



FAKULTÄT FÜR GEISTES-,  
SOZIAL- UND ERZIEHUNGS-  
WISSENSCHAFTEN

# Pedagogical Professionalism of Teachers in Vocational Education in the P.R. China

Alexander Schnarr, M.Sc. / M.A.

Didactics of Vocational  
Disciplines/  
International Co-Operations

# Overview

1. „Pedagogical Professionalism“ – Theoretical References
2. Motivation, Scope and Aim of the Research Study
3. Methodical Aspects and Challenges
4. Outlook

# 1. „Pedagogical Professionalism“ – Theoretical References

- „Profession“ vs. „Occupation“ (Sociology)
  - autonomy, social mandate, single-case specifics...
- „Acting professionally“ (Sociology, Educational Sciences)
  - involvement in dilemmas (paradoxes, antinomies...) of action as core problems of the daily work
  - no final solving, but reflexive handling of these core problems
- „Pedagogical Work“ (Educational Sciences, Teacher Research...)
  - characterized by ambiguities, uncertainties, a lack of transparency of learning processes

# 1. „Pedagogical Professionalism“ – Theoretical References (2)

**Pedagogical action** is characterized to a high degree by uncertainties, ambivalences and contradictory calls for action.

People **acting pedagogically professional** possess strategies to handle the (hidden) antinomies and paradoxes of teaching action cautiously and reflexively.

## 2. Motivation, Scope and Aim of the Research Study

- Involvement in the education of Asian vocational education staff since 2005
  - International Master Degree courses in Technical and Vocational Education and Training (TVET)
  - Further education measures for vocational education teachers from the P.R. China
- Dissemination of German/Western concepts of (vocational) education theory, models of lesson design (in the Dual System), learning psychology....
- Perception of disseminated knowledge? „Ready to use“ skills?

## 2. Motivation, Scope and Aim of the Research Study (2)

- Why (mid level) vocational education in the P.R. China?
  - relevance of vocational education for lifelong learning
  - growing educational sector (student numbers, budgets, relevance for labour market)
  - structural links to vocational education in Germany (age structure of students, recruitment / access...)
  - strategic research aspects (budget, time, accessibility)
- **Aim:** Gaining an understanding of the inner perspectives of the actors in the vocational education system in the P.R. China
  - Learning about possible antinomies / paradoxes / ambiguities in learning and teaching processes and about strategies to reflexively handle them

### 3. Methodical Aspects and Challenges

- Basic orientation and structuring of the project:
  - „Professional Antinomies of Teacher Action“ (Werner Helsper)
- Data collection:
  - Guideline-based, semi-structured interviews with vocational education teachers (mid-level vocational education)
- Data interpretation:
  - Documentary method
  - Qualitative content analysis
- Challenges:
  - language and loss of data
  - access and recruitment

## 4. Outlook

# Pathways towards professionalisation?

**Thank you very much for your attention!**

**Questions, Comments, Contributions?**

**[www.ovgu.de](http://www.ovgu.de)**

## Contact Information:



Alexander Schnarr, M.Sc. / M.A.

E-Mail: [alexander.schnarr@ovgu.de](mailto:alexander.schnarr@ovgu.de)

Phone: +49 (391) 67-1 63 73

Otto-von-Guericke-University Magdeburg  
Department of Vocational Education and Human Resources Development  
Didactics of Vocational Disciplines/ International Co-Operations