

Exploration on the Path of Hierarchical Quality Training and Multi Classroom Coordinated Education Based on Industrial College under the Expansion of Higher Vocational Enrollment

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Abstract

Taking the middle school students in the industrial college whose enrollment is expanded in Higher Vocational Colleges as the research sample, aiming at the quality problems of multi-source and multi-level talent training brought by the enrollment expansion in higher vocational colleges, a new five-dimensional education evaluation system of "morality, intelligence, physique, beauty and labor" is constructed through the deep integration of "one, two and three classrooms", which records and displays all kinds of students in the whole process in the form of "record" and "feedback", so as to capture all kinds of experiences during the learning period, Help students fully understand themselves, reasonably plan the road of development, and finally become decathlon (good and high-quality) students. At the same time, it is also conducive to the school to fully understand the growth path of all kinds of students and the comprehensive quality level of all kinds of students, provide detailed basis for various honor evaluation of the school, and also provide data support for the school's research on students' behavior, psychology, value and so on.

Keywords

Stratified culture; Higher vocational education enrollment expansion; Multi classroom coordination; Evaluate.

1. Introduction

China's current industrial structure and economic development stage determine that a large number of technical and skilled talents are needed. At this stage, higher vocational education urgently needs to be greatly improved in the face of new economic development needs. The state has successively issued several opinions of the general office of the State Council on deepening the integration of industry and education, the implementation plan of national vocational education reform, and the implementation plan of special work for higher vocational enrollment expansion issued by six departments including the Ministry of education, pointing out the direction of the development of Vocational education in the future. Based on the integration of industry and education, it is particularly important to do a good job in the management of higher vocational education, the evaluation of students' comprehensive quality and the improvement of talent training quality after enrollment expansion.

The research of domestic experts and scholars on the education system based on the expansion of Higher Vocational enrollment is indirectly and scattered in the discussion of other topics, such as the challenges and coping strategies of enrollment expansion, the transformation and development of higher vocational colleges, and the training mode of modern apprenticeship. Generally speaking, the construction of the education system of Higher Vocational enrollment

expansion has attracted more and more attention from the theoretical and academic circles, and the research has achieved some results.

For example, in the exploration of modern apprenticeship teaching content of "double subjects" in schools and enterprises, Liang Jing (2019) and others put forward the principle of "professional platform courses + professional core courses + professional development courses", focusing on professional skills and professional quality and cultivating craftsman spirit.

In terms of talent training research of the Institute of industry, Wan Weiping (2016) explored the talent training practice of the Institute of industry with the "School Town cooperation" of Zhongshan vocational and technical college, and studied the implementation of the human training mode of six schools and enterprises for the training of existing students, including professional co construction, teacher co training, resource sharing, joint innovation mechanism and school enterprise public promotion mechanism for internship and employment [1-4].

In terms of multi classroom integration, Li Wanchun (2019) and others require to strengthen the filling function of the "third classroom", including educational evaluation, study style construction, teacher-student communication, etc., and build a mixed teaching mode.

At present, the domestic research on the integration of "one, two and three classrooms" and the construction of higher vocational education system is mainly reflected in the relevant research such as "the research on the relationship between the first classroom and the second classroom and the third classroom", "the research on the linkage of the three classrooms", and there is very little direct theoretical research on the integration of the first classroom, the second classroom and the third classroom into the education system in Colleges and universities. In the context of enrollment expansion, there is no research on the education system of industrial colleges integrating "one, two and three classrooms" [5-7].

Deepening the integration of industry and education is not only an effective form for higher vocational colleges to implement the combination of work and study, but also an effective way to solve the disconnection between enterprise talent demand and university talent supply. Facing the background of enrollment expansion, the Institute of industry is facing problems such as focusing on shaping the education system, especially focusing on full-time education courses, the absence of comprehensive quality evaluation, emphasizing skills over quality, and emphasizing craftsmanship over ingenuity. According to the principle of "no reduction in standards, diversified models and flexible educational system", it is very necessary to explore an innovative educational model of industrial colleges and improve the pertinence, adaptability and effectiveness of talent training.

