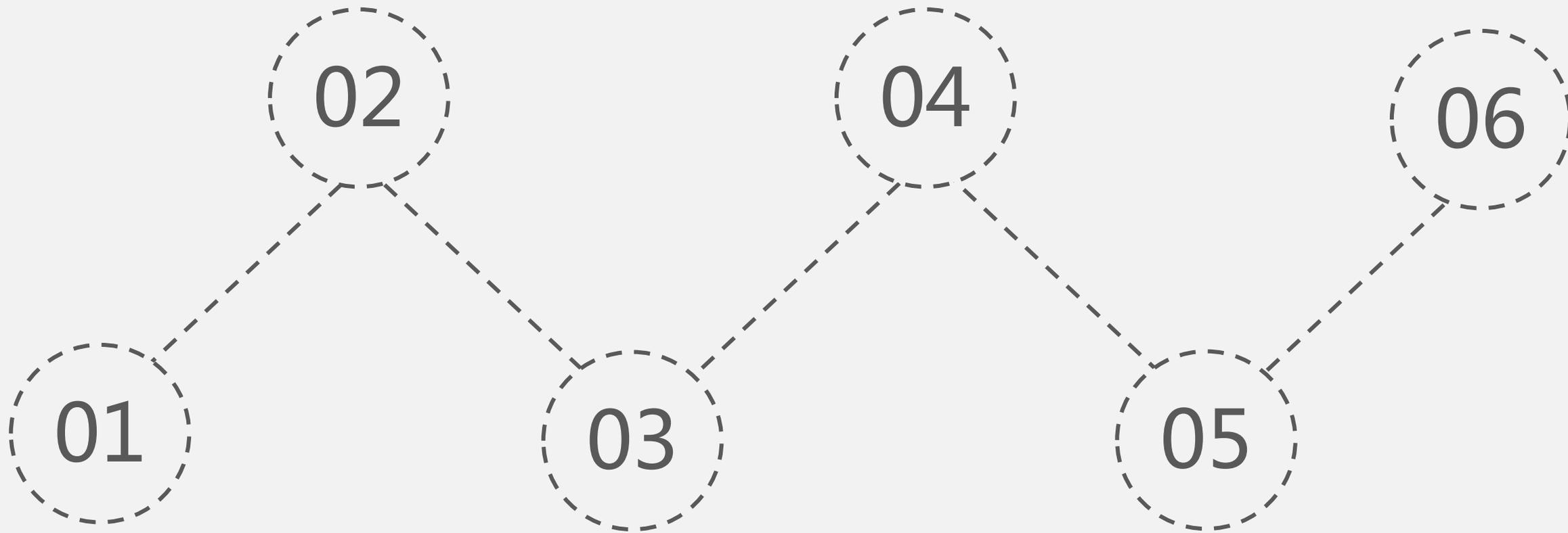




Research on the Combination of Master of Vocational Education Training and Standardized Training of New Teachers in Secondary Vocational Schools: Taking Shanghai as an Example

YINGMIN WEI, TONGJI UNIVERSITY

目录



01



Background

With the Industry 4.0 arriving, the higher quality of vocational education is asked for. It is a pressing need to enhance the teachers' teaching ability and professional accomplishment in vocational education.



To solve this problem, it is a feasible way to combine the standardized training of new teachers in vocational schools with education graduate studies.

02

Development of the Standardized Training of New Teachers in Vocational Schools

- Training Object
- Training Objectives
- Content and Organization Form of Training
- Examination Methods of Training
- Investigation on the Willingness and Current Situation of Normalized Training of New Teachers in Vocational Schools

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.1 Training Object

Object` status

Teachers who first enter vocational schools in Shanghai to teach.

New teachers who are on-the-job and have teacher qualification certificates.

Bachelor degree, with professional background.

Insufficient capability of object

Lack of vocational education knowledge and ability.

Lack of understanding of the trend and direction of vocational education reform.

Lack of understanding of the latest educational technology and teaching methods.

Insufficient Applied Ability of Vocational Science and Professional Teaching Theory.

Insufficient Teaching Ability of Vocational and Technical Education.

