

Original Paper

Investigation on the Current Situation of "Dual Teacher" Teacher Training in Guangxi's Application Oriented Private Undergraduate Universities—Taking 5 Schools Including Nanning University as an Example

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Abstract

Under the guidance of the Ministry of Education's spirit of "transforming local ordinary undergraduate universities into application-oriented universities", private undergraduate colleges attach greater importance to the cultivation and development of "dual teacher" teaching staff in order to better transform and develop into application-oriented universities. There are still problems in the training of "dual qualified" teachers in current applied undergraduate universities, such as unclear recognition criteria, inadequate incentive conditions, and lack of government policy support. This article conducts research on these issues and proposes optimization suggestions to improve the quality of "dual qualified" teacher training from the aspects of government unified clear recognition standards, corresponding enterprise policy support, and improving school related systems.

Keywords

"Dual teacher type" teacher, Applied undergraduate program, Current situation of cultivation

1. Introduction

Since 2015, the Ministry of Education has successively issued documents such as the "Guiding Opinions on Guiding Some Local Ordinary Undergraduate Universities to Transform into Applied Universities", which clearly indicate that local ordinary undergraduate universities should transform and develop into applied universities. In 2017, the Ministry of Education issued the "Opinions on the Establishment of Higher Education Institutions during the 13th Five Year Plan Period", which proposed that "applied universities, research-oriented universities, and vocational skills universities are listed as

the three major types of higher education in China". In the process of transforming and developing towards applied undergraduate universities, establishing a "dual teacher" teaching team that combines profound professional theoretical knowledge and rich practical abilities is an important guarantee for cultivating applied talents and a key to the transformation and development of universities. This article focuses on five applied private undergraduate colleges, including Nanning University, to conduct a survey on the current situation of teacher training for "dual qualified" applied private undergraduate colleges. The aim is to discover and explore the common problems in the training of "dual qualified" teachers in the current process of transformation and development of private undergraduate colleges, and to provide suggestions for cultivating high-quality "dual qualified" teachers.

2. The Definition of "Dual Teacher" Teachers

Since the National Education Commission first proposed the concept of "dual teacher type" in the "Principles and Opinions on Deepening Vocational Education Teaching Reform for the 21st Century" in 1998, the domestic academic community has not stopped exploring the definition of "dual teacher type", but to this day, there is still no authoritative and unified standard. At present, there are two main types of "dual teacher" teachers in China. The first approach is for the national administrative department to define the "dual teacher type" from a policy perspective. The National Development and Reform Commission's interpretation of "dual teacher type" teachers in the 14th Five Year Plan "Outline" is that "dual teacher type teachers refer to teachers and teaching teams who possess both theoretical and practical teaching abilities", focusing on the recognition of teaching abilities. The second type comes from scholars' definition, mainly focusing on the recognition of certificates and qualifications. Based on the views put forward by domestic scholars, the "dual teacher type" can be roughly divided into four categories: "dual certificates", "dual professional titles", "dual experiences", and "dual qualities". The ambiguous connotation of "dual teacher type" leads to a certain degree of uncertainty in the identification, training, measurement, and evaluation standards of "dual teacher type" teachers. Since the concept of "dual teacher" was proposed, both national policy guidance and numerous scholars have mainly explored the corresponding recognition standards and training methods for "dual teacher" teachers from the perspective of vocational education. There has been little discussion on "dual teacher" teachers in applied universities. A search on China National Knowledge Infrastructure (CNKI) with the theme of "dual qualified" teachers showed a total of 5998 academic journals, while a search with the theme of "dual qualified teachers in applied undergraduate colleges" showed a total of 107 academic journals. This further indicates that research on "dual qualified" teachers in applied undergraduate colleges still needs to be further refined.

3. Investigation on the Current Situation of "Dual Teacher" Teacher Training in Applied Private Undergraduate Colleges in Guangxi

In order to gain a more accurate understanding of the recognition standards, training, and management

of "dual teacher" teachers in Guangxi's applied private undergraduate colleges, this article focuses on Nanning University, Guangxi Foreign Studies University, Beihai College of Art and Design, Guilin University, and Guilin Institute of Information Technology. The relevant policies for "dual teacher" teachers published on the official websites of these universities were consulted for comparative analysis, and interviews were conducted with teachers from these relevant colleges on a small scale. The aim is to summarize and generalize common problems in the current basic situation of "dual teacher" teacher training in Guangxi's applied private undergraduate colleges, and extract paths to improve the quality of "dual teacher" teacher training in private applied undergraduate colleges.

