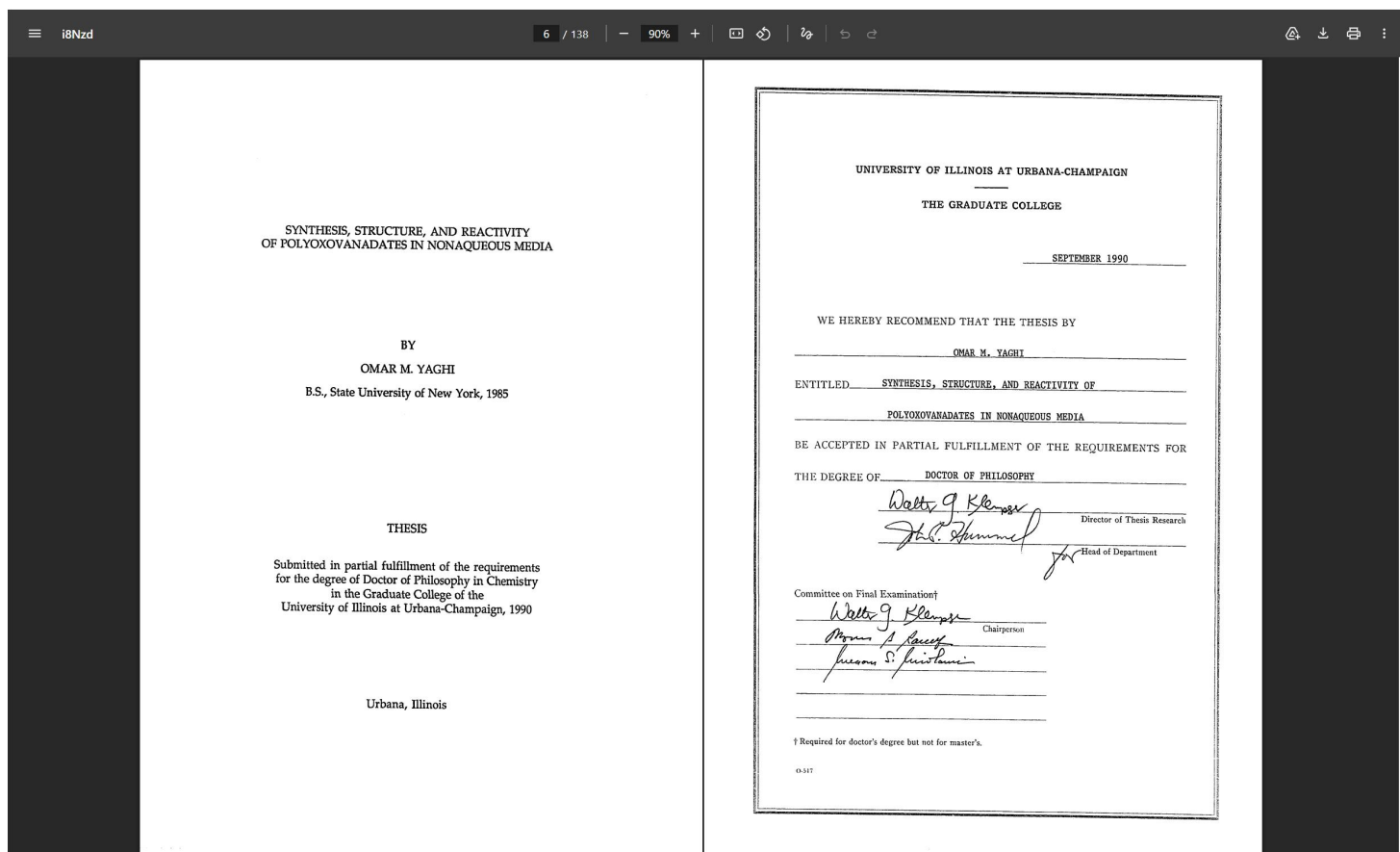
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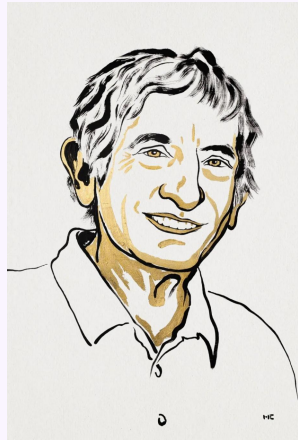
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约翰·马丁尼斯

