

Analysis of Curriculum Diagnosis and Improvement Strategy Based on “Sydney Agreement”

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Abstract: The “Sydney Agreement” is proposed for “engineering technology experts”, mainly for the certification of engineering technology education. The agreement can meet the market’s demand for professional talents to a large extent, and distinguish the types of talents with a clear system. Although China has not introduced this agreement at present, it is an inevitable trend for my country’s engineering technology education to join the international engineering education certification, to be in line with international standards, and to go international. Based on this, it is a very meaningful subject to discuss the curriculum diagnosis and improvement of engineering technology education in my country based on the “Sydney Agreement”.

Keywords: Sydney Protocol; Curriculum Diagnosis; Curriculum Improvement

1. The background of the course diagnosis and improvement work

1.1 National level support

Curriculum diagnosis and improvement is one of the important ways for landscape engineering technology majors to carry out independent quality culture construction^[1]. In recent years, my country has issued a series of policy documents on curriculum diagnosis and improvement, hoping to promote engineering technology education schools to give full play to the subject consciousness, establish a sound internal curriculum quality assurance system and operation mechanism, and then promote engineering technology education in my country. Go international and expand the international influence of my country’s engineering technology education. And then participate in the cooperation and development of international engineering technology education to a greater extent, actively participate in the formulation and research of international training standards and related rules for engineering technology education, and develop engineering technology professional standards and engineering technology curriculum systems that are in line with international standards. Ultimately, it will expand the discourse power of my country’s engineering technology education in the world and enhance my country’s national soft power.

1.2 Influence of the Sydney Agreement

Judging from past educational experience, the key for colleges and universities to independently diagnose and improve courses is to integrate with the quality concepts and training standards of international higher education, and to adjust them according to their own conditions in the actual teaching process. The “Sydney Agreement” is an important part of the engineering technology education and engineer certification system. It is mainly aimed at the three-year engineering technology education, and it happens to be in line with the engineering technology education training specifications currently being implemented in my country. Based on this, my country’s engineering technology education Technical education refers to the “Sydney Agreement”, and the connection with international engineering and technical personnel training standards and educational concepts has become an inevitable trend.

1.3 The Supporting Role of the Sydney Agreement on Curriculum Diagnosis and Improvement

With the continuous development of engineering technology education, connotation development has become a bottleneck for the sustainable development of engineering technology schools. In addition, each engineering and technical school is located in different regions, facing industry development prospects, its own educational foundation, and school-running goals. The development of curriculum diagnosis and improvement must be consistent with the actual situation of each school, in order to truly promote the self-diagnosis, self-improvement and self-improvement of engineering and technical schools. Stimulating the

endogenous power of engineering and technical schools is the most critical step in the self-improvement process of engineering and technical schools. Therefore, referring to the core educational concept of the “Sydney Agreement” to carry out the course diagnosis and improvement of engineering technology education in my country, and to establish and improve the independent course diagnosis and improvement operation mechanism of engineering technology schools, it is the key to improve the teaching quality of engineering technology schools.

1.4 Overview of the Sydney Agreement

The Sydney Accord is an accreditation for three-year advanced engineering and technical education and talent. It was mainly signed by several countries in a joint discussion and agreement. The agreement was signed for the first time on June 25, 2001, and Hong Kong, China, as a part of it, mainly represented non-governmental professional groups in its own country or region. After that, the United States joined the agreement in 2009, followed by South Korea and Taiwan.

2. Problems existing in course diagnosis and improvement work

2.1 Insufficient attention to curriculum diagnosis and improvement

At present, most schools do not pay enough attention to curriculum diagnosis and improvement, and a series of workflows such as curriculum design, curriculum management, curriculum implementation and training objectives lack scientific diagnosis and improvement^[2]. The analysis, feedback and utilization of the monitoring results are not in place, and the overall situation is still in the stage of solving a problem when a problem is discovered. Such a mechanical attitude greatly affects the course diagnosis and improvement work.

2.2 The goal of course diagnosis and improvement work is not clear

The goal of the current course diagnosis and improvement work is not clear, and the current guiding ideology needs to be improved.

2.3 The system of course diagnosis and improvement work is not perfect

A considerable number of schools do not have a complete monitoring mechanism for the whole process of curriculum quality, nor do they control the evaluation system of theoretical teaching and practical teaching in the actual education process. Even the evaluation system of practical teaching has not been fully established.

2.4 The degree of informatization of curriculum diagnosis and improvement is low

With the development of science and technology, we have now entered the information age, and information services are extremely rich. As the core of the school’s teaching field, the degree of informatization is far behind the society, and even there is a big gap with the degree of informatization in other fields of the school.

3. Curriculum Diagnosis and Relevant Strategies for Improvement Work

3.1 Guided by the three core educational concepts of the Sydney Agreement

The first core educational concept in the “Sydney Agreement” is “student-centered”, which is undoubtedly a new educational paradigm for landscape engineering and technology majors. On this basis, the major must comprehensively, holistically and coordinately promote the diagnosis and improvement of the curriculum. The first is the change of educational concept. Our previous educational concept is “teacher-centered”, that is, teachers are dominant, and the focus is on how teachers “teach”, but now we need to change to “student-centered”, that is, students Predominantly, the emphasis is on how students “learn”. The setting of the teaching objectives, teaching content and teaching methods of each course of landscape engineering technology should also focus on the learning objectives, professional direction and future career planning of the major, so that students can better adapt to the society. ability and meet the market demand for landscape professionals. In addition to these contents, the school should also be student-centered in the evaluation of curriculum teaching, starting from the learning status and learning effect of students, so as to promote the talent training goal of engineering and technical schools to shift from theoretical abundance to specific practical ability.

