



Reconstruction of the Continuing Education Curriculum System for Chinese College Teachers in the New Era

Wenli Song^(✉), Zhipeng Li, Ruizhu Yang, and Tao Zhang

Harbin Sports University, Harbin 150008, Heilongjiang, China
songwenli@hrbipe.edu.cn

Abstract. College teachers shoulder the sacred historical mission of cultural inheritance, talent cultivation, social material and spiritual wealth creation and serving social needs in the new era of socialism with Chinese characteristics. This paper uses scientific research methods such as literature review and logical analysis to study the continuing education curriculum system for Chinese college teachers in the new era, and on the basis of clarifying the connotation and purpose of the reconstruction of the continuing education curriculum system for Chinese college teachers in the new era, follows the reconstruction principles of the curriculum system, and sorts out curriculum system elements such as curriculum outlook, curriculum objectives, curriculum structure, curriculum implementation and curriculum evaluation, etc., so as to rebuild the continuing education curriculum system for Chinese college teachers in the new era from the perspective of macro theory.

Keywords: New era · College teachers · Continuing education · Curriculum system

1 Introduction

As an important part of educational undertaking in the new era of socialism with Chinese characteristics, the construction of college teachers and the sustainable development of their professional abilities have also become the main theme of China's higher education reform. Continuing education for college teachers is one of the core links in the construction and development of their professional abilities, and the teachers' education curriculum system is the carrier to achieve the goal of continuing education for college teachers and the key to ensuring and improving educational effectiveness. In the face of the development needs of the new era, the continuing education curriculum system for college teachers is bound to keep pace with the times, make the best use of the situation, fit with the development needs of the new era on the basis of continuing the theoretical and practical achievements of Chinese college teachers' education since the reform and opening up, scientifically, reasonably and effectively update and rebuild the continuing education curriculum system for college teachers, fully demonstrate the personality of the new era of socialism with Chinese characteristics, seek development with reform as

an opportunity, and achieve breakthroughs with innovation as the purpose, in order to make the continuing education curriculum system for college teachers a solid foundation for continuously improving the quality of college teachers' education, and add forward momentum to China's new era of education.

2 The Connotation and Purpose of the Reconstruction of the Continuing Education Curriculum System for Chinese College Teachers in the New Era

The reconstruction of the continuing education curriculum system for Chinese college teachers in the new era refers to the educational activities of reshaping the content and combination of various elements of the continuing education curriculum for teachers under the guidance of the value idea of continuing education for Chinese college teachers in the new era, and making each curriculum element continuously improve the efficiency in the process of orderly operation in order to achieve the goal of continuing education for Chinese college teachers. Although the word reconstruction itself has the meaning of destroying the old and establishing the new, getting rid of the stale and bringing forth the fresh, and making general reforms, the reconstruction of the continuing education curriculum system for Chinese college teachers in the new era doesn't mean that the traditional college teachers' education model or curriculum system should be completely stripped away. Instead, it is to achieve a deep understanding of reality on the basis of a thorough understanding of the history of continuing education for Chinese college teachers, to discern the direction of future reform and reconstruction on the basis of drawing on historical experience and lessons, and to put forward new and more vital theoretical viewpoints on the basis of grasping the essence of predecessors' theories.

The reconstruction of the continuing education curriculum system for Chinese college teachers in the new era is no longer aimed only at improving the educational level, filling and updating the knowledge structure, or improving education and teaching work, but to implement the educational policy of comprehensive development of morality, knowledge, ability, emotion and behavior for all college teachers, to adhere to the development path of socialist education with Chinese characteristics, to implement quality education centered on fostering character and civic virtue, and to cultivate advanced higher education workers who are loyal to the educational undertaking of the party and the country, have profound professional knowledge, solid teaching ability, outstanding scientific research level, and advanced innovation consciousness, so as to continuously improve the overall adaptability of college teachers to social needs and higher education reform in the new era.

