Exploration of Teaching Concept Formation of Double-position Teachers

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Abstract. At present, China is accelerating application-oriented university construction. "double-position" teachers become important teaching resources. This paper describes daily teaching behavior of a "double-position" teacher from the perspective of educational narrative, explores the formation reasons and reveals "double-position" teachers form unique teaching cognition and teaching implementation behavior in learning situation creation, learning community creation, guiding ideology and communication method of cognitive apprenticeship type.

Introduction

Currently, China is accelerating application-oriented university construction. The leading role of this paper – Huang Shan is a representative of "double-position" teachers in Chinese application-oriented universities and vocational colleges. Knowing teaching concept formation causes of "double-position" teachers and classroom implementation approaches will provide significant reference and description for mastering internal mechanism of "double-position" teaching and establishing rational standards to cultivate applied talents.

Huang Shan graduated from a school of foreign languages. When she was 22 years old, she smoothly passed the interview of a five-star international chain hotel and became a receptionist. After tow years, she became an excellent reception supervisor and actively proposed the request of cross training. Six years has passed. Huang Shan became the hall manager of the hotel and was arranged to another city to prepare for building a new hotel. In a new city, she was homesick. After repeated consideration, she gave up the development opportunity, returned to a college in her hometown and became a common teacher in hotel management school.

In the teaching process, Hung Shan brought rich industrial experience in classroom almost out of instinct and habits so that the classroom contents are rich and real. All students like to attend her class.

"Double-position" teachers are industrial experts

Most "double-position" teachers are industrial experts. Usually, they can recognize information characteristics and modes that green hands cannot notice, show proper comprehension richness and depth and adopt effective actions in actual conditions.[2] A key difference between them and green hands is application of chunking strategy. During coding relevant information, they will be more careful and comprehensive than non-professionals. They mostly depend on intuition. [3]

Before each class begins, Huang Shan will think how to let students ponder over problems like a professional manager. Although she has very clear solving thought for these problems, she has to recall how she learned and grew in the hotel.

Learning situation creation

Necessity of learning situation creation

When Huang Shan recalled she just entered this industry, her understanding of hotels just rested on "beautiful appearance, sweet smile and exquisite uniform". With the rise in working years, her understanding of hotel work changed greatly. All these came from hotel working environment. Differently, students are in campus and classroom learning environment, so they lack basic feeling

and cognition of hotel working environment. "We imagine the outer world in different ways. Such difference is based on our unique experience for the world and our belief in the experience". [2]

Huang Shan has to create situations in class. The necessity of such creation lies in the following:

Firstly, knowledge effectiveness may improve in the crated situations. In certain situation, knowledge and situation interact to form knowledge under the situation. It describes the boundary and frame of knowledge in a concealed way and provides thinking clues and methods for students to fast master knowledge.

Secondly, in the crated situations, knowledge acquisition not just points to the result, but pays more attention to the solving proves. If the situation is more complex, the problem solving process of the individuals with different experience who enter the situation will be more different. Reaching the common view between the difference and rationality becomes an important teaching content.

Thirdly, in the crated situations, students can profoundly experience "along with what". "Along with what" is a kind of tacit knowledge.[5] It is a kind of comprehension and also the ability to grasp experience, recombine experience and rationally control it.[2] Students accumulate tacit knowledge in situations. Their perceptivity and understanding for situations will be sharper and deeper. Meanwhile, their decisions and judgment under situations will be more accurate and rapid.

Methods to experience situations

In situation creation process, Huang Shan always feels difficult in the face of crossing and fusing classroom learning environment and hotel working environment. When seeking teaching materials of situation creation, except traditional books, videos and training rooms, Huang Shan suddenly found her industrial experience for more than 10 years was important teaching resources. Whether could she set up learning situations in her industrial experience? Previous working experience flashed quickly in her mind: receiving guests from all over the world, receiving all kinds of high-end teams, coordination and coordination with other departments, formulation and completion of sales plan for the Housekeeping Department. Huang Shan are quite familiar with these affairs. Then, she decided to make students comprehend and master course contents through hotel work situation creation. Only in this way, students can generate perception and approval of real hotel work.

Her view happens to hold the same view with Case-Based Reasoning (hereinafter referred to as "CBR theory"[5]). CBR theory shows the sequence of events in people's daily life is stored in a highly generalized "script", and people live with the help of these "scripts". These "scripts" are similar to scheme-like knowledge structure and organize different types of knowledge.[5] thousands of cases are stored in the mind of Huang Shan, so she could find cases coinciding with the course content breezily from her memory library. The structure of these cases is very similar to film script, including background, actor, place, the beginning, process and result of events. If these events can reappear through students' performance, an approach and bridge is provided for students to set up and experience situations in work again.[6] Such method approaches Schon's theory - hall of mirrors.[4]

Learning community creation

Connotation of learning community

Anthropologist Leff and Winger consider community members may own different interests and make different contributions to activities. Besides, they may hold different views. But wide participation is a mark to establish community relation.[2] "Participation" is an approach for community to form. "Common view" is the objective. "Negotiation" is the working mechanism. This is the most common working mode of Huang Shan and also her learning method. She hopes to apply such working mode and learning method in class, let community members mutually negotiate and finally reach common understanding through creating participation opportunities.[2]

