Research on the Teaching Ability System of"Double-position"Higher Vocational Teachers in the Context of Informatization

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Abstract: This paper studies the teaching ability system of"double-position"higher vocational teachers under the background of informatization.In the information age,higher vocational education needs to train teachers with both professional knowledge and information technology,and it is an inevitable trend to build a"double-position"teacher team.Therefore,it is very important to establish a scientific and effective teaching ability evaluation system.In order to provide theoretical basis and practical guidance for the implementation of the"double-position"higher vocational teachers'teaching ability system,this paper discusses three aspects:formulating a clear norm of teaching ability,strengthening experts'participation and cooperation,and introducing advanced evaluation methods and tools.

Keywords: Informatization background;"Double-position"vocational teachers;Teaching ability system

1. Introduction

With the rapid development and application of information technology,the field of education is also facing great changes and challenges.E-education has become one of the important driving forces to promote education reform in higher vocational colleges. Under this background,the concept of"double-position"teachers came into being,that is,teachers who have both professional knowledge and skilled use of information technology.It is urgent to construct the teaching ability system of"double-position"higher vocational teachers.

2. The Significance of the Research on the Teaching Ability System of"Double-position"Higher Vocational Teachers in the Context of Informatization

The purpose of this study is to build a set of evaluation system for the teaching ability of"double-position"teachers to meet the requirements of industrial colleges in the context of new medical majors,and to provide reference for the teacher management and teaching practice of industrial colleges of medical universities.Such an evaluation system can measure the professional knowledge and teaching skills of teachers under the background of informatization,so that"double-position"teachers can play a better role in the information environment[1].By establishing a clear norm of teaching ability,teachers can better understand their own teaching status and advantages in different aspects,and carry out targeted promotion and improvement.By participating in the Delphi

questionnaire,teachers can discuss and communicate with other experts,so as to continuously improve their teaching ability.

By extensively inviting experts with rich management experience such as Principals,Deans,Directors of Academic Affairs to participate in the formulation process of the evaluation system,we can gather the strength of all parties and form a consensus.At the same time,paying attention to the heterogeneity among experts,such as gender,education,professional title,age and other factors,can ensure the comprehensiveness and diversity of evaluation results.By promoting cooperation and exchange among experts,an atmosphere of cooperation and sharing can be formed in the teaching field,thereby improving the overall level of the entire teaching team.And the introduction of advanced evaluation methods and tools is also one of the important characteristics of the evaluation system.The use of information technology,such as online questionnaires,can easily and quickly collect a large number of teachers and students'opinions and feedback.Combined with quantitative tools such as Likert scale,teachers'teaching ability can be evaluated more objectively.

3. The Main Content of the Research on the Teaching Ability System of"Double-position"Higher Vocational Teachers in the Context of Informatization

Typical Job Task Analysis requires an integrated career and job analysis,which can be analyzed and described by holding a practical expert seminar.The induction and transformation stage of the learning field integrates typical job tasks into four steps:determining the name of the learning field,outlining typical work tasks,determining course objectives,and selecting job and learning content.In the stage of learning situation design,the typical job tasks are dealt with in"teaching",including the determination of learning tasks,the ranking of learning situations,the determination of learning objectives and learning content,and academic evaluation.Instructional design is different from teaching.It focuses on teaching objectives,content,environment and feedback.In practice,teaching design should be presented in the form of designing teaching objectives,teaching activities,teaching resources,teaching environment and teaching evaluation,etc.Teaching implementation is carried out according to the process of teaching activities,which mainly includes the steps of situation introduction,assignment of learning tasks,organization of teaching activities,handling of emergencies and guiding students to self-evaluation and mutual evaluation,etc.Teaching evaluation is different in different stages and nature.It focuses on teachers'teaching methods and teaching ability.At the same time,teaching evaluation at the macro level also includes course evaluation.

Professional theoretical knowledge refers to the subject knowledge of a certain professional field,including related theories,concepts,principles,etc.Professional practical knowledge refers to practical experience such as experiment and training in professional education activities.Professional reflection knowledge is the knowledge that reflects on professional theory and practice,which helps teachers constantly revise and improve their professional ability.Information literacy focuses on five aspects:information awareness and attitude,information knowledge and skills,information application and innovation,informatization research and development,and the social responsibility of information.By cultivating these abilities,teachers can better adapt to the teaching needs of the information age.

