Practice Exploration of Teacher Development in Chinese Medicine Colleges—Taking Jiangxi University of Traditional Chinese Medicine as an Example

Xiao-Fei XIAO¹,²,a,* and Ling LU³,b

¹-³ Higher Education Research Office, Jiangxi University of Traditional Chinese Medicine, Nanchang, Jiangxi, China
² Tin Ka Ping Institute of Educational Sciences, ZheJiang Normal University, Jinhua, Zhejiang, China

a289241871@qq.com, b835275026@qq.com

*Corresponding author

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Abstract. since the development of teachers from the Ministry of education, Ministry of Finance issued a "undergraduate teaching quality and teaching reform project" file, has been the rapid development of colleges and universities of Chinese medicine have also set up a center for faculty development, has its particularity in the process of practice, teachers in Colleges and universities of Chinese medicine development center should be based on the school situation, vigorously carry out teacher development service.

Introduction

In July 1, 2011, the Ministry of education, Ministry of Finance issued "college undergraduate teaching quality and teaching reform project" implementation of the views put forward: "in respect of enhancing the teaching ability of teachers, to improve teachers' teaching ability is the key to strengthen teacher training, teacher training mode innovation, guide colleges establish the distinctive teaching development center actively carry out the training of teachers, teaching reform, research and exchange, quality assessment, consulting services and other work to improve the young teachers in the school teaching ability, to meet the needs of training teachers individual professional development characteristics and talents"[1].

In October 31, 2012, the Ministry of Education approved below Xiamen University teacher development center "on the 30" 12th Five-Year "national teaching demonstration center of development of the notice", and clear requirements on University attaches great importance to the construction of national teaching demonstration center development, the construction of Teacher Education Development Center into the overall planning of the school development, provide strong support for the construction and for the development of teacher education development center. Development of national teacher teaching demonstration center should focus on the teaching reform of undergraduate education and improve the quality of personnel training needs, to enhance the young university teachers and teachers professional level and ability to focus, improve teachers' development mechanism, promote the training of teachers, teaching and counseling, teaching reform, quality evaluation work of normalization and institutionalization and to improve the teachers' teaching ability and level.

The above two documents have greatly promoted the construction of Teacher Development Center, and the teacher development center has been established in various universities. Under this situation, our school actively carried out research and Exploration on the development of teachers in May 2013, and formally established the teacher development center in September 2015.
The Particularity of Teacher Development in Chinese Medicine Colleges

The particularity of the development of teachers in Chinese medicine colleges and universities, we need to clarify the two concepts, one is the difference between teacher development and teacher training. Pan Mao yuan has written and analyzed, pointing out that teacher development and teacher training are two closely related concepts. The teacher training mainly from the external social and organizational requirements, requirements for university teachers to accept certain requirements, specifications, and development of teachers emphasize the dominant position of teachers and the internal driving force, self requirements to achieve a goal. Teacher development is inseparable from various forms of education and training, but it pays more attention to the autonomy and personalized development of teachers, emphasizing independent learning and self-improvement. The expert working group of Xi'an Jiao Tong University National Teachers' teaching demonstration center on 2014 in the "Research on the connotation of" higher engineering education fourth given teaching development is: "in order to achieve the comprehensive development of teachers, in the subjective efforts and external support, update teaching ideas, enrich teaching methods, enrich the teaching knowledge, realize self value and the growth form unique teaching style, teaching process, and improve the ability and level"[2].The connotation of teacher development mainly includes three aspects: the improvement of academic level, the improvement of teachers' professional knowledge and skills, and the promotion of teachers' morality.

