

Research on the Curriculum System of Master's Degree in Education

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Abstract: The curriculum system of Master of Education directly affects the improvement of comprehensive abilities and the cultivation of comprehensive qualities for Master of Education majors. This paper combines the experience of cultivating master's degrees in education in local universities and points out that the cultivation of master's degrees in education in universities should be based on the characteristics of the profession and the individual needs of the master's degree. It should strengthen the research and practical exploration of the master's degree curriculum system, update the teaching concepts of the master's degree in education, and explore the teaching modes and methods of the master's degree in education. It is proposed to strengthen the construction and implementation of the evaluation system for the education master's degree curriculum, improve the evaluation standard system for the education master's degree curriculum, and cultivate and improve the professional and ability literacy of the education master's degree.

Keywords: Master of Education; Curriculum System; Construction; Professional Master's Degree; Innovation in Curriculum Teaching

1. Introduction

Master of Education is a professional master's degree aimed at cultivating high-level applied talents. It focuses on educational engineering, educational practice, action research, and aims to solve practical problems in education, teaching, and management. It has a practical or work nature. In April 1996, the 14th meeting of the Academic Degrees Committee approved the "Report on the Establishment and Trial Application of Master's Degree in Education". The report elaborates on the nature, enrollment targets, training directions, and thesis of the

Master's degree in education. In 1997, the first batch of 16 education master's degree training units including Beijing Normal University began recruiting students. In 1998, 13 schools including Capital Normal University were approved to enroll in the Master of Education program, and the first national joint examination for pursuing a Master of Education degree was organized. In 2001, the first national conference on professional degree education was held in Beijing, which affirmed the status and importance of professional degree education and proposed to accelerate the development of professional degree education, providing a foundation and guarantee for the development of professional degree education, including master's education. The development of master's degrees in education has begun to take shape and has basically covered the whole country. The master's degree in education has rapidly developed and achieved remarkable results. However, there are still many doubts about people's understanding of the education master's degree, especially the "thousands of schools are different" in the curriculum system, which restricts the in-depth development of the education master's degree. Therefore, how to solve the contradiction between subject and education majors, as well as the contradiction between academic development and practical training, has become the primary task in curriculum design. As for the curriculum itself, as it is the core of talent cultivation and the object of student learning, it has become the central area of various types of reforms. When the goals and models of talent cultivation change, people often focus on the curriculum, making it the vanguard of reform. The vigorous development of education master's degree programs in China has led many researchers to focus on the research of education master's courses, and have conducted extensive discussions on education master's courses. However, in terms of the

nature of the research, these studies are mostly theoretical discussions, with little practical exploration. There is little systematic review and exploration of specific strategies for curriculum goal setting, structure setting, implementation, and evaluation. The existence of these phenomena is partly due to the brief development history of the education master's degree, making it difficult for people to reserve relevant theories on the development of the education master's degree in a short period of time. On the other hand, due to the utilitarian stance of research, there is little questioning of the true "meaning" behind the curriculum phenomenon. Therefore, we have reason to believe that the research on the education master's curriculum should become an important aspect of the development of the education master's professional degree, and should be the main focus of research, promoting its sustainable development by studying its curriculum system.

2. The Nature and Characteristics of the Education Master's Program

2.1 Practicality under Academic Guidance

The Master of Education is different from the Master of Education in that the latter mainly aims to cultivate academic advanced specialized education talents, while the former mainly cultivates advanced specialized talents serving current basic education, with different research directions. The Master of Education mainly conducts academic research, with the aim of exploring basic theories of education. It is a research that emphasizes academic principles and requires contributions to the development of the discipline[1]. Master's degree in education, on the other hand, mainly focuses on action research, with the aim of solving current practical problems in education, teaching, and management. However, there is no clear boundary between the two, especially for the cultivation of education master's degree, which requires a certain understanding and understanding of academic research, and solve practical problems according to scientific research procedures. Therefore, in this sense, the Master of Education is the first problem-solving process based on basic academic literacy and abilities, reflecting the academic leadership Practical.

