



NEWSLETTER

Issue 2, 2020

Research Group of NIES Conducted the Second Round of Survey on Satisfaction with Secondary Vocational Education

A research group of the NIES conducted the second round of the survey on satisfaction with secondary vocational education in 2019 among students from 630 secondary vocational education schools in 308 cities spread across 31 provinces. Among them, 61,474 graduates were involved in the survey. A total number of 49,626 valid questionnaires were collected. The survey focuses on the expectations of students about secondary vocational education before enrollment; their opinions about education quality, education environment, education equity and education outcomes; as well as their degree of satisfaction with secondary vocational education after graduation.

The results of the survey on satisfaction among students from secondary vocational education schools are as follows:

1. The degree of satisfaction among students from secondary vocational education schools is that they are "fairly satisfied".
2. The sense of attainment increases sharply.
3. The general degree of satisfaction of students from secondary vocational education schools and students from general high schools is close.
4. Students hold low expectations about secondary vocational education schools before enrollment.

Main findings of the survey on satisfaction with secondary vocational education are as follows:

1. Institutes in the east part of China have shown great advantages of development, while those in the middle and west parts of China experience high speed of development.
2. Secondary vocational education schools generally emphasize the cultivation of talent, which has been recognized as being outstanding in training skilled personnel.
3. The degree of satisfaction of majors regarding manufacturing industry and agriculture remains to be improved.
4. The degree of satisfaction among sub-populations of students varies dramatically. The development of disadvantaged students deserves great attention.

Suggestions for improving secondary vocational education are as follows:

First, improve the effectiveness of talent cultivation by employing extensive education resources based on the principle of being learner-centered.

Second, improve the quality of expertise development with employment and industry-oriented perspective.

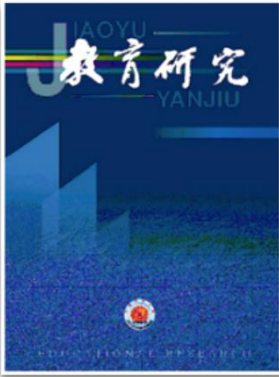
Third, advance education equity and provide assistance accurately.

Fourth, emphasize information dissemination about secondary vocational education.



Changing the Trend Toward Utilitarianism in Education

The Research Group of NIES, published on *Education Research*, 2020 (8)



This paper is the research achievement of the project "Research on the reform of educational evaluation of breaking the 'five only'". The leader of the research group is Cui Baoshi, President of the National Institute of Education Sciences, People's Republic of China. The members of the research group include Deng Youchao, Wan Zuofang, Li Jianmin, Huang Xiaolei, Qin Lin, Weng Qiuyi, Cao Peijie and Du Yunying.

Abstract: The trend toward utilitarianism in education, characterized by a short term, one-sidedness, simplicity, and infectiousness, has excluded the all-round development of students, alienated the educational process, generated overloaded education, and triggered anxiety about education. A historical phenomenon and problem, it reflects social utilitarianism in the field of education, and an inevitable pain in the current stage of social development. The trend toward utilitarianism in education results from the instrumentalized concept of social education, the insufficient supply of high-quality educational resources and their structural imbalance, the "complicity" between education and society, and the "stage effect". From an international perspective, the trend toward utilitarianism in education is an educational crisis worldwide. With the future change of China's economic society, challenges and opportunities coexist in the reversion of the trend toward utilitarianism in education. There will be a sharper contradiction between technological innovations plus industrial upgrading and utilitarianism in education; the population change will lead to the concentration of future educational demands on urban areas and middle-class families, making it difficult to weaken the trend toward utilitarianism in education in a short period. However, technological reforms have brought about opportunities for the reversion of the trend toward utilitarianism in education. We need to extend the concept of cultivating talents by molding people's high morals from the educational system to the entire society, improve the vertically connected, horizontally communicational, and flexible structure of education, strengthen the urban governance of education, and enhance the "inter-governmental learning ability" in the practice of educational policies.



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The "China's Innovation Capability Monitoring Report 2019" Jointly Compiled by NIES is Published

The On-line Conference about UK Degree apprenticeships, jointly organized by the National Institute of Education Sciences (NIES), the Association of Education and Technology, and the China-British Business Council, was held on April 17-18, 2020. The conference has been watched on line 7, 158 person-times.

Five experts were invited to share their views on degree apprenticeships in the UK. Jonathan Ledger, specialist of the Education Team of the Department for International Trade, UK, delivered two presentations, "Apprenticeship in the UK: creating and delivering successful industry-specific higher and degree apprenticeships" and "Understanding how industry can nurture and develop its own talent through apprenticeship schemes", respectively. Prof. Geoff Hayward, head of the Faculty of Education, at the University of Cambridge, delivered a lecture entitled "Apprenticeship and degree apprenticeship: what might China learn from the English experience?" Liz Gorb, director of Apprenticeships, Manchester Metropolitan University, delivered the lecture "Partnering with employers to develop innovative degree apprenticeships". Aidan Friend, associate pro-vice-chancellor at Coventry University Group and Kerry McGreavy, head of Apprenticeships at Coventry University, delivered a lecture entitled "Utilising apprenticeships to develop talent and open up career pathways".

The conference was the first on-line international academic exchange activity held by the NIES during the coronavirus outbreak. The aim was to strengthen academic exchange with other countries around the world. The meeting has strengthened the participants' understanding of degree apprenticeships in the UK and accumulated useful experience for the NIES to explore the way to carry out on-line international academic exchange and cooperation.

Representatives from the Research Center for Vocational, Technical and Continuing Education and the Department for International Exchange participated in this event.

NIES Successfully Holds On-line Conference about UK Degree Apprenticeships

Recently, "China's Innovation Capability Monitoring Report 2019" was published by the Science and Technology Press. The report is an important achievement of the annual survey on university innovation ability jointly carried out by the Science and Technology Department of the Ministry of Education, the Strategic Planning Department of the Ministry of Science and Technology, the National Institute of Education Sciences, and the Chinese Academy of Science and Technology for Development.

The "China's Innovation Capability Monitoring Report 2019" comprises two parts. Based on the survey data of 2, 194 universities, the national open statistical data from 2008 to 2017, OECD statistics, etc., the characteristics and functions of innovation activities colleges and universities in China were monitored and analyzed in eight aspects: basic situation of universities, cultivation of innovative talent, investment in research and development of colleges and universities, scientific and technological achievements and transformation, international exchange and cooperation, cooperation and innovation of production, teaching and research cooperation, teachers' participation in innovation and students' participation in innovation. Several indicators were selected to compare different countries, different regions, different levels, different specifications and different types of colleges and universities. The report studied the construction process of building an innovative country in China, provided beneficial decision support for the implementation of innovation driven development strategy.

The investigation and monitoring of the innovation ability of colleges and universities is one of the important contents of the national innovation investigation system, which has been implemented since 2016. Researchers from the Research Center for Vocational, Technical and Continuing Education have participated this study.

