

A Research Review on Professional Master's Education and Its Education Mode

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Abstract: *At present, the high-quality development of professional master's education is a hot topic in the field of higher education. This paper mainly arranges the relevant literature around the theme of Professional Master's education and its education mode, and then combs and discusses it, to provide a consistent basis for the research of Professional Master's education and its education mode.*

Keywords: *Research review; Professional master's education; Education mode*

1. Research Significance

1.1. Grip the current hot spot of education, stand at the academic cutting edge in the new age

The development of postgraduate education with high quality is a hot topic in the education sector of China. In 2020, the Academic Degree Commission of the State Council and the Ministry of Education jointly printed and released the "Development Projects for the Education of Professional Master's Degree (2020-2025)" of which it is suggested that the specific target for the development of Professional Master Education is composed of six parts which are category settings, enrollment amount, education mode, mechanism and circumstance, quality level and system construction etc.

1.2. Improve the education level of Professional Master's Degree, assist for the development of postgraduate education with high quality

Based on the reference retrieved by the advanced search in the CNKI database, it is discovered that there are researches related to the education mode of Professional Master's Degree no matter if it is in China or other countries. However, there are relatively few researches on the education mode of high quality for Professional Master's Degree. This paper is written to review the research achievements for the improvement of education level for Professional Master's Degree so that the postgraduate education can be better developed with high quality.

1.3. Focus on the cultivation of Professional Master's Degree of education to reserve applied talent of high level in the field of education

Education is a field of close attention for China in recent years. Accordingly, the purpose of cultivation for the Professional Master's Degree of education is to output large number of applied talents of high level in the field of education. Therefore, the quality of cultivation for the Professional Master's Degree of education plays a key role to the quality of talent output based on which this research focuses on the education of Professional Master's Degree and its education mode in hope of laying a consolidated theoretical basis for the cultivation and reservation of applied talent of high level in the field of education.

2. Related Research Review

2.1. Research on the education mode of China for postgraduate

The beginning of research on education mode traces back to the end of 90s of the last century when the first conference of China Higher Education was held. Many researchers have been trying to define "Education Mode" in the research after the conference. The "Education Mode" as a certain standard construction and operation way or rather a kind of style formed in the process of continuous practice

with the corresponding cultivation target as the standard[1]. With the development of time, more and more scholars started to focus on the education mode of Professional Master's Degree for their research perspective, including Shao G. H. who considered the orientation and the grasp of professional training as the key and the difficulty for the cultivation of Professional Masters which is to focus on the cultivation of students' practice teaching ability[2].

2.2. Research on the education of China for Professional Master's Degree

The current research on the education of Professional Master's Degree in China can be divided into different topics and types. Firstly, it is the research on the cultivation actuality and development problems for Professional Master's Degree. The research involves multiple professions for the objects and fields including Master of Physical Education, Master of Engineering and Master of Education etc. The purpose of these researches generally is to learn the current cultivation status, mode, scale, and quality of Professional Masters and the matching degree with the corresponding cultivation objective. The research on education mode has always been a field of importance and hot spot. Secondly, it is the research on the courses and teaching of Professional Master's Degree which includes the three aspects of degree course setting, curriculum reform, and degree teaching mode innovation. The Professional Master's Degree is considered as a whole in some researches for the exploration into the three-dimensional target, value core and structure of the courses. And the course settings of specific professions or disciplines have been the key for the analysis in some researches[3]. In addition, many scholars have also been focusing on the construction of an evaluation index system for Professional Master's Degree to restructure the quality assessment system for the cultivation of Professional Master's Degree with the guidance of "Connotative Development" for Professional Masters and the integration of teacher's perspective, employment perspective, total quality management perspective etc. The suggestion of increasing the proportion of applied talent for the education of Professional Master's Degree in the "Comments on the Cultivation of Full-time Professional Master's Degree" increases the enrollment of Professional Master's Degree. Scholars provided basis for the construction of quality assessment of Professional Master's Degree from the macroscopic aspects[4]. Lastly, there is an important theoretical and practical value for the research on the learning relationships of Professional Master's Degree. Scholars held the opinion that there are problems of indifference, profit-oriented, and simplification for the current relationship between tutors and students of Professional Master's Degree[5].

