
Thoughts on the Construction of Teaching Quality Standard System of Vocational Education at Undergraduate Level in the New Period

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Abstract: Undergraduate level vocational education is an important link in the construction of vocational education system in the new era in China. As a newly started undergraduate level vocational education, there are many contents that need to be explored and constructed, especially the construction of teaching quality standards and systems, which is the basis and key to the healthy development of undergraduate vocational education. Therefore, the construction of undergraduate vocational education teaching quality standards must be based on the new development stage of undergraduate vocational education, establish new ideas, goals and principles of quality standard construction, accurately grasp the characteristics of undergraduate vocational education teaching quality standards, and build distinctive undergraduate vocational education teaching quality standards and systems.

Keywords: Undergraduate level; Vocational education; Quality standard; System construction

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1. Introduction

As a pilot school for vocational education at the undergraduate level, it shoulders the responsibility of exploring a new path for vocational education at the undergraduate level. Teaching is the center of the pilot work, the teaching standard of undergraduate vocational education is an important part of the national vocational education standard system. It is of great significance to explore a teaching standard system with the characteristics of undergraduate vocational education^[1]. Our school takes the construction of undergraduate vocational education teaching quality standard system as an important work of the school's pilot work, and in the Shandong Province's action to promote quality improvement and excellence construction of vocational education innovation and development highland, we have included the construction of quality standard system into the three-year action plan of the school's vocational education.

2. Establishing the New Concept of Teaching Quality Standard Construction of Undergraduate Vocational Education in the New Era

The construction of teaching quality standards for undergraduate vocational education in the new era must fully implement the Party's education policy, and the National Vocational Education Reform Implementation and the General Plan for Deepening the Reform of Educational. The National Vocational Education Reform Implementation Plan clearly states that, "Vocational education and general education are two different types of education", it is required to "put vocational education in a more prominent position in educational reform and social development"^[2]. The General Plan for Deepening the Reform of Educational Evaluation in the New Era puts forward the evaluation priorities for vocational schools from seven aspects, namely, the combination of morality and technology, the integration of industry and education, the

cooperation between schools and enterprises, the combination of education and training, the students' obtaining of vocational qualification or vocational skills, the quality of graduates' employment, and the construction of the "double qualified" teacher team ^[3].

3. Clarify the Objectives and Principles of the Construction of Teaching Quality Standards for Undergraduate Vocational Education in the New Era

(1) Construction objectives

The teaching quality is the lifeblood of the school. The establishment of the teaching quality standard system should be scientific, standardized, effective and fully reflect the characteristics of undergraduate vocational education. It is necessary to ensure that the school's orientation and talent training objectives are compatible with the needs of national and regional economic and social development, that teachers and teaching resources are guaranteed, and that students and social employers are highly satisfied.

(2) Construction principle

1) Goal oriented principle: The formulation of teaching quality standards for undergraduate vocational education focuses on guiding undergraduate vocational education to further clarify the direction of running a school, firm the orientation of running a school, and adhere to the characteristic development.

2) Principle of integration of production and education: The formulation of undergraduate vocational education teaching quality standards should strengthen the cooperation between schools and enterprises to educate people, fully reflect the connection between professional settings and industrial needs, curriculum content and vocational standards, teaching and production process.

3) System improvement principle: When formulating teaching quality standards, it is necessary to make a multi angle and all-round analysis of all aspects of teaching activities, from different levels of schools, departments and individuals to different dimensions.

4) Principle of broad consensus: The teaching quality standards should fully meet the basic requirements of students' knowledge learning, ability training and the school's talent training objectives to achieve the basic requirements for teaching, meet the needs of the society for talents and the basic requirements of the government for the school.

5) Principle of operability: The teaching quality stand-

ards are the basic requirements or norms for measuring and evaluating all teaching links in the school, and the basis for supervision and inspection of teaching activities.

4. Accurately Grasp the Characteristics of Teaching Quality Standards of Undergraduate Vocational Education in the New Era

The quality standard of teaching is different from that of industrial products. The quality standards of industrial products are aimed at objective material products, and their standards are often widely recognized, unique evaluation scale and relatively stable. The teaching quality standards are aimed at the teaching process and teaching results, which meet the overall requirements of students, parents, society and sponsors for school teaching.

(1) Characteristics

When formulating the teaching quality standards, the school must not only grasp the basic connotation and common requirements of the state for running a school, but also earnestly grasp the type of school running, the personalized characteristics and differentiated requirements of student training, and closely combine the school running orientation, talent training objectives, service orientation, talent training mode, the overall characteristics of student sources and the status of teaching resources of the school to formulate the requirements that meet the common requirements.

(2) Multilayer

The multilayer of teaching quality standards is reflected in two aspects. First, meet the multi-level requirements, that is, when formulating teaching standards, we should fully consider meeting the different requirements of students, parents, society and sponsors on school teaching ^[4]; The second is the multi-level nature of the standard itself, that is, the formulation and management of teaching quality standards are divided into school level, department level and teacher level.

(3) Developmental

Quality is not a fixed concept ^[5]. The standard of teaching quality is to measure the quality of teaching activities. As the education of schools should be geared to social progress and development, especially in the new era, China's vocational education should adapt to the needs of national and regional economic and social development, and connect with industrial needs and technological development, schools must look at teaching quality from the perspective of development, establish a dynamic adjustment mechanism for teaching quality standards, and innovate,

enrich, revise and improve teaching quality standards.