At present, the college's value leading education also faces the same problem in the school's partial agricultural education. At the same time, according to the construction trend of the industrial college, the industrial college has been established for each major of the college. Combined with the non teaching teaching points of the Institute of technology, it is an urgent problem how to lead ideological and political education, integrate multiple classrooms, and cultivate students in different levels and interactive training of Credit Reform under the enrollment expansion.

2. Programme of Work

2.1. Integration Scheme of the First Classroom

(1) Ideological and political education should be carried out with the main line of "learning knowledge practice promotion".

"Learning" is through basic quality courses and online development courses: form the main teaching topics based on learning community and covering ideological and political courses,

and set up online courses such as "ten lectures on patriotic education for college students" and "Chinese traditional culture and life cultivation", so as to cultivate qualified students with basically correct three outlooks;

"Knowledge" is to integrate the ideological and political elements into the professional core curriculum, and implement it into the talent training program of each curriculum in the whole college, the whole process and all directions. Among them, the professional core curriculum requires at least 2 class hours of cultural education content to form a fixed professional spirit education and cultivate pre job reserve talents with correct values. In particular, the courses of baking industry college should keep pace with the times and cover the whole process.

"Practice" is to implement the ideological and political guidance and craftsman spirit into the unity of knowledge and practice by expanding courses and cultural edification and guidance, such as science and Quality lecture and Mencius school, so as to cultivate students to develop a quasi professional with excellent quality.

"Promotion" is to combine with students' professional practice and the life of home community, internalize values through theme education, skills, social services and community activities, guide students to continue research, solidify value orientation, and become a political person with firm faith.

(2) Activate the theory and transform the textbook system into a teaching system. Mencius school and other characteristic courses.

(3) Mutual teaching, decompose the task of teaching innovation, and solve the problem of disconnection between knowledge and practice. Focus on the professional cognition of young people, tap endogenous resources as the support, lead ideas, and open up collaborative innovation channels for scientific and technological innovation, social services and cultural inheritance. Design "Tea Culture Festival", "ten million teachers and students learning new ideas, the same class activity", "knowledge competition of party history and national history" and "Vocational Education of traditional culture catering", so as to realize the mutual integration of subject and object and the common interaction of subject and object in the way of "learning, practicing, knowing and doing".

2.2. System Design of Multi Classroom Collaborative Education in Quality Lectures

Integrate the "one, two and three classes" and build a talent training system of "moral, intellectual, physical, aesthetic and labor" for the college.

The overall framework is as follows:

(1) "One system". Follow the law of education, adhere to the problem-oriented, coordinate and integrate education resources, and build a set of education system.

(2) "Two mechanisms". First, establish an executive assessment mechanism, the first classroom led by the academic affairs office, college and Industrial College; The second classroom is divided into vocational skill activities and non vocational skill activities (comprehensive quality and ability). The Second Classroom Instruction Committee and the school Youth League Committee are responsible for non vocational skill activities, and the secondary college and industrial college are responsible for vocational skill activities; The third class is online course. The executive department is responsible for the formulation of assessment indicators, the approval of activities, the identification of assessment and evaluation, and the operation of the whole system. Second, establish a feedback mechanism inside and outside the school to timely feed back the problems and difficulties existing in the specific implementation process to the implementation mechanism.

(3) "Three classes". First, optimize the "first classroom" teaching mode, take the talent training scheme as the breakthrough point, and implement education and teaching according to the

characteristics of Higher Vocational enrollment expansion; Second, enrich the "second classroom" activity forms, show the diversification of students' comprehensive quality and ability in practice, quantify the cultivation effect of students' quality and ability, and form a process and comprehensive evaluation of students' growth; Third, expand the implementation path of the "third classroom", innovate the teaching organization mode, complete the humanistic quality curriculum education through online courses, such as ideological and political, psychological, national defense education, labor education, etc., and give play to the support and synergy of the third classroom to the first and second classrooms.