(John M. Martinis)

2025年诺贝尔物理学奖得主

1987年,

在加利福尼亚大学伯克利分校

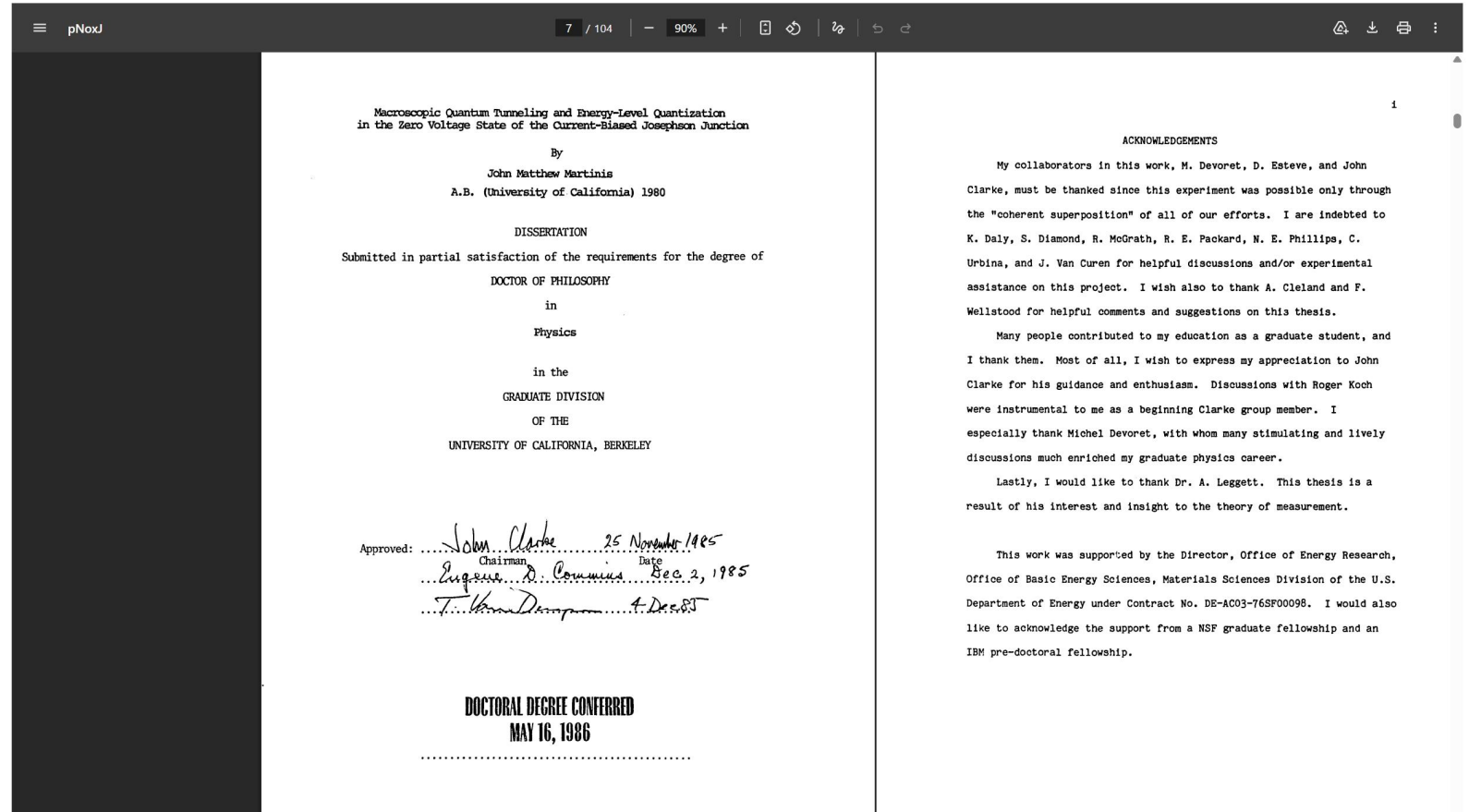
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了解学术传承与发展



