

Views on Research Project Management of Education and Teaching Reform in Vocational Colleges

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Abstract: The rapid development of Chinese economy is inseparable from high-quality skilled workers, who are mainly graduated from vocational colleges. In order to train more and better apprentices for future China, research project of education and teaching reform in vocational colleges is essential, and its management is also very important. The main aim of this paper is to clarify the basic meanings of education and teaching reform research project. Based on that, some views on how to manage education and teaching reform project are put forward.

1. Introduction

Decision of the State Council on Promoting the Reform and Development of Vocational Education provides stronger leadership and more support for vocational education, and the quantity of students in vocational colleges has been quickly expanded. Decision of the State Council on Vigorously Developing Vocational Education calls on employment-oriented vocational education, which is needed to be deeply reformed. According to Vocational Education Innovation Development Action Roadmap (2015-2018), which was issued by the Ministry of Education, 10 million new employees should be graduated from vocational colleges every year and be employed some new fields, such as modern manufacturing, strategic rising industries and modern service, etc...

With the introduction of documents mentioned above, a new theory-practice mode of vocational education is required to provide the large number of young workers for future economy. In order to achieve the new mode better, research project of education and teaching reform is inevitable. Generally, research projects of education and teaching reform mainly focus on purpose and quality so as to excellent outcomes can be achieved.

2. Basic Meanings of Educational Teaching Reform Research Project

2.1. Difference and Relationship between Research Topic and Project

Research topic is the study of the problems that have not been figured out or solved. Generally, research topic is relatively simple and independent. Discriminatively, research project consists of a series of inter-related research topics, which means that a research project is much more complex and comprehensive than a research topic. For example, the 'Experimental Study of Comprehensive Reform in School Education' should be a project rather than a topic. The project may include following topics: 'Goal of Comprehensive Reform in School Education', 'Evaluation System of Comprehensive Reform in School Education', 'Study on Comprehensive Reform of Curriculum, Teaching Books and Teaching Methods', 'Study on Comprehensive Management of moral education, aesthetic education and Physical Education', 'Study on Connection and Communication Between School Education and Family & Social Education', and so on. However, a researcher project may be started from a research topic. When new problems are found and relevant research are carried out, a new research project is launched.

2.2. Basic Concept of Educational and Teaching Reform Research Project

The Educational and Teaching Reform Research Project (hereinafter referred to as the ‘reform Project’) is a project rather than a topic. It is a kind of research and practice activity in a certain field of vocational education and teaching. The fundamental characteristics of the reform project are comprehensive, targeted and practical.

The reform project is a fundamental platform for school education and teaching research works, which is a key links to deepening reform of education and teaching in vocational colleges, and is a key links to continuous improvement of personnel training quality. The reform project is oriented to solving problems in vocational education and teaching, which promotes the consolidation of achievements in vocational education and teaching.

3. Status Quo of Education and Teaching Reform Project Management in Vocational Colleges

The ‘reform project’ is an important starting point for the education and teaching reform work in vocational colleges. The purpose of the reform project is to encourage teachers to actively carry out education and teaching reform, and to improve the teaching standards of teachers. It is a key measure to improve quality of talent training in vocational colleges. Thus, the reform project is well targeted, which should be based on the actual standards of talent training in vocational colleges. Executor of the reform project should consider actual issues in process of the project and try to improve the process. The reform project must be related to practice activities, regulations and organizations of the specific colleges. Therefore, management department of the reform project it should play a supervisory role to ensure that the establishment of the education reform project is making headway in improving the education and teaching quality in the college. Vocational colleges have different education philosophy and manage methods, and that is the reason why the manage process of the reform project in each vocational college is exclusive. At present phase, there are several problems in the process of the reform project management in many vocational colleges.