The practicality under academic guidance determines the uniqueness of Master of Education in its curriculum organization, teaching methods, and faculty structure[2]. From the perspective of curriculum organization, the Master of Education curriculum emphasizes the practicality, micro level, and empirical nature of the curriculum content, supplemented by important content such as basic research procedures, research norms, and research skills. It is different from the organization of the Master of Education curriculum that emphasizes theoretical speculation and theoretical deduction. From the perspective of teaching methods, the Master of Education curriculum emphasizes the teaching process of teaching theory before practice, practice before theory summary, and emphasizes classroom discussion and case teaching. Case teaching is a bridge between theory and practice, cultivating and improving graduate students' ability to analyze and solve problems through the analysis, research, and discussion of typical cases. At the same time, action learning is also an important way, mainly referring to a teaching method centered on graduate students, where they actively propose practical problems in primary and secondary education, teaching, and management, and all graduate students work together to develop problem-solving solutions. It is very beneficial for cultivating graduate students' ability to independently discover, research, and solve practical problems. From the perspective of the structure of Master of Education mentors, the mentor team of Master of Education is a manifestation of a diverse structure. There are not only Master of Education mentors who focus on practical research, but also some principals, renowned teachers, and experts from the frontline of primary and secondary education, teaching, and management. That is to say, these mentors all have rich educational practical experience and also possess certain academic research abilities.

2.2 Openness under Professional Guidance

From the perspective of foreign education master's enrollment and graduation, there are two main sources of foreign education master's: first, frontline teachers from primary and secondary education practice, and second, a considerable portion of fresh graduates who

have obtained a bachelor's degree in arts and sciences related to teaching subjects in primary and secondary schools. From an upward perspective, education master's degrees from various countries around the world are flowing to practical positions in primary and secondary education and teaching. Moreover, due to the lack of special preferential policies for education master's degrees in developed countries (in addition to regular salary promotions), it has also led to the lack of a special status for education master's degrees in primary and secondary schools. Moreover, sometimes primary and secondary school teachers can suspend or switch their majors based on their own interests and other corresponding situations. As for China, the education master's degree holds a special position and role in the profession of primary and secondary school teachers. Teachers with an education master's degree often hold a higher status, reflecting the respect of the education master's degree for the teacher's profession, rather than a need for teacher professional development. Simply put, the Master of Education in China aims to establish an incentive mechanism to promote teachers to actively and consciously improve their own quality, and thus achieve the transformation from "learning to excellence leads to official career" and "learning to excellence leads to business" to "learning to excellence leads to teacher"[3].

Specifically, although Master of Education in China does not have the diverse sources of enrollment and graduation destinations as Master of Education, it also reflects the openness under the guidance of teachers' professional expertise. From the perspective of enrollment sources, the main ones are primary and secondary education, teaching, and management personnel with a bachelor's degree and more than three years of practical work experience. Although different from the extensive sources of education master's degrees, it has inspired more eligible people to engage in the study of education master's degrees. With the expansion of enrollment in universities, its conditions will gradually be relaxed. For example, in 2009, the Ministry of Education issued education master's indicators to many higher normal education universities in the country, making the source of education

master's degrees more extensive and attracting more attention.

Many undergraduate fresh students in the same or different majors. In terms of orientation, they should all return to the frontline of basic education to engage in education, teaching, and management work, following the principle of "where comes where goes". But with the graduation of newly recruited undergraduate students, it is possible that the destination of education master's graduates will change and develop in a diversified direction, which reflects that China's education master's is developing in an open direction.

2.3 The Complexity of Theory and Practice

The Master of Education is a professional degree education that mainly relies on the subject, and its curriculum mainly revolves around the subject. It combines basic educational theories and certain skills and technologies, that is, the Master of Education mainly follows the training concept of "theory+methods+applications". In terms of theory, Master of Education is different from Master of Education. Master of Education requires numerous courses related to basic educational theories, while Master of Education offers relatively few basic theoretical courses, with the theoretical part mainly concentrated in specific disciplines. In terms of methods, Master of Education places more emphasis on the application of methods, not only teaching basic educational methods, but also on the expansion of basic educational methods, that is, using various research techniques to think about the practical problems faced by Master of Education students. In terms of application, education master's training mainly revolves around the common problems in current educational life and the personalized educational practice problems faced by education master's students, and proposes solutions. Because the Master of Education organically combines theory with practice, Scholars have pointed out that Master of Education is an organic combination of educational and disciplinary attributes.

The complexity of Master of Education fully reflects the demands of current educational and teaching practices for Master of Education, and is also determined by the characteristics of teacher professionalization. As for the former, the cultivation of innovative talents in China

requires innovative teachers first, while the complexity of education master's degree requires teachers not only to possess certain professional knowledge, but also to have the ability to creatively apply professional knowledge, thereby promoting the generation of students' innovative awareness and knowledge. In terms of the latter, teacher professionalization not only requires teachers to have a profound understanding and research of their respective majors, but also to conduct "educational teaching", that is, to be able to use reasonable educational methods to impart their professional knowledge to students, so that students can form and develop correct professional literacy, related attitudes, and worldviews. In fact, as early as the 1930s, the President of Harvard University in the United States, Conant, pointed out that the Master of Education is an interdisciplinary degree with certain composite properties. The key now lies in how to find a scientific and feasible training system based on the consensus of "complexity".