One is the difference between Chinese medicine institutions and other institutions of higher learning. In the text of "undergraduate teaching quality and teaching reform in higher education institutions" issued by the two ministries and commissions of the Central Committee of the CPC, it is clearly pointed out that "guiding colleges and universities to set up teachers' teaching development centers suitable for the characteristics of our school. "Here, we need to explicitly pointed out that the feature set from the school discipline, University College of traditional Chinese medicine and other comprehensive universities, science and engineering, liberal arts, normal, and training methods because of its characteristics of talent cultivation are common place in teachers. In a April 2015 survey, we collected information on 26 institutions of traditional Chinese medicine, and 11 established teacher development centers. The organization name, organization level, institutional settings, staffing is not the same, but the institutions undertaking the training of teachers, teaching and research, teaching resources and provide advisory services and other functions, organize the Academic Salon, teaching contest, teaching demonstration and other activities, the formation of education, teachers' Studio workshops, are based on similarity the form of activities and carry out a series of activities, enrich the content of teachers' development, promote the professional growth of teachers. However, Chinese medicine colleges and universities have their own distinctive characteristics in the development of teachers. The development and inheritance of Chinese medicine have their own characteristics, and the development of Chinese medicine teachers is closely related to them. For example, the development of teachers in Chinese medicine colleges emphasizes the "pass", "help" and "belt" of old, middle and young teachers". The distinctive characteristics of the colleges and universities often have "red leaves" set to discipline in Colleges and universities of Chinese medicine, Chinese medicine, Chinese medicine is the main subject of a school, is the "red flower", other disciplines for teachers often say "discipline", namely "green leaves". Therefore, in the school development strategy, it is difficult to put the main disciplines in the central position, and the other disciplines are more integrated with the main disciplines, and sometimes even undertake some services for the main disciplines. In the traditional Chinese medicine colleges, it is not difficult to understand that the other disciplines are closely related to Chinese medicine and related disciplines of tcm. At this time, the non Chinese medicine related disciplines of teacher groups, interdisciplinary learning, Chinese medicine knowledge has become stronger. For example, the school of Humanities of Jiangxi University of traditional Chinese medicine has set up a high-level training course for Chinese medicine teachers for the establishment of a national base for the translation of Chinese medicine talents". All these require that the measures and methods of TCM colleges and universities in the course of teacher development should be distinguished from other institutions.
The Operation Model of Teacher Development Center in Chinese Medicine Colleges

Teacher development relies on the teacher development center to carry out various activities. It is necessary for us to clarify how the teacher development center works. As mentioned earlier, by the end of April 2015, Chinese medicine colleges in 11 colleges and universities have established the teacher development center, whether it is independent of the existence or anchored form, or the organization name, organization level, staffing situation, the main functions are to provide teaching training, teaching research, teaching resources and advisory services; organize academic salon, teaching contest, teaching demonstration activities; teaching evaluation and feedback etc.. If you want to say what is the teacher development center, as the Institute of higher education Wenzhou University assistant researcher Chen Zhiyong in the 2013 sixth issue of “higher engineering education research in” wrote: “the teacher development center is applying the results of teaching and research in university teacher education development, specialized service organizations to improve and improve teaching level the basic purpose of the.” He stressed that the teacher development center of a specialized organization, is an important part of professional development of university teachers, university teaching also has a special “standard”, teachers need to undergo a rigorous training to continue sustainable competence; emphasis on Teacher Development Center is a research organization, the university must be carried out in the teaching theory and Practice Study on different internal and external situation; emphasize the teachers' development center is a service organization, in order to improve teaching, thus improving overall teaching quality of teachers to provide support and service organization.

From the current 11 teachers in TCM colleges and universities development center working mode is the main mode of operation, the following three kinds, one is the execution by means of administrative orders; two teachers volunteered to participate in the activities based on; three is administrative means and voluntary combination way. The activities in a Zhejiang College of traditional Chinese medicine and the university study in November 2013 concluded that, in the actual operation process, the teachers of the principle of voluntary organization activities require a small part of the core group to bring large groups, easy to operate, too. Only by way of administrative command activities, teachers’ lack of enthusiasm and initiative and may even cause resentment, therefore, we believe that in the school level for the Department to carry out activities by administrative means, the subject group of teachers to the voluntary principle, at the same time, with the core group to bring large group is a more effective way.