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.2 Training Objective

To strengthen new teachers'

enterprise practice ability

professional teaching ability

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.3 **Content** and Organization Form of the Training

The latest document, Circular of the Shanghai Municipal Education Committee on the Issue of "*Opinions on the Implementation of Standardized Training for New Teachers in Shanghai Secondary Vocational Schools (Trial)*", is issued on April 18, 2017. The contents of the standardized training for new teachers are as follows:

Tab.1 The contents of the standardized training for new teachers

Module	Class Hours
Vocational Education Theory	80
Vocational Education Theory	120
Moral Education Ability	160
Professional Practical Ability	180
Independent Research	180

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.3 Content and **Organization Form** of the Training

Standardized training lasts for one year.

In principle, it must be scheduled to take place within one working day per week.

It is conducted in a way that combines scattered training with holiday intensive training.

Among them,

- vocational education theory, teachers' moral education ability and professional teaching ability are organized and implemented by relevant municipal teacher training bases;
- professional practical ability module is organized and implemented by municipal teachers' enterprise practice bases or schools;
- Independent research module is completed by new teachers under the guidance of both school-level and municipal-level teachers.

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.4 Examination Methods of the Training

Under the guide of the doubling principles, assessment adopts a combination of **formative and summative evaluation**.

Through the compilation of teaching plan, in-depth classroom lecture evaluation and organization of thematic class meetings and other forms, highlight the assessment of **practical ability**.

Under the guidance of the Educational Technology Equipment Center of Shanghai Education Commission, **the training base** and **the appointed schools** jointly assess the new teachers.

The Educational Technology Equipment Center of the Municipal Education Commission issues ***Qualification Certificate for Standardized Training of New Teachers in Shanghai Secondary Vocational Schools***, which is uniformly printed by the Municipal Education Commission.

2. Development of the Standardized Training of New Teachers in Vocational Schools

2.5 Investigation on the Willingness and Current Situation of Normalized Training of New Teachers in Vocational Schools

A questionnaire survey on the training of new teachers was conducted in **vocational schools in Shanghai.**

The subjects were new teachers who had worked for **less than three years.**

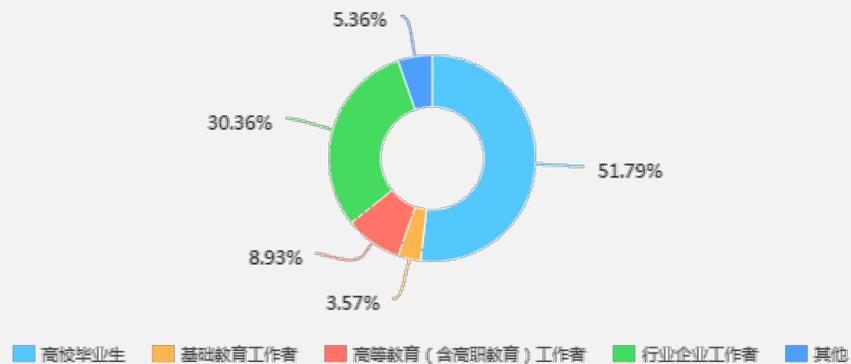
The specific positions included **basic cultural courses, professional courses, training instructors** and a small number of **administrative personnel.**

56 questionnaires were collected and the results were as follows:

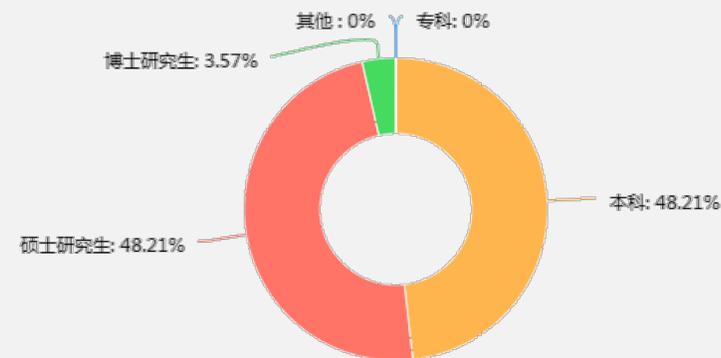
2. Development of the Standardized Training of New Teachers in Vocational Schools