3. Principles for Constructing the Objectives of the Education Master's Program

As early as 1996, the Academic Degrees Committee pointed out that a master's degree in education is a professional degree with a specific educational professional background, mainly cultivating high-level talents for basic education and its management needs[4]. The degree holder should have a passion for the teaching profession and possess good professional ethics as a teacher; Having a good grasp of the basic theories and systematic professional knowledge of this discipline; Having a high level of modern educational theory literacy, able to apply modern educational theory to analyze and solve practical problems; Proficient in mastering modern educational and teaching techniques and methods; Mastering the basic methods of educational scientific research and possessing strong research abilities in education, teaching, or educational management; Proficient in reading foreign language materials related to education. It also points out that the curriculum design of master of education should reflect the basic, practical, selective and progressiveness nature, and focus on cultivating students' thinking ability, logical

reasoning ability and operating ability, as well as the ability to solve problems and creatively solve problems. Gradually becoming the backbone of basic education teaching, management, and scientific research in China, as well as the master and educator of future basic education. The goal positioning of the Master of Education professional degree requires that the construction of the Master of Education curriculum objectives should follow the principles of the following basic principles:

3.1 Teacher Training

The pedagogical nature of the Master of Education course is an inevitable result of the professional development of teachers, and is a basic requirement for cultivating high-level talents for basic education and its management work. From the formulation of the "Recommendations on the Status of Teachers" by UNESCO and the International Labour Organization in 1966, to the "Professionalization: A Strategy to Improve the Status and Working Conditions of Teachers" by the 45th International Education Conference in 1996, and to the "International Teacher Education Conference for the 21st Century" in Beijing in 1998, the teacher professionalization movement gradually spread globally (including our country) and became increasingly popular[5]. The development and implementation of teacher professionalization have also promoted the continuous improvement and emphasis on the concept and requirements of teacher education, putting forward higher and higher requirements for teacher proficiency. In the 1980s, with the process of professionalization of world teachers, people hoped that the teaching profession would become a specialized profession, and that teachers would be irreplaceable like lawyers and doctors. In this situation, experts and scholars called for the establishment of a professional degree for primary and secondary school teachers and managers to improve the educational level of basic teachers in China. Therefore, the Master of Education professional degree was born in China in 1996. As a new type of degree education, the goal of the Master of Education curriculum is to adhere to the quality of master's degree education, adhere to the effective combination of teacher education theory and teacher education practice, and

provide specialized and high-level teacher professional training for Master of Education graduates, so that they can establish a modern educational concept of science, possess high theoretical literacy in the field of education, and have the ability to engage in basic education teaching. And master modern education and teaching techniques and methods, becoming high-level talents who meet the needs of basic education teaching and management work.

As an inherent attribute of teacher education, teacher education mainly refers to the special courses and requirements that are indispensable for cultivating teachers, solving the problem of how teachers teach, and reflecting the professional ideas, professional ethics, behavioral norms, professional literacy, and professional skills of teacher education in school education science and various activities. It is also a concentrated reflection of teachers' professional thinking, professional ethics, behavioral norms, professional literacy, and professional skills. The essential attributes and uniqueness that distinguish it from other professional education.

The pedagogical nature of the Master of Education course is mainly reflected in two aspects: firstly, in terms of professional ethics, it mainly leans towards the "teacher's path" in the education and teaching process. The so-called teacher's path refers to the path or principles that teachers should follow. As the saying goes in "The Doctrine of the Mean": "The Way is like the Road", "Between daily affairs, there is always a path to follow, so it is called the Road", "The destiny of heaven is the nature, the recklessness of nature is the Road, and the cultivation of the Road is the teaching. Its basic content can be roughly divided into taking morality as the core and combining morality with talent; Strict teacher values morality and dignity; Personality infection and subtle influence; Inspiration and guidance, individualized teaching; Respect teachers and love students, and promote mutual learning and teaching; Having lofty aspirations and enjoying oneself. The second is about the professional literacy of the education discipline, including the cultivation of relevant courses and basic skills, skills, and organizational management abilities in the education discipline. I hope to effectively assist teachers in scientifically determining what to teach,

why to teach, when to teach, and how to teach based on the physical and mental development laws of the subject and the laws of education and teaching through course learning; Fully showcasing teachers, the essence and advantages of education, in turn, promote the healthy development of teacher education.