The second core educational philosophy of the Sydney Accord is “results-oriented”. Landscape engineering technology courses in the past tended to focus more on input, subjective feelings and typical cases. However, starting from the core educational concept of the Sydney Agreement, the current engineering technology education should pay more attention to the effectiveness of education and the actual effect of curriculum implementation. and all students.

The third core educational philosophy of the Sydney Accord is continuous improvement. The “Sydney Agreement” advocates the principle of dynamic, continuous and open in the guarantee system of course quality, but the course quality guarantee system of most engineering and technical schools in the past is usually static, fractured and closed. On the whole, the curriculum quality assurance

system actually exists to monitor and control the school's curriculum quality. The training objectives are highly in line with the market demand, and then to a certain extent, promote the improvement of the quality of engineering and technical talents and the connotative development of engineering and technical schools.

3.2 Guided by the “Sydney Agreement”, reshape the concept of engineering and technical personnel training

Curriculum diagnosis and improvement work is actually an extremely complex and systematic project. Based on its nature, it is extremely necessary to establish a comprehensive organizational structure and top-level design when conducting curriculum diagnosis and improvement work^[4]. When building a comprehensive organizational structure and top-level design, we should pay attention to the guiding role of the course diagnosis and improvement of landscape architecture, and incorporate the course diagnosis and improvement work into the professional development plan and course ideology and politics, so as to make the whole school ideologically All staff recognize that the starting point and end point of the school is to promote the all-round development of students and improve the quality of the school's curriculum.

3.3 On the premise of the institutional construction of the Sydney Agreement, build an operating mechanism

The Ministry of Education of my country has included the system construction of the curriculum diagnosis and improvement work in engineering and technical schools into the annual work points. It can be seen that the importance of system construction in the work of curriculum diagnosis and improvement and the country's emphasis on curriculum diagnosis and improvement work degree. Therefore, in order to efficiently complete the diagnosis and improvement of courses, the major of landscape engineering technology must build a curriculum quality assurance system within the school, issue an implementation plan for curriculum improvement, and promulgate the construction standards for engineering and technology, teaching standards for engineering and technology, and Curriculum standards and other related documents to create a complete curriculum standard chain.

3.4 Designing monitoring and evaluation tools for diagnosis and improvement work with reference to the “Sydney Agreement”

Curriculum diagnosis and improvement work is a systematic work with full participation, whole process and all-round. Before building a building, the foundation must be laid first, and the same is true for curriculum diagnosis and improvement. Landscape majors must first do basic work, aiming to achieve the goal of curriculum diagnosis and improvement, and design a set of professional talents training. The quality of work is the standard diagnosis and improvement tool, and the course diagnosis and improvement work is gradually promoted.

3.5 Develop a platform for curriculum diagnosis and improvement with the support of the “Sydney Agreement”

The Ministry of Education of the People's Republic of China has put forward the requirements for curriculum diagnosis and improvement of five vertical, five horizontal and one platforms. Among them, platform construction is the basis for curriculum diagnosis and improvement. Relying on big data, curriculum diagnosis and improvement can only be carried out with a basis and a valid basis. actual effect.

3.6 Cultivate the construction of curriculum resources under the guidance of the “Sydney Agreement”

In order to improve the problems in classroom teaching more targetedly, we should actively seek and innovate strategies. With the help and guidance of the “Sydney Agreement”, we can better transform students' score assessment into practical ability. The teaching resources of such courses have extremely high requirements for students on a large level, and they can better educate the content of the classroom and ensure the comprehensive optimization of teaching resources.

Under the true standards of the “Sydney Agreement”, the basic goals of school teaching will also undergo subtle changes, and students' problem-solving skills and temporary adaptability will be more accurately exercised.

4. The Necessity of “Sydney Protocol” in Curriculum Diagnosis and Application

4.1 Is the internal demand of the professional construction of garden technology

In order to further adapt to the ever-changing environment in the development of the socialist market economy and cultivate technical talents with excellent professional quality and ability, we should skillfully use the basic requirements in the “Sydney Agreement” to comprehensively improve students' professional quality and ability , professional can further enhance my country's

international competitiveness, as well as the overall status in the world, is the inherent need of socialist development and construction.

4.2 It is the demand of education development and innovation

Actively integrating the “Sydney Agreement” into education and teaching can better improve the problems and drawbacks in classroom teaching, truly meet the basic needs of the long-term and stable development of education, and promote landscape engineering technology to the greatest extent. The diagnosis and improvement of professional courses are carried out.

4.3 Is the demand of the “One Belt One Road” initiative

With the continuous adjustment of my country’s economic structure, the development direction and strategies of various industries have undergone very obvious changes. As the largest developing country in the world, my country has actively put forward the “One Belt, One Road” initiative, the purpose is to better establish relatively good communication and exchange channels with other countries.

5. Conclusion

To sum up, the “Sydney Agreement” brings the forestry engineering technology education on our campus into line with international standards and improves the quality of its personnel training. Based on this, starting from the “Sydney Agreement”, this paper analyzes the “Sydney” from three perspectives: the development background of the course diagnosis and improvement of landscape engineering technology, the problems existing in the course diagnosis and improvement work, and the relevant strategies for the course diagnosis and improvement work. From the perspective of “Protocol”, the relevant measures that should be taken in the diagnosis and improvement of this professional course are put forward.

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