导师

杰里米·伯格(Jeremy M. Berg), 匹兹堡大学健康科学学院科学战略与规划副校长。1985年, 含钼酶(金属酶)活性位点的结构、光谱和反应性模型, 哈佛大学



学生

施一公, 西湖大学校长。1995年, 锌指蛋白-核酸相互作用的分子机制, 约翰斯·霍普金斯大学



颜宁, 深圳医学科学院创始院长。2005年, 果蝇和秀丽隐杆线虫细胞凋亡途径调控的生化 and 结构解剖, 普林斯顿大学

学位论文的价值

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Chapter 2: Literature Review

2.1 The Concept of Inclusive Education

The term *inclusive education* is becoming an increasingly popular notion in the academic literature. As stated in the introduction, the idea of creating a new educational paradigm that would provide “education for all” was documented in the Salamanca Declaration. However, there is still no consensus among scholars concerning the exact definition of inclusive education. Chauhan and Mantry (2018, p. 24) define it as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and of reducing exclusion within education”. Similarly, Scarlett (2015, p. 403) interprets it as “an approach to schooling in which students with many different kinds of disabilities and learning needs are educated in classes with non-disabled and typically developing students”. In line with these two definitions, Nind (2013) attempts to present inclusive education as a broad concept, emphasizing its focus on increasing the responsiveness and flexibility of the existing education system rather than initiating revolutionary changes. Considering the arguments of these leading “*inclusive education*” researchers, it seems justified to argue that the concept of inclusive

This study was meant to determine the perceptions of preservice teachers managing students with intellectual disabilities regarding their preparation programs. The experiences and recommendations outlined by this study's preservice teachers provide structure and guidance for future investigations into appropriate and modern theories of inclusive education, such as future investigations into the perceptions of students about the environmental models, courses and programs. Ramy, Hatem and Ameer all discuss the lack of inclusive education training within their preservice courses and recommend that future preservice education include modern and appropriate theories of inclusive education and how it can be applied in practical settings. This will also serve well for evidence-based recommendations and informed decision making regarding preservice training content to optimize trainees' experiences and preparedness. This could include levels of support given to trainees in the form of meetings during their internship (Ameer) or the addition of observations of preservice teachers during internships in lieu of written reports (Ramy).

The generalization and comparison of effective and less-effective training programs for special education teachers in inclusive settings across a collection of countries and cultures will

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The image shows a search interface with a modal window titled "Look up Subjects". The modal contains the following elements:

- Header: "Look up Subjects" with a help icon and a close button.
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- Table:

Subjects	Count*
<input checked="" type="checkbox"/> inclusive education	477
- Footnote: "* The counts displayed could differ from the actual results: duplicated results and punctuation variances are ignored when the search is run."
- Buttons: "Close" and "Add to search".

The background search form includes fields for "Author:", "Advisor:", "University/institution:", "Subject heading (all):", "Index term (keyword):", "Manuscript type:" (with "Select all" and "Master's theses" options), and "Language:" (with "Select all" and "Afrikaans" options). There are also "Search" and "Clear form" buttons.

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Universities/institutions	Count*
<input checked="" type="checkbox"/> Stanford University	39650

At the bottom of the modal, there is a "Close" button and another "Add to search" button. A disclaimer at the bottom of the modal states: "* The counts displayed could differ from the actual results: duplicated results and punctuation variances are ignored when the search is run." The background shows the "Advanced Search" interface with various search criteria like "Author:", "Advisor:", "University/institution:", "Subject heading (all):", and "Index term (keyword):".

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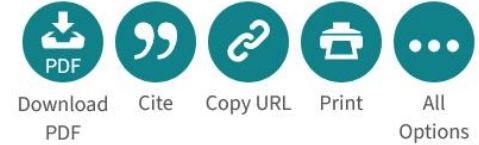
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A screenshot of a PDF viewer interface. At the top, there's a search bar with '1281 (1 of 10)' and a zoom control set to 'Automatic Zoom'. Below that is a document outline on the left with sections like 'Impact of Perceived Organizational Support on Early Childhood Teachers' Career Success in an Inclusive Education Context', 'Introduction', and 'Organizational Support and Early Childhood Teachers' Career Success'. The main content area shows the title and authors 'Junyan Chen² · Cuiyan Wang³'. A 'Check for updates' button is visible on the right side of the document.

