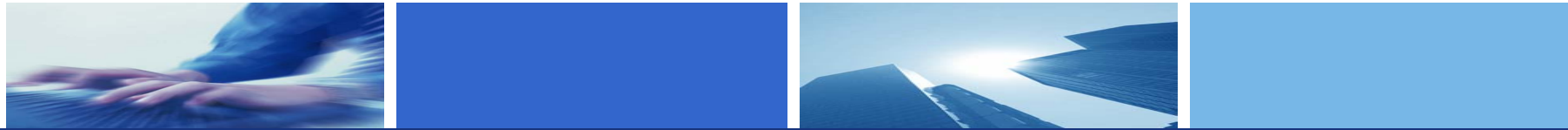




“Working-learning Integrated” Curriculum Development Practice and Reflection -Taking vehicle maintenance as the example

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Background

“Working-learning Integrated” Curriculum Development

Courses reform and reconstruction

Courses
quality

policy
support





About our courses

❖ Type

general basic courses, specialized basic courses , specialized courses

❖ Characteristics

It is the so called “parallel curriculum of theory and practice”

❖ Problems

● theory teaching

the didactic reduction of the discipline knowledge, no direct relationship to specific work.

● Practical teaching

focusing on training of work skills and techniques, it is hard to help students to build high-level vocational competence.

● overall understanding of work

It is difficult to establish a direct link between study and work practice.





Policy support

2003

MOE

Excellent Course
Development
Project of the
Higher Education
Teaching Quality
and Teaching
Reform Program