(1) Basic Information

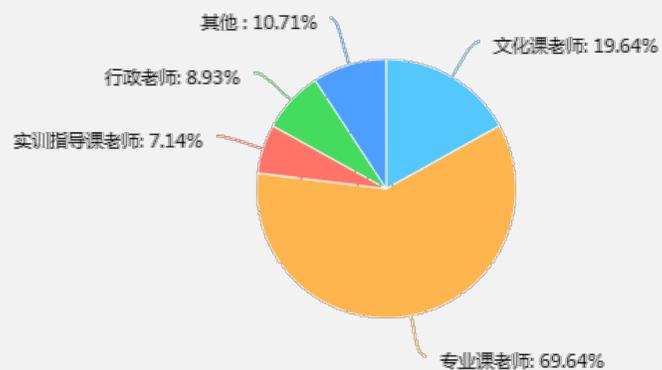
① Pre-employment work



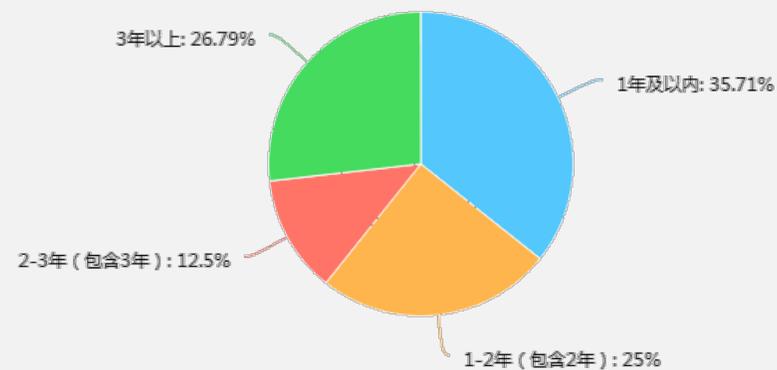
② Educational background



③ Types of teachers' posts



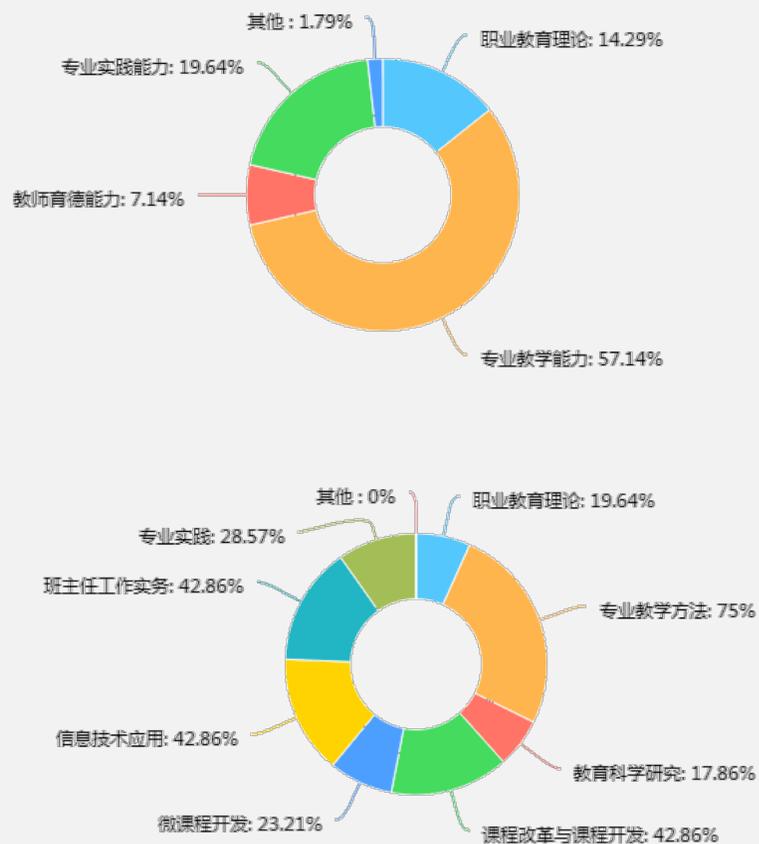
④ Years of teaching



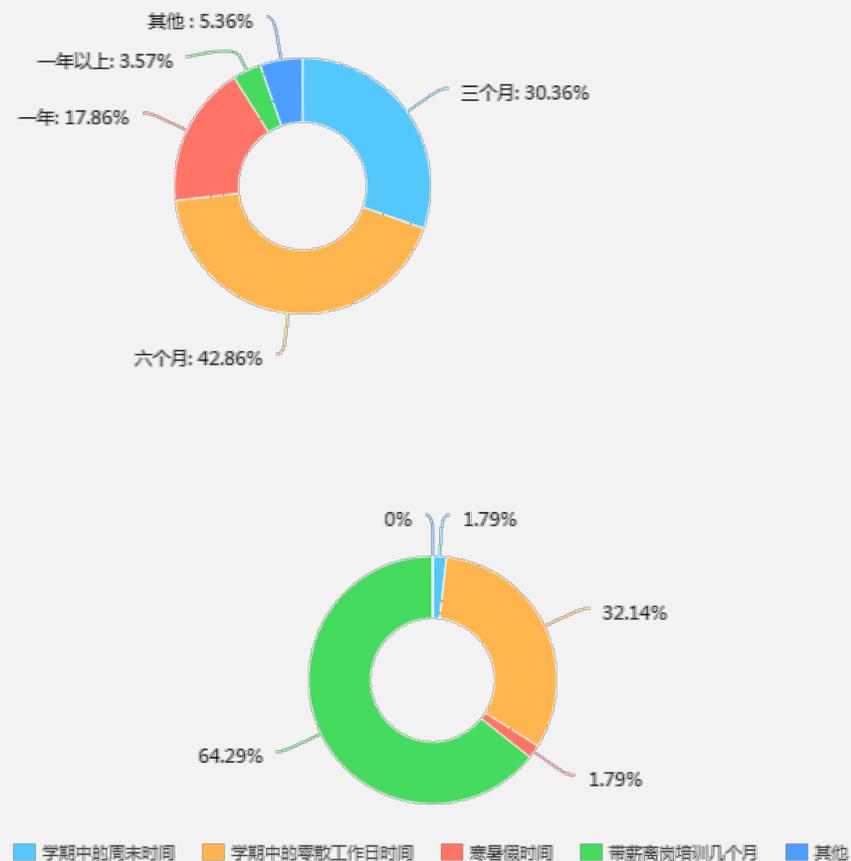
