

Practice and Exploration on the International Credit Exchange Training Program in Higher Vocational Colleges

-By Taking Horticultural Technology of Jiangsu Agri-animal Husbandry Vocational College as Example

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Abstract

With the diversification and internationalization of personnel training, higher vocational colleges must strengthen construction of system and mechanism for international cooperation. The platform for international cooperation in higher vocational colleges can not only provides the possibility for the construction and research of credit exchange mechanism, but also reflects the requirements of internationalization and lifelong learning of Higher Vocational Education, in this paper, based on international cooperative education project, we analyze the credit exchange mechanism of horticulture technology specialty, summarizes the training mode of credit exchange in Jiangsu Agri-animal husbandry college to lay foundation for the smooth development of credit exchange between Higher Vocational Colleges and overseas institutions.

Keywords — Higher vocational colleges; overseas; credit swaps; personnel training; practice; exploration

I. INTRODUCTION

"The decision of the State Council on vigorously developing vocational education" (issued by [2005] No. 35) clearly pointed out that we should draw on advanced ideas of Foreign Vocational Education and actively introduce foreign vocational education resources to realize the opening of vocational education and strive to develop higher vocational students' foreign employment market^[1], according to the development of guidance, People's government of Jiangsu Province formulated

"Opinions on vigorously developing vocational education" (Su FA [2006]No. 26), which pointed out that we should built Jiangsu into priority areas of sino-foreign cooperation in Vocational Education, higher vocational colleges should be encouraged to carry out multi-level joint education with foreign institutions and educational institutions^[2]. therefore, along with intensification of world economy integration, The internationalization has become the new trend of Vocational Education and How to realize close cooperation with foreign institutions is a new topic of internationalization of Vocational Education^[3]. In this paper, from the training plan and curriculum system formulation, curriculum implementation and curriculum evaluation system establishment, we summarize the credit exchange cultivation mode of Horticulture Technology between Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute to provide theoretical reference for the talents training of credit exchange of other higher vocational school.

II. CREDIT EXCHANGE DUAL CULTURE BETWEEN JIANGSU AGRI-ANIMAL HUSBANDRY VOCATIONAL COLLEGE AND JEMBER STATE POLYTECHNIC INSTITUTE

Jiangsu Agri-animal Husbandry Vocational College is the only college in Southeast China to cultivate skilled scientific and technical personnel of Agr-animal husbandry, Since 2012, It have established extensive cooperation with more than 60 institutions or education and training institutions from the United States, Britain, Germany, Australia, Holland, Singapore, Taiwan, as well as other countries and regions in Africa and Southeast Asia. In 2014, which carry out dual culture of Horticultural Technology Students with Jember State Polytechnic Institute, From 2014 to 2016, 10 china students of horticulture technical specialty and 10 Indonesian students were exchanged and have complete the dual culture of credit exchange every year, we have made

bold attempts and useful explorations, and accumulated some valuable experience in the training of credit exchange talents.

III. THE CONSTRUCTION OF TRAINING MODE IN HIGHER VOCATION EDUCATION BASED ON CREDIT EXCHANGE OF PVERSEAS INSTITUTE

A. Jointly Formulated Training Programs and Curriculum System , it is an Important Foundation for Higher Vocational Colleges and Oversea Institutions to Carry out Credit Exchange

According to the training objectives of credit exchange, Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute of Indonesia jointly study and formulate horticultural technology professional credit exchange talents training program. When we formulate of horticulture technical talents training program, we adhere to the principle of equal emphasis on theory and Practice and take "international, open" as the basic idea, In which the number of courses and teaching tasks can meet the requirements of credit exchange^[4-5],at the same time, the professional advantages of overseas institutions can be integrated into the training program, which ensure the training program not only conform the requirements of talents training in Higher Vocational Colleges but also reflect domestic Solid foundation and foreign educational practice, so the training program meet the requirements of thick foundation, heavy practice and strong ability.

The training program of credit interchange in horticultural technology reflects the requirements for horticulture talents training in Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute, In which we set up 43 course,26 course were taken as professional courses and 12 main course(36 credits) were determined as credit exchange course, for example, storage and processing of horticultural products, agricultural machinery, Horticultural seed production technology, plant landscape, modern agricultural technology, cultivation of medicinal plants and organic agriculture and so on. At the same time we set practical course, such as entrepreneurship education. The teaching plan reflect the concept of digestion, absorption and integration and integrate teaching ideas and educational resources between domestic colleges and abroad universities.

B. Combination of Professional and Ability Quality, it is Training Target of Credit Exchange for Higher Vocational Colleges and Oversea Institutions

Closely collaborating with Jember State Polytechnic Institute, Jiangsu Agri-animal Husbandry Vocational College introduce vocational education idea of Jember State Polytechnic Institute, give expression to the training goal of "Trinity" in the teaching and pay attention to the cultivation of students' knowledge, ability and quality, when we carry out teaching activities, we also cultivate students' innovative spirit and entrepreneurial ability to constantly open up students' international vision^[6-7].when we formulate criterion for curriculum, on the one hand, we give emphasis on ability based and practice oriented, on the other hand, we organize teaching content in manner of project oriented and task driven , which highlight projects and tasks, This can strengthen and deepen their theoretical knowledge and gradually develop their ability to analyze and solve problems independently ,during the course of students complete specific projects and tasks [7-8],this curriculum model enhance students' learning initiative and practice and the manner of project oriented and task driven enhances the ability of students to apply comprehensive knowledge ,and which enhances the interaction between courses, we also emphasize the training of basic knowledge, personal ability and team cooperation when the training program of credit interchange were formulated^[8-10],when we implement teaching activities, according to the typical job flow arrangements, we take "project teaching" mode and change Curriculum organization order of logic knowledge into Project type, which permeate knowledge in all aspects of project implementation and emphasize the integrity of the job and the authenticity of the work environment. we also require teacher with the "three division" ability, such as professional ability, practical ability and employment guidance ability, we also require students have a solid professional knowledge, practical ability and innovation ability, at the same time, we improve the experimental conditions and experimental environment to achieve professional talent training.

