

# Practice and Reflection: Exploration of Collaborative Education Between College Professional Course Teachers\*

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**Abstract**—The ideological and political education of college students in the new era is facing more difficulties and challenges, which require the teachers and counselors to work together to educate people. This paper carries out the practical path by expounding the importance of university co-education, from jointly formulating the goal of educating people, organizing teachers to participate in multi-modal training, relying on professional learning platform, civilization to create activity platform and other multi-directional exchanges in-depth discussion of the university professional teachers and counselors' collaborative education of the practical path. The process of collaborative education requires "a key to open a lock", teachers' training to put an end to "walking through the field", teachers' professional qualities should be "learning high as a teacher". Practice shows that strengthening communication and collaboration between professional teachers and counselors, giving full play to the advantages of collaborative education, can effectively promote the growth of college students into talents.

**Keywords:** *university professional course teacher, counselor, collaborative education, practice and reflection*

## I. INTRODUCTION

Document No. 16 of the Central Committee pointed out that school education should adhere to the principle of educating people and giving priority to moral education, take talent cultivation as a fundamental task, and give top priority to ideological and political education. [1] Teachers, as leaders of university growth and development, not only assume the responsibilities of preaching and teaching, but also bear the responsibility of educating task of promoting college students to form correct value orientation, excellent quality personality, and elegant moral sentiment. This requires college teachers to integrate ideological and political education into all aspects of college students' professional

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study, and penetrate into all aspects of teaching and scientific research and social services. [1] However, teachers of professional courses in universities are busy with teaching and scientific research, and counselors are tired of dealing with daily affairs. Due to lack of awareness, unclear responsibilities, incomplete systems, and poor communication resulting in the collaborative education of the two parties cannot achieve obvious results.

## II. COLLABORATIVE EDUCATION: THE IMPORTANCE OF UNIVERSITY EDUCATION

The Ministry of Education states that the theme and goal of all work in higher education in the new era is to improve quality. [2] Except for reform and innovation, there is no real quality improvement in education. In today's world, the tide of new technological revolution and industrial change is rushing. This is a comprehensive change. It has brought unprecedented impact to universities and can effectively promote self-reform and continuous innovation in higher education. As the main strengthens of education in colleges and universities, professional class teachers and counselors should recognize that under the competitive situation, the college student group is facing greater academic and employment pressures and the influence of various online public opinions. Therefore, it is needed to join formulate education tasks, carry out education requirements, and expand education ways. By these, colleges can deepen the effect of educating people, promote cooperation and exchange the strength between the two sides, and jointly strengthen and improve the ideological and political education of college students, which improves the effectiveness and pertinence of education. [3] In view of this, it is particularly important to explore the practical path of collaborative education for teachers and counselors in professional courses.

### III. COLLABORATIVE EDUCATION: EXPLORATION OF EDUCATIONAL PRACTICE IN COLLEGES AND UNIVERSITIES

General Secretary Xi Jinping pointed out at the university teacher's seminar on ideological and political theory that "the key to running ideological and political theory courses is teachers, and the key is to give play to teachers' active, initiative and creativity." Educating people is not just the responsibility of teachers in ideological and political theory. This requires the joint education of all professional teachers and counselors in colleges. Therefore, the collaborative education of professional teachers and counselors in universities needs to set reasonable goals, organize systematic training, and carry out implementation with the help of various education platforms, so that collaborative education runs through the professional learning, daily life and social practice of college students. Based on this goal, collaborative education of professional teachers and counselors is focused on innovative communication methods and training models. Relying on civilized creation activities, the collaborative education is combined with professional education and campus cultural activities to promote collaborative education with more targeted and effective results.

#### A. *Setting goals to rationalize collaborative education*

A goal: In the new era, the educational goal of colleges and universities is to train college students into "four-orientation" youths with morals and talents, comprehensive development, and contributions to the country and society. Therefore, university professional courses` teachers and counselors should strengthen communication with each other, cooperate sincerely, and establish common educational goals. Whether it is professional learning and skills training, or teaching and scientific research and social practice, ideological and political education should be deeply integrated into it to protect the growth of college students.