3.2 Pragmatism

The practicality of the Master of Education program is mainly focused on academic aspects. The Master of Education program aims to cultivate academic oriented senior specialized education talents. Compared to the research oriented talent cultivation model, the Master of Education program aims to cultivate practical advanced specialized education talents. It does not excel in theory, but requires strong hands-on skills and the ability to solve practical problems in education and teaching, emphasizing the use of theoretical analysis and solving practical problems; It does not primarily focus on cultivating university teachers and research personnel, but focuses on the cultivation of basic education teaching and management personnel, emphasizing the training of practical work abilities and the practical application of existing educational theories[6]. It mainly focuses on educational engineering, educational practice, and action research, with the aim of solving practical problems in education, teaching, and management. It has a clear practical or engineering nature and directly affects its curriculum organization, teaching methods Special regulations on teacher structure and other aspects. In terms of curriculum organization, the Master of Education curriculum focuses on the practicality, micro level, and empirical nature of the content, and is organized based on standards that help analyze and solve practical problems faced by basic education. For content that seriously deviates from the reality of lively education; In terms of curriculum implementation, the Master of Education not only emphasizes theoretical teaching and classroom discussions, but also emphasizes the important role of case teaching and action learning; In terms of teacher structure, it not only requires teachers to have a certain academic level, but also emphasizes that teachers should have rich educational practical experience. In addition to having full-time university teachers, there are

also principals, famous teachers, and famous experts from the frontline of primary and secondary education, teaching, and management as part-time teachers.

As a practical master's program in education, it is committed to promoting the professional development of teachers and improving their abilities based on the ability to analyze and solve problems in educational and teaching practice scenarios, with a focus on cultivating students' research, reflection, and innovation abilities in teaching, has opened up new ways for primary and secondary school teachers and management workers to enhance their degree and professional abilities, thereby also improving the status of teachers[7]. At present, among the teachers and managers engaged in basic education in our country, only a small proportion of the total number of teachers have received graduate education. Most of the teachers who pass the graduate entrance examination do not return to the forefront of teaching and management in the basic education discipline after graduation, resulting in a dual crisis of the loss of excellent teachers and the lack of new high-level teaching and management personnel to enrich basic education teaching, This directly affects the further improvement of the teaching quality of basic education in China. The Education Master's program is aimed at individuals with teaching professional backgrounds, mainly including outstanding teaching and management personnel in basic education disciplines with a bachelor's degree, at least three years of practical experience in frontline teaching. Emphasizing case teaching, emphasizing the introduction of typical cases in teaching into the education master's classroom, analyzing specific cases, and exploring how to apply theoretical knowledge to research and solve practical problems; Returning to basic education after 2-4 years of professional learning the frontline has greatly improved the overall quality level of basic education teachers and management personnel, promoting the foundation of our country.

The improvement of educational teaching and its management level has accelerated the construction of basic education teachers and management teams, fundamentally solving the contradiction between the increasing thirst for knowledge among primary and secondary school students in China and the inability of

teachers to update their knowledge level and keep up with technological development.

The practicality of the Education Master's program is reflected in various directions. The establishment of a master's degree in education is not based on a subject, but rather on a profession. The Master's degree in Education includes educational management and subject teaching directions. The service targets of the education management direction are in-service education management personnel and teaching staff who have graduated from undergraduate studies and have at least three years of frontline teaching experience or practical experience in primary and secondary education management; The direction of subject teaching is for general primary and secondary school subject teachers as well as cultural foundation course teachers in other secondary schools (which will also be expanded to include young children in the future).

Children's kindergarten is mainly prepared in 14 directions, including ideological and political education, mathematics, physics, chemistry, Chinese language, biology, English, history, geography, music, art, physical education, primary education, and modern educational technology[8]. Each direction has its own unique course objectives. The overall goal of the subject's Chinese language teaching direction is to cultivate backbone teachers with modern educational concepts and educational and teaching abilities, who can engage in high-level Chinese language teaching in middle schools; This type of talent is required: passionate about the teaching profession and Chinese language teaching work, aspiring to the practice and research of education and teaching reform, with a strong sense of dedication and responsibility. Having a broad cultural and professional foundation in Chinese language, possessing a high level of literacy in education and teaching theory, with broad thinking and strong innovation awareness in Chinese language teaching, capable of fulfilling the tasks of teaching backbone, and possessing strong subject teaching and research abilities. Proficient in reading foreign language resources in this major material. Physical and mental health.