3.1 Research Results

3.1.1 Development of "Dual Teacher" Teacher Training Policies

According to the official websites of relevant schools, five private application-oriented undergraduate universities, including Nanning University, have clearly proposed methods for the recognition, management, or training of "dual qualified" teachers. However, according to feedback from interviews with some teachers, some teachers do not have a deep understanding of the relevant content of our school's "dual teacher" teacher policy, and some teachers' understanding of "dual teacher" teachers is only reflected in "dual professional titles" and "dual abilities".

3.1.2 The Criteria for Identifying "Dual Teacher" Teachers

After sorting and comparing the relevant policy documents on the recognition, training, and management of "dual teacher" teachers in five private application-oriented undergraduate colleges, the recognition standards for "dual teacher" teachers in each university are shown in Table 1.

Table 1. Criteria for Identifying "Dual Teacher" Teachers

School	Essential conditions for recognition	Other conditions (satisfying one of them is sufficient)
Guangxi University of Foreign Languages	Lecturer or above professional title	<ol style="list-style-type: none"> 1. Intermediate or above professional technical title or certificate. 2. More than two years of frontline practical work experience, or participation in professional skills training and obtaining a certificate. 3. Participate in or lead two applied technology research projects. 4. Participate in professional teaching competitions at or above the autonomous region level or guide students to participate in various competitions at or above the autonomous region level.

Nanning University	<ol style="list-style-type: none"> 1. Lecturer or above professional title 2. Have worked in enterprises or research institutions for more than five years or obtained intermediate or above non teaching professional and technical positions, and have taught in schools for more than one year, capable of teaching one or more professional theoretical courses in this major. 	<ol style="list-style-type: none"> 1. Intermediate or above professional technical title or certificate. 2. More than two years (cumulative) of practical work experience in the front line, or participation in professional skills training and obtaining a certificate. 3. Participate in or lead two applied technology research projects. 4. Pass the national vocational qualification examination. 5. Pass the national professional qualification examination.
Beihai University of Art and Design	Lecturer or above in higher education institutions	<ol style="list-style-type: none"> 1. Intermediate or above professional technical title. 2. More than two years (cumulative) of practical work experience in the front line, or participation in professional skills training and obtaining a certificate. 3. Participate in or lead two applied technology research projects. 4. Obtain a certificate by passing the industry vocational qualification examination.
Guilin University	Obtain the Teacher Professional Qualification Certificate	<ol style="list-style-type: none"> 1. Participate in research on applied technology, construction of practical teaching facilities, or design and installation work to improve technical level. 2. Participate in professional technological innovation activities. 3. Guide students to carry out various practical activities such as experiments, practical training, internships, and graduation projects.
Guilin Institute of Information Technology	Having the title of lecturer or above in the series of university teachers	<ol style="list-style-type: none"> 1. Intermediate or above professional technical qualifications. 2. Obtain the qualification of professional skill evaluator. <p>More than 3.6 months of frontline practical experience.</p> <ol style="list-style-type: none"> 4. Participate in or lead two applied technology research projects. 5. Hold or mainly participate in two applied scientific

		<p>research projects at or above the municipal level in this or related majors.</p> <p>6. Guide students to participate in various innovation and entrepreneurship competitions, subject competitions, and win corresponding awards.</p> <p>7. Competitions or national patents related to the profession.</p> <p>8. Spark Science and Technology Award, Technical Invention Award, and Science and Technology Progress Award at or above the municipal level.</p>
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Notes. 1. The above schools are ranked in no particular order; 2. The policy documents for "dual qualified" teachers are sourced from the campus websites of various universities; The criteria for identifying "dual teacher" teachers have been refined.

From the "dual teacher" documents of the above universities, it can be seen that "dual teacher" teachers are evaluated and recognized by each university itself. From the perspective of recognition criteria, all five schools within the scope of the survey have listed "having the title of university lecturer or above" as a necessary condition for "dual teacher type" teachers, while other conditions have different emphasis and differences, and there are certain differences in recognition criteria.

3.1.3 The Cultivation Approach of "Dual Teacher" Teachers

Through comparative analysis of policy documents related to "dual teacher" teachers, currently, Nanning University, Guilin University of Information Technology, and Guilin University have clarified the training methods for "dual teacher" teachers in relevant documents, which can be summarized into the following aspects: firstly, organizing professional teachers to intern, hang out, or participate in on-the-job training in frontline enterprises. Secondly, encourage teachers to participate in various professional qualification and skill exams. Thirdly, encourage teachers to participate in technological innovation activities in their respective fields and guide students to participate in such technological innovation activities. Fourth, support teachers' scientific research and technological development projects, provide technical consulting, product development, exercise and improve practical abilities for enterprises. Guangxi University of Foreign Languages and Beihai College of Art and Design did not reflect the specific content of the "dual teacher" teacher training approach in their documents.