In today's world, network information is changing with each passing day, cyberspace is extending in all directions, and multiple knowledge and cultures are intersected and integrated, which provides new ideas for universities to continuously innovate management models and carry out ideological and political education. Colleges and universities have also formed a goal of educating people in line with campus cultural activities. [3] For example, Guangzhou College of Technology and Business establishes the educational philosophy of "moral cultivation and learning as the top priority"[4], and strives to implement the characteristic education activities of "progressive in five ways and moral improvement", which enables students to be enlightened and nurtured in various campus cultural activities. "Progressive in five ways" means entering classrooms, libraries, experimental training rooms, stadiums, and society. [5] It is an indispensable stage and important cornerstone for university development. Under the guidance of this goal, university professional courses` teachers and counselors carry out the "five-entry" educating characteristic cultural activities, achieving continuity and effectiveness of educating people. College students in the "Five Progresses in

Moral Education" education activities, has also formed the diligent and enterprising, helping others, unity and love, self-improvement. Therefore, it is necessary to set goals to clarify the direction and rationalize joint efforts to educate people.

#### B. *Organizing training to systematize collaborative education*

Multiple training modes: In order to make the collaborative education systematic and regular, teachers and counselors of professional courses need to follow up on the latest thinking trends of college students and regularly carry out multi-form special training. Each university may organize more than two unified training sessions per semester based on the school calendar. The school's personnel department then uniformly recognizes the number of hours the teachers and counselors of professional courses participated in the training, and records it in the continuing education management system as one of the basis for year-end assessment, post appointment and title evaluation. When universities and colleges provide training for teachers and counselors of professional courses, they can use groups as a unit to make in-depth excavations based on the news of the two sessions, international developments, and social trends, and find out suitable resources for university students as case studies and conduct them. Correctly guide and establish the correct "three views." In addition, various types of training on college students' ideological and political education-related knowledge are carried out in various ways, so that professional teachers and counselors can establish a firm awareness and make college students' moral education work a top priority. After a series of training, teachers and counselors of professional courses can realize the importance of concentrating the sincere cooperation of multi-educational forces. They can also ignite the spark of collaborative education in cooperation and exchanges, and strengthen the effect of collaborative education. It is understood that most colleges and universities in Guangdong province require that teachers of professional courses and counselors have two years of work experience as a class teacher or counselor before appraising the lecturer or assistant researcher. This measure will help all colleges and universities to form a joint force and build ideological and political education for college students Team to promote the healthy growth of college students physically and mentally. From this point of view, timely training is especially important for collaborative education. This enables professional teachers and counselors to obtain theoretical knowledge of ideological and political education, helps to put theory into practice in communication, and systematically educates people.

#### C. *Carrying out implementation to make collaborative education effective*

Multi-directional communication: The widespread use of WeChat, QQ, and micro blog has made online ideology and politics a novel and interactive way of educating people. Teachers and counselors of professional courses should dare to make innovative attempts, pay attention to students` developments, and communicate with students in time. The network has no time and space boundaries and can transmit

information in a short time. Therefore, professional course teachers and counselors should make good use of the network platform to convey positive and healthy mainstream ideas and culture to college students, and play a guiding role in values. On the other hand, to cultivate college students' subjective consciousness, improve their value judgment and the ability of distinguishing between right and wrong, and be able to treat rationally when faced with the network information of good and bad, not people. As educators, professional course teachers and counselors must not only maintain close contact with students, but also strengthen communication, clear responsibilities, and sincere cooperation with each other, rely on professional learning platforms, and rely on civilization to create activity platforms to jointly promote the effectiveness of collaborative education.