Learning community creation in project design

Huang Shan needs to find activities with these traits as follows: able to motivate students' participation and cover requirements of course teaching objective; make sure students fully negotiate and continue individual experience and rebuild individuals; identity in negotiation and approval. Although Huang Shan is very fond and familiar with hotel work, students fail to experience. How to let students experience the complexity and interest of hotel work? This is the driving force to promote Huang Shan to carry out project design. Her idea approaches Project-Based Learning (herein after referred to as PBL theory[5]):

Firstly, corresponding design. Huang Shan lists course teaching objective, difficulties and key points, makes project assessment requirements and course teaching objective correspond and make sure all items can cover all teaching goals in courses.

Secondly, find suitable driving problem. Huang Shan will usually provide rich and meaningful background for students' course study. She will describe overall background of the problem, while describing special small situation of the problem. In this way, students will generate sufficient interest in study and driving force. The selection basis of driving problem is to see whether students can generate anchoring experience and whether their general experience and new experience can be linked.[5]

Thirdly, handle project relations when design projects gather. Huang Shan considers whenever a project ends, students should harvest more confidence and experience so as to make preparations for completing more difficult projects. Her understanding of difficult and simple projects is different from the understanding of common teachers. In her opinion, difficult projects means the situations of handling problems are more complex. Handlers need to consider more relevant problems repeatedly and find the primary and secondary order. Hence, she notices to adjust the project order.

Fourthly, pay attention to cultivate students' awareness of reconsideration, courage to pursue self-improvement and real behaviors in project completion process. Huang Shan recalled the first half year when she just entered the workplace, "she sticks to rethink the problems according to the working process after the completion of daily work; gradually, she learns to rethink the problems of the whole department and even rethinks the working process of her department". Her growth is completed in introspection. Her introspection belongs to afterthought and owns the trait of problem solving. "Original interaction will leave some uncertain and unsolved problems. These problems will be absorbed through detailed explanation approaches".[7]

What stimulates Huang Shan's introspection in work? To complete the work better and reduce or don't make mistakes. Thus, Huang Shan believes it is necessary to give students opportunities to continuously adjust and perfect them. Only when such opportunity exists, students may be promoted to rethink. Huang Shan changes project assessment mode to "formation" assessment: students are divided into groups and form learning community; Huang Shan will form learning community with students to discuss the project scheme together and give students help. Huang Shan hopes students can re-mould self-expectation through adjusting teachers' expectation. She usually will give higher scores for the group which makes greater improvement.

Fifthly, consider integrity of related disciplinary knowledge. Although in project teaching implementation process, the project can stimulate students' learning interest and improve their social sense of belonging. Meanwhile, students may easily generate fragmentary impression on knowledge. It is hard to regard relevant disciplinary knowledge as a whole. In other words, knowledge structure is sheltered.[8] To make up for defects, Huang Shan fuse relevant disciplinary knowledge and projects when a project ends. This contributes to classifying knowledge, finding thinking clue during handling complex situations forming systematic knowledge system, and providing foundation for higher-level study. When Huang Shan became a middle management person, she found knowledge systematicness and integrity had very important significance. It will offer foundation for shaping hotel high-level personnel.

Guiding ideology and communication method of cognitive apprenticeship type

Huang Shan considers it is required to make clear several stages from green hands to skilled workers in order to better guide and help students: (I) bewilderment stage; (II) doubt stage; (III) imitation stage.

In the first stage, Huang Shan wants to tell more to students, but they do not understand. Students thus lose temporary control feeling for knowledge and bear huge mental stress. Huang Shan carefully deliberates the steps she follows and clearly expounds the points students may easily generate misunderstanding.[4]

In the second stage, students will temporarily suspend problem solving thought, but follow Huang Shan's thought. However, students will still propose imagination according to their individual experience. Huang Shan will often affirm students; ideas and encourage them to have a try. Meanwhile, she will point out possible problems, because blindly denying students' ideas and adopting unilateral control strategy to respond to students will likely result in enhancement of students' self-protection awareness, exacerbation of defensive psychology and interference in normal life.

In the third stage, Huang Shan clearly knows teaching is to let students imitate from their own experience. Their current imitation is for non-imitation in the future. Only when students grasp the thought of recognizing and solving problems can they handle problems creatively with down-to-earth attitude in different situations. This is a standard to judge teaching efficiency. This stage is very similar to cellist Casals's teaching situation described by Schon.[4]

Conclusion

At present, "double-position" teachers represented by Huang Shan form their specific teaching concept in accordance with their rich industrial growth experience: only when teachers let students repeatedly identify and understand problems in interactive process can knowledge be promoted to really transfer internally. Behind her teaching concept, a valuable course idea is reflected: a basic precondition of course teaching is not knowledge structure, but how people jointly try to dominate their world. Knowledge is generated in this process.[9]

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