2006

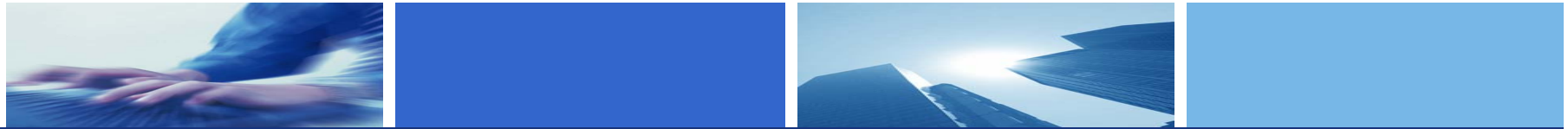
MOE

Views on
Improving the
Overall quality of
Higher Vocational
Teaching

2006

MOE , MOF

Project of
Constructing
National Model
Higher Vocational
Institutes

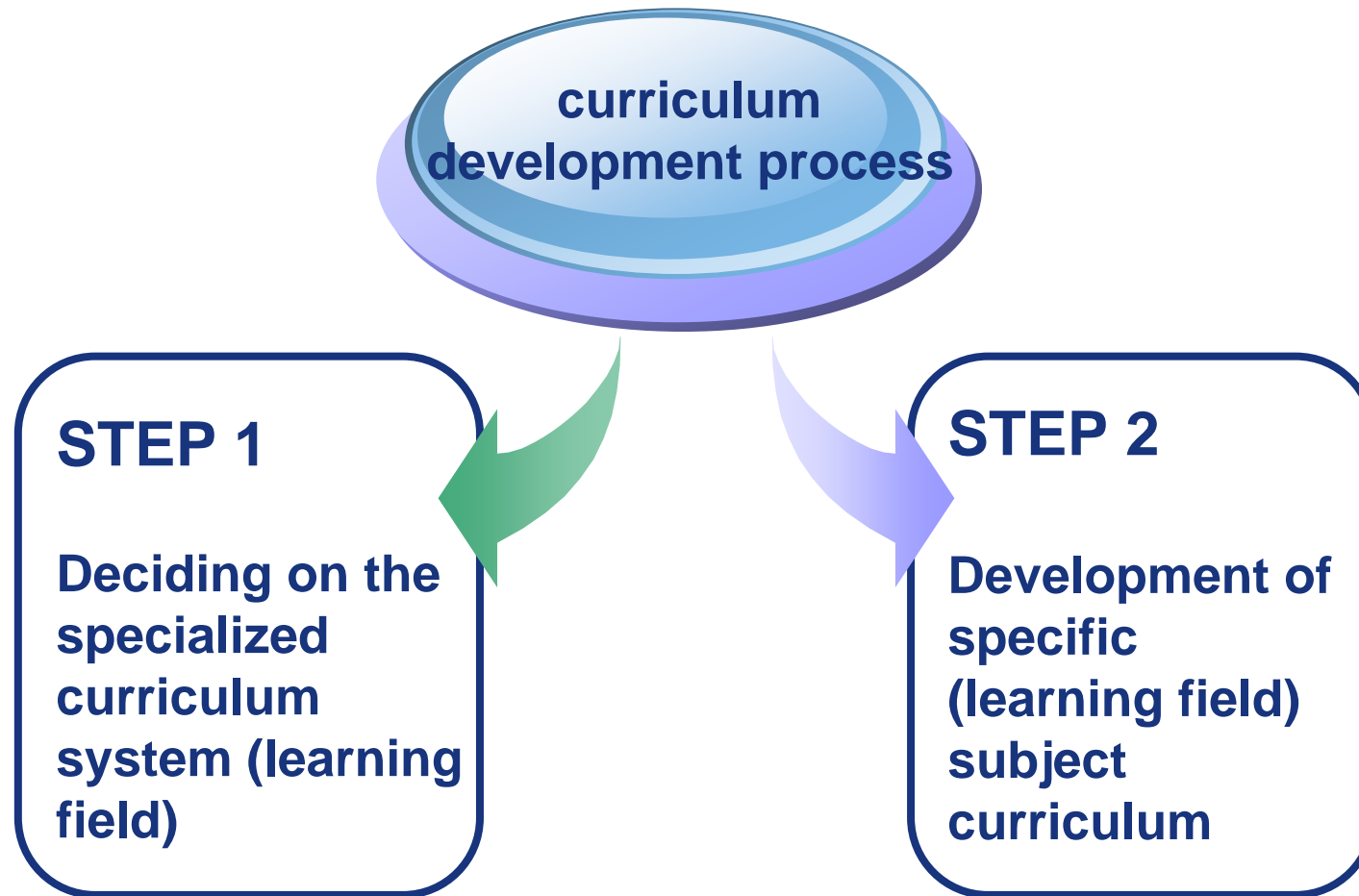


objectives of curriculum reform

- ❖ to rebuild the curriculum system in accordance with the work process based “working-learning integrated” curriculum ideas and methods;
- ❖ to form a set of specialized core curriculum standards which have reference effects;
- ❖ to build curriculum resource with learning materials as the major content;
- ❖ to implement the new curricula with the process of “trial teaching – evaluation – improvement - promotion”;
- ❖ to realize the overall improvement of education and teaching quality through model curriculum development and implementation.



Outline of the curriculum development process



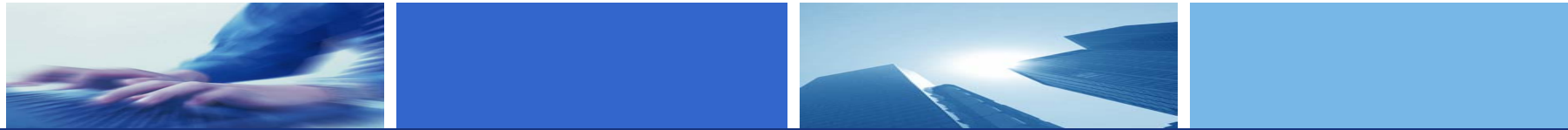


Step 1-1: Expert worker workshop (EXWOWO)

