Research on Improving the Ability of Dual-qualification Teachers in Applied Colleges

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ABSTRACT

With the rapid development of higher education and the increasing number of university students, the quality of higher education has become an important topic of a social concern. On one hand, government, society and other stakeholders have increased accountability for universities; on the other hand, higher education is not adequately funded. In order to compete for more students, the competition among universities to improve their social reputation and rankings has become increasingly fierce. Because the evaluation mechanism of university rankings is based on the output of scientific research in universities. The university culture with the dominant research status has become popular, and the university teachers as academic professions have changed in terms of professional connotation and roles. Scientific research has become the main task of university teachers. The quality of higher education and the cultivation of talents face a serious crisis. Therefore, how to promote the integration of teaching and research for university teachers as academic professions and stimulate the development of university teachers has become an important task for universities.

KEYWORDS

Quality of higher education; teacher development; applied colleges; dual-qualification teachers.

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INTRODUCTION

The Outline of the National Medium- and- Long-Term Education Reform and Development Plan (2010-2020) points out that it is necessary to strengthen the construction of the dual-qualification teachers team and training base, to improve the basic ability of vocational education, to formulate the basic school-running standards for vocational schools and to perfect teacher qualification standards for education characteristics and profession as well as the evaluation methods for technical positions assessment (professional titles). The quality system for vocational education should be established and improved, and enterprises should be attracted to participate in the evaluation of education quality [1]. The Twelfth Five-Year Plan for the Development of National Education emphasizes the need to promote the training mode of talents in school-enterprise cooperation, work-study integration, and post-training [2]. The report submitted by the International Education Commission for the 21st Century to UNESCO points out it’s not excessive no matter how the importance of teaching quality is emphasized, and it also points out that no reform can succeed in violation of teachers’ will or without the assistance of teachers and their active participation [3]. From the actual situation, there is a gap between the status of the dual-qualification teachers' teaching ability and the talent training objectives in the application-oriented undergraduate colleges, and there is also a gap between them and the training requirements to students' application ability. American scholar John McNeil once pointed out that with more understanding of teachers' teaching and teaching abilities, it has become more important to further understand how these teaching abilities are formed and developed. Only in this way will the findings be useful to those who are engaged in professional training for teachers, thus promoting the quality of classroom teaching [4]. Teaching ability is the unification of science and art. The development of teachers' teaching ability should be a systematic rather than single. It has the dual characteristics of science and artistry.

DEVELOPMENT SYSTEMS

At present, in order to meet the needs of different types of talents training in the context of the popularization of higher education, there are different types of universities according to different classification criteria, which are mainly divided into research, research and teaching, teaching research and application and they develop their respective development strategies as well as models based on different types, promoting the rational and efficient development of higher education in China. In those different types of colleges and universities, the system and model of teachers’ development should also be different. First of all, in terms of the teacher evaluation system, teaching academic and academic evaluation should be paid attention to. If the core of the educational function is violated, it may no longer be called a university [5]. Research universities, which make the discovery and
innovation of advanced knowledge a feature, should emphasize more on both teachers’ scientific research ability and good teaching ability as well as teaching academic ability. Just as Max Weber said: “Each young man who is interested in academic work needs not only the qualification of a scholar but also that of a good teacher. However, these two conditions may not be completely satisfied.”[6]. While in applied technology universities, more emphasis should be placed on teachers' ability to apply knowledge and strengthen their relationship with outside companies. The cultivation of students' practical teaching and professional ability should be stressed. The teachers should also be set flexible academic weight standards in their development promotion system. Standards adopted for research ability and learning should not be consistent with those in research universities, thus stimulating the development of teachers.