A sidebar titled 'Research Assistant' with an information icon. It features an 'Insights' section with a 'key takeaway' stating that perceived organizational support positively influences career success in China, moderated by empathy. It also lists 'Additional topics discussed include' with a bullet point about the moderating role of empathy. At the bottom, there is an 'Ask a question' input field with a submit button.

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Ziqi Xu¹ · Linkang Xu² · Junyan Chen² · Cuiyan Wang³

Accepted: 2 July 2024 / Published online: 22 July 2024
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Abstract

Recent calls and general interest have increased to strengthen preschool and special education's inclusivity to empower

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Insights

以下是**关键点**。

感知到的组织支持通过促进包容性教育态度，积极影响中国幼儿教师
的职业成功，而同理心则通过削弱组织支持对这些态度的影响，负向调节
这一关系。

额外讨论的主题包括：

- 同理心在教育态度与职业成功中的调节作用
- 组织支持对教师福祉和工作满意度的影响
- 中国学前包容性教育的政策和培训举措

与您的搜索词的关系：

该文档直接涉及“包容性教育”和中国，聚焦于中国学前教育背景下幼儿
教师对包容性教育的态度及其职业成功。

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Recent calls and general interest have increased to strengthen preschool and special education's inclusivity to empower early childhood teachers' professional development. In response, this study explores the mediating role of early childhood teachers' attitudes toward inclusive education in the relationship between perceived organizational support and career success and the moderating role of empathy in the mediation path. A questionnaire survey conducted among early childhood teachers from a city in Shandong Province was used as the research instrument. The analysis, based on 414 valid responses, found that (1) perceived organizational support had a significant positive impact on career success; (2) inclusive education attitudes played a partially mediating role between perceived organizational support and career success; and (3) empathy negatively moderated the first half of the mediation path. Compared to more empathetic participants, perceived organizational support had a significantly stronger positive predictive effect on attitudes toward inclusive education of less empathetic participants. This result confirms the relationship between early childhood teachers' organizational support

Research Assistant

What are the findings or conclusions?

以下是调查结果或结论。

本文探讨了感知到的组织支持如何影响早期儿童教师在包容性教育背景下的职业成功，强调了教师对包容性教育态度的中介作用以及同理心的调节作用。研究旨在阐明组织支持转化为职业成功的机制，以及个体同理心差异如何影响这一过程。

主要发现表明，感知到的组织支持显著且积极地影响早期儿童教师的职业成功。这一关系部分通过教师的包容性教育态度起中介作用，意味着组织支持促进了教师对包容性教育更积极的态度，进而提升了职业成功。然而，同理心发挥着复杂的调节作用：较高的同理心水平削弱了感知到的组织支持对包容性教育态度的积极影响。具体而言，同理心较低的教师在组织支持对其包容态度的塑造中表现出更强的积极反应，而同理心较高的教师可能因担忧或认知偏差而减弱这一效应。这表明高度同理心的教师可能更敏锐地感知包容环境中的挑战，可能导致对包容效果的矛盾或怀疑态度。 1 2 3 4 5 6 7

本研究采用问卷调查方式，对中国山东省414名早期儿童教师进行了调查，使用经过验证的量表测量感知组织支持、包容性教育态度、同理心

Insights

Important Concepts Essential Details Findings or Conclusions

Visualize Topics Research Topics

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Impact of Perceived Organizational Support on Early Childhood Teachers' Career Success in an Inclusive Educa...