5 Stages of career development

14 Professional tasks



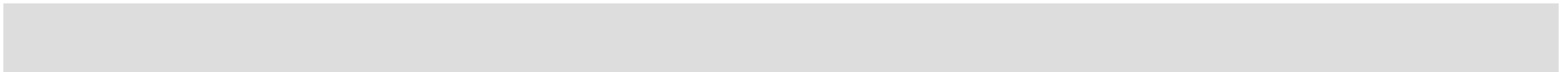
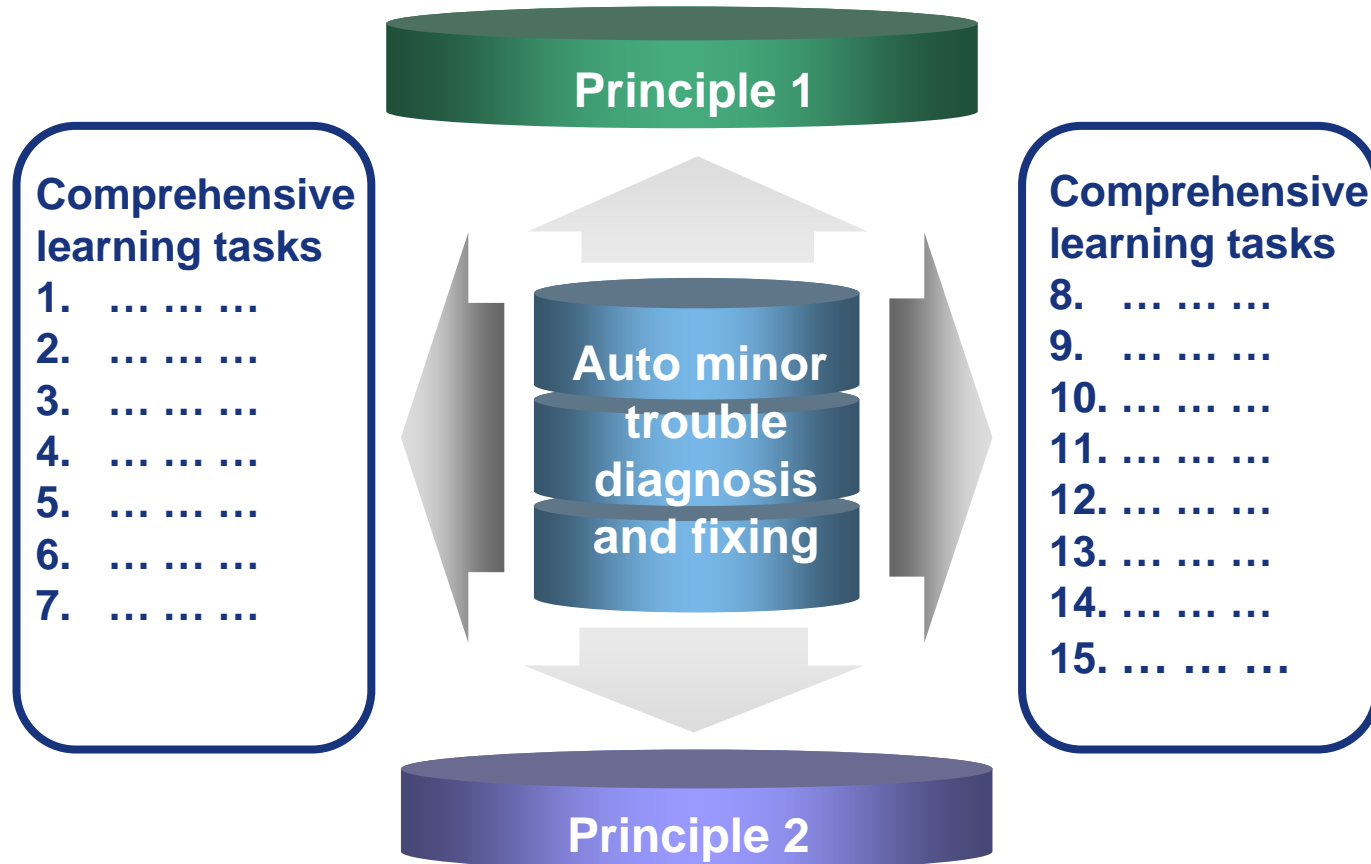


Step 1-2: Transfer Professional tasks to Courses

Knowledge of trades and businesses	(1) Knowledge of trades and businesses
Auto assembly replacement	(2) Auto electromechanical basics
	(3) Car disassembly
Vehicle maintenance	(4) Auto maintenance
Auto minor trouble diagnosis and repair	(5) Auto minor trouble diagnosis and fixing
Vehicle maintenance reception	(6) Vehicle maintenance reception
Auto assembly overhaul	(7) Auto engine overhaul
	(8) Auto automatic transmission trouble diagnosis and fixing
Auto major trouble diagnosis and fixing	(9) Auto major trouble diagnosis and fixing
Team maintenance inspection	(10) Customer relationship establishment and maintenance
Vehicle maintenance inspection and testing	
Customer relationship establishment and maintenance	(11) Vehicle maintenance quality inspection
Coordination between teams and workshops	(12) Vehicle maintenance enterprise operation management
Workshop scheduling	
Technical guidance	
Vehicle maintenance enterprise operation	



