

Research on the connotation development of normal universities based on the "Collaborative Quality Improvement Plan for Normal Education"——Taking Zhaotong University as an example

Yuechen Liu*

Zhaotong University,Zhaotong ,657000,China

*Corresponding author:liuyuechen237@163.com

Abstract: During the 13th Five Year Plan period, Zhaotong University adjusted and optimized its professional structure by combining undergraduate qualification evaluation, leading discipline and major construction, guided by social needs, and combining its own educational history and teaching resource advantages. The four cards represented by plateau agriculture and Zhaotong literature have distinct characteristics, and the achievements made in running schools in deeply impoverished areas have been fully recognized by all sectors of society. In 2020, the basic goal of building a qualified undergraduate university was achieved. At present, standing at a new historical starting point and based on a comprehensive summary of the achievements and problems during the 13th Five Year Plan period, we should further analyze the development situation of education, grasp the direction of reform and development during the 14th Five Year Plan period, fully absorb the nutrients of the "Collaborative Quality Improvement Plan for Teacher Education" policy, and rely on the "3815" strategic goal to plan the comprehensive and high-quality connotation development of schools.

Keywords: Collaborative improvement of quality, exploration of connotation and development of normal universities

introduction

In order to keep up with the new requirements and concepts of higher education development in the new era, closely follow the economic and social development and industrial transformation and upgrading of the Northeast Yunnan region, seize the great opportunity of the Ministry of Education's "Collaborative Quality Improvement Plan for Teacher Education", and remember the educational mission of "strengthening moral character and cultivating talents with good governance", Zhaotong University needs to further promote construction and improvement through undergraduate qualification assessment, teacher education professional certification and other work, focusing on the "five degrees" of teacher education training, and fully implementing the work with the spirit of "nailing nails". With the attitude of "grasping iron marks", we will promote the implementation and refinement of the teacher education major construction, achieve overall planning and dynamic adjustment of professional construction, and vigorously improve the quality of teacher education and training.

1. Overview of the College under the Background of the "Collaborative Quality Improvement Plan"

As the only public undergraduate institution in Zhaotong City, Yunnan Province, Zhaotong University has a long history of teacher education. It has gone through the following historical changes: in 1906, the Qing government established a teacher training institute - Yunnan Provincial Second Normal School - in 1978, Zhaotong Normal School - in 1992, Zhaotong Normal College -- in 2012, Zhaotong University . As of October 2024, a total of 32 undergraduate majors have been offered, including 14 teacher education majors.

In 2022, in order to actively respond to the call of the Ministry of Education and build a high-quality normal university system in the new era, Zhaotong University seized the opportunity, actively deployed, and highly valued the application for the collaborative quality improvement plan. With the careful

preparation and joint efforts of multiple departments, it passed the evaluation; On April 21 of the same year, the Ministry of Education announced the "List of Key Supporting Universities and Group Arrangements for the Collaborative Quality Improvement Plan of Teacher Education" (Teacher's Office Letter [2022] No. 4), and Zhaotong University became the only undergraduate school in Yunnan Province to be selected, which is crucial for enhancing the overall comprehensive strength and professional teaching level of the school.

2. Current situation of teacher education major construction in Zhaotong University

2.1 Regarding funding

The school has set up special funds for all teacher education majors and increased funding for teacher education majors in accordance with the teacher education certification standards of the past three years, so that the daily operating expenses of teacher education majors account for more than 15% of the total per student funding and tuition fees, and the daily teaching expenses and practical teaching expenses per student are higher than the average level of the school.

2.2 Policy wise

The school provides preferential policies for teacher education majors in curriculum construction, practice base construction, educational reform projects, teaching achievements, teacher introduction, team building, resource allocation, etc., and rewards teacher education majors that have passed the second level certification; We have formulated and implemented the "Implementation Plan for the Construction of First Class Undergraduate Majors at Zhaotong University", which clarifies the goals of teacher education major construction and formulates progressive implementation measures; Guided by the concept of Outcome Based Education (OBE), we will comprehensively promote classroom teaching reform and innovation, improve teaching quality and effectiveness; By revising and improving normative documents such as the "Regulations on Teaching Management at Zhaotong University", we continuously optimize the allocation of resources within the school and promote the sustainable development of teacher education majors towards first-class majors^[1].