2. Development of the Standardized Training of New Teachers in Vocational Schools

(2) New Teachers' Expectations for Training

① Training contents



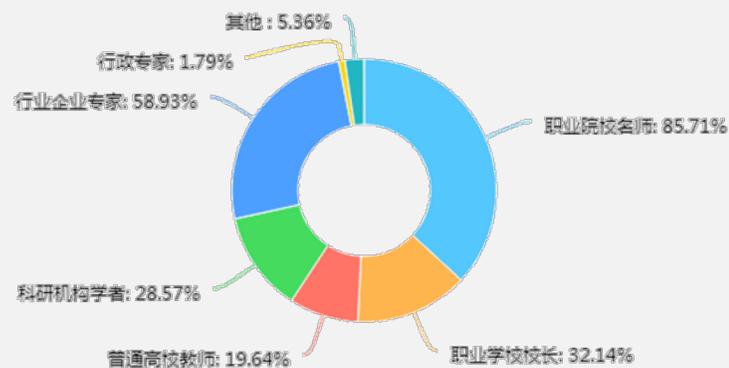
② Training Time



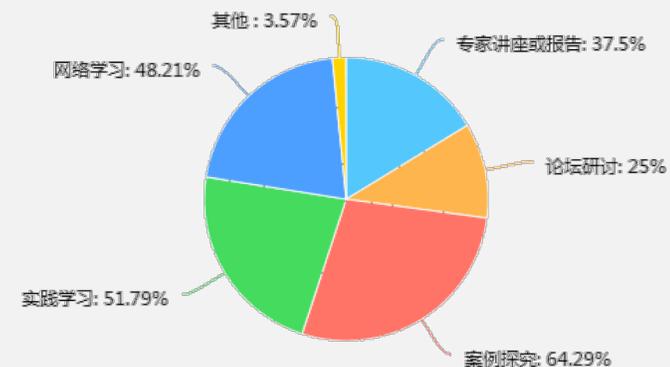
2. Development of the Standardized Training of New Teachers in Vocational Schools

