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Meta-Analysis of the Development of Teacher Education in University in the Educational Research of China

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Abstract

This research is based on 67 articles related with the meta-analysis of the teacher education in the university, which was published on CNKI from 2001 to 2014. The study found that: Articles about this field were mainly published in 2011, presenting a falling and curving trend as a whole. The main 6 authors of these articles include Zhu Xudong, Zhou Jun, Shen Qibiao, He Xi, Zhang Guoqiang and Zhao Binghui while the main Research institutes involve Beijing Normal University, Fujian Normal University and Southwest University. However, little inter-academic cooperation has been conducted among authors and universities. These articles are mainly in the fields of comparative education and higher education, which focus on the formation path, the institutional environment, teacher education models and evaluation in universities.

Key words: China; University; Teacher education; Universitization

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INTRODUCTION

As early as in 1997, Deng Xiaoping had put forward “the idea of giving priority to the development of education”. Decision upon the Reform of the Educational System of

the Central Committee of the Communist Party of China (1985) pointed out that “education should serve socialist modernization while socialist modernization should rely on education.” The Thirteenth National Party Congress (1987) further proposed that “education is to last for generations”. In 2009, Premier Wen Jiabao made a summary that “education is to last for generations; teachers should be regarded as the foundation of education”. With the fiercer China’s education reform and the more and more enhanced “specialization of teachers”, traditional independent normal education system could not adapt to the social development in the aspects of structure, quality etc.. Meanwhile, the new teacher education system arose at the historic moment.

In 1904, Normal University of Chicago was merged into the University of Chicago, which created a precedent that teacher education was developed by the university (Luo, 2004, pp.125-127). In the early 1970s, normal college with a single teaching goal developed into department of teacher education attached to college of education in state universities of America, which were the first to complete the transformation from specialization to integration. Teacher education in America came into a period of overall universitization. In 1991, European Teacher Education Association put forward the concept of “universitization of teacher education”, which indicated that university should play an important role in the teacher training. Some European countries, such as France, successively put forward the goal of teacher education at the university. Since then, it had become a worldwide trend that teacher training system was seen as a component of higher education and closely connected with the university (Zhou & Zhu, 2005, pp.57-63+68).

Since Decision upon Deepening Education Reform and Promoting Quality Education (1999) proposed that “encourage comprehensive and non-teaching-training higher institutions to participate in teacher training of

primary and secondary schools and to set up normal college in the conditional universities". It indicated that China's teacher education system had developed from the closed pattern to the open one. Besides, it became the reality that university started to have a participation in teacher education. Since then, Chinese scholars have begun to study how to carry out the education of teachers in the university. Articles, such as "Strategy of Teacher Education Universitization Should Be Implemented" by Zhu Xudong and "Thought on University Participation in Teacher Education System" by Shi Wei, were about teacher training in universities. In recent years, some China's universities, such as Southwest University and Beijing Normal University, have conducted further researches upon universities' participation in the teacher training. Compared with some advanced countries, such as America, Britain and Japan, China's practice is still a preliminary exploration.

Although articles about teacher education in the university are innumerable and complicated, it is rare to do the research with meta-analysis in China's research. Therefore, it is necessary to summarize and analyze the existing researches so as to learn about the overall situation in China's education. Thus, theoretical and practical references can be offered to promote the univisitization of China's teacher education.

1. RESEARCH STATISTICS

1.1 Data Acquisition

CNKI, a plentiful Chinese database, is representative of China's document research. This article starts an advanced search upon relevant journals, theses and dissertations on CNKI with "teacher education" as a key word. Then, the detailed information (title, author, journal, date, etc.) is inputted into Excel to screen out satisfactory documents.

The screening criteria are as follows: a) Select articles with themes of "university" & "teacher education", or "university" & "teacher training". b) Collect articles with themes of "universitization" & "teacher education", or "universitization" & "normal education", for teacher education at the university are a trend of "universitization of teacher education" and "universitization of pedagogical education". c) Keep articles with themes of "college of education" and "teacher education", for teacher education is mainly carried out in college of education in universities. d) Choose articles with themes of "comprehensive university" and "teacher education", for university is also called comprehensive university in China. e) Eliminate repetitive and irrelevant articles, and then classify the articles into 5 types according to selection standards a)-e). Eventually, 52 journal articles and 15 master dissertations are screened out as the research object.

1.2 Research Methods

Meta-analysis is also called confluence analysis or secondary analysis. Meta-analysis was put forward by American Psychologist Glass in 1976. Meta-analysis is seen as a further statistical analysis of the various individual research results, for the purpose of conclusion integration. For the qualitative-research-biased researches in China, meta-analysis, as a document synthesis method with the aid of measurement and statistical analysis, does a secondary statistical analysis and combines qualitative analysis and quantitative analysis. Meta-analysis gets more and more favor of Chinese researchers. As an effective method of evaluative study, meta-analysis is widely used in the education field (Meng, 2006, p.13). Meta-analysis is mainly adopted in this research. Data calculation, chart drawing and analysis are applied in the collected articles so as to clearly understand the related authors, journals, institutions and the main contents in China.