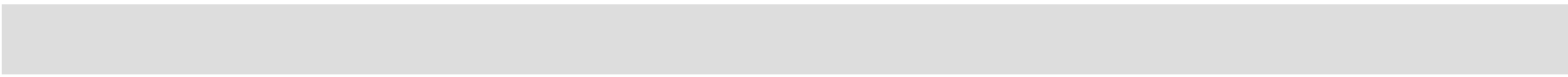
Step 2-1: Development of specific subject curriculum





Step 2-2: Design of learning organization

	Work-learning station 1	Work-learning station 2	Work-learning station 3	Work-learning station 4
Place of teaching	2 ICT room	8 Learning-training areas	Top 5 brand training centers	Off-campus training base
Major media/means	Simulation teaching Software	Fault diagnosis bench	Real cars	Summer practice and internships before graduation
Teaching features	Virtual training	Simulated training	Real production training	summer practice and internships before graduation





Work-learning station 1





Work-learning station 2



Work-learning station 3

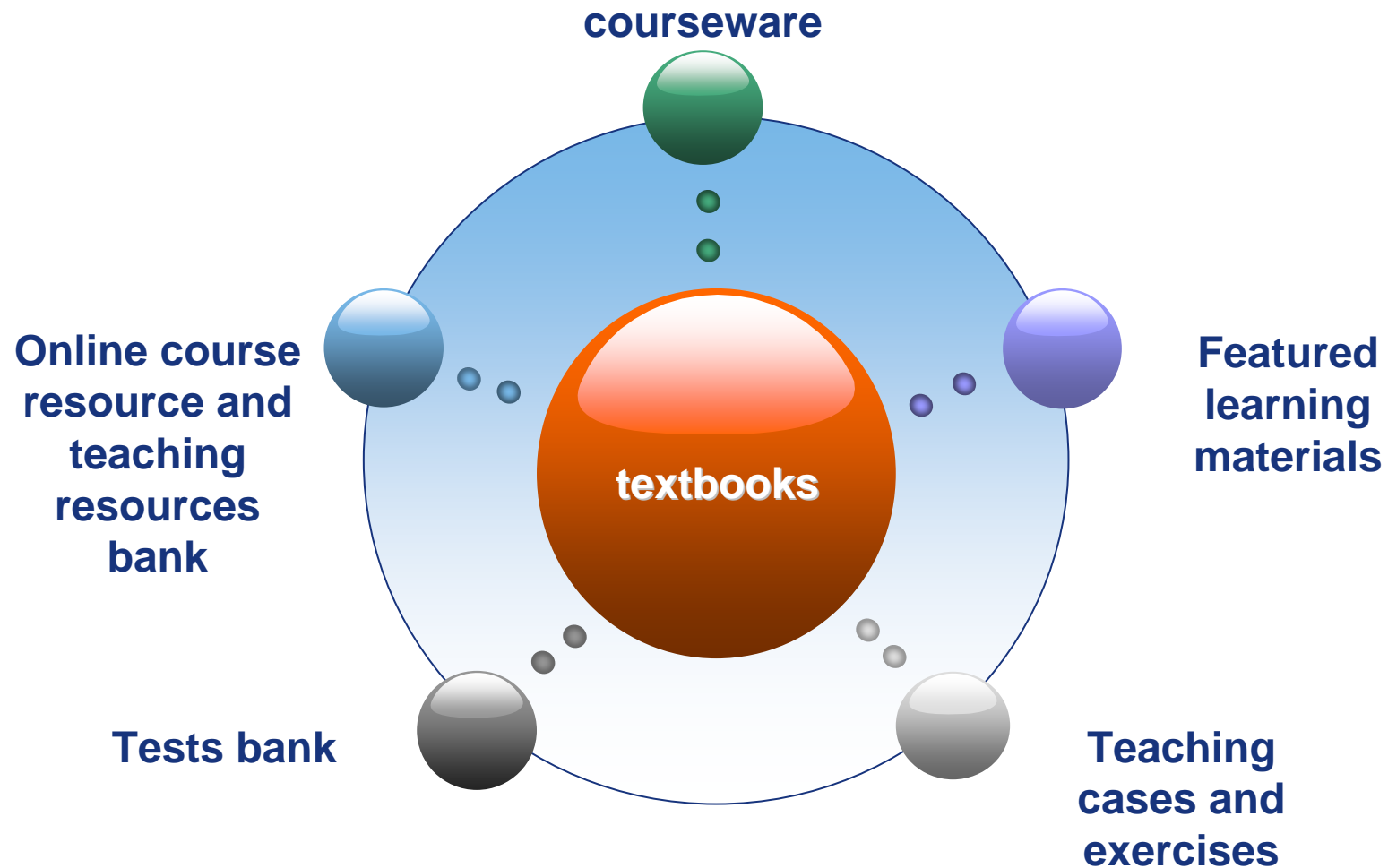




Work-learning station 4



Step 2-3: Development of teaching materials





Step 2-4: Teaching process



principle 1

Putting emphasis on the selection of learning materials and attach less importance on the textbooks



principle 2

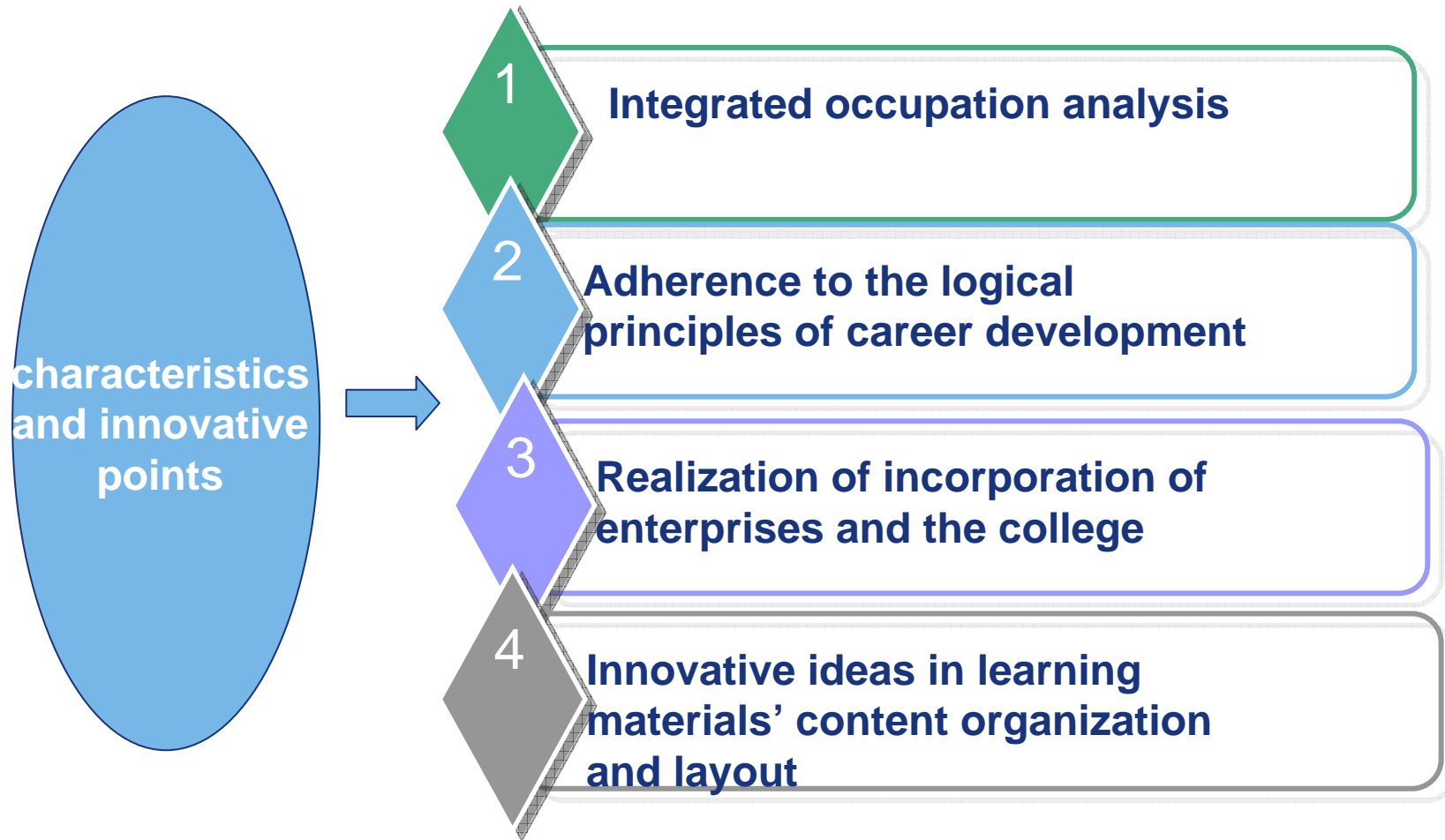
Adopting an approach of “holistic action”