2.3. Research on the education mode of China for Full-time Professional Masters

The education mode of Full-time Professional Masters in China has been explored with the current research which can be summarized into the following types: First, the education mode of "Industry-University-Research". This mode has been widely applied in engineering programs, including the cooperation between joint enterprises of universities, research institutes, and different universities, the joint cultivation of universities and postgraduate service station. In brief, it is a joint education mode with the cooperation of universities and enterprises. Furthermore, an innovative education mode with the interdisciplinary orientation has become another important field for the research of scholars under the mode of "Industry-University-Research". It focuses on the cultivation for the capability of compound knowledge and the quality of discipline integration for professional masters[6]. Second, the education mode of "Course-Teaching-Research-Training". It is the education mode that focuses on the cultivation of applied talent in the field of education for kindergartens, primary and secondary schools, education management talent of high level and high quality based on the four aspects of course design, teaching method, research training, and practitioners' teaching skills[7]. Besides, some scholars borrowed the above stated mode for the practice-oriented mode and position competency improvement mode. Third, "Laddering" education mode. The purpose of this mode is to conduct the cyclic cultivation in accordance with students' actual situation from the stage of theoretical learning to the stage of practice and the final stage of academic dissertation with the cultivation of innovative practice ability of professional masters as the core. Fourth, "Double Tutor" education mode. This mode can be considered as a mode of collaborative cultivation for the joint cultivation of Professional Masters by tutors in and outside of the university. It can be compared with the education modes of distinguished engineers' plan and combination. Fifth, "Game" mode. This mode is applied in the cultivation for masters of education. "Game" mode introduces the teaching competition which is a new mechanism into the normality of cultivation. Academic competition provides a platform for the masters of education to promote their study through the competitions and improves the education quality for masters of education through the dual-cycle of "Theory-Practice-Theory Again-Practice Again" and

“University-Primary and Middle Schools”[8]. Sixth, “Trinity” education mode. This mode has been widely applied in the field of teachers’ education. “Trinity” refers to “Occupational Skills”, “Professional Quality” and “Innovation Ability”. The mode itself combines the educational spirit of “Double Tutorial System”, “Collaboration Mode” and “Course-Teaching-Research-Training Mode” for which it is positioned as the prominent route for the cultivation of applied talent of high level for elementary education in China[9].

2.4. Research on the postgraduate education of other countries other than China

We conducted the retrieval and grooming of references with the postgraduate education in developed countries as the main thread. We started from the teaching methods of postgraduates. Firstly, postgraduate education in the US is mainly developed with the characteristics of dialogue[10]. Secondly, postgraduate education in GER is mainly developed with research, that is the professional education mode of “Research Institute”[11-12]. Thirdly, postgraduate education in the UK is dominated by interdisciplinary education[13]. Lastly, postgraduate education in Japan is developed based on information technology[14]. As a whole, postgraduate education in the UK appears with the trend of diversification[15]. Postgraduate education in the US has a vertical structure of cultivation with schools and departments which focus on the basic theory courses and emphasize the mutual infiltration of art and science in the orientation of quality [16].

2.5. Research on the Professional Master’s Degree of other countries other than China

The Professional Master’s Degree is commonly known as Postgraduate Taught in English speaking countries. Two scholars said that the Professional Master’s Degree in Japan is developed based on the experiences of establishing special laws, adjusting the disciplines and classes of Professional Masters and giving consideration to the development of both preponderant and vulnerable disciplines[17-18]. In addition, the Professional Master’s Degree in Japan has the characteristics of specialization, high quality, practice, and flexibility[19]. In the US, the emphasis on the mastery of applied knowledge is the ultimate characteristics of Professional Master’s Degree[20]. The UK demonstrates its featured development of Professional Master’s Degree with the wide coverage of admission requirements, collaborative learning in groups, flexible education mode, diversified assessments and professional course setting[21-22].

2.6. Research on the education mode of other countries other than China for postgraduates (Professional Degree Postgraduate)

The detailed characteristics of education mode for Professional Degrees in the US include: First, the integration of “Industry-University-Research”; Second, the orientation of occupation and profession; Third, professional evaluation mechanism on campus; Fourth, non-governmental professional evaluation unit; Fifth, highly efficient quality guarantee; Sixth, flexible and varied ways of admission etc[23]. There are mainly four characteristics of education mode for postgraduates taught in the UK which are short length of schooling, low cost, wide coverage of admission requirements, application-based education purpose, and robust quality assurance mechanism[24]. The education mode for postgraduates in GER is in the type of “Apprenticeship”. The education mode for postgraduates in Japan is in the “Teaching Type” [25].

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