1.3 Analysis Software

The research data statistics, data analysis and the formation of the chart are completed with the aid of Excel 2013 (WPS).

2. DATA ANALYSIS

2.1 Year of Production (Take Journal Articles for Example)

From All data (52 papers), collected from the field of Chinese education research, the paper involved teacher education in the university appeared in 2001 firstly. So far, seeing the total number of article curve, two peaks are appearing, one is in 2003-2004, 2009-2010 is the other. Especially in 2010, the number is up to 8 articles which are at the highest peak of research. 32 species (about 61.5%) in all articles are from CSSCI source journals. From the comparison between the overall curve and the curve of CSSCI, It can be seen that the number of papers about teacher education in the university is in a downward trend overall after 2010, being decreasing in high-level research results and slowing in the development.

2.2 The Author Statistics (as the First Author for Statistical)

After statistical analysis of the 51 authors of the journal articles, the result shows that the study on Chinese teacher education in the university is focused on 6 authors. Zhu Xudong, the scholar in Beijing Normal University, has published 4 articles. Zhou Jun, Zhu Xudong's colleague, has published the same articles. In addition, Shen Qibiao, He Xi, Zhang Guoqiang and Zhao Binghui, from Fujian Normal University, Southwest Normal University, Fujian Normal University and Beihua University, published 2 articles separately. The rest of people published 1 article.

Zhu Xudong, as the Chinese leader in the field of the study, has published a series of related articles, such as “it should implement the universitization strategy of teacher education” (Zhu, 2002, pp.18-19) “Ten views about the universitization of teacher education in the Specialized field of vision” (Zhu, 2005, pp.3-9) “Discuss the institutional construction of the teacher education discipline-inevitable choice for the universitization of teacher education” (Zhu, 2007, pp.6-11). From the perspective of the researchers' identity, master degree even above is achieved by authors generally, mostly PHD in education. Professors and associate professors account for 58.82% of the total, meaning that the researchers have higher academic ability and level of study. Judging from the source organization, Beijing Normal University, Fujian Normal University and Southwest Normal University are the three main research agencies which respectively occupy 21.2%, 11.5% and 7.7%.

2.3 Journal Distribution

52 papers, we have acquired, are from 27 journals in China. Among them, 10 species are CSSCI source journals, accounting for 37.04%. In 27 journals, 8 journals, *Modern Education Management*, *Journal of Higher Education*, *Journal of Henan University (Social Science)*, *Elementary & Secondary Schooling Abroad*, *Exploring Education Development*, *Jiangsu Higher Education*, *China Adult Education and Education and Vocation*, publish 2 papers. And that 2 journals which are *Heilongjiang Researches on Higher Education* and *Journal of Educational Studies* published 3 papers. Moreover, 3 journals (*Teacher Education Research*, *Comparative Education Review* and *China Higher Education*) publish 4 papers. Importantly, studies in foreign education journal publish the papers up to 5. To be last, the other 13 journals publish 1 essay, for example *educational research*, *technical education forum* and *theory and practice of education*.

It can be seen from the 27 journals, the research on teacher education in university in china mainly focuses on the related journals of comparative education and higher education that reflects the scholars in the field of comparative education and higher education are just more inclined to do than others, tending to study the problems of teacher education in university.

2.4 Research Involving Country

Among 67 papers, there are 30 papers, which specifically targeted research on the development of a national teacher education in the university, accounting for 44.78% of all articles. Other 37 articles (55.22%) generally study on the development of teacher education in university and are not related to the specific country. In all the papers, most of their research on American teacher education in the university, up to 13, accounting for 19.4%. 9 papers research on Chinese teacher education in the university, accounting for 13.43%. 4 papers research on English

teacher education in the university, accounting for 5.97%. In addition, France, Canada, Turkey and Finland all have 1 article. It can be seen from the above analysis, American teacher education in the university is the main object of study and reference. Moreover, specific targeted research on the development of Chinese teacher education in the university is relatively weak, usually mentioning the Chinese development on the question of foreign research. On the whole, the papers studying on the development of national teacher education in a university account for 31.33% of all articles and occupy 70% of the articles about specific national research. Although other articles have involved the development of Chinese teacher education in the university, only mention it when describes the development of overall global and the pertinence is not strong.

3. THE MAIN RESEARCH CONTENTS OF CHINESE TEACHER EDUCATION IN UNIVERSITY

By summarizing the 67 papers, the research on Chinese teacher education in the university mainly involves four modules: forming path, implementation of the institutional environment, training model (and the establishment of course) and the evaluation (deficiency and achievements).

