



FAKULTÄT FÜR GEISTES-,
SOZIAL- UND ERZIEHUNGS-
WISSENSCHAFTEN

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

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Didactics of Vocational
Disciplines/
International Co-Operations

Overview

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

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 transparency 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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