*1) Relying on professional learning platforms for collaborative education*

Teachers of professional courses need to deeply integrate ideological and political education with classroom teaching, which can be achieved with the help of emotional goals in instructional design. Taking one of the freshman's English class as an example, its emotional goal design in the first unit of *New Horizons* (Vol. 1) is Online Learning. The article describes a college student's experience of recalling English learning and analyzes English learning experience from junior high school to senior high school to college, describing the changes in grades and learning styles. The author's outstanding performance in junior high school was mainly based on teacher guidance. In high school, the English teacher was particularly severe and cracked down on students who answered incorrectly, making his English performance worse than before, and the study still led by teachers. After attending college, the author found many people have a strong ability to learn English, but because of the large number of students in the classroom, they lack of the opportunity to practice speaking in class that their ability cannot be improved. It is only through the online platform that they gradually improve their performance. However, the Internet is a double-edged sword, and all kinds of positive, negative, and bad information spread on the Internet. As an English teacher, you must not only impart professional knowledge in the classroom, recommend a website or public account of English learning to students to make them the masters of learning, but also carry out ideological and political education on the topic of reading the article, and point out the disadvantages of the Internet. Guide college students to brighten their eyes and reject spam sites and information. In view of this, after designing emotional goals, teachers can organize students to participate in debates, surveys, and report activities to enable students to speak freely and discuss together. Students form a correct understanding in the process of discussion to achieve the goal of educating people. Therefore, in teaching design, teachers set emotional goals according to topics and teaching content, so that students can get correct guidance in teaching activities.

*2) Relying on civilization to create an activity platform to educate people*

Teachers and counselors of professional courses can use group activities, civilized dormitories, reading weeks and other activities to make collaborative education in daily learning life and meaningful campus spiritual civilization construction, which can not only enable students to learn in a relaxed atmosphere, but also to receive Subtle inspiration and influence. For example, after entering the freshman year, the Mid-Autumn Festival is often still during military training. They cannot return home to spend the holidays with their loved ones. Some students lack a sense of belonging to the campus and have a feeling of homesickness. Illegal organizations will make use of fellowship to make college students believe what they say. If students are restrained in the future, the consequences will be disastrous. In view of this, teachers of professional courses should coordinate activities with the counselors to create a sense of belonging for the freshmen, increase their learning of traditional Chinese culture, and strengthen their cultural self-confidence. The following takes freshmen of English majors as an example to explore the practical example of collaborative education of teachers and counselors in professional courses.

Analysis of participants: English majors are mainly girls, and their self-protection consciousness is weak. Girls have more emotions and need more attention. At the same time, the second semester of freshman will take the College English Test IV. Students need to accumulate relevant vocabulary and expressions from the beginning of enrollment.

Objective: To make freshman a sense of belonging and understand Chinese traditional culture

Activity development steps: Professional class teachers and counselors welcome all the freshmen together, and sit with the students in a circle. The instructor guides the students to tell the origin of the Mid-Autumn Festival together, and discuss the traditional customs of the Mid-Autumn Festival, such as family reunions to enjoy the moon together, taste various moon cakes and fruits, etc.; The whole process is carried out by playing games. Customs, the next classmate expresses the word in English. If he fails to translate, the professional teacher instructs on-site and learns and uses.

The effect of the activities: students and teachers communicated face-to-face, playing games and learning in parallel, which enhanced the sense of belonging and intimacy. More importantly, the students felt the traditional Chinese culture and strengthened the sense of collectivism through activities. At the same time, the Mid-Autumn Festival is at the harvest time. When students talk about food, they also think of the hard-won food and know how to thank nature and farmers uncle, develop the habit of hard work and thrift.

In this process, teachers and counselors of professional courses can integrate education ideas into professional learning and daily activities according to students' professional characteristics and campus cultural

characteristics, and guide students correctly when discussing hot topics. By creating a good learning atmosphere, college students are encouraged to establish correct values and ideological consciousness, and to shape good quality personality and elegant moral sentiment.