3 Reconstruction Principles of the Continuing Education Curriculum System for Chinese College Teachers in the New Era

The reconstruction of the continuing education curriculum system for Chinese college teachers in the new era is a complex systematic project. In order to set up it reasonably and make it operate effectively, it is necessary to abide by the most basic laws of curriculum

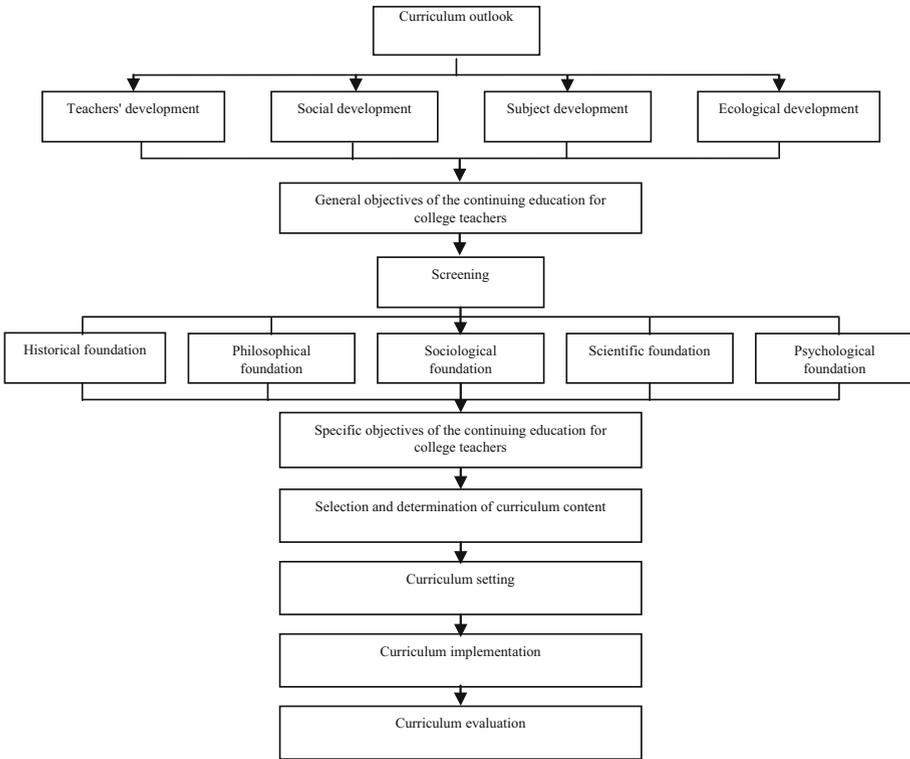


Fig. 1. The principle model diagram of the reconstruction of the continuing education curriculum system for college teachers.

system construction, and study how to follow these laws to design and organize the whole process of reconstruction of the continuing education curriculum system for Chinese college teachers, in order to guide the practice of reconstruction activities and then make the reconstruction activities of the curriculum system be based on scientific theory. This is the key to improving the modernization level of the continuing education curriculum system for college teachers (“Fig. 1”).

While referring to the general principles of modern curriculum system construction, colleges and universities should also meet the development requirements of the new era of socialism with Chinese characteristics, build a new curriculum outlook to meet the general objectives of continuing education for college teachers in the new era on the basis of meeting the development needs of college teachers, society development needs, subject development needs and ecological development needs, select special learning content from history, philosophy, sociology, modern science and psychology, and match the corresponding courses according to the specific objectives of continuing education for teachers in different majors, thereby reshaping the personalized mode of Chinese college teachers’ education curriculum system in the new era through reasonably and effectively setting up, implementing and evaluating the curriculum.

4 Reconstruction of the Curriculum Outlook of the Continuing Education for Chinese College Teachers in the New Era

The continuing education curriculum system for college teachers in the new era should serve the needs of various industries and social development in the country, the needs of talent production and the actual needs of teachers, firmly establish the “six-in-one” curriculum outlook of the curriculum view of realizing whole-person development, the cultural view of the curriculum with equal emphasis on science and humanity, the ecological view of the curriculum that focuses on current life, the curriculum design view that emphasizes the balance of specialization and compatibility, the view of curriculum implementation that emphasizes participation and creativity, and the view of curriculum evaluation that respects the unity of opposites of individuality and generality, take the actual trend and development trend of college teachers’ education in the new era as the entry point, closely follow the guidance of national policies, and strive to create high-quality courses suitable for the continuing education of Chinese college teachers.

