Pedagogical Professionalism of Teachers in Vocational Education in the P.R. China
Overview

1. „Pedagogical Professionalism“ – Theoretical References
2. Motivation, Scope and Aim of the Research Study
3. Methodical Aspects and Challenges
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1. „Pedagogical Professionalism“ – Theoretical References

• „Profession“ vs. „Occupation“ (Sociology)
  → autonomy, social mandate, single-case specifics...

• „Acting professionally“ (Sociology, Educational Sciences)
  → involvement in dilemmas (paradoxes, antinomies...) of action as core problems of the daily work
  → no final solving, but reflexive handling of these core problems

• „Pedagogical Work“ (Educational Sciences, Teacher Research…)
  → characterized by ambiguities, uncertainties, a lack of transparancy of learning processes
1. „Pedagogical Professionalism“ – Theoretical References (2)

**Pedagogical action** is characterized to a high degree by uncertainties, ambivalences and contradictory calls for action.

People **acting pedagogically professional** possess strategies to handle the (hidden) antinomies and paradoxes of teaching action cautiously and reflexively.
2. Motivation, Scope and Aim of the Research Study

• Involvement in the education of Asian vocational education staff since 2005
  → International Master Degree courses in Technical and Vocational Education and Training (TVET)
  → Further education measures for vocational education teachers from the P.R. China

→ Dissemination of German/Western concepts of (vocational) education theory, models of lesson design (in the Dual System), learning psychology….

→ Perception of disseminated knowledge? „Ready to use“ skills?
2. Motivation, Scope and Aim of the Research Study (2)

- Why (mid level) vocational education in the P.R. China?
  → relevance of vocational education for lifelong learning
  → growing educational sector (student numbers, budgets, relevance for labour market)
  → structural links to vocational education in Germany (age structure of students, recruitment / access...)
  → strategic research aspects (budget, time, accessibility)

- Aim: Gaining an understanding of the inner perspectives of the actors in the vocational education system in the P.R. China
  Learning about possible antinomies / paradoxes / ambiguities in learning and teaching processes and about strategies to reflexively handle them
3. Methodical Aspects and Challenges

• Basic orientation and structuring of the project:
  → „Professional Antinomies of Teacher Action“ (Werner Helsper)

• Data collection:
  → Guideline-based, semi-structured interviews with vocational education teachers (mid-level vocational education)

• Data interpretation:
  → Documentary method
  → Qualitative content analysis

• Challenges:
  → language and loss of data
  → access and recruitment
4. Outlook

Pathways towards professionalisation?
Thank you very much for your attention!

Questions, Comments, Contributions?

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