

A Preliminary Study on the Vocational Education System of In-Service Personnel Based on Blended Learning Model

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ABSTRACT

With the development of the times, scientific and technological information technology is changing with each passing day, which puts forward higher requirements on the vocational education system for in-service personnel. Based on the model of credit + platform, this article discusses the construction of an online and offline integrated training system of colleges + school credit banks, gives full play to the role of learning and education platforms, and uses independent choice + centralized push methods to improve the learning needs of in-service personnel in terms of academic level, post competency and knowledge development speed, and promote personal post development.

Keywords: in-service personnel, online and offline model, school credit bank, education platform

I. INTRODUCTION

Blended learning originally refers to the use of multiple learning forms and approaches for effective learning. With the vigorous development of online courses such as MOOC and Micro-course in recent years, it has provided learners with more efficient and free learning resources. At the same time, people also realize that the simple online learning has problems such as high dropout rate, high randomness, and low return. Therefore, it's necessary to adopt a blended learning model that combines online and offline model, classroom and post, and platform and credit, so as to achieve complementary advantages and effectively meet the needs of post personnel for academic level, post ability and knowledge development.

II. CONSTRUCTING AN INTEGRATED TRAINING SYSTEM OF COLLEGES + SCHOOL CREDIT BANKS TO PROMOTE ACADEMIC EDUCATION

With the increasingly compound requirements of in-service personnel in modern society, there is an urgent need for in-service personnel to obtain knowledge and learning opportunities, especially to improve their academic qualifications to lay a good knowledge foundation for their current and future development. At present, professional competition in various fields and industries is increasing, and the pressure of competition is greatly increased compared with the past. In-service personnel generally have problems such as skill panic,

ability panic, etc. They need to constantly "charge" and update their knowledge to meet their professional and self-development needs. However, on the one hand, most of the in-service personnel are in the middle-aged age, and the economic pressure and family ties make it difficult for many in-service personnel to have the opportunity to be released from regular work for study. This has resulted in unfixed learning time, fragmented knowledge, low content quality, and poor learning effects for the in-service personnel, and it's difficult to meet the needs of in-service personnel for upgrading their academic degrees. Based on the online and offline blended learning model, this dilemma can be effectively solved. At the same time, it is an effective way to solve this problem to learn from the characteristics of "depositing small sums of money and drawing out both the principal and interest in a time" of school credit banks.

A. Making good use of the existing local school credit bank systems

The school credit bank is a mechanism for uniformly certifying various learning achievements based on the credits obtained by learners, and in accordance with certain standards to exchange credits to obtain various certificates and qualifications at all levels. China's school credit bank system has been significantly accelerated since 2010. At the policy level, from the "National Medium and Long-term Education Reform and Development (2010-2010)" to the "13th Five-Year Plan for the Development of National Education", they clarified and refined the school credit

bank from the proposal to the specific functions, which made the school credit bank system more operable. At present, various provinces have gradually established a school credit bank system, formulated rules for the implementation of school credit bank systems, and clarified the rules for connecting various vocational qualification certificates, vocational skills training and award certificates, with academic education course credits. More than 60 universities across the country are involved, including key national universities and important educational institutions. From the perspective of learner participation scale, the audience range is wide. In Shanghai alone, there are more than 730,000 learners who have opened real-name accounts, deposited nearly 44 million pieces of various learning achievements, and more than 90,000 people have received education certification. Therefore, it's important to make good use of the existing credit education system to encourage military personnel to actively register for local colleges and universities for learning.

Employers can actively encourage in-service personnel to register for the school credit bank curriculum system to improve their ability of post competency. First, it's needed to strengthen the efforts on publicity. Most of the target people have strong learning demands, but they don't have a comprehensive understanding of the ways to improve their academic level, and even some people know little about this method. Therefore, employers should increase the knowledge of their personnel about this system, and even organize online registration. Second, it's needed to guide their learning plan. Some people lack plans for learning direction and goals and future career development, so there is often blindness in their choice; there are also people who are not clear about the content of the course, assessment methods and standards, and their choices are not consistent with their actual abilities, resulting in the failure to complete their studies and contrary to their wishes. Therefore, employers can guide, and if necessary, they can push or select colleges and universities that meet the needs and actual abilities of their personnel, and provide a preliminary introduction to the curriculum system and assessment requirements to help personnel to choose. Finally, it's needed to create a learning atmosphere. In-service personnel need to use the Internet and mobile phones to learn. Employers can provide good learning conditions and space for personnel to learn, such as a concentrated learning place. It's essential to create a strong learning atmosphere. It's suggested to supervise and urge the learning content on a regular basis, to evaluate and contest the learning effect, and to create a good learning atmosphere.