B. Fortified English Teaching, it is Important Way of Credit Exchange for Higher Vocational Colleges and Oversea Institutions

The exchange course is taught in English in credit exchange talents training program of Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute of Indonesia, so students' English proficiency has a direct impact on

the students' professional course learning effect. Therefore, when the training program is formulated, it emphasizes the cultivation of the students' English proficiency and which laid the foundation for the whole English teaching of the specialized courses.

Three years of uninterrupted foreign language training is one of the characteristics of this training program, In the first academic year, English courses such as reading, oral English, listening and writing are offered with 756 hours(6 weekly classes) and which is 3 times as others in Vocational college's student centered small class teaching is adopted in curriculum teaching, teacher-student interaction teaching method were taken to help students developing a solid foundation of English. In the second year, during the course of exchange swap, storage and processing of horticultural products, agricultural machinery, horticultural seed production technology, plant landscape, modern agricultural technology, cultivation of medicinal plants and organic agriculture are teaches in English to strengthen the English learning. fortified English teaching not only cultivate students with solid basic English ability, but also with solid professional gardening English ability, When students are employed, they will be able to meet the needs of both Chinese and foreign circulation enterprises, production enterprises and export-oriented enterprises and institutions and able to work as interpreter for foreign business representative and management, The characteristics of credit exchange talents training in Higher Vocational Colleges and overseas institutions have also been realized.

D. Scientific and Rational Curriculum Evaluation System, it is Important Guarantee of Credit Exchange for Higher Vocational Colleges and Oversea Institutions

Curriculum evaluation system of talents training program of Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute of Indonesia are Jointly formulated by both sides, the content of examination embodied the unity of theory and operation, the unity of process and result, and the expression ability of students' practical ability, the examination forms are diverse, including classroom participation, routine sampling, phase testing and curriculum papers and other forms. The final achievement of students consists of two parts: process assessment and result assessment. Process assessment accounted for 60% of the total score, the assessment results, which contain final examination and course paper grades, accounted for 40%. the process assessment takes learning attitude, operation ability, method application and cooperation spirit as the examination factors, and takes the learning stage, the study project or the typical work task as the unit

to organize the examination. the evaluation system take students' learning process and accumulation at ordinary times as the evaluation criteria of students' learning results, rather than the final examination results of them. Student evaluation is distributed in various stages of curriculum learning and has various forms, students can Maintain a consistent attitude towards learning and keep the coherence of knowledge learning, so Student evaluation effectively promote students learning process, avoid Students review the course examination temporarily.

Credit exchange is the most important part of project implementation, which decide whether the whole program is completed or not^[11-12], exchange course of Credit exchange training program were formed by friendly discussion by Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute, exchange students can receive credit after completing the exchange course abroad, when they back to school, this course credits can replace what prescribed in their personnel training program, if students complete other courses, they can obtain graduation certificate.

IV. ACHIEVEMENT, CHARACTERISTICS AND PROSPECTS

Through several years of learning from each other, Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute have established a new mode of credit exchange and personnel training ,adhere to the principle of equal attention to both theory and practice, and take "international, open" as the basic concept, the new mode of talent training has changed the traditional teaching mode, integrated the curriculum system of horticulture technology, improves the foreign language level of teachers and students, and promotes the teaching reform of horticulture specialty, Students can enjoy high-quality foreign educational resources without additional cost, feel the international education environment, Students who completed the credit transfer project Higher level of foreign language, professional knowledge and ability, and awarded many prizes in national undergraduate innovation competition. the credit exchange project of horticultural technology in Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute has formed the following characteristics :

- The cultivation mode of horticulture talents in Jiangsu Agri-animal Husbandry Vocational College and Jember State Polytechnic Institute has been reconstructed so that the cultivation target of horticulture talents in our college can not only reflect the characteristics of higher vocational education, but also meet the needs of students to study abroad.

- A new kind of teaching mode and curriculum system suitable for Higher Vocational Education has been formed through Higher

vocational colleges cooperate with foreign institutions, so that Students can study overseas production methods and techniques, and students' foreign language proficiency can be strengthened through opening of basic English and bilingual courses, all these can create conditions for the all-round improvement of students' quality, so the new teaching mode and curriculum system not only improve the basic knowledge of students, but also improve the students' professional ability, and then the high professional English proficiency can improve the employ ability of students and broaden the employment channels for students

•In the project implementation process, the horticultural training plan has been reconstruct and the reform of teaching mode and teaching quality monitoring system has been promoted , Development of excellent courses and construction of specialized teaching materials of gardening technology specialty has been promotion, During the implementation of the project, teachers scientific and rational use modern information technology and network teaching resources, compile curriculum syllabus, experiment instruction and exercises, they also produce multimedia courseware and videos, and these resources have been gradually opened to the Internet, students can use these network resources to study autonomously. The teachers also compile all English textbooks or the combination of Chinese and English textbooks which suitable for higher vocational students to meet the needs of college and university exchange students.

V. CONCLUSION

However, the credit exchange program between Higher Vocational Colleges and overseas institutions is a new mode of personnel training, and there are still many problems unsolved in the process of implementation. For example, the project exchange time is short(one semester), students has a certain pressure to integrate into a new learning environment of different cultural background and the language environment in a semester time , so the learning effect has been affected; student credit exchange management rules are not clear and so on. These problems need us to study and solve urgently.

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