5 Reconstruction of the Continuing Education Curriculum Objectives for Chinese College Teachers in the New Era

Scientific curriculum objective setting and striving to achieve these objectives are the core of the reconstruction of the continuing education curriculum system for Chinese college teachers in the new era. The guiding, motivating and standard functions of the curriculum objectives are not only beneficial to help college teachers improve their performance, but also help strengthen college teachers’ intrinsic motivation, enhance self-confidence, and improve the quality of education. Since the 19th National Congress of the Communist Party of China, the Ministry of Education and other functional departments have jointly issued several documents, aiming to fully implement General Secretary Xi Jinping’s important statement on education and the spirit of the National Education Conference, deeply implement the “Opinions on Comprehensively Deepening the Reform of the Construction of the Teaching Staff in the New Era” and the “Overall Plan for Deepening Educational Evaluation Reform in the New Era” issued by the Central Committee of the Communist Party of China and the State Council, strengthen the construction and reform of the teaching staff of colleges and universities in the new era, and continuously improve the comprehensive quality, professional level and innovation ability of teachers [1]. The national policy documents further clarify the development direction and ability requirements of college teachers in the new era. Only when the setting of the curriculum objectives is highly consistent with the national orientation can it better meet the needs of the ability development of Chinese college teachers in the new era of socialism (“Fig. 2”).

The objectives of continuing education courses for Chinese college teachers in the new era are not single, but are a set of objectives that integrates ideological and political construction, personality shaping, quality and ability enhancement, innovative spirit construction, academic degree and diploma promotion, and elite talent selection and cultivation. The curriculum objectives take the obligation and responsibility of college teachers to engage in continuing education as the inner core, strive to promote the comprehensive development of college teachers’ professional abilities on the premise

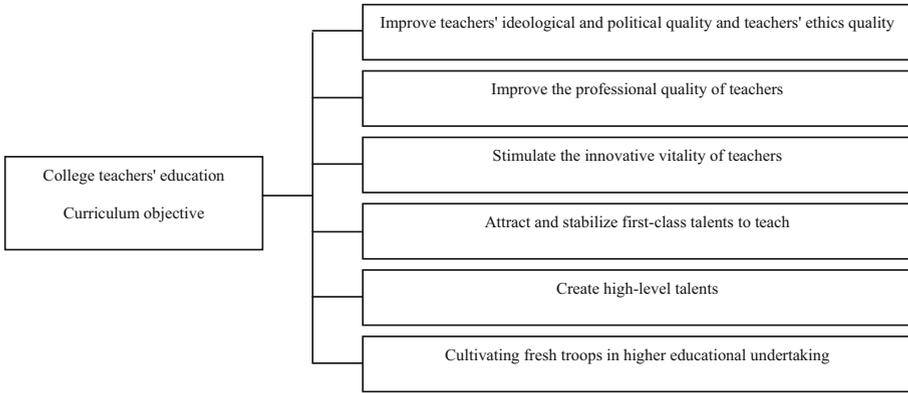


Fig. 2. The objective system of continuing education curriculum for Chinese college teachers in the new era.

of maintaining the diversity of curriculum objectives, and cultivate qualified talents who are loyal to the country, the will of the nation and the educational undertaking of the new era of socialism with Chinese characteristics.

6 Reconstruction of the Continuing Education Curriculum Structure for Chinese College Teachers in the New Era

Curriculum structure is the organization and arrangement of each element of the curriculum system and the proportion relationship among the elements, which is guided by certain curriculum values [2]. It is not only a bridge to implement the curriculum concept into practice, but also a means to achieve the curriculum objectives [3]. The reconstruction of the continuing education curriculum system for Chinese college teachers in the new era needs not only to be based on the curriculum structure, but also to optimize the curriculum structure.