3.1.4 Professional Title Benefits and Incentive Methods for "Dual Teacher" Teachers

The reward conditions for "dual teacher" teachers at five universities, including Nanning University, are as follows:

Table 2. Incentive Policies for "Dual Teacher" Teachers

School	Professional title benefits	Incentive methods
Guangxi University of Foreign Languages	Not mentioned	Priority shall be given to job promotion, professional title evaluation and appointment, job recruitment, selection of domestic and foreign students for further education and training, year-end evaluation, and selection of various talents under equal conditions.
Nanning University	<p>1. Enterprises will provide a weekly workload subsidy of up to 10 class hours for on-the-job work; Reimburse travel expenses for different work locations.</p> <p>2. Calculate remuneration according to the school's salary management regulations.</p>	<p>1. In terms of professional title evaluation, selection of professional leaders and backbone teachers, and treatment, we will tilt towards dual teacher teachers and give priority consideration under equal conditions.</p> <p>2. Prioritize the participation of dual qualified teachers in scientific research project development and guide young teachers in practical ability cultivation.</p>
Beihai University of Art and Design	Not mentioned	Under equal conditions, priority will be given to recommendations in areas such as excellence recognition, professional title evaluation, training and further education, application for scientific research projects, selection of professional leaders and backbone teachers.
Guilin University	Fully subsidize pre employment training for university teachers; Reimbursement of vocational training and qualification certificate examination expenses; Subsidy for frontline industry university research practice travel expenses; Achievements in applied technology research and practical teaching facilities construction, guiding students to participate in scientific and technological innovation activities, and providing rewards or guidance fees.	Not mentioned
Guilin Institute of InformationTechnology	If the practice unit is unable to provide accommodation for those who participate in	Appropriate Allocate teacher training funds to enhance practical teaching abilities.

	remote practice and pass the assessment, accommodation and meal subsidies will be provided, and round-trip transportation expenses will be reimbursed.	
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Notes. 1. The above schools are ranked in no particular order; 2. The policy documents for "dual qualified" teachers are sourced from the campus websites of various universities; The criteria for identifying "dual teacher" teachers have been refined.

3.1.5 Assessment Criteria for "Dual Teacher" Teachers

Regarding the assessment standards for "dual teacher" teachers, according to relevant documents from five universities including Nanning University, Nanning University and Guilin Institute of Information Technology stipulate that the assessment of "dual teacher" teachers shall be conducted in accordance with the school's annual comprehensive assessment of faculty and staff. The other three undergraduate universities have not found any relevant regulations on the assessment of "dual teacher" teachers.

4. The Current Difficulties Faced by Private Application-oriented Undergraduate Universities in Cultivating "Dual Qualified" Teachers

4.1 At present, the national policy on "dual teacher" teachers mainly focuses on vocational education. In the academic community, although many scholars have tried to define the standards for "dual teacher" teachers, the academic community also places more emphasis on vocational education in terms of the criteria for identifying "dual teacher" teachers. There is no clear standard for the criteria for identifying "dual teacher" teachers at the applied undergraduate level. Based on the investigation of the criteria for identifying "dual teacher" teachers in private applied universities, there is still no unified and authoritative interpretation of the concept of "dual teacher" teachers. Although the macro level policies at the national level provide guidance and scope definition for local colleges, it also leads to different universities in terms of specific identification conditions. It has caused some confusion in the criteria for recognition and management.

4.2 Lack of Policy Support for the Training of "Dual Teacher" Teachers

The cultivation of "dual teacher" teachers requires the joint efforts of schools, governments, and enterprises to achieve the expected goals. From the current reality, there is a clear situation of "school enthusiasm and enterprise coldness" in the cultivation of "dual teacher" teachers by both schools and enterprises. This is manifested in the fact that some teachers' enterprise practices are in a superficial state, especially for liberal arts professional teachers, whose enterprise practices are on the periphery of production and management in the front line of enterprises, unable to enter the core areas of enterprises, and unable to truly and effectively enhance teachers' professional practical abilities to achieve the goal of cultivating "dual teacher" teachers. From the current national policies, it can be seen that for enterprises that accept university teachers to carry out school enterprise cooperation to jointly cultivate

teachers, the policies are still relatively macro level policy guidance, lacking specific policies on the motivation, compensation, and constraints for cultivating "dual teacher" enterprises, resulting in insufficient support from some enterprises for the cultivation of "dual teacher" teachers.

