A Proposal of Distance Education Plan for Vocational College Teacher in China: An Cross-Cultural Educational Collaboration with U.S. Research University

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**Introduction**

This poster presents a proposal for distance education for vocational teachers in a Chinese vocational college, including needs assessment on teacher needs, blended learning curriculum design, online module design and delivery, and learning outcomes evaluation criteria. This distance education plan will be collaborated with a U.S. research university. Blended learning is proposed due to the distance and working schedule conflicts of teachers and students. The courses will be taught by faculty from the U.S. university. Included in this proposal, considerations on transferring existing teacher education curriculum systems will be discussed. However, due to the unique characteristics of Chinese education system, challenges have been identified for curriculum borrowing, including different curriculum design, different classroom behaviors, and different teaching and learning styles. In this proposal, cross-cultural adjustment in terms of curriculum design, teaching styles, language barriers, and course materials delivery formats and so on, are demonstrated. To arrive at a solution, a planning model is displayed, which is a student-centered approach (vocational teachers as students) model surrounded by efforts collecting from government financial and policy-making supports, academic literature search and research, teaching and learning improvement, and effective collaboration with the US University. Limitations and recommendations will also be provided for next steps for the distance education plan.
Blended Teaching and Learning Plan

Due to the different locations of faculty from the US and student in China, the training and learning will be designed as a blended learning process. For regular semester including fall semester and spring semester, the training and courses will be delivered online. Then, during the summer, faculty from the US will travel to China to deliver the teaching in person for around three months.

Recommended Planning Model

Based on this case study of cross-cultural collaboration on vocation education joint project, a blending learning and teaching plan is promoted that may transfer to other studies coming across long distance between teachers and students. The planning model will hold student as the “center”, and is surrounded by efforts collecting from government financial and policy-making supports, academic literature search and research, teaching and learning improvement, and effective collaboration with an institution or organization from another country or region.

Summary

This proposal presented the brief and basic ideas that will be described and explained in the submitted paper later based on this on-going study on international collaborated vocational education project. This study appropriately captured the intersection of technology and education areas, as well as the surrounded issues that may affect effectiveness of technology use in education settings, including education setting, student demographic information, and cultural background of education context as so on.