(4) "Five dimensions". Deeply integrate the "one, two and three classrooms", "the first classroom" intellectual education runs through the whole process, "the third curriculum" moral education first, "the second classroom" five education simultaneously, and finally form a student professional core quality system based on the coordination of "moral, intellectual, physical, aesthetic and labor" five education.

(5) Decathlon. Integrate the five-dimensional module of "morality, intelligence, physique, beauty and labor", create a decathlon (good and high-quality) student evaluation system and incentive mechanism, and assess students to complete ten projects of "one baptism", "one dedication", "one skill", "one good book", "one activity", "one experience", "one cavity of feelings", "one inheritance", "one round of edification" and "one hard work".

3. Project Evaluation

3.1. Project Evaluation Structure

The points obtained from the moral education module, intellectual education module, sports module, aesthetic education module and labor education module of the "second classroom report card" can be accumulated, and the corresponding points must be obtained after accumulation. Among them, the necessary points (marked with *) are compulsory points, and the points of each module are converted into 2 credits. Only the highest points are calculated for the same award, which meets the graduation conditions. The points of the five modules cannot be replaced each other, and each module can exchange the credits of the corresponding module according to the points. The basic score of the second class is 40 points. There is no upper limit for the actual score. The accumulated score reaches more than 180 (inclusive), and the second class score is recorded as "excellent"; If the accumulated score reaches more than 160 (inclusive) and less than 180, the second classroom score is recorded as "good"; If the accumulated score reaches more than 140 (inclusive) and less than 160, the second classroom score is recorded as "qualified"; If the accumulated score is less than 140, the second class score is recorded as "unqualified". Students with conditions are encouraged to earn more second class transcript points. From the date of implementation, the students in the school will calculate the second class points, among which the credit conversion system of aesthetic education module and labor education module will be implemented in 2019, and the credit conversion system of five modules will be fully implemented in 2020.

Table 1. Modules and credits

Conversion type	Integral conversion conditions	Countable credits	Remarks
Moral education	≥ 20	2	Necessary conditions for graduation
labor education	≥ 20	2	
Aesthetic education	≥ 20	2	
Physical education	≥ 20	2	
IQ Education	≥ 20	2	

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The College of moral education, labor education, aesthetic education, physical education and IQ education has established a working group on "second classroom report card" (hereinafter referred to as the working group), which is headed by the Secretary of the general Party branch of the secondary college, with the Secretary of the Youth League Committee (Deputy Secretary), the instructor and counselor of the student union as the main members. The work contents mainly include the setting of the "second classroom report card" project of the planning college, the construction of the guarantee management team Promote the second classroom activities, review the materials submitted by the Youth League branch, and uniformly publicize them in the AIC intelligent campus system of the school.

The second classroom is the expansion and supplement of the first classroom and an important way to improve students' comprehensive quality. The second classroom performance is an important basis for students to evaluate the excellent, award and help, promote the excellent to join the party, compete and recommend employment.

The course project of "second classroom report card" mainly covers five modules: moral education module, intellectual education module, sports module, aesthetic education module and labor education module. The specific contents are as follows:

(1) Moral education module (ideological and political): cultivate students' political positions, ideological views and moral quality. It mainly records the situation of students joining the party and the league, students' training experience in Party schools and League schools, students' experience in thinking leading activities such as team days, science and trade tea talks, situation and policy reports and relevant honors. The daily production related points of students in off campus teaching points, such as party lessons, learning power and moral education training of production practice, are also calculated.

(2) Intellectual education module (Professional Development): cultivate students' knowledge, skills and intelligence. It mainly records students' experience and relevant honors in participating in academic science and technology, career planning, skill competition, innovation and entrepreneurship competition, as well as academic papers, research reports, technical patents, etc. It also includes the work performance obtained in production practice.

(3) Sports module (physical and mental health): cultivate students' physique and physique, sports habits, sports knowledge and skills, and guide the coordinated development of College Students' physical and mental quality. It mainly records the experience of students participating in national defense education, mental health activities, mass sports activities and other related honors. It also includes expansion activities in enterprise practice.