(2) New Teachers' Expectations for Training

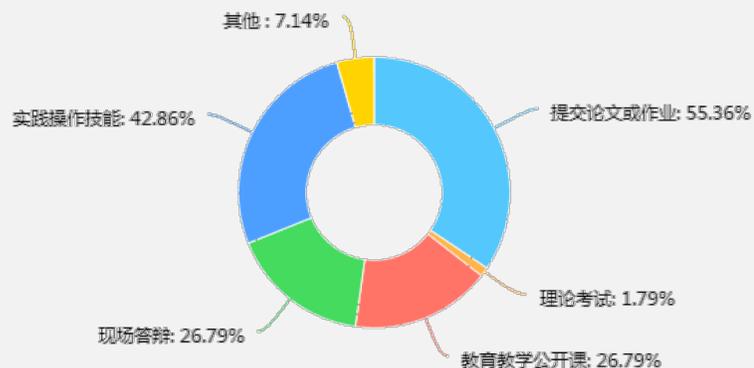
③ Training teachers



④ Training methods



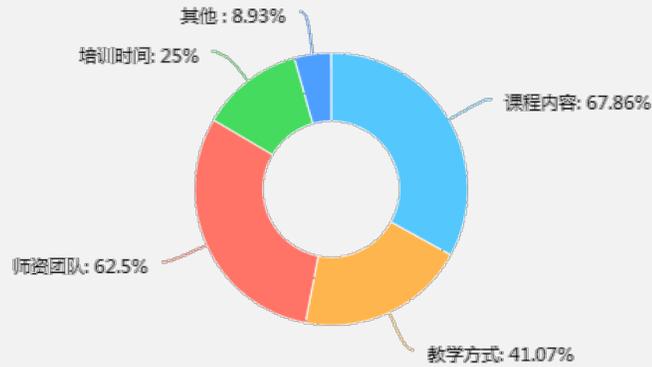
⑤ Examination methods of training



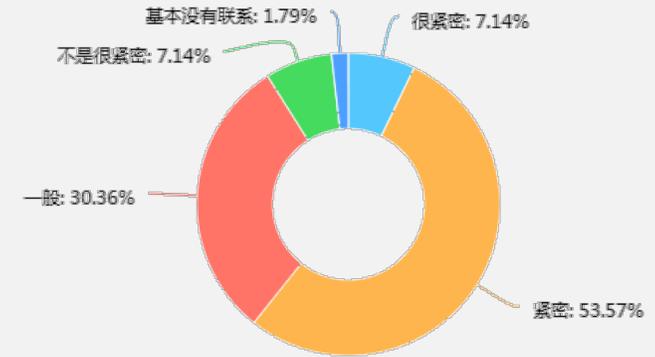
2. Development of the Standardized Training of New Teachers in Vocational Schools

(3) Evaluation of New Teachers' Overall Satisfaction with Training

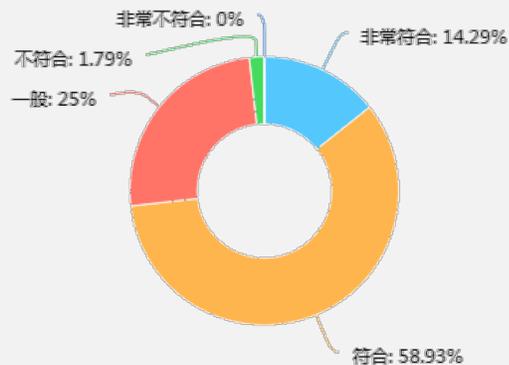
① Satisfied part of training



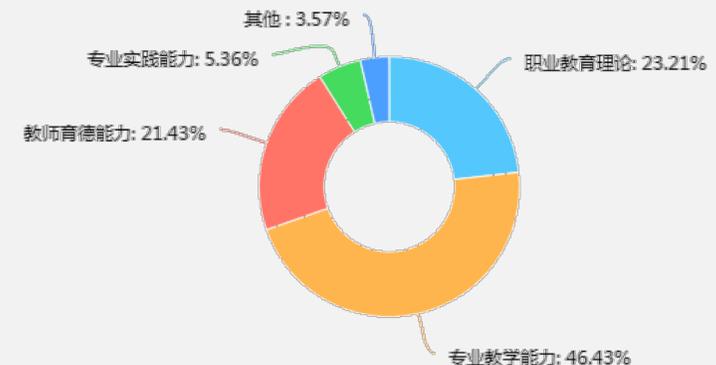
② The degree of integration of training content with practical work



