

Research on the Status Quo and Countermeasures of Professional Development of Engineering Teachers in China

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Abstract : The professional development of engineering teachers in universities is the key to the construction of outstanding engineers in China, which is related to the quality and prospects of the entire engineering education. This study investigated 2789 teachers' professional development in different regions of China which outlines the current situation of the professional development of engineering teachers from three perspectives: professional development needs, professional development methods and professional development effects. Data results show that engineering teachers have the strongest demand for the improvement of subject knowledge and teaching ability. Engineering faculty with 0-5 years of teaching experience, under 35 years of age and a doctorate degree have the strongest demand for development. The frequency of engineering teachers' participation in various professional development activities is low, especially in school-enterprise cooperation-related activities. There are significant differences in the participation frequency of professional development activities among engineering faculty with different teaching ages, ages, professional titles, degrees and administrative positions in schools. The professional development of engineering faculty has been improved to a certain extent and is positively affected by professional development needs and participation in professional development. In this regard, we can constantly improve the professional development system of engineering teachers from three aspects: training on demand, stimulating motivation, and optimizing resource allocation, to enhance the professional development level of engineering teachers.

Keywords : engineering teachers in universities, professional development, status quo, countermeasures

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