6.1 The Content of Continuing Education Curriculum for Chinese College Teachers in the New Era

Curriculum content is the specific facts, ideas, principles, problems and the way they are related to each other in the learning areas and subjects offered by educational activities, which is manifested as the sum of certain knowledge, skills, techniques, thoughts, opinions, beliefs, words, behaviors and habits [4]. The selection and determination of the content of continuing education curriculum for Chinese college teachers in the new era should be based on general principles such as focusing on fundamentality, being close to life, respecting experience, and strengthening values and moral education and so on, adhere to draw on the outstanding achievements of material civilization and spiritual civilization from the great cause of building socialism with Chinese characteristics, and then process and refine them into the curriculum content suitable for the continuing education of college teachers in the new era (“Table 1”).

Table 1. The content of continuing education curriculum for Chinese college teachers in the new era

Curriculum content	Theme/Module
Deepen professional understanding	Educational ideological trend of new era, teachers' professional ethics, new progress in subject education, new progress in university student research, new progress in learning science; topics related to research fields such as philosophy, humanities, science and technology
Solve the real problem	Subject teaching monographic research, college student education, college student development research, school curriculum leadership, school-based curriculum development, comprehensive practice activity design and guidance, learning file evaluation, comprehensive quality evaluation of college students, teaching diagnosis, classroom evaluation, classroom observation, academic achievement evaluation, integration of information technology and curriculum, construction of school-based teaching and research system
Improve your own experience	Monographic research on teacher's professional development, educational experience research, reflective teaching, educational action research, educational case study, educational narrative

Continuing education institutions for college teachers should provide curriculum content with clear purpose and pertinence to meet the development needs of college teachers at different stages and levels. The continuing education of college teachers in the new era must grasp the dynamic pulse of the spirit of the times and the fundamental concept of fostering character and civic virtue, attach importance to the cultivation and inheritance of teachers' educational beliefs and responsibilities, highlight the innovative value of integrating theory with practice, pay attention to the frontier trends of various research fields, and respect and absorb the practical experience of college teachers themselves and refine the parts that show ideal results, in order to solve practical problems, and continue to enrich the content of continuing education curriculum for college teachers from the perspective of professionalism and effectiveness.

6.2 The Curriculum Setting of Continuing Education for Chinese College Teachers in the New Era

Curriculum setting provides rational and policy specific cultural background for the reconstruction of curriculum system. General education curriculum, subject professional curriculum, and education professional curriculum are the traditional basic parts of the continuing education curriculum for college teachers, and their value has been verified and should not be easily discarded or ignored. Research-intensive curriculum, interdisciplinary curriculum, and cutting-edge academic curriculum are optional top-level

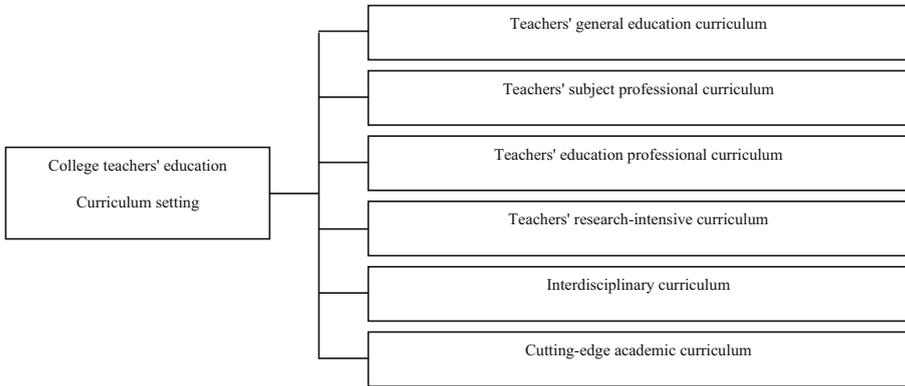


Fig. 3. Curriculum setting of continuing education for Chinese college teachers in the new era.

components. All curriculums are set up with a certain proportion of hours of practice, emphasizing the application of what you have learned (“Fig. 3”).