③ Whether the training content meets the needs of personal professional development



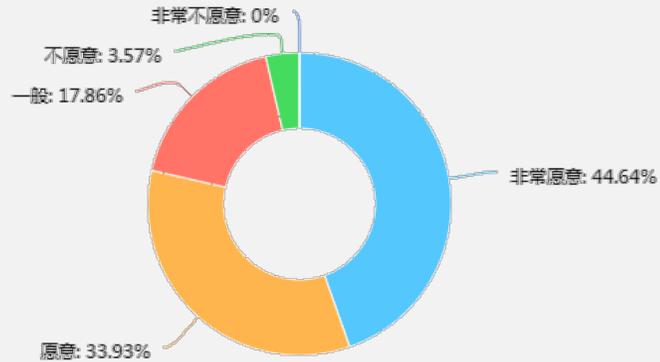
④ Significant improvements through training



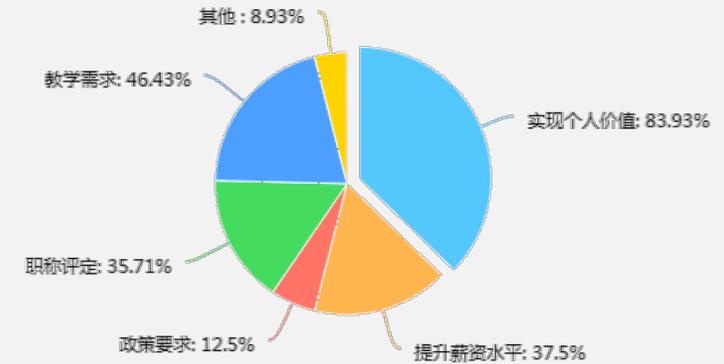
2. Development of the Standardized Training of New Teachers in Vocational Schools

(4) Willingness and Demand to Promote Education

① Are you willing to further improve your education?



② Reasons for willing to promote education



From the above figures, we can see that new teachers have a strong demand for training and a strong desire to upgrade their academic qualifications to improve their abilities.

03

Current Training of Master of Vocational Education (MVE)

- The Enrollment
- Training Objective
- Curriculum System
- Training Mode
- Examination and evaluation
- Problems and Requirements in the Training of Master of Education

3. Current Training of Master of Vocational Education (MVE)

3.1 The Enrollment

At present, the students come from the teachers who have **more than three years' working experience** with **Bachelor degree and have above first-class title** of vocational school.

MVE includes two types: **full-time** and **part-time**. Its sources are diverse, including current students, past students and in-service teachers.

In the aspect of the entrance examination for MVE, one is the independent proposition of the enrollment colleges, but most schools adopt the way of national examination for MVE in the enrollment of MVE. In some schools, candidates with work experience will be preferred in enrollment.

3. Current Training of Master of Vocational Education (MVE)

3.2 Training Objective

MVE trains **front-line teachers** in vocational schools with systematic theoretical knowledge and practical ability of education and teaching.

Vocational education teachers have the characteristics of **professionalism, professionalism** and **pedagogy**, and are compound creative talents.

Vocational teachers need to possess "**double-qualified**" quality.

Not only that, vocational education teachers should also have a core competence that others can not replace, that is, the ability to integrate occupation, technology and education in teaching.

MVE requires not only the cultivation of students' comprehensive vocational ability to be qualified for the post of Vocational teachers, but also the cultivation of research ability as a post-graduate education, so as to provide a basis for future career development.

3. Current Training of Master of Vocational Education (MVE)

3.3 Curriculum System

The curriculum of MVE is divided into **theoretical courses** and **practical courses**.

The theoretical courses include pedagogical principles, curriculum and teaching theory, educational psychology and other educational theoretical courses.