3.1. Preparatory Work Before the Start of the Reform Project is Insufficient

Firstly, the policy is not fully understood. At this stage, the teaching management departments in vocational colleges have insufficient knowledge and understanding of the relevant documents of the national and provincial education authorities before the establishment of many educational reform projects, and reasonable planning for the reform projects cannot be made as the result. Secondly, current situation of the education and teaching reform is not fully understood. At the present stage, supervisors of the management departments in many vocational colleges do not conduct enough survey before they start the educational reform projects. They do not go into the schools and do not communicate with the teachers. Thus, they cannot grasp the actual situation of the research of education and teaching reform projects. Thirdly, lack of awareness of the faculties. Theoretical knowledge about education and teaching is not been essentially regarded as important among many teachers, who are not able or willing to update themselves with cutting-edge of relevant theoretical knowledges due to all kind of reasons. Therefore, it is reasonable that educational reform project cannot be well executed. Simultaneously, there is a lack of faith in the reform project research. For many teachers, they do not have the willing to change their teaching custom though they apply for education and teaching reform project for different reasons. The main aims of these teachers deviate from the original intention of the reform project, which leaves the project in vain.

3.2. Process of the Reform Project Management is Not Perfected

The first point involves the absence an effective guideline for the reform project. Some vocational colleges do not provide guidelines in detail for the establishment of education and teaching reform projects, which leads to unclear direction and unsuccessful orientation in research works. Secondly, the approval of the reform of the reform project is not strict enough. In order to encourage teachers to apply for education reform projects energetically, some colleges adapt a

policy of lenient entry and lenient exit though reform project research in these colleges is still in early stage. Finally, teaching management departments in some vocational colleges do not take their responsibility in managing the reform projects. To some extent, level and quality of the research work on education and teaching reform project depend on relevant supervision. Management departments should urge the researchers to seriously put forward the research works of the projects after the education reform project is established. However, in many vocational colleges, management departments pay little attention to the detailed process of the research works.

3.3. Quality Evaluation of the Reform Project is Deficient

The quality of the reform project directly influences the quality of student education in vocational colleges. Therefore, assessment of the reform projects in vocational colleges is very important. Currently, most of the vocational colleges have provided certain support to quality assessment of the reform projects and some indexes for assessment have been established. For instance, teacher teaching quality, student scores and student employment rate and so on. However, the present indexes are still not enough and scientific, and assessment system including index, method and process is still to be improved.

4. Solutions for Management of the Reform Projects in Vocational Colleges

4.1. Preparing for the Reform Project in Advance and Reinforcing Management in Process

Firstly, teaching management departments in vocational colleges need to do more prepare work for the reform projects. For example, learning and understanding the relevant documents about the reform project is the base to lay out the plan of a reform project. Secondly, teaching management departments in vocational colleges need to communicate with the faculties and make the requirements of the reform project clear. Based on that, practical policy support for the reform project can be prepared in advance. Finally, in order to ensure the reform projects can be accomplished with high quality, teaching management departments in vocational colleges need to pay more attention to full process management of the reform projects.

4.2. Making Practical Policy for the Reform Project

Firstly, teaching management departments in vocational colleges need to draw up detailed guideline, which integrates the relevant documents from the national and provincial education authorities with specific situation of the vocational college, for the reform project. The level of detail and accuracy of the guideline always performs great role during the research process of the reform project. Secondly, teaching management departments in vocational colleges need to develop relevant rules and regulations for the reform project. Finally, teaching management departments in vocational colleges need to establish supervision and inspection systems for the reform projects. The management departments can hold practical experience symposium about the reform project from time to time, and encourage the teachers participating the reform project to find and solve problems.

4.3. Establishing Perfect Assessment System to Ensure Quality of the Reform Project

Qualified assessment system of the reform project is based on the detailed indexes. Therefore, for the sake of building an assessment system with high quality, making all the indexes of the assessment system objective, scientific and systematic is very important. If only the assessment index system for the reform project is well established, it would provide the teachers and students in vocational colleges have clear direction in the research process of the reform project. In order to construct such a sound quality assessment index system, teaching management departments in vocational colleges need to do comprehensive survey works and clarify key issues about the reform project, and all relevant works must be based on the main aim of vocational education.

5. Conclusion

'Made in China 2025' is inseparable from high-quality skilled workers graduated from vocational colleges. Vocational colleges play an important role in the rapid developing China. The management of the education and teaching reform project in vocational colleges has great and special status in training qualified skilled workers. In order to serve future Chinese economy better, it is necessary to pay more attention to perfect the management of the reform projects in vocational colleges.

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