2.3 In terms of teaching staff

In the past five years, the school has been committed to improving the academic qualifications of its teachers and introducing high-level external talents. As of October 2024, the school has more than 90 doctoral teachers (including those currently studying). Doctoral degree teachers are mainly concentrated in secondary colleges with a large number of teacher training majors, such as the School of Humanities, the School of Physics and Engineering Information, the School of Agriculture and Life Sciences, the School of Chemistry and Chemical Engineering, and the School of Arts. More than 80% of teachers have master's degrees or above. High level teachers from each college actively integrate into local industries, promote local social and economic development, and host more than 40 national, provincial and ministerial level research projects such as the National Natural Science Foundation and the Yunnan Provincial Department of Science and Technology. The school guides students to participate widely in scientific research projects and applications, and has strong teaching abilities through scientific research feedback.

2.4 Professional aspects

Since its establishment, the college has focused on teacher education and has undergone changes to form distinct characteristics of teacher education. Currently, the teacher education major is comprehensive, covering multiple fields such as literature, physical, art, chemistry, mathematics, etc. These are the key construction or characteristic majors of the school, with distinctive disciplinary features and advantages. We have revised and optimized the talent training plan for teacher education majors, and provided detailed requirements for general education courses, subject foundation courses, professional education courses, and practical teaching courses, as well as assessment requirements. This will help teacher education students systematically master subject knowledge, enhance their educational and teaching abilities, innovative spirit, and practical skills.

2.5 Assess the situation

From October 2022 to September 2024, the Joint Certification Expert Group for Teacher Education Majors of the Ministry of Education conducted evaluations on eight primary and secondary indicators, including training objectives, student development, graduation requirements, curriculum and teaching, cooperation and practice, faculty team, quality assurance, and support conditions. As of November, four majors including English, primary education, mathematics and applied mathematics, and biological sciences have passed the second level certification of teacher education majors by the Ministry of Education. Currently, computer science and technology, physics, and preschool education have undergone on-site inspections by evaluation experts from the Ministry of Education in September 2024. The self-evaluation and self construction work of other teacher education majors is actively and steadily advancing^[2].

3. Exploration of the connotation development path under the "Collaborative Quality Improvement Plan for Teacher Education"

3.1 Deepen and assist cooperation between universities

3.1.1 Disciplinary cooperation

With the support of the leading group from East China Normal University, regular joint meetings are held to jointly study and solve problems encountered during the implementation of the quality improvement plan. Fully utilize the high-quality resources of assisting universities in talent cultivation, discipline construction, scientific research, etc., and achieve complementary advantages through joint training and other methods to jointly improve the level of education. Based in Northeast Yunnan, combine the Ministry of Education's "Teacher Education Collaborative Quality Improvement Plan 1+M+N Assistance Model" with the three articles of "Industry, City, and People" in Zhaotong City, actively explore a cross regional collaborative path that is in line with the development of our university.

3.1.2 Collaboration in group learning

The collaborative quality improvement plan provides a broad platform opportunity for cooperation between Yunnan, Shanghai, Jiangxi and other places; As the "group leader" unit, East China Normal University can provide guidance and support to the Youth League Committee of Zhaotong College. For example, by utilizing social practice activities such as the "Three Down to the Countryside" and "Sailing Plan", organizing teacher trainees to go to Zhaotong College to carry out practical activities such as teaching support and social research; Jointly organize cultural, sports, artistic and other exchange activities, and jointly carry out volunteer service projects, such as community teaching support, poverty alleviation and assistance, etc; At the same time, joint activities such as teacher training skills competitions and teaching observation can be held to strengthen communication among teacher training students.

3.1.3 Information cooperation

Universities can jointly develop or establish specialized areas for information sharing and exchange, sharing the latest research results, teaching resources, academic conference information, etc; Implement a student joint training program, encourage students to choose courses, internships, participate in scientific research projects, etc. across schools, and open up resources such as laboratories and libraries to each other; Jointly apply for national, provincial and ministerial level scientific research projects, jointly build or participate in scientific research platforms (such as laboratories, research centers, etc.), achieve the sharing of scientific research equipment and technology, digitize teaching, scientific research data and upload them to the sharing platform, and use modern communication methods such as video conferencing and online collaboration tools to achieve remote teaching, scientific research collaboration and conference communication.

3.2 Strengthen the construction of talent team

3.2.1 Please come in

By inviting experts and scholars from partner universities to conduct teacher training on campus, including training in teaching skills, research methods, curriculum development, etc., and implementing one-on-one direct guidance through expert pairing assistance; Inviting renowned experts to give lectures

on campus, enhancing the social image and reputation of the college, and strengthening the school's social influence and competitiveness; Fully tap into the potential value of the Silver Bell Teacher Action, invite experienced teachers to "pass on, assist, and guide", and participate in the professional construction, curriculum development, and teaching reform of various colleges.