The practical courses are also divided into teaching practice and enterprise practice.

The teaching practice courses are for students to practice teaching in secondary vocational schools and school teaching. Learning and practice teachers provide theoretical guidance and support. Secondary vocational schools have teaching teachers to give guidance to teaching practice.

Enterprise practice courses have vocational awareness and internship. Students go to enterprises related to their professional counterparts for internship, to understand their professional counterparts, and through internship on duty.

3. Current Training of Master of Vocational Education (MVE)

3.4 Training Mode

The training of MVE requires **cooperation** and **full integration** of resources from all sides.

For example, the teaching practice of schools needs experienced teachers in front-line vocational schools to teach, the completion of professional practice needs to obtain enterprise resources, and the research of papers needs practical conditions of vocational schools to support and guidance from university tutors.

Because the training of vocational teachers involves the training of educational theory, teaching ability and professional practice ability, it is difficult to train vocational education teachers to meet the requirements because of the tight time, heavy tasks and high requirements to complete the training of Vocational Education Master in two years.

3. Current Training of Master of Vocational Education (MVE)

3.5 Examination and evaluation

The evaluation methods of MVE in most schools are the same as those of general master's training, which include **course learning** and **graduation thesis**.

Although the general goal of training MVE is the same as that of training front-line professional teachers of Vocational education, there is no comparatively consistent evaluation standard in terms of curriculum setting and topic selection of graduation thesis.

3. Current Training of Master of Vocational Education (MVE)

3.6 Problems and Requirements in the Training of MVE

(1) Traditionally, in-service education master's training focuses on subject master, which has nothing to do with vocational education.

(2) Students' previous majors are inconsistent with vocational education.

(3) In terms of learning years, the majority of MVE's training time are two years. The education content of MVE includes education and occupation. It has many learning contents, heavy tasks and high requirements. It is difficult to meet the requirements of "double-qualified" teachers in only two years.

(4) The training goal of MVE is for front-line teachers in vocational schools. Compared with general education, students in vocational schools are more special in learning habits and behavior. Therefore, teachers in vocational schools have higher requirements in teaching organization and classroom management.

3. Current Training of Master of Vocational Education (MVE)

3.6 Problems and Experiences in the Training of Master of Education

(5) At present, there are three types of training institutions for MVE, each of which has its own shortcomings. The technical nature of teacher training in normal universities is not strong; the quality of teachers trained in normal vocational education schools is not high; and the probability of teachers engaged in MVE trained in comprehensive universities is low after graduation.

(6) The quality assurance and evaluation of MVE is from the evaluation methods of Master of General Education, so it should pay attention to the differences between them and develop an evaluation system more suitable for MVE.

04

The Necessity and Feasibility of Combining the Above Two



Necessity



Feasibility

4. The Necessity and Feasibility of Combining the Above Two

Tab.3 Comparison between Standardized Training of New Teachers in Vocational Schools and Training of MVE

	Standardized Training of New Teachers in Secondary Vocational Schools	Training of Master of Vocational Education (MVE)
Enrollment target	Teachers in Secondary Vocational Schools for 1-3 Years	On-the-job teachers/ fresh graduates/ transfer workers in Secondary Vocational Schools
Training Objectives	To enable secondary vocational school teachers to have complete educational and teaching abilities and be competent for front-line teaching work	Vocational school front-line teachers with systematic theoretical knowledge and practical ability of teaching
Curriculum System	Theoretical Module of Vocational Education (40 Class Hours) Professional Teaching Ability Module (140 Class Hours) Teachers' Moral Education Ability Module (80 Class Hours) Professional Practical Ability Module (260 Class Hours)	Educational Theory Course Teaching Practice Course Professional Practice Course Dissertation
Assessment method	Combining formative and summative evaluation, papers, reports, lesson plans, project assignments, seminars, subject assignments, textual research or certification	Course Learning Assessment and Graduation Thesis Defense

4. The Necessity and Feasibility of Combining the Above Two

4.1 Necessity

Development of technology has led to the need to expand new areas of expertise. ▶



◀ The rapid development of vocational education puts forward new requirements for teacher training

◀ Undertaking postgraduate study is the main way for vocational teachers to improve their academic qualifications and promote professional development.