**CARRY OUT PRACTICAL EVALUATION**

The teaching ability of dual-qualification teachers in applied undergraduate colleges means that they have theoretical knowledge and strong practice in training ability for the grassroots, production, service and management of high-end skilled talents for specific goals of the universities. They have both teaching disciplines or engaged in theoretical knowledge and practical ability in the field to achieve teaching purposes and complete teaching knowledge, skills and emotional attitudes of the mission. In other words, the ability of the dual-qualification teachers in applied undergraduate colleges should have both the ability to teach theoretical knowledge (or quality) and the ability to demonstrate practical skills. When evaluating teachers' teaching ability, it should be evaluated in many aspects, helping teachers improve their teaching. It should be a part of the general evaluation of teaching. Other principles such as cooperating with colleagues or leaders should also be taken into account. Mid-term teaching review, consultation with graduates, evaluation of teachers based on the quality of students' learning, teaching and research committee assessment can be carried out [7].

- **ESTABLISH AN APPROPRIATE CAPACITY DEVELOPMENT SYSTEM**

The professional construction ability and curriculum construction ability of dual-qualification teachers in applied undergraduate colleges are relatively weak. The teaching reform and innovation ability needs to be further strengthened. Specifically, in terms of professional construction ability, they have a weaker sense of professional construction, and their professional development ideas are vague. As for their curriculum construction ability, they mainly adopt universal textbooks, with less secondary development of textbooks, especially lack of ability to develop courses based on students’ characteristics and teaching practice. As for teaching reform and innovation ability, teaching cognitive, teaching design, teaching
organization, teaching practice and teaching research are the key points of their development. Therefore, in the development process of the teaching ability of dual-qualification teachers in applied undergraduate colleges, it is necessary to establish application-oriented undergraduate colleges based on the comprehensive level of application-oriented undergraduate colleges and the comprehensive level of teachers. Thus, the teaching ability and teaching effect of dual-qualification teachers will be improved in applied undergraduate colleges. At present, the teaching development activities carried out by colleges and universities are mainly aimed at new teachers, and the form is mainly based on the training of teaching methods. However, they are faced with the challenges of new technologies and the rise of distance education, as well as the changes in the characteristics of student groups. Therefore, it is necessary to keep pace with the times in the form, content and objects of teachers’ development. There should be individualized services for different professional fields and individual teachers in addition to teacher development workshops and seminars. Besides, activities in teachers’ learning communities, mutual lectures, and peer-teaching assistants should be organized. There should also be different development programs for teachers at different career levels in addition to the on-the-job training of new teachers, such as teachers of basic courses, professional curriculum teachers, and part-time teachers. Different types of teachers have different implementation plans and professional development goals. Therefore, according to the different needs of each type of teachers, a variety of teacher development projects and systems should be formulated. In the way of teachers’ development, information technology can also be made use of, using the combination of network and face-to-face communication to provide convenience for teachers to participate in various projects and finally promote the efficient development of teachers.

**CONCLUSIONS**

The level of development can be evaluated and balanced by using certain criteria. Therefore, the teaching development ability of evaluation system for dual-qualification teachers in applied undergraduate colleges is tentatively studied. The system is mainly consists of three aspects: professional construction ability, curriculum construction ability and teaching reform and innovation ability. Although professional construction and curriculum construction are macro or objective teaching, it is an ability that a dual-qualification teacher must possess. The former two abilities are important evaluation elements. Both the newly-employed and experienced dual-qualification teachers need to actively participate in professional construction and curriculum construction. The teaching reform and innovation mainly includes teaching cognitive ability, teaching design ability, teaching organization ability, teaching practice ability and teaching research ability. Teaching cognitive ability and teaching research ability are the most basic abilities for dual-qualification teachers, which determine the breadth and depth of teachers' teaching
ability development to some extent; teaching design ability is the core competence for dual-qualification teachers. It determines the basic direction of a lesson to a large extent. Teaching organization ability is the most critical ability. It determines whether a class is successful or not. Teaching practice ability is the most important for dual-qualification teachers, which is different from other types of teachers. It determines the basic specifications of talents cultivation. To a certain extent, this evaluation system has made a useful exploration for the evaluation of the development of the teaching ability of dual-qualification teachers in higher vocational colleges, and laid a certain foundation for the construction of a more scientific and reasonable evaluation system.

REFERENCES