The research-intensive curriculum is designed to make up for the weak links of college teachers in scientific research ability, and improve and enhance scientific research ability and innovation awareness through scientific research methods, scientific research skills, scientific research project declaration, scientific research award declaration and other topics. The existing college teachers’ ability orientation is often limited to a certain major and there is still a big gap between their knowledge structure and the requirements of college education in the new era. Interdisciplinary curriculums can effectively improve the professional adaptability of college teachers and help teachers improve a single knowledge structure, so that they have broad knowledge background and application ability. The continuing education for college teachers in the new era requires teachers to pay attention to the frontiers of discipline development, understand the development trends of disciplines update knowledge consciously, have the ability to develop internal and external curriculum resources and information technology resources, and organize, develop, and utilize all available resources for educational teaching and curriculum services [5]. Specialized cutting-edge academic curriculums are exactly designed for this.

6.3 The Balance of Continuing Education Curriculum for Chinese College Teachers in the New Era

In the continuing education curriculum system for college teachers in the new era, the diversification of curriculum types has become a set, and ensuring the curriculum balance is one of the important conditions for improving the ability of college teachers. In response to the educational needs of college teachers, the setting of various types of curriculums, fields of study and subjects must be stable and rigorous in structure, with clear priorities of content, aiming at meeting professional and personal needs and emphasizing their guiding value and decisive role in the process of teachers’ continuing education, then set, adjust, and arrange the role level and weight value of other

curriculums around the objective realization, and build a scientific teachers' continuing education curriculum system. In terms of the proportion of class hours, it should be closely related to the complexity of the curriculum content, the value of the curriculum, and the needs of teachers, and scientifically plan the duration of various curriculums, which should be regarded as the standard for the division of the time span of continuing education curriculum for teachers in different types of colleges and universities. Efforts should be made to clarify the key points, difficulties and focus of various continuing education curriculums, clearly and profoundly explain and describe the main teaching content, continuously optimize curriculum design and teaching design, and comprehensively improve the effectiveness of teachers' continuing education curriculums. In terms of teaching arrangements, the of "people-oriented" concept should be highlighted and the specific time, place and form of the curriculum should be reasonably set according to the teachers' actual state and specific conditions, logical order and psychological order, horizontal and vertical curriculums and other influencing factors. It is also necessary to face up to the relationship between objectives and evaluation, establish an effective evaluation mechanism, emphasize achievement display and improvement incentives on the basis of promoting the all-round development of teachers, advocate self-reflection on the basis of focusing on qualitative evaluation, and constantly adjust and correct flaws in the teaching process, which can help to obtain the desired educational effect.

7 Reconstruction of the Continuing Education Curriculum Implementation for Chinese College Teachers in the New Era

Educational administrative decision-making departments and management organizations at all levels and of all kinds should optimize the guidance, supervision and management of the continuing education of college teachers, introduce effective and relevant policies, systems and regulations to provide guidance, support and guarantee for the continuing education of college teachers, and make them the basis for the implementation of continuing education curriculum for Chinese college teachers in the new era and even the continuing education for the entire college teachers in accordance with the demands of the reconstruction of the continuing education curriculum system for college teachers in the new era. It is necessary to fully mobilize the enthusiasm and initiative of relevant parties, complete the specific implementation of continuing education curriculum for college teachers with high quality, and enhance the quality monitoring and evaluation of continuing education for college teachers in a diversified manner to ensure the effectiveness of implementation.

It is also needed to clarify the dominant position of colleges and universities, college administrators and college teachers in the implementation of curriculums, improve their enthusiasm for participating in the development of continuing education curriculums for teachers, formulate continuing education curriculum plans for college teachers in the new era, and scientifically arrange the proportions of various curriculums. Efforts should be made to proceed from learning fields, modules and credit requirements, deal with the sequence and connection of the curriculums involved, refine the curriculum implementation plan, and implement relevant safeguard measures. A curriculum self-assessment mechanism can be set up to reflect in a timely manner, screen for loopholes,

accumulate experience, and strive to improve the design and structure of the curriculum program.