4. The Implementation Measures of the Teaching Ability System of"Double-position"Higher Vocational Teachers in the Context of Informatization

4.1 Develop a clear norm of teaching ability

According to the characteristics and needs of higher vocational education,it is necessary to formulate clear teaching objectives and clarify the teaching ability that teachers should have.The objectives should include the mastery of professional knowledge,the application of teaching methods,student guidance and tutoring,the utilization of teaching resources,and the application of information technology in teaching[2].At the same time,the corresponding evaluation criteria and norm are determined to evaluate whether the teacher's teaching ability meets the requirements.And it a sound training and cultivation mechanism can be established to provide high-quality education and training resources,and provide teachers with relevant teacher training and professional development courses.These training activities should focus on the norm of teaching ability to help teachers improve their teaching ability under the background of informatization.

In addition,the teaching feedback mechanism should be established.Through teaching evaluation,teaching observation,teaching exchange and other ways,the interaction and communication platform among teachers is established to promote the sharing of experience and the improvement of teaching methods.At the same time,teachers should actively reflect on their own teaching practice,sort out teaching experience and problems,so as to continuously improve their teaching ability.

Finally,it is necessary to construct the evaluation system and incentive mechanism.A scientific and reasonable teaching evaluation system should be established,including regular teaching evaluation and performance appraisal.The evaluation of teachers'teaching ability should be carried out under the background of informatization,and focus on the evaluation of teachers'performance in the

application of information technology,innovative teaching design,student evaluation and teaching effect.At the same time,an incentive mechanism should be established to convey positive teaching ability signals to teachers and encourage them to give full play to their teaching ability by means of rewards and promotions.

4.2 Strengthen the participation and cooperation of experts

Experts and scholars in the field of education can be invited to participate in the training and guidance activities of higher vocational teachers to provide professional guidance and support.Experts can share their teaching experience and latest research results to guide teachers to improve their ability in teaching practice under the background of informatization.Their participation will enrich the content of teacher training,and provide cutting-edge thinking and innovative perspectives.Moreover,it advocates the establishment of school-enterprise cooperation projects and industry docking platforms to realize the close integration of school teachers and actual work fields.Teachers can collaborate with companies and industry experts to learn about the latest trends and needs of the industry,and apply this information to their teaching.The participation of business and industry experts can also provide practical cases and real-world problems to help teachers better cultivate students'practical ability and problem-solving ability.

Organizing experts to evaluate teachers'teaching ability can evaluate and guide teachers'teaching practice.Evaluation can include classroom observation of experts,evaluation of instructional design and evaluation of teaching results.The participation of experts will provide teachers with authoritative evaluation opinions,help teachers find their own shortcomings,put forward targeted suggestions for improvement,and ultimately promote the improvement of teaching ability.In addition,it is necessary to build a resource sharing platform for experts to promote exchanges and cooperation among experts.The platforms can include online discussion area,Online seminars,expert resource libraries,and other forms.By sharing teaching experience,research results and teaching resources,teachers can carry out in-depth academic exchanges and cooperation with experts across the limitations of time and space.Such a platform will facilitate the interaction of experts and strengthen the construction of the teaching ability system.

4.3 Introduce advanced evaluation methods and tools

The traditional evaluation methods mainly focus on classroom observation and examination score,it is difficult to evaluate teachers'teaching ability comprehensively.Under the background of informatization,a variety of evaluation methods can be introduced,such as instructional design evaluation,student work evaluation,Peer evaluation classroom teaching and so on.These methods can more comprehensively reflect teachers'ability in teaching design,teaching implementation and teaching effectiveness. With the help of modern technical means,some advanced evaluation tools can be developed and applied[3].For example,online teaching platforms can provide real-time teaching data and the norm of students'performance,and teachers can evaluate and adjust teaching based on these data.

Under the background of informatization,the teaching of"double-position"teacher emphasizes on cultivating students'subjectivity and creativity.Therefore,students'participation should be gradually introduced in teaching evaluation.Through student self-assessment,mutual assessment and group evaluation,students can evaluate the teaching content,teaching methods and teachers'teaching ability.Such an evaluation can not only increase students'participation,but also provide more objective evaluation data.Evaluation tools and methods work best when they are combined with teacher feedback and improvement.

Conclusion

The research on the teaching ability system of"double-position"higher vocational teachers under the background of informatization is of great significance for improving the quality of higher vocational education and training talents to meet the needs of the information age.Establishing a clear norm of teaching ability,strengthening experts'participation and cooperation,and introducing advanced evaluation methods and tools are the key measures to realize this system.Through these efforts,we can provide more scientific and comprehensive teaching ability evaluation and training support for higher vocational teachers,and further promote the development and progress of higher vocational education.

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