(4) Aesthetic education module (aesthetic education): cultivate students to appreciate beauty, express beauty and create beauty. It mainly records the students' experience in completing a series of relevant aesthetic education courses, participating in a series of activities to promote traditional virtues, campus culture and art festivals and other aesthetic education activities at all levels, as well as the relevant honors. Including relevant activities in the work of the enterprise.

(5) Labor education module (Labor Education): cultivate students' labor outlook, labor habits, labor knowledge and skills. It is mainly recorded in the work experience of the party and League school (including associations), the "three rural" social practice activities, various volunteer service activities such as helping the disabled and supporting education, community service, public welfare labor, event service, local economic and social construction services (such as registering I volunteer and completing I volunteer activities), as well as the relevant honors obtained. Including labor performance in enterprise work.

3.2. Project Score Configuration

The second classroom adopts the combination of integral system and credit system. In principle, students' second classroom points are recognized once every semester, and points are converted into credits once every academic year. The recognition time is specifically arranged by the working group of each secondary college according to the work needs.

The second class points are divided into 40 points. The points are divided into five modules. Each module has necessity points, and the necessity points are compulsory points. The points of the five modules cannot be replaced each other. Each module exchanges the points of the corresponding module according to the points. Including 2 credits for moral education module, 2 credits for intellectual education module, 2 credits for physical education module, 2 credits for aesthetic education module and 2 credits for labor education module. 20 points accumulated in each module can be converted into 2 credits of the corresponding module to meet the graduation conditions. There is no upper limit on the actual points, and students with conditions are encouraged to take more second class points.

For the conversion of second classroom points, please refer to the implementation rules for the calculation of "second classroom transcript" points of Guangdong Vocational College of science and trade.

Students who apply for "second classroom report card" points by fraud will cancel the "second classroom report card" points of the project and deduct the corresponding moral education points.

The second class integral recognition and integral conversion credits must be completed before the sixth week of the second semester of the graduation year before they can obtain the graduation qualification. The working group of each secondary college shall pay close attention to the implementation of integral recognition and integral conversion.

3.3. Audit Identification

The review and identification of multi class points shall be carried out according to the following procedures:

- (1) Declare students. Students log in to AIC smart campus, fill in the bonus items of corresponding modules and upload the originals of relevant supporting materials.
- (2) Approved by the college. The working group of the college shall review and identify the extra points and supporting materials of the second class submitted by individuals, and fill in the minus items of students according to the punishment documents. If errors and omissions are found, they shall have the right to correct or supplement them in accordance with relevant regulations.

4. Conclusion

Through the training process guided by innovative quality, the concept of value orientation is gradually deepened according to the training process through three echelons.

The first step is to deepen the concept of Ideological and Political Education under the guidance of Ideological and political values; The second step is to lead the professional industry university research and application committees to internalize the concept of education and run through the talent training system; In the third step, schools and enterprises cooperate with communities in five directions to accurately serve agriculture, rural areas and farmers.

This concept explains how to deepen the quality guidance under professional education, what content to lead in combination with professional characteristics, and what path to lead accurately.

Through curriculum reform, fully combine the needs of enterprises and industries, mobilize students' learning enthusiasm, and let students learn independently, analyze and solve problems in the process of food major learning. The reform of "doing" integrates the "teaching" of teachers with the "learning" of students, promotes the integration of theory and practice, and enables students to do in teaching and learning and serve and promote learning, so as to improve the comprehensive professional quality of professional students and improve the employment competitiveness of students.

Acknowledgments

The project is supported by the special research and practice project of 2020 higher vocational enrollment expansion and teaching reform of Guangdong Provincial Department of education, fund No.: JGGZKZ2020041; Guangdong philosophy and Social Sciences planning project support, fund No.: GD18xxy04; Project of national food industry vocational education and Teaching Steering Committee, fund No.: SH299.

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