B. Establishing and perfecting the school credit bank system of vocational colleges

Although the existing credit system can be used as an effective way for post personnel to obtain academic qualifications, due to the particularity of the post of military personnel, not all contents and professions are common to occupations. Therefore, in order to improve the pertinence of learning content, the school credit bank system of vocational colleges should be established and perfected as soon as possible. It's necessary to establish an "open university" system for all professions.

At present, vocational colleges generally adopt the credit system, which can learn from the model of some open universities and establish an "open university" system for various professions. The first is to establish a unified qualification certification authority. Admissions colleges are not necessarily certificate-issuing institutions, and a separation system for teaching and testing is required. The certification authority is responsible for formulating the assessment standards and implementation rules for credit exchange. It's necessary to implement the issuance of uniform and authoritative academic certificates and qualification certificates. It's necessary to evaluate the learning content system of each college and department, and make a unified plan for educational content and majors. The second is to expand the scope of enrollment. Existing colleges and universities mainly adopt a credit system for current students. With the development of information network technology, the scope of enrollment can be expanded to all qualified personnel at the grassroots level. It's needed to allow them to register online, learn online, and improve their academic level. The last is to build an online learning mechanism that distinguishes academic levels. In the early stage of recruitment, there is a big difference in the educational level of the in-service personnel, and most of them have a diploma above high school. Therefore, it's necessary to establish a stepped academic promotion mechanism within the military system. Among the various educational levels, the curriculum reflects the interassociation, which not only pays attention to the distinction of levels, but also pays attention to the progressive and organic connection of the content, so as to meet the needs of the in-service personnel for a variety of educational levels and provide a channel for stepped improvement.

C. Establishing a conversion mechanism between academic education and qualification certificates

The first is to establish a certification system for the conversion of academic education and qualification certificates. At present, qualification conversion can only be carried out in some very few majors, for example, the length of service experience, qualification certificates, etc. can be used as credits for academic

education. It's necessary to establish a comprehensive national qualification certification system under the framework of qualifications + standards for the integration of academic qualifications and positions. The purpose is to make each major have core qualification requirements, course content and competency-based certification standards. The second is to establish a comprehensive education evaluation system. In order to better ensure the quality of vocational education, it's necessary to establish an education evaluation system from system-management-supervision. At the institutional level, an education quality evaluation center must be established to coordinate and formulate various education quality evaluation systems and indicator systems. From the management level, the quality of education is guaranteed through some management standards and methods such as the quality standard evaluation system, core curriculum management evaluation, professional ability evaluation and professional qualification certificates. In terms of supervision, the Finnish education evaluation system can be used for reference, and the third-party evaluation method can also be used. Student and teacher evaluation and supervision systems can also be used. The last is to discuss the experience certification system. Due to the nature of the special posts of the in-service personnel, it's necessary to rely on some major activities and special duty experience to improve the competency of the post and the comprehensive ability of duty. These experiences are, in a sense, an important aspect of reflecting and improving personal post competency. Therefore, it's possible to explore to integrate some long-lasting post experiences with high requirements for personal abilities and a large degree of personal knowledge improvement into the course credit certification system.

D. Integration construction of course content

At present, the academic qualification curriculum system and the professional education curriculum system belong to two relatively independent teaching systems. Through the platform, an online and offline integrated curriculum learning system can be established. This is not to say that the content of the two courses can be shared but can be uniformly constructed. According to Michael Horn, an authoritative expert on blended learning, the concept of blended learning includes three key elements: firstly, it is a formal education project; secondly, it must include two different learning methods, face-to-face learning and online learning; thirdly, it is an organic combination of face-to-face learning and online learning to form an integrated course.¹ In this way, it's necessary to coordinate the construction of the academic degree

curriculum system and the in-service education curriculum system, give play to and dig advantage resources, and promote the cohesion of the curriculum system and content. This will not only improve the quality of the courses, but also can better integrate the uncompleted qualifications and academic courses of the in-service personnel's study into the course system of the post, and continue to complete the study. In this way, on the one hand, the timeliness of learning is improved, and on the other hand, the cost of learning is saved, which can better complete post conversion. The second is to promote academic education. Through the online and offline integrated curriculum system construction, the actual problems and difficulties of professional positions can be integrated into the academic education curriculum content, and the actual classroom of academic education can be flipped so as to use practical problems as a guide to inspire students to think and improve their ability to solve practical problems.