4. The Necessity and Feasibility of Combining the Above Two

4.2 Feasibility

(1) Interoperability between students and learning requirements. Combining MVE with standardized training and increasing the proportion of practical courses can greatly increase the rationality of Master of Education training.

(2) Link up in the orientation of training objectives. The double objectives of practice and scientific research should be defined at the level of training objectives.

(3) In terms of learning content and organizational form. On the basis of standardized training, the stage of MVE can strengthen vocational teachers' professional practice in corresponding deep school-enterprise cooperative enterprises.

(4) Achieve mutual credit recognition in the way of examination, and appropriately recognize the above-mentioned standardized training links in professional degree education.

05

Feasible Measures for Combining the Above Two

- The Planning of Enrollment
- The Orientation of Training Objective
- The Connection of Training Contents
- The Evaluation of Learning Effectiveness

5. Feasible Measures for Combining the Above Two

5.1 The Planning of Enrollment

(1) It should adopt **diversified ways of enrollment**, select students scientifically and reasonably, expand the number of enrollment, **choose students scientifically and reasonably** to enlarge the enrollment.

- ① Try to implement the recommendation exemption system
- ② Adopt flexible selection methods
- ③ Implement policy incentive mechanism

(2) **Reform the examination content** under the support of conditions to **control the quality of students strictly.**

5. Feasible Measures for Combining the Above Two

5.2 The Orientation of Training Objective

Cultivating "**double-qualified**" **talents** who can be competent in the integrated teaching of theory and practice, skilled in Vocational skills, comprehensive quality, solid foundation, and have the potential to lead the future development in the field of their own profession with noble teachers' morality.

- Firstly, They should have **modern educational ideas, good professional ethics** and **innovative consciousness**;
- Secondly, we should have **solid educational theory** and **professional knowledge, strong teaching practice** and **scientific research ability**, and be able to **meet the requirements of educational and teaching posts**;
- Finally, we should be skilled in **reading foreign documents of this field** and have an **international perspective**.

5. Feasible Measures for Combining the Above Two

5.3 The Connection of Training Contents

Pay more attention to the **particularity** of Vocational education, while referring to the implementation plan in the field of general education.

On the basis of standardized training, the MVE stage can strengthen vocational teachers' vocational practice work in **school-enterprise cooperative enterprises**, and enhance vocational school teachers' practical operation and deepening understanding of the profession and vocational work process.

At the same time, the school tutor of MVE is responsible for practice summary and reflection guidance, and really strengthen the recognition and practice of vocational education specialty and education teaching from practice.

In the aspect of scientific research ability training, on the basis of standardized training, enterprise practice and Reflection on education and teaching, Teachers and students discuss and determine research issues together. At the same time, pay attention to the cultivation of scientific research thinking and scientific research writing ability in the process of research.

5. Feasible Measures for Combining the Above Two

5.4 The Evaluation of Learning Effectiveness

The training quality of master's degree postgraduates in vocational education can be evaluated periodically by **self-evaluation** and **external evaluation**.

(1) Self-evaluation should focus on **process evaluation**, which can be carried out from two important links: course learning and dissertation writing.

(2) External evaluation should clarify government departments, employers, training schools and other multiple evaluation subjects. And building a unified national supervision system for the training of professional master's degree talents in Vocational education, so as to enhance the effectiveness of evaluation.

06



Conclusion

6. Conclusion

Nowadays, it is the most pressing demand to build high-quality teachers in vocational schools. The standardized training of new teachers in vocational schools plays a positive role in the teaching ability of new teachers, which provides a reference for the training of MVE.

Therefore, this paper puts forward feasible measures in the planning of enrollment, the orientation of training Objectives, the connection of training contents, the evaluation of learning effectiveness.

Through this measure, deepening the reform of the training mode of vocational teachers and establishing a new mechanism of "four in one" collaborative training between universities and the government, vocational schools and enterprises.

Meanwhile, through systematic standardized training and professional training, vocational school teachers have a complex knowledge structure, "double-teacher" type of action ability, integrity and high character, can be competent for teaching, management, research and other posts, and have better career development ability.



THANKS