3.3 High Level

The Academic Degrees Office proposed in the 1996 "Notice on Pilot Work of Education

Master's Professional Degrees": "Education Master's Professional Degrees are professional degrees with specific educational professional backgrounds, mainly cultivating high-level talents for basic education teaching and management work. Education Master's and current Education Master's degrees are at the same level, but with different specifications and different focuses. Although a master's degree in education is not an academic degree, as a type of professional degree, it is still a part of graduate education and cannot be downgraded. Through learning and training, the theoretical knowledge and professional abilities of the educated should be improved to the level of a graduate student, with a master's degree. Graduate students with a Master's degree in Education can be trained in two different ways: full-time and part-time (including on-the-job pursuing a Master's degree in Education). Since the degree they receive is at the same level as a Master's degree in Education, their level of education should belong to graduate students (although some of them do not have a graduate degree)[9]. Therefore, it is reasonable for us to include the Master of Education program in the curriculum category at the graduate level.

As a graduate level education master's program, its goals are far higher than undergraduate level. Obtaining a Master's degree in Education Students not only need to achieve significant improvements in their knowledge structure and professional knowledge foundation, but also to master the basic methods of educational scientific research and have strong abilities in educational teaching or educational management research. This provides talent protection for primary and secondary schools to carry out scientific research in teaching, promote quality education and innovative education. At the undergraduate level, the curriculum goal of the Education Management major is to cultivate applied higher specialized talents who are morally, intellectually, and physically developed and able to engage in education management in primary education institutions or educational administrative agencies, as required for social construction. Abide by laws and regulations, and have good social and public ethics and professional ethics. In terms of business knowledge and abilities, able to correctly understand and master the basic

theories, knowledge, and skills of education management having basic practical abilities in education management, in accordance with laws and regulations. In terms of physical fitness: being physically healthy and able to work energetically. The goal of the Education Master's program, which is also a major in Education Management, is to cultivate basic education management personnel in primary and secondary schools with modern educational concepts, high theoretical literacy and practical abilities, and high-level skills. Master a relatively broad theory of modern education management, and master the basic techniques and methods of modern basic education management and school management. Have strong practical work abilities, including judgment, decision-making, adaptability, command ability, ability to organize teaching and research, and ability to mobilize and unite the masses. Proficient in reading foreign language materials related to this major.

Physical and mental health. From the comparison between these two curriculum objectives of the same major and at different levels, it can be seen that the positioning of the Master of Education curriculum objectives is much higher than that of the undergraduate level[10]. It emphasizes more on mastering the relatively systematic basic scientific theories necessary for this major direction, possessing a broad and solid technical foundation theory and a certain level of professional knowledge and comprehensive application ability of technology. It requires strong hands-on ability and the ability to solve practical problems in education and teaching, More importantly, it is important to apply the theoretical knowledge learned to analyze and solve practical problems.

4. Conclusion

As a graduate level education master's program, its goal positioning is also higher than ordinary teacher training. Traditional teacher training mainly focuses on basic training and academic compensation education. Although with the optimization of the structure of the teaching staff, teacher training has gradually shifted towards adapting to the requirements of educational development and personnel system reform, emphasizing the deepening of educational theoretical knowledge and the

updating of educational concepts, as well as the further optimization of the overall knowledge and ability structure, the goals of teacher training are still unclear, mainly manifested as teacher training being detached from the development plan of the school. For a long time, many schools have not considered teacher training from the perspective of talent team construction and subject development when formulating training plans, resulting in training becoming the personal behavior of some teachers and the individual work of teacher management departments. Although some regulatory departments and schools have some understanding of the role of teacher training in the construction of the teaching staff, its status has not been given the necessary attention and lacks a long-term strategic perspective, resulting in a high degree of randomness in training. The Master of Education program focuses on two major majors, namely general primary and secondary school subject teaching and educational management, with a coordinated curriculum to enable it to span multiple major university subject curriculum systems simultaneously, in order to optimize their intelligent structure. We should not only offer courses on basic theories of subject teaching or educational management, but also courses on modern basic theories of education and methodology of subject teaching or educational management, as well as compulsory courses such as foreign languages and computers. The focus is on strengthening the learning of basic theories and professional knowledge of subject teaching or educational management to improve the ability to solve practical problems. Compared with ordinary teacher training, the goal positioning of the Master of Education course is significantly clearer and the level is also higher.

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