3.1 Research on the Pathway of Forming Teacher Education in University

The paper “the practical problems and path selection about the development of teacher education in university” (He, 2013, pp.129-134) wrote by He Xi, described three pathway of forming teacher education in university: Normal School was merged into university and became the Faculty of Education; Normal School was upgraded to university, in which the Faculty of Education occupied an important position; Normal School was merged into independent college. With Chinese characteristics in its evolution, the research on teacher education in the university is so late. Suzhou University, the professor Wu Xiaoyong consider that there are two types of university studying teacher education now: the one still retains its “Normal School” name, but actually has been or is being developed into Normal colleges and universities, such as Beijing Normal University, East China Normal University and Anhui Normal University; while the other with a traditional teacher education has been renamed, for example Southwest University, Suzhou University and Ningbo University (Wu, 2011, pp.1-6). In addition, “The Path and enlightenment about the universalization of British normal education” (Jang, 2009, pp.128-133), “Development Research about the universalization of France teacher education” (Lian, 2011) and “Tradition and development about the universalization of Finland teacher education” (Zhou & Zhu, 2006, pp.49-54),

respectively introduced the evolution and forming path on teacher education in university in England, France and Finland.

3.2 Policy and Institutional Environment on Teacher Education in University

Beijing Normal University is a master of research in this field. The paper "American College of Education: Sub-institutional issues research about the universalization of teacher education" (Ibid) published in 2006, basing on the perspective of university's school of education, analyzed the subsystem environment about American teacher education in university from the formation of diversified missions, professor functional differentiation, the changing nature of college and current predicament. From the micro system of disciplinary institution of teacher education, the paper "Discuss the institutional construction of the teacher education discipline-inevitable choice for the universalization of teacher education" (Zhu & Zhou, 2007, pp.6-11) discussed the realistic foundation of its development and how to construct. In a word, it must have disciplinary institution environment of teacher education, when implementing the teacher education. Besides, the paper "Advances in the universalization of Europe teacher education reform" (Yao & Shen, 2006, pp.37-40), mainly from the European perspective of teacher education in university in the process of policy change, said that teacher education in university should have a policy supporting environment.

3.3 Teacher Education Mode

"Strategy upon the development of teacher education in university" (Cao, 2002, pp.1-5) by Cao Tunyu, with the trend of teacher education in university, combined the practice and the characteristics of teacher education in Ningbo University, and then state how to use "3+1" mode so as to better implement the strategy on the development of teacher education. It pointed out that students were asked to finish platform courses (including public platform courses, disciplinary ones and professional ones) in the professional college during the first three years, which took about 3/4 of the total credits. The rest 1/4 courses would be completed in college of education, learning the necessary education theories and teaching skills. It should be pointed that the non-education courses of the first three years and the normal ones of the last year were coexistent and transitive rather than completely disconnect. Furthermore, "The Tradition and Revolution of Teacher Education in Canada's Universities" by Shen Qibiao illustrated two common modes of teacher education in Canada: continuous teacher education mode and parallel teacher education mode (Shen, 2005, pp.63-66). "Policy Changes and Quality Assurance of the Universitization of Teacher Education" by Guo Jingxiu cited two common patterns of teacher education applied in China's university: "4+1" mode and "4+2" one (Guo, 2006, pp.148-151).

3.4 Deficiency and Achievements of Teacher Education in University

The paper, "Opportunity or Challenge: A SWOT Analysis of Teacher Education in University" (Deng, Li, & Yang, 2013, pp.136-142), coming from Deng Lei in Southwest University of China, is the most typical case. "Three intrinsic advantages" and "Three potential disadvantages" are summarized by SWOT Analysis from Teacher Education in University. Specifically speaking, "Three intrinsic advantages" are mainly reflected in Multidisciplinary and Fundamental, Subject Groups and Researching characteristics and higher Academic Level and keen Research Atmosphere. Correspondingly, Excessively "Professional", against the construction of Identity Consistency of "normal students" belongs to interdisciplinary group, Appearing the Collision between Professionalism and Knowledge easily, are known as "Three potential disadvantages". Because of the different level of attention and training pattern, Teacher Education in university is criticized in the development measure which is casual and occasional.

DISCUSSION

(a) At present, the related research about "teacher education in university" is mainly based on the qualitative research, without breaking the traditional thinking of humanities research methods. On the basis of the current trend of educational development, the research of teacher education in university should not only synoptically describe its development status in view of Metaphysical theories, but also introduce a statistical analysis method and describe accurately and objectively, which will thus lay the foundation for further improving teacher education in university.

(b) Beijing Normal University, Fujian Normal University and Southwest University are three high-yielding agencies in the field of teacher education in the university. But their research focuses on the institutions more while lacking cooperation between the institutions. From the perspective of individuals, authors with close cooperation are Beijing Normal University Zhu Xudong and Zhou Jun, Fujian Normal University Shen Qibiao and Yao Wenfeng. Most partners are teachers and students of the same school or college, but over 69% of them appear as independent author identity. Therefore, mutual cooperation should be strengthened between research institutions in the author, taking full advantages of individual schools, studying on the integrated use of perspective in school while avoiding blindness and repetitive, reducing unnecessary waste of resources.

(c) Data show that research papers are mainly in the field of comparative education journals, and only 13.43% of them focus on teacher education in university in China. Researchers focus more on the outcome analysis of the teacher education in foreign university while lacking practical study on teacher education in Chinese university.

In the study process in the future, Chinese scholars, basing on the historical background of the local university involved in teacher education and outstanding achievements from foreign countries, should set out from China's own policy and institutional environment and study domestic universities' realities, curriculum, training mode, and the advantages and disadvantages.

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