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Impact of Perceived Organizational Support on Teachers' Career Success in an Inclusive Education

Ziqi Xu¹ · Linkang Xu² · Junyan Chen² · Cuiyan Wang³

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Abstract

Recent calls and general interest have increased to strengthen preschool early childhood teachers' professional development. In response, this study examined teachers' attitudes toward inclusive education in the relationship between success and the moderating role of empathy in the mediation path. A questionnaire survey of 414 early childhood teachers from a city in Shandong Province was used as the research instrument. The results showed that (1) perceived organizational support had a significant positive effect on inclusive educational attitudes, (2) empathy positively moderated the relationship between perceived organizational support and career success, and (3) empathy negatively moderated the first half of the mediation path. Compared to more empathetic participants, perceived organizational support had a significantly stronger positive predictive effect on attitudes toward inclusive education of less

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The person-situation interaction theory highlights that individuals' psychological and behavioral development is affected by the coupling of environmental factors (such as organizational support) and individual factors (such as empathy). By considering organizational support and empathy as distinct protective factors, this study seeks to explore their differential impacts on an individual's psychological development. The protective-protective model proposes that protective factors have two different interactions when predicting outcomes (Li et al., 2023): promotive (Fergus and Zimmerman, 2005) and exclusion mechanisms (Wang et al., 2009). In the promotive mechanism, a protective factor enhances the effects of other protective factors on the outcomes. For empathy, the predictive effect of perceived organizational support on inclusive educational attitudes should become stronger if early childhood teachers are more empathetic. In the exclusion mechanism, one protective factor weakens the impact of other protective factors on the outcome. According to the model, in the case of empathy, the predictive effect of perceived organizational support on inclusive educational attitudes weakens when early childhood teachers are more empathetic. As such, we propose that empathy moderates the impact of perceived organizational support on inclusive educational attitudes, although we are cautious not to specify the direction of the moderating effect (promotion or inhibition). Thus, we propose the third hypothesis: H3 Empathy moderates the predictive effect of perceived organizational support on early childhood teachers' attitudes toward inclusive education.

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积极地影响早期儿童的包容性教育态度起包容性教育更积极的心发挥着复杂的调节组织支持对包容性教育低的教师在组织支持反应，而同理心较高效应。这表明高度同理心的挑战，可能导致对414名早期儿童教师知组织支持、包容性包括调节中介模型，包容态度之间联系的

+3 more

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Policy Frameworks

Preschool Inclusive Education Development

Organizational Support and Career Success

Moderating Role of Empathy

Inclusive Educational Attitudes

Protective Model Exclusion

Empathy Impact on Attitudes

Emotional Attitudes

Behavioral Intentions

Important Concepts Essential Details Findings or Conclusions **Visualize Topics** Research Topics

Ask a question

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Keywords Early Childhood Teachers · Perceived Organizational Support · Inclusive Educational Attitudes · Career Success · Empathy

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本研究是如何定量论证教师对融合教育的态度?

教师对融合教育态度的定量测量方法

- 本研究采用了中文版多维度融合教育态度量表 (MATIES), 由贾等人 (2020) 编制, 用于测量教师对融合教育的态度 (见“研究工具”部分)。
- 该量表包含17个条目, 涵盖认知、情感和行为意向三个子维度。每个条目采用6分制李克特量表, 1代表“非常不同意”, 6代表“非常同意”, 分数越高表示教师对融合教育的态度越积极。
- 该量表的信度 (Cronbach's α) 为0.859, 说明量表具有较好的内部一致性。

Follow-up questions

该量表的三个子维度具体指什么?

Important Concepts

Essential Details

+3 more

Ask a question

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Abstract

Recent calls and general interest have increased to strengthen preschool and special education's inclusivity to empower early childhood teachers' professional development. In response, this study explores the mediating role of early childhood teachers' attitudes toward inclusive education in the relationship between perceived organizational support and career success and the moderating role of empathy in the mediation path. A questionnaire survey conducted among early childhood teachers from a city in Shandong Province was used as the research instrument. The analysis, based on 414 valid responses, found that (1) perceived organizational support had a significant positive impact on career success; (2) inclusive education attitudes played a partially mediating role between perceived organizational support and career success; and (3) empathy negatively moderated the first half of the mediation path. Compared to more empathetic participants, perceived organizational support had a significantly stronger positive predictive effect on attitudes toward inclusive education of less empathetic participants. This result confirms the relationship between early childhood teachers' organizational support, inclusive educational attitudes, and career success. In addition, it provides an empirical reference for improving early childhood teachers' inclusive education knowledge and competency.