#### IV. REFLECTIONS ON COLLABORATIVE EDUCATION

The collaborative education of professional teachers and counselors is a long-term, continuous, repetitive, and complex practice process. [3] The effect of educating people cannot be seen overnight. We need to continuously explore, improve, summarize and summarize reflection. The practice needs to focus on the following issues:

##### A. *The goal of educating people needs "a key to open a lock"*

Nowadays, "after 00" has entered university campuses. They have many characteristics that are different from those of past students: they are familiar with the use of WeChat, micro blog, Tik Tok and other APPs, are keen to learn in fragmented time, can quickly accept new things, but resist stress Capacity needs to be improved. According to this, professional teachers and counselors should use a new perspective and new methods to educate people together, and the goal of educating people is to prevent the immutability or ignore the personality of students.

For example, when dealing with minority students, more understanding, respect, and love should be given. Counselors need to understand some traditional customs of the minority groups, such as eating habits and taboos, in order to easily approach into students and carry out ideological and political education. Teachers of professional courses should actively carry out curriculum ideology and politics, organically integrate elements of moral education, such as family and national feelings, social responsibility, ethics, the awareness of the rule of law, history and culture, thinking quality, and scientific spirit motherland. At the same time, pay attention to the learning foundations of minority students, and obtain the school records of minority students from counselors. For example, when an English teacher teaches the topic of "Food", he should avoid talking about pork-related food to Hui and Uighur students.

The collaborative education goals of teachers and counselors in professional courses should not only focus on long-term goals, but also focus on small goals, provide help to students, and solve problems. When the counselor learns that a student lacks confidence in learning and has mild depression, he should consult with the professional teacher in a timely manner to work out short-term education goals so that students can improve their self-confidence and psychological resistance with the care and help of multiple parties. Pressure and self-regulation can help them find a learning method that suits them.

##### B. *Teacher training and collaborative education activities should be "out of the box"*

College work is compact that teachers are busy in various teaching conferences and mass work. This makes it difficult for teachers to coordinate training of people on the agenda or to implement it. The string of collaborative education is not tight, professional teachers and counselors lack guidance documents and leaders, and the education effect is mixed. From this point of view, colleges and universities should give sufficient attention to collaborative education in the annual work arrangement plan, and truly be life-oriented, and should not stay in the "scene" training.

The collaborative education activities of teachers and counselors in professional courses should be extensive, and should not be limited to students in the classes they teach. Teachers can participate in activities of different students across grades and majors, so that students can develop in an all-round way. In addition, collaborative education activities should not be limited to one or two times, and this should be used as a regular, long-term, continuous teaching and education link to ensure the effectiveness of collaborative education.

##### C. *Teachers and counselors in professional courses*

In the process of collaborative education, counselors can participate in students' classroom learning and form collaborative education with professional teachers. In order to better guide students to grow into talents, professional course teachers and counselors can jointly guide students' employment and entrepreneurship based on their professional knowledge and understanding of the needs of social talents, relying on the employment and entrepreneurship platform, and counselors should also undertake the teaching of "employment guidance" courses. However, the majors of the counselor and the student are inconsistent. It is difficult for the counselor to analyze the professional employment situation or guide the student to do the research plan, and the effect of the employment guidance is not obvious. Therefore, the premise of coordinated education for employment guidance is that professional course teachers and counselors should read a group of books, pay attention to social trends, constantly update their knowledge system, and provide students with appropriate suggestions. Therefore, when colleges organize collaborative education, they can not only increase the professional knowledge learning and sharing among teachers, but also ensure the effective implementation and development of collaborative education.

In short, the practice and exploration of collaborative education requires the participation of teachers and counselors in professional courses. Teachers and tutors of professional courses in universities should strengthen communication and collaboration with each other before coordinating education, and jointly develop education programs, and continuously explore and improve the ways, methods, and means of collaborative education in practice to promote collaborative education systematic and normal.

## V. CONCLUSION

College professional teachers and counselors are the main force for educating people in universities. Under the guidance of the common goal of cultivating college students with both morals and talents, they should gather the strength of the two teams, establish their overall awareness and active awareness, and realize complementary advantages by putting the concept of collaborative education into practice, and constantly exploring new methods and new ways of education in practice, in order to promote university development and growth.

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