III. GIVING FULL PLAY TO THE ROLE OF LEARNING AND EDUCATION PLATFORMS TO IMPROVE THE COMPETENCY OF POSTS

In order to make better use of the post requirements, the in-service personnel need to continuously upgrade their core professional and related skills centered on the "post". This ability is usually cultivated and improved in actual work, but on the one hand, for the "small majors" of some units, the training personnel and conditions are not mature, which causes the problem of poor training effects; on the other hand, although this kind of ability is cultivated in the post, it's also easily restricted by the post environment, leading to cognitive limitations and difficulty in improvement. Therefore, it's crucial to build and play the role of the learning and education platforms.

A. Strengthening the construction of learning platforms

To give full play to the advantages of the learning and education platform, the first step is to carry out top-level design and platform construction. Based on the effective integration of the existing MOOC, Khan Academy and other well-known learning platforms, the main function of building a national unified network vocational learning platform is to provide a learning and certification platform for academic education. It's necessary to make a unified plan for goals and functions, and formulate relevant curriculum construction, learning, and use systems. The second is to improve the curriculum system. It's important to establish a curriculum system oriented to post learning. Various colleges and universities should make the content of highly targeted vocational education courses into MOOC or Micro-course, and put them on a unified

¹ Fan Yufang. Blended learning: the integration of on-campus learning and in-service learning [J]. *Journal of Higher Education Research*, 2017 (3): 5.

education platform. The registrants can learn the learning content of all levels and majors here. The third is that the course content should be selected on a merit-based basis. The platform can select the best teaching content from colleges and universities as well as the society for unified construction, avoid the situation of repetitive teaching content, and ensure the uniformity of learning quality and assessment standards. Finally, it's necessary to use the platform to lead the integration and update of post knowledge and promote the improvement of post competency.

B. System construction of platform learning + qualification certificates

The learning and education platform can be used as an important support for in-service learning. The first is that, each development university can put the learning content system on the platform to promote the average knowledge and skill level of personnel in this field, and break the fog between the supply and demand of this knowledge between colleges and employers. The second is that professional qualification certification can rely on the platform. Learning and training the required subject content on the platform, reaching the basic duration, completing coursework and tasks, completing preliminary assessments, etc., can become an important basis and qualification standard for post personnel to obtain professional qualification certification.

C. Improving the method and mechanism of online learning + offline assessment

In order to promote the effectiveness of learning, the fairness of assessment and the authority of certification, a combination of online learning and offline assessment can be adopted. To begin with, it is to apply for offline exam qualifications. Learners can apply for exam qualification only after completing the learning content and learning test questions. Secondly, for subjects that are more difficult for self-study, teachers use holidays or evenings to teach intensively. Students can use offline training opportunities to enhance communication, strengthen the summary and sharing of experience, and discuss key and difficult problems together so as to store in the "learning-centered" cooperative learning, and realize the effective flip of offline classrooms with the goal of solving practical problems. Finally, it's necessary to focus on organizing offline assessments. Teachers can refer to the mode of local self-study exams and organize offline assessments twice a year. Students can choose the assessment content by themselves. After passing the assessment, they can obtain the qualification certification after reaching the final credit standard.

IV. THE MODE OF INDEPENDENT CHOICE + CENTRALIZED PUSH PROMOTES THE EXPANDED KNOWLEDGE LEARNING

In the human knowledge structure, in addition to professional learning based on academic qualifications and vocational education centered on post service, there is also expanded knowledge learning based on personal interests and hobbies. This part of learning can become a reservoir for personal knowledge accumulation and ability improvement. Therefore, it needs to be guided to adopt the method of independent choice + centralized push. Firstly, it's needed to encourage in-service personnel to use a variety of media forms for independent learning. It's necessary to create opportunities for communication, display learning gains, and let in-service personnel have fun and a sense of accomplishment in their learning. Secondly, this part of the learning content is the most uncertain. On the one hand, it is affected by the knowledge structure and hobbies and specialties of the personnel, and on the other hand, it is affected by many factors such as the environment, mentality, goals, and timing, and the chosen content varies a lot. Therefore, employers can organize personnel to filter public resources, and select high-quality resources that are of general interest for centralized or regular push, so as to expand the level and scope of knowledge learning of in-service personnel.

V. CONCLUSION

From the aspects of colleges + school credit banks, and Internet + platforms, this article demonstrates that building a credit + platform post learning system is an online and offline blended learning model for improving in-service personnel. In the construction of the system, in addition to solving the problems of technology and resources, it's also necessary to have a more open way of thinking, a more complete organization and maintenance system, and a more accurate quality feedback system so as to promote the healthy and lasting development of the in-service learning system.

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