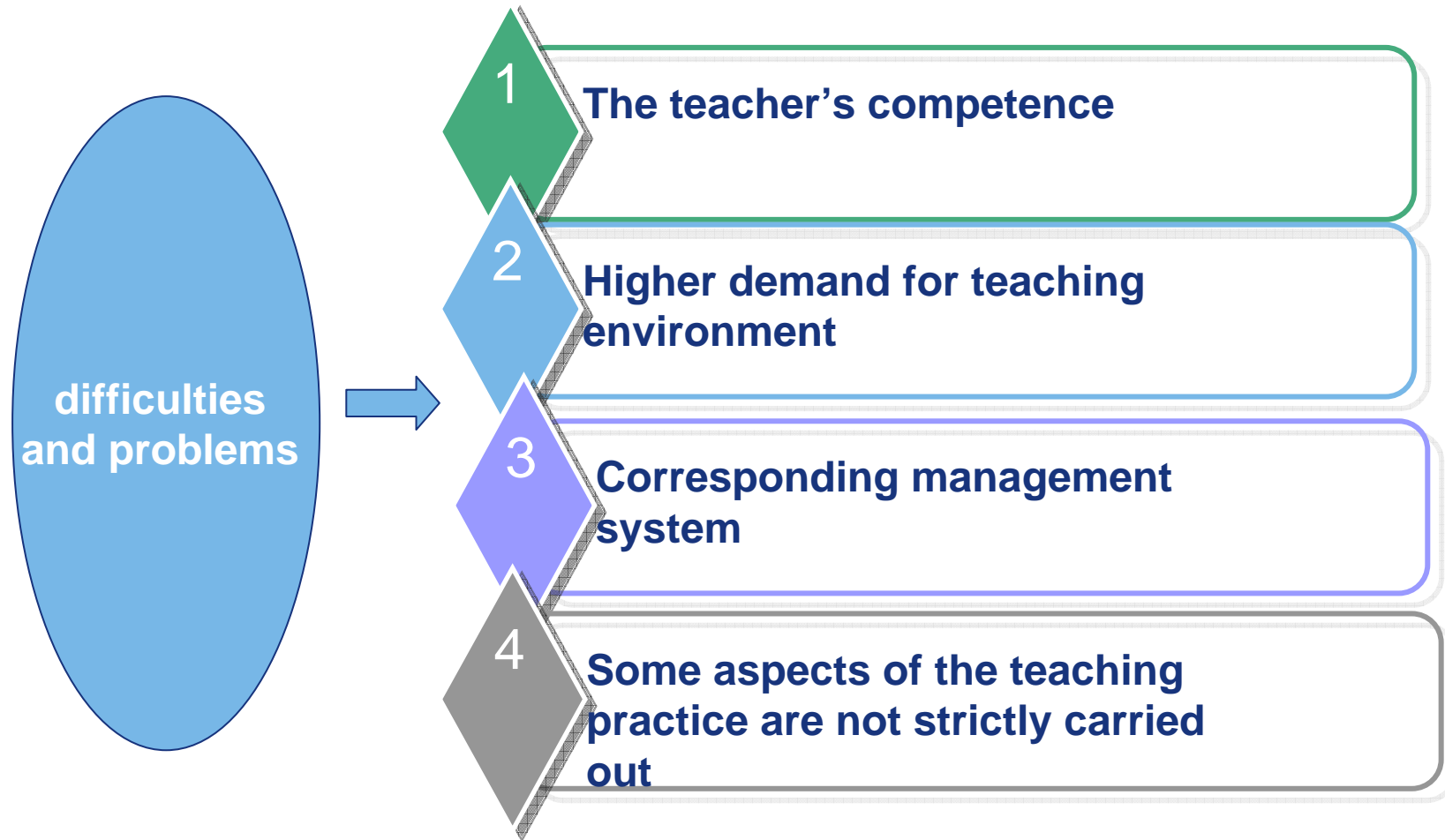
principle 3

Student-centered learning

Summary and reflection



Summary and reflection





Thank You !