Practice and Exploration of Teacher Development in Jiangxi University of Traditional Chinese Medicine

Before we discuss the practice of teacher development in Jiangxi University of traditional Chinese medicine, we cannot do without our understanding of the nature of the university. What is a university? Alan Bloom, in his “toward a closed American spirit,” had a passage like this: “the University points to a road that leads to meeting with great men.” There, you can see the kind of people you rarely see. Without them, you can neither recognize your abilities, nor understand how wonderful it is to be part of the human race. "Sui Ivan also pointed out in the "University and mission and responsibility", the university culture rationality is one of the essential attribute of University, university culture, cultural self-discipline, self awareness of cultural consciousness. It is the identity of a university that is different from other social organizations and the soul of a university! As the “university is not only the study of learning, knowledge, or advocating truth, goodness, beauty and social responsibility, and teach people advocating truth, goodness, beauty and social responsibility”. Because of this, we as university administrators and educators in service teachers' development, always adhere to the “culture”, give full play to the leading role of university culture, and strive to create a leadership focus on teaching, teachers devote themselves to teaching, students' participation in teaching management, teaching service excellent teaching and cultural atmosphere is a basic our thoughts.
Set Up Teacher Development Center Based on School Situation

Jiangxi University of traditional Chinese medicine teaching development center does not have grade and higher education research office. The work of the teacher development center must be supported by the functional departments of the academic affairs office, the personnel department and the modern teaching technology center, and the integration of relevant resources can promote the normalization of the teaching service. On the one hand, reasonable orientation, clear responsibilities, all service for teaching and development; on the other hand, troops, and actively recruit school education experts as part-time experts, at the same time, the teacher oriented, careful planning services.

Strengthen Top-level Design and Forming Institutional Guarantee

This train of thought basically runs according to the administrative order. Teachers are required to set up workshops in various departments to serve the development of teachers’ teaching. For example, the “young teachers' promotion class” of medicine college should be carried out in the form of “passing, helping and taking”. The tutor system for young teachers in Basic Medical College. the English translation base for Chinese medicine in Humanities College. The collective lesson preparation system of Marx institute.

Set Up a Typical Model and Build a Good Teaching Culture

This idea is carried out in accordance with administrative orders and the principle of voluntary participation by teachers. Under the support of the school, the project of “teaching model selection” and “young teacher teaching competition” have been carried out creatively. These projects have been formed for many years, forming a demonstration effect in the province. The school since the beginning of 2011, through the "school teachers training classes, bringing out two ways to use the summer vacation regularly invite domestic and foreign teachers to our school or to famous universities at home and abroad for specialized teaching idea, a 1-2 week update method.

Relying on Projects to Promote Teachers to Carry Out Teaching Research

This train of thought basically embodies the characteristics of teacher's development initiative and individuation, according to the principle of voluntary participation. Under the support of the school, set up “Chinese Forum” Shuang wei auditorium, Mei ling road at Salon "single Friday" Trinidad Tour "and" teaching model demonstration class "project, provides the exchange platform for the study of teachers' teaching and research, from a practical point of view, the project activities in the teachers and students in the response is good and actively promotes the construction of school culture.

To Carry Out Teaching Guidance with the Support of Educational Technology

The center of education make full use of every classroom can be visualized teaching platform, the steering group of professors, teachers construction portfolio, especially teaching guidance for new teachers and apply for young teachers, each teacher will be the whole class in the online video for repeated viewing, for self reflection on teaching and to observe, to enhance the teaching ability.

Carry Out Teaching Evaluation and Consultation Service

The center of education actively using expert library resources, can accept the school related departments, groups and individuals entrusted free, limited to provide confidential teaching advisory services, especially to solve the "new teachers from classroom to classroom, from school to school teaching problems.

Providing the Platform for the Exchange of Ideas for Teachers

Founded the internal publication of "research and practice of higher education of Chinese medicine", providing the platform for the exchange of ideas for teachers. Research and practice of "higher education" of Chinese medicine academic journal by the teacher development center was established, including policies and regulations, higher education, personnel training, advanced
teaching reform, teacher development, innovation and entrepreneurship education technology, seven columns. Focus problems in the academic journal of traditional Chinese medicine on the reform and development of higher education in the display of the latest research achievements of higher education of Chinese medicine, reveals the reform and development of higher education of Chinese medicine theory and practice to serve educational theorists, educational administrators, leaders and teachers in Colleges and universities of Chinese medicine, and people from all walks of life to pay attention to traditional Chinese medicine higher education theory and practice research progress. As a carrier of Journal of Higher Education Research of traditional Chinese medicine, to provide a reference for the education reform and decision-making, is the teachers' understanding of the development of higher education of Chinese medicine, to discuss the concept and practice of education and teaching of the window.

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Reference