In addition to explicit resources such as curriculums, textbooks, cases, and CD-ROMs, online resources also include implicit resources that are made explicit through interaction [6]. It is feasible to give full play to the educational advantages of new media and modern information technology, compile and integrate scattered curriculum resources through thematic learning resource websites or applications, make use of the cognitive clues and metacognitive activities in them, promote the dynamic balance between college teachers' behavior, learning information and self-reflection, provide favorable conditions for college teachers to discover and solve problems through active exploration, and realize the sharing of individual internal knowledge and understanding and the remote interconnection between different learning individuals. It is important to improve the link design of educational practice, optimize the curriculum management of educational practice, and effectively ensure the duration and quality of educational practice curriculums. Efforts can be made to accelerate the curriculum reform, innovate the teacher training model, and explore the construction of a new mechanism for joint training between universities and local governments.

8 Reconstruction of the Continuing Education Curriculum Evaluation for Chinese College Teachers in the New Era

8.1 The Curriculum Evaluation Model Should be Diverse and Comprehensive

The evaluation of continuing education evaluation for college teachers in the new era should have evaluation content that is different from other levels of teachers or other vocational education due to the particularity of their professional orientation, and it should be avoided to reconstruct the evaluation of continuing education curriculum for college teachers by directly transplanting and copying the general evaluation model. Excessively generalized and similar design and arrangement will inevitably weaken the professional value of the continuing education curriculum system for college teachers. In terms of curriculum evaluation, it is necessary to learn the whole process and interaction of foreign curriculum evaluation, as well as its diversification of evaluation subject and method [7]. It is necessary to combine, transform and innovate various evaluation techniques such as qualitative evaluation and quantitative evaluation, fuzzy evaluation and precise evaluation, daily observation and systematic test, and internal evaluation and external evaluation, so as to ensure the accuracy and comprehensiveness of curriculum evaluation.

8.2 Paying Attention to the Overall Efficacy of the Curriculum Evaluation Function

First of all, it is needed to scientifically diagnose the actual state of college teachers participating in continuing education curriculum through curriculum evaluation, reveal and analyze the problems existing in themselves and in continuing education activities, and mobilize all curriculum participants to take positive measures to improve the information base of the curriculum. The second is to identify the learning achievements of

college teachers and the degree of adaptation of the evaluation indicators, identify their staged learning achievements, and provide a basis for curriculum selection. The third is to guide the direction of curriculum activities in an oriented direction, provide judgment standards for the value pursuit of college teachers in the implementation of continuing education curriculum, and promote the design of evaluation indicators to be consistent with the concept of curriculum evaluation. The fourth is that, through the feedback of the curriculum evaluation results, college teachers can understand their own advantages, disadvantages, opportunities and challenges in the process of continuing education, so as to revise and adjust their attitudes and behaviors in continuing education and learning activities, and maintain a healthy development trend of professional ability. The fifth is that evaluation, as an important part of curriculum activities, should consciously serve the curriculum objectives, become the driving force for achieving the objectives, constantly motivate college teachers from various aspects to enhance their enthusiasm and initiative in learning, and promote the comprehensive development and healthy growth of college teachers.

8.3 Attaching Importance to the Evaluation Object and Its Self-evaluation

College teachers are no longer regarded as evaluation objects, but placed on the status of evaluation subjects, so that they can actively participate in the evaluation process, ensure the smooth progress of evaluation work, and improve self-evaluation ability. Meanwhile, it is necessary to advocate the evaluation model of self-reflection and collaborative participation of all parties, so as to promote college teachers to actively and objectively evaluate their own learning, work and achievements in the process of continuing education, and improve their shortcomings and themselves.

9 Conclusion

In the new era, the continuing education curriculum system for Chinese college teachers should strive to meet the diverse needs of college teachers seeking professional development, give full play to the existing experience and advantages of them, deeply promote the optimization and development of their continuing education curriculum objectives in the new era, and help them to strengthen professional quality, solve practical difficulties, accumulate practical experience, and promote the rapid development of teachers' professional abilities.

Authors' Contributions. Wenli Song provides research ideas and theoretical framework; Zhipeng Li is responsible for writing the paper; Ruizhu Yang does the data collection and collation; and Tao Zhang contributes to paper revision and editing.

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