3.2.2 Go out

Every year, 10 new teachers who have been employed for 5 years are selected to visit and exchange ideas with universities in Shanghai, Jiangxi, and other areas, to participate in the training of key teachers in assisted universities, and to enhance their educational and teaching skills through training courses, teaching observations, and other methods; Implement the system of department level and above cadres being seconded, leading school cadres to be seconded and trained at the assisting school, while assisting school cadres to learn from their posts at the leading school, promoting mutual reference of management experience and concepts; Encourage college teachers to participate in domestic and international academic conferences and showcase the research achievements of the college^[3].

3.2.3 Co cultivation

We will work together to introduce high-level talents, cultivate young and middle-aged backbone teachers, optimize teacher structure, and introduce more supportive policies to encourage teachers to pursue doctoral degrees; The leading school will expand the recruitment of teachers from assisted schools to pursue targeted training for graduate students, increase opportunities for on-the-job training, and focus on cultivating high-level talents in high-altitude characteristic agricultural products, Wumeng Mountain biodiversity, ecological environment protection at the source of Jinsha River and Chishui River, and automation management research and application of Baihetan, Xiluodu, and Xiangjiaba power stations in the Jinsha River basin.

3.3 Improve the school management system

3.3.1 Improve the student management system

Strengthen the construction of the College for Young Marxists and improve the quality of training for student party branch secretaries; Strengthen undergraduate adaptability tracking research, build student data dashboards, and provide personalized academic guidance for students; Relying on the digital intelligence platform, optimize mental health education and career education work; Implementing the system of re selecting majors and transferring majors, students can apply for transferring majors based on their own interests and expertise, promoting their personalized development.

3.3.2 Improve the administrative management system

Promote digital transformation, use smart campus construction, data governance and other methods to promote scientific and standardized school governance; Strengthen the construction of academic committees, clarify the separation of administrative and academic powers, and ensure academic independence; Define the scope of responsibilities and work content of each department, avoid functional overlap and ensure efficient and orderly work; Establish a cross departmental collaboration mechanism, strengthen communication and cooperation among departments, and jointly promote the implementation of key projects in the school.

3.3.3 Improve the teacher development system

Following the example of East China Normal University, establish "teaching arena" and "academic arena" to provide specialized promotion channels or exceptional opportunities for teaching, research, logistics, and management positions; Improve our school's 'Performance Plan for Talent Team Construction', and comprehensively consider factors such as job contribution, job evaluation, and job performance in salary distribution; Develop a personalized training plan for each individual, with no less than 4 internal and external training sessions organized annually.

3.4 Optimize the distinctive features of teacher education

3.4.1 Further clarify the positioning of the school

Adhere to the principle of "one practice, three learning", strive to improve, refine, and strengthen the teacher education profession, always based on serving local basic education, establish research teams, lead and guide the construction of teacher education profession and educational reform, and cultivate high-level teachers for basic education in surrounding areas. Through self-examination, self-evaluation,

self construction, and continuous improvement, we comprehensively guarantee and enhance the quality of teacher education professional talent training, and regard teacher education as one of the long-term characteristics. We are committed to cultivating educational talents who are "capable of going down, being useful, teaching well, and being retained", and undertake the responsibility and mission of cultivating a high-level teacher team for basic education in the western tribal areas^[4].

3.4.2 Optimize characteristic classes

Featured classes and base classes are important innovations and highlights of the school's education and teaching. At present, a literary creation featured class, as well as characteristic talent training classes such as Apple College, Tianma College, and Potato College, have been established to enhance students' professional competence and practical ability through targeted training programs and teaching plans. In the next stage, relevant successful experiences should be replicated in other teacher education majors, and through distinctive and specialized training models, the professional literacy and practical ability of top students should be enhanced, providing strong talent support for the development of local economy and society.

3.4.3 Improve course offerings

Optimize the teacher education curriculum system, ensure that the curriculum content is closely integrated with the actual basic education, increase the depth and breadth of the curriculum while maintaining the integrity of the basic knowledge system, construct a complete teacher training student trial teaching evaluation feedback system, and standardize the trial teaching process; Constructing simulated classrooms, improving teaching tools for teacher trainees, strengthening practical teaching links, optimizing assessments in education internships and internships, allowing students to further delve into the front line of basic education, understand the current situation of basic education, and enhance their teaching and practical abilities.

3.5 Enhance one's own hematopoietic function

To forge iron, one must not only be strong on their own, but also have the courage and determination to carry out self revolution. Through innovative internal mechanisms, self-sufficiency in finance, manpower, knowledge, and other aspects can be achieved, forming a virtuous cycle of self drive and self-development.