Keywords Early Childhood Teachers · Perceived Organizational Support · Inclusive Educational Attitudes · Career Success · Empathy

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研究中如何处理和分析这些量表数据?

量表数据的处理与分析方法

- 研究首先对收集到的原始数据进行了严格筛查，剔除无效数据，并由统计专家进行数据分析和处理，以确保结果的准确性（见“数据处理”部分）。
- 使用SPSS 20.0软件对数据进行整理，并进行相关分析和多元回归分析。
- 为检验调节中介效应，研究采用了Hayes的PROCESS宏工具，具体模型包括Model 4（检验中介效应）和Model 7（检验调节中介效应）。
- 研究还进行了Harman单因子检验，以排除共同方法偏差的影响。

Follow-up questions

Important Concepts

Essential Details

+3 more

Ask a question



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Impact of Perceived Organizational Support on Early Childhood Teachers' Career Success in an Inclusive Educa...

Early Childhood Education Journal; New York Vol. 53, Iss. 4, (Apr 2025): 1281-1289. DOI:10.1007/s10643-024-01722-9



Recent calls and general interest have increased to strengthen preschool and special education's inclusivity to empower early childhood teachers' professional development. In response, this study explores the mediating role of early childhood teachers' attitudes toward inclusive education in the relationship between perceived organizational support and career success and the moderating role of empathy in the mediation path. A questionnaire survey conducted among early childhood teachers from a city in Shandong Province was used as the research instrument. The analysis, based on 414 valid responses, found that (1) perceived organizational support had a significant positive impact on career success; (2) inclusive education attitudes played a partially mediating role between perceived organizational support and career success; and (3) empathy negatively moderated the first half of the mediation path. Compared to more empathetic participants, perceived organizational support had a significantly stronger positive predictive effect on attitudes toward inclusive education of less empathetic participants. This result confirms the relationship between early childhood teachers' organizational support, inclusive educational attitudes, and career success. In addition, it provides an empirical reference for improving early childhood teachers' inclusive education knowledge and competency.

Keywords Early Childhood Teachers · Perceived Organizational Support · Inclusive Educational Attitudes · Career Success · Empathy

Introduction

In 1994, the World Conference on Special Education officially proposed inclusive education through the "Salamanca Declaration." Inclusive education is a pedagogical approach within special education that facilitates the seamless integration of children with special needs into mainstream classrooms, ensuring equitable learning opportunities through tailored educational strategies. Subsequently, in May 2017, China's "Regulations on Disabled Persons' Education" introduced a policy prioritizing the advancement

of inclusive education (Central People's Government of the People's Republic of China, 2017). Preschool inclusive education refers to an educational placement arrangement in accordance with which children with special needs enter kindergartens and receive care and education together with children without special needs. The development of preschool-inclusive education is an inevitable pathway for modernizing Chinese education. The 14th Five-Year Plan for the Development and Enhancement of Preschool Education (Ministry of Education of the People's Republic of China, 2021), issued by the Ministry of Education in cooperation with nine other departments in 2021, explicitly emphasizes the optimization of inclusive resource allocation, promotion of inclusive resource expansion and efficiency, and enhancement of kindergarten teacher training quality. Quality must be at the core of inclusive education,

✉ Linkang Xu
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Research Assistant ⓘ



Describe the **important concepts**.



Here are the important concepts.

- 1. Perceived Organizational Support:** Perceived Organizational Support refers to the degree to which early childhood teachers feel valued and supported by their organization, significantly influencing their career success and attitudes toward inclusive education in the document. It acts as a critical external resource that positively predicts teachers' career satisfaction and inclusive educational attitudes, forming the foundation of the study's hypotheses and findings.
- 2. Inclusive Educational Attitudes:** Inclusive Educational Attitudes encompass early childhood teachers' cognitive, emotional, and behavioral perspectives toward inclusive education, serving as a mediating factor between perceived organizational support and career success. These attitudes are pivotal in shaping teachers' professional development

💡 Research Topics

☰ Essential Details

+3 more

Ask a question



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谢谢!

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