Research and Practice on Cooperative Education Pattern for Higher Vocational Colleges in China*

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Abstract. This paper analyzes the higher vocational colleges’ cooperative education model in China, which are divided into three basic types: model using service to seek cooperation, model relying on industry, model developing by the government’s promoting. Four basic conclusions are reached in this paper. First, relying on the development of the industry to promote co-education is the basis; Second, achieving the approval by using the service and promoting development with the cooperation are the premise; Third, the industry and social economic development’s needs are the starting point for personnel training and the purpose of cooperative education; Forth, Local government’s attention and support are the ensurement of the sustainable development of cooperative education.

Keywords: Higher vocational colleges, Cooperative education, Education mode.

1 Introduction

Vocational education which taking the road of industry-university cooperative education have been more mature in the West. Regardless of the Canada's Harker institute pattern [1], or the Germany's binary cell system cooperative education pattern[2] and the Britain's sandwich pattern[3]. They are distinctive and combined with the reality of each. China has introducted the cooperative education for more than 20 years and has created the Chinese characteristic’s education model. Especially in recent years, vocational schools’ cooperative education has developed rapidly. However, what kind of cooperative education they adopt and the characteristic of the model are still not clearly explained. China’s Cooperative Education Summit in October 2009 sponsored by Chinese Higher education Academic Organization [4]. A total of 277 representatives who come from 110 colleges and universities, research institutes and enterprises attended the meeting, the participants presented 113 papers, of which 62 submit by vocational institutions, and these 62 papers have provided practical information for us to understand the vocational institutions’ cooperative education. This paper just analyzes and researches these papers to find some basic conclusions.

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2 A Variety of School-Enterprise Cooperative Education Model

2.1 Model Using Service to Seek Cooperation

A majority of higher vocational colleges’ cooperative education model’s acting are according to ministry’s education instruction spirit, they developed in recent years and has formed three kind of fundamental models roughly.

Beijing Vocational College of Politics and Law takes the service as an objective and takes the employment as a guide to promote the industry-university cooperative education[5]. They tried out the educational pattern with the coordinating of the enterprise, the educational pattern which the raise method were unioned by school and business and the pattern of school and business’ entity cooperation. For example, they set up the high-level security training college together with the weizhijie company, cooperate with Carrefour company on conducting “Carefour” class. In 2009, the weizhijie company organized 140 teachers and students to participate in the net public competition's safety work in Beijing and then they have formed a good partnership. Beijing Vocational College of Agriculture has developed an integration practice, they has established core value idea of “running a school within the service, serving in the school running, the school running and the service for society were win-win”, causes the institute development’s values, goals and behaviors to transfer from the institute’s self-centered in the past to social regional development centered, they also against the false services of "self-centered" and promote the effective "real services" which meet the needs of colleges and goals of social development. For example, the school chooses 20 specialized backbones to serve as township mayor of science and technology every year, they adopt self-provides the funds with the subsidy 300,000 Yuan simultaneously. They focus on the college-related resources in more than 50 villages, enterprises, factories, households and other points and launch counterpart support to obtain the service’s actual effect. The institute earns the funds support from each kind of the service and training projects and, then they can develop teaching — scientific research aspect and realize the win-win of school and service.

2.2 Model Relying on Industry

Shanxi industry professional technology college depends upon the abundant industrial foundation to promote multi-level school-enterprise cooperation. For example, they associated with the province's three state-level development zones, eight large manufacturing and more than 500 leading enterprises of the National Federation of Machinery Industry member companies. From then on, they had 89 off-campus practice bases and has formed a new raise model: take the professional capacity-building as the main line, take the raise of the humanistic qualities and professionalism as the basis, persist the integration in personnel training and enterprises’ demand, blend of professional teachers and craftsmen, integrate the theory teaching and skills training, integrate the course content and the work mission, take maximum limit to develop student's beginning ability innovation ability, industrial ability, and the occupation extends ability as the goal. Though this to make the pedagogue's various aspects ability development overally. Radio Film and Television Management College has tried of the "three platforms (professional