(4) Constructing the Framework and Standard Form of Teaching Quality Standard System for Undergraduate Vocational Education in the New Period

1) Quality standard system architecture

The construction of the quality standard system is an important content and basis for improving the quality standard construction of the school [6]. A perfect quality standard framework is the basic guarantee for guiding school to carry out the overall quality standard construction. Based on the comprehensive analysis and summary of the previous construction of teaching quality standards, we proposed to establish a “two angles, three levels, four dimensions” teaching quality standard structure system (Figure 1).

Two angles

Teaching quality standards can be divided into macro and micro standards for different management objectives.

Three levels

From the perspective of formulation, management and implementation, teaching quality standards are divided into relevant quality standards at school, department and teacher levels.

Four dimensions

From the perspective of the operation process of school education and teaching, the teaching quality standard can be composed of four dimensions: teaching management, teaching process, teaching conditions and teaching results.

2) Standard form

The quality standard is different from the evaluation standard. Based on the basic requirements for quality (qualification), the connotation of the corresponding standard is formulated. Therefore, the basic form of the quality standard is unique. In order to more accurately express and describe relevant teaching quality standards, two-level indicators are used to describe relevant teaching quality standards (Figure 2).

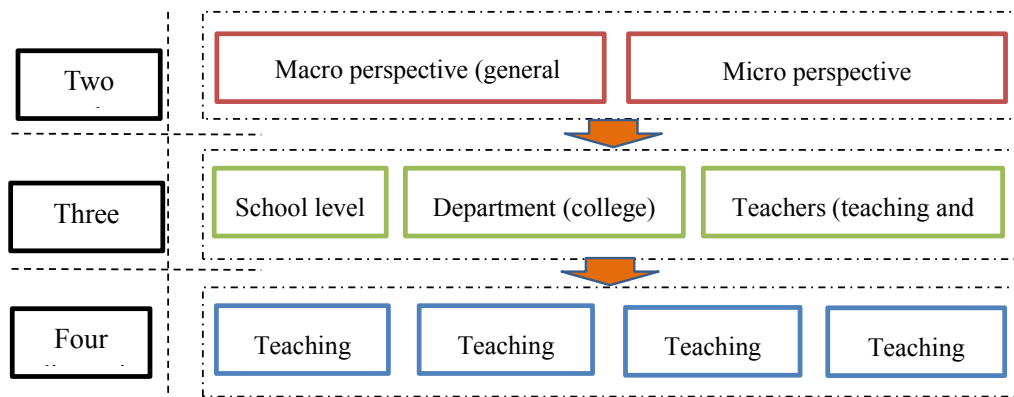


Figure 1. Quality Standard Architecture

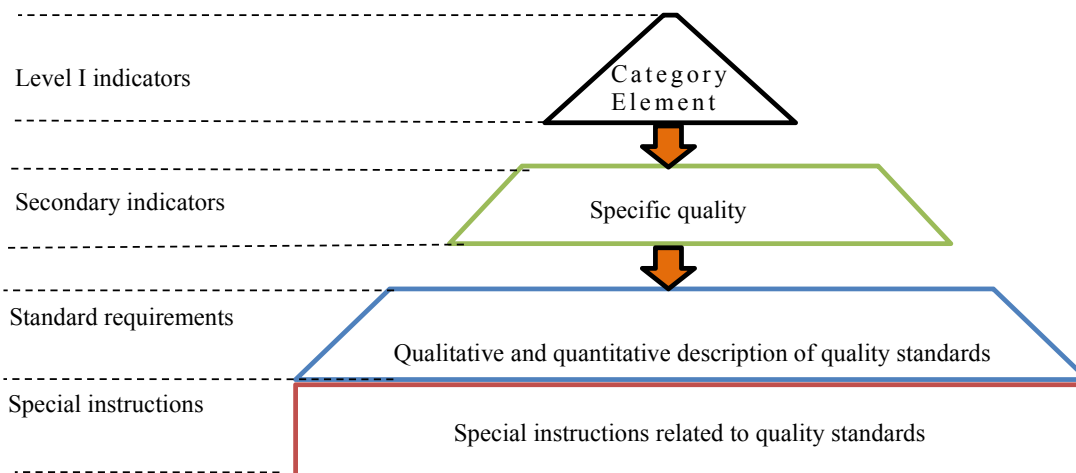


Figure 2. Form of quality standard

The primary indicators are mainly used to distinguish the quality standards to be described in terms of categories, so that the basic content of the quality standards can be more intuitively understood.

The secondary indicators are mainly detailed quality requirements to make the quality standards more targeted and operable.

Standard requirements are specific descriptions and requirements of relevant teaching quality through qualitative or quantitative methods.

Special description refers to the supplementary description in the remarks if some quality standards need special description.

5. Strengthen the Process Management of the Construction of Undergraduate Vocational Education Teaching Quality Standard System in the New Era

(1) Clarify standard management requirements

The formulation of standards must follow the principle of standard formulation, grasp the characteristics of vocational education standards, be guided by the goal of high-level technical and skilled personnel training and the satisfaction of the society with the quality of the school's personnel training. In the process of standard formulation, we should pay attention to the integration of industry and education and the connection with professional standards, carefully analyze the connotation of the standard, carry out in-depth and detailed investigation and research, strengthen the organization and management of standard formulation.

(2) Responsibility for implementing standard formulation

According to the three levels of the quality standard system structure, the relevant responsible departments and responsible persons at all levels should clarify the meaning and content of the quality standards they are responsible for, and comprehensively strengthen the con-

struction of the quality standards.

(3) At the school level, the management and implementation of teaching quality standards are strengthened, and self-diagnosis education teaching evaluation, college teaching evaluation and professional evaluation are organized according to relevant quality standards.

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