4.3 Insufficient Encouragement and Momentum for "Dual Teacher" Teachers

Looking at the "dual teacher" policies of the five private application-oriented undergraduate colleges surveyed in this study, although they are reflected in the professional title benefits and incentive methods of "dual teacher" teachers, the incentive conditions are relatively vague. Only Nanning University, Guilin University, and Guilin Information University have proposed clear reimbursement or subsidy amounts for enterprise practice, vocational certificates, and guiding student practice. However, according to feedback from teachers in relevant universities, most teachers believe that the amount of subsidies or reimbursements is disproportionate to their efforts. Some teachers also give feedback that after being recognized as a "dual teacher" teacher, there has been no change in their professional title and benefits, and incentive policies have not provided corresponding positive guidance.

4.4 Insufficient Management of "Dual Teacher" Teachers

At present, the recognition and management of "dual qualified" teachers in various application-oriented private universities are managed by each school itself. From the relevant policies of the "dual teacher" teachers in the five universities surveyed, it can be seen that they all mention the management and assessment methods of "dual teacher" teachers, but only provide preliminary clarification from the perspectives of assessment methods, practice time, and policy tilt, and there are significant differences among different universities. According to feedback from some teachers, in the management process of "dual teacher" teachers, many schools do not manage them properly, and some teachers even claim that they have not felt the implementation and execution of the school's policies related to "dual teacher" teachers.

5. Suggestions for Optimizing the Recognition and Training of "Dual Qualified" Teachers

5.1 Top Level Design of Government Policy Improvement

As the proposer of policies related to "dual teacher" teachers, the government should keep pace with the times and, with the continuous development and improvement of society and its knowledge system, continuously improve and clarify the recognition criteria for "dual teacher" teachers from the aspects of knowledge system, professional ability, and professional quality. Especially with the continuous deepening and development of education, the recognition standards for "dual teacher" teachers in applied undergraduate colleges should be explored and defined, so that they can be distinguished from vocational education systems such as vocational schools, higher vocational colleges, and vocational universities, highlighting the characteristics of "dual teacher" teachers in applied private undergraduate colleges, and making qualification recognition more targeted.

5.2 Strengthen Support for Joint Training of "Dual Qualified" Teacher Enterprises

The essential element of a "dual teacher" teacher is to have professional or industry practical abilities,

and the cultivation of their practical abilities comes from the platforms or positions provided by enterprises. In the process of jointly cultivating "dual qualified" teachers in schools and enterprises, enterprises need to increase management costs and commercial confidentiality risks. From the perspective of contributing to social and economic development, the cooperation model between schools and enterprises in cultivating "dual teacher" teachers can be seen as a public good and service, with positive externalities. The spillover social benefits require subsidies and support from the public sector, especially government departments, to ensure the sustainability of the project. It is suggested that government departments formulate relevant policies to encourage enterprises to support the joint cultivation of "dual teacher" teachers by schools and enterprises in accordance with the principles of risk control and commercial sustainability, effectively reducing the cost of enterprise participation in cultivation and increasing the enthusiasm of enterprise participation.

5.3 Expanding the Training Channels for "Dual Teacher" Teachers from Multiple Perspectives

From the perspective of schools, it is recommended to strengthen the training of "dual teacher" teachers through the following ways.

5.3.1 The school actively communicates with enterprises, strengthens school enterprise cooperation, and provides a practical platform for teachers to enhance their practical abilities. According to feedback from some teachers, many teachers are unable to rely on personal efforts to obtain opportunities for professional practice based on factors such as trade secrets, working hours, and professional abilities. In this situation, it is necessary for schools to proactively communicate with enterprises, deepen the strength and depth of school enterprise cooperation, and help teachers build a platform familiar with business and job operations.

5.3.2 Further improve the management system related to the cultivation of "dual qualified" teachers on campus. Firstly, it is necessary to clarify the specific incentive conditions for "dual teacher" teachers in terms of salary and benefits, as well as integration projects between industry and education, which should be appropriately higher than those for non dual teacher teachers. This will stimulate teachers' initiative in self-development, actively engage with relevant enterprises and industries, and proactively enhance their professional practice abilities. Secondly, improve the management and assessment system for "dual teacher" teachers in schools, coordinate their working hours, clarify their work content and assessment indicators, and be goal oriented to make their growth and development more targeted.

Fund Project

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