3.5.1 By applying for master's degree programs, we aim to enhance our comprehensive educational capabilities

Develop a scientifically reasonable master's program application plan, combining the advantages of the teacher education program at Zhaotong University with the practical development needs and characteristic structure of the Wumeng Mountain area, identify the positioning of the master's program, create a master's program brand with distinct local characteristics, and make good use of the master's program application work to promote development. We will comprehensively exert efforts in teacher team, scientific research and teaching quality, discipline and degree program construction, etc., attract high-quality students with academic pursuits and willingness to further their studies to apply, and promote the overall strength improvement of the school.

3.5.2 Strengthen grassroots service capabilities through teacher training work

Drawing on the successful "Excellent Teacher Plan", "Special Post Plan", and "Targeted Training of Rural Teachers Plan" in assisting universities, we will optimize the existing on-the-job internship program, promote the reform and improvement of the teacher supply system in Northeast Yunnan, increase cooperation with kindergartens and primary and secondary schools at all levels in the ten counties and one district of Zhaotong, regularly organize and implement the "National Training Plan", "Provincial Training Plan", "Grassroots Principal Training Project", etc., and train high-quality teachers with bachelor's degrees or above for various schools according to local needs. We will continue to encourage normal students to intern and teach in rural schools, and play a service role in various levels and types of rural schools.

3.5.3 Increase students' competitiveness through subject competition work

At present, the school still has enormous potential for exploration in various high-level competitions across the country. Firstly, establish a selection system for competition guidance teachers, build a faculty pool, and create a team of competition guidance teachers composed of professional teachers from the college, guidance teachers from the Entrepreneurship College, off campus entrepreneurs, and outstanding

team leaders from previous competitions; At the same time, invite external experts for training and guidance to enhance the professionalism and standardization of guidance; Secondly, starting from the first year of college, select students with potential and foundation to participate in competition guidance. Conduct at least 4 competition skills training, simulation competitions, experience sharing and other activities every semester to improve students' team spirit and collaboration ability; Thirdly, actively deepen disciplinary competition cooperation with assisting universities, strive for technical and equipment support, and create more opportunities and resources^[5].

3.5.4 By optimizing research performance, promote the effectiveness of achievement transformation

Firstly, design scientifically reasonable quantitative evaluation indicators, taking the number of patent applications, authorizations, technology contract transactions, and revenue from achievement transformation as important indicators for assessment; Secondly, stimulate scientific research creativity through incentive measures such as revenue sharing from achievement transformation, scientific research awards, honor recognition, and promotion of professional titles; Thirdly, according to the competition level (such as national, provincial, school level), award level (such as gold, silver, bronze, etc.), and the complexity and innovation of the participating projects, different amounts of special bonuses will be set up to directly reward the guiding teachers; Fourth, include competition guidance in the teaching workload of teachers. The higher the level of the competition and award, the more workload will be included.

4.brief summary

New challenges, new starting points, new opportunities, new atmosphere. With the group assistance of high-quality normal universities both inside and outside , such as Shanghai, Jiangxi, and Yunnan Normal University, Zhaotong University has gained strong momentum and support in the comprehensive construction of a first-class applied university. The school will continue to follow the educational philosophy of "one positioning, two highlights, three strategies, four characteristics, and five first-class", adhere to the "three-step approach", build the "three centers", optimize the "four cards", strengthen the "four highlands", consolidate the "ten major improvement projects", and build a high-level undergraduate university with more distinctive characteristics, higher quality of talent cultivation, and stronger social service capabilities.

references

- [1] Xia Bing, Shen Weng Ansheng Policy Analysis of Collaborative Quality Improvement Plan for Teacher Education [J]. Journal of Yunnan Normal University (Philosophy and Social Sciences Edition), 2023 (2)
- [2] Li Yangjie From a 'digital island' to an expanding 'data ecosystem': digital transformation for collaborative quality improvement of teacher education [J]. Research on Higher Education in China, 2024(9).
- [3] Chen Xiaole, Ding Kun The connotation characteristics and practical path of collaborative quality improvement in teacher education from the perspective of collaborative learning [J]. Educational theory and practice, 2024, 44(24):51-55.
- [4] Chen Bin, Xu Cundong, Huang Saihua, Zhou Jianfen, Duan Yonggang, Chen Yifan Exploration and Practice of the Model of "Collaboration between Industry and Education, Integration of Theory and Practice, and Integration of Specialization and Creativity" in the Cultivation of Applied Undergraduate Talents [J]. University Education, 2024(11).
- [5] Yang Shunqiang, Wu Yinmei, Cheng Lijun, etc Exploration and Practice of Cultivating Applied Undergraduate Talents in New Agricultural Science in Local Colleges and Universities [J]. Education and Teaching Forum, 2021 (25): 4