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Professional Competency Model for Application-Oriented University Teachers in Hainan Province

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Abstract

This study points in particular to the Professional Competency Model for Application-Oriented University Teachers which Hainan Province has adopted. Based on several different fields, its operation emphasizes the specialists' expertise and innovative pedagogy in teaching as well as effective communication. It acknowledges the ever-changing character of application-based learning by encouraging lifelong education among teachers. This study adopts a qualitative approach, using the systematic literature review methodology and analyzing five relevant articles. The results demonstrate the positive and encouraging role played by professional competency model in educator's professional growth in the contemporary arena.

Keywords: Application-Oriented University Teachers, Professional Competency Model, Continuous Professional Development

Introduction

In recent years, constantly strengthening and upgrading the applicability of universities has been a realistic demand for China's economic and social development to enter a new stage. The Professional Competency Model for Application-Oriented University Teachers in Hainan Province represents an essential reference point, inspiring the capacities and performance of teachers working under this unique university setting. Kononova and



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1. Assessment of Professional Competency

To ensure that Application-Oriented University teachers are up to the standard, this research is devoted to probing deeply into professionals' competence in Hainan Province of China. The arrangement considers a broad evaluation of current levels of competency, identification of critical factors dating values and developing one's own competency model.

2. Policy Landscape

The examination will reveal the interaction between national guidelines and tactics localized to adaptation, providing a glimpse of Hainan's special challenges and opportunities.

3. Proposal of a Competency Model

Leveraging the data gathered, research will recommend a model of professional competence suitable for Application-Oriented University teachers in Hainan Province.

Methodology

This chapter outlines the research methodology for investigating the professional competency model among Application-Oriented University teachers in Hainan Province.

1. Research Method: Qualitative

In terms of this study, a qualitative research method is chosen so as to have an in-depth grasp on the issues of professional competency among Application-Oriented University teachers. The following analysis of five specially selected works will constitute a comprehensive study.

2. Search Strategies

Research cannot be carried out properly unless the search strategies are appropriate, and these affects how accurately information is retrieved. The efficiency of Boolean operators and the comprehensiveness with which databases are explored help build rigor. Committing to frameworks like PRISMA also makes for trustworthy, pertinent data (Bramer, et al., 2018). Below, strategies for searching such as Boolean and database are explained.

3. Boolean Operators

Boolean operators are logical connectors employed in search queries to refine or expand information retrieval. The fundamental Boolean operators include AND (narrowing results by combining terms), OR (broadening results by including either term), or NOT



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(excluding specific terms from results) (Bramer, et al., 2018). Some of the Boolean operators used in this research are given below.

Table 1: Search Terms

Search Term	Boolean Operation(S)
"Professional Competency" And "Application-Oriented University Teachers"	And
"Factors Influencing" Or "Determinants Of" Professional Competency	Or
"Teacher Education" And "Hainan Province" And "Policies"	And
"China" And "National Directives" Or "National Policies" On Teacher Capacity	Or
"Educational Landscape" Not "Primary Education"	Not

4. Databases

Databases are structured collections of information designed for the efficient storage, retrieval, and management of data. Some of the data utilized in this research are listed in the table below.

Table 2: List of Databases

Databases
Google Scholar
ERIC (Educational Resources Information Center)
IEEE Xplore
Science Direct
Springer Link
ProQuest
CNKI (China National Knowledge Infrastructure)



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Table 4: PRISMA Framework

A search was conducted across multiple databases utilizing relevant keywords, leading to the selection of 30 publications for investigation.



The analysis involved excluding 5 publications published before 2010, resulting in 25 articles meeting the criteria for further examination.



Furthermore, 10 articles not published in English were excluded, leaving 15 articles for consideration.



Articles that does not show relevancy to the topic excluded: 5 articles.
Remaining articles for examination: 10



Exclusion of publications without a clear methodology description: 5 Publications
 Articles that complete meet the criteria for Exclusion: 5 Relevant Articles

Findings

This section unveils the outcomes derived from the systematic literature review, revealing significant findings pertaining to the professional competency of Application-Oriented University teachers in Hainan Province. Through an in-depth analysis of selected publications, discernible patterns and themes are brought to the forefront.

Title	Author	Objective	Keywords	Methodology	Findings	Year
Preparing TVET Teachers for Sustainable Development in the Information Age: Development and Application of the TVET Teachers' Teaching Competency	Diao, J., & Hu, K.	Developing and applying a TVET Teachers' Teaching Competency Scale	TVET, Teaching Competency Scale	Mixed-methods design surveyed 815 TVET teachers; analyzed data using k-means clustering and quantitative measures for validation.	This study introduces a comprehensive VET Teachers' Teaching Competency Scale in the Information Age, demonstrating its reliability and validity through data analysis from Chinese TVET teachers. The scale offers a valuable tool for classifying teachers and tailoring training, fostering sustainable development in vocational education worldwide.	2022



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Title	Author	Objective	Keywords	Methodology	Findings	Year
Scale						
"It's where learning and teaching begins— is this relationship" — insights on the teacher-student relationship at university from the teachers' perspective	Gerda, H., Franziska, M., & Mishela I.	This study aimed to address this research gap by interviewing 15 Australian higher education teachers about their perception of forming relationships	Higher education, Professional role, Closeness	The study followed an exploratory qualitative research approach. The participants were fifteen experienced university teachers (six males and nine females) teaching students majoring in teacher education at two public Australian universities.	The results suggest that the quality of the teacher-student relationship comprises both a professional and an interpersonal dimension, reflecting the different roles teachers and students assume within it. These two dimensions can be further differentiated into various relational quality indicators, such as approachability, care, support, trust, and others. Furthermore, the results indicate that several contextual and personal attributes contribute to the development of this relationship.	2022
Research on Competency Model of Innovative Entrepreneurship Tutor in Application-oriented Universities	He, Y., & Zhang, Q.	Developing a competency model for innovative entrepreneurship tutors	Competency Model, Innovative Entrepreneurship Tutor	Sampled 9652 students from one application-oriented university; employed regression analysis with six variables to identify factors influencing general competency improvement.	Teacher's teaching behavior, evaluation of teaching content, and student's learning behavior positively related, key factors in enhancing students' general competency in application-oriented universities.	2018
Reform of Logistics Management Specialty Practical Teaching in Application-Oriented Institutes Based on Competency Model	Ru, L. I.	Reforming practical teaching in logistics management based on a competency model	Logistics Management, Practical Teaching	Analyzed challenges in logistics management practical teaching through a qualitative examination, identifying issues and proposing reforms for improvement.	The paper reveals obstacles in the practical teaching of logistics management at application-oriented institutes, such as limited funds, inadequate school-enterprise collaboration, and a disparity between the practical teaching system and societal demands. Proposed reforms target these challenges, aiming to boost students' capabilities and increase their employability in the logistics sector.	2016



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Title	Author	Objective	Keywords	Methodology	Findings	Year
Technological and Pedagogical Knowledge: Its Influence on Teaching Performance	Eddie C. Manzano	This study aimed to determine the perceived technological, pedagogical knowledge, and teaching performance of faculty members in the teacher education program of Eastern Samar State University-Guiuan.	Competence, Instruction, Strategies, Teacher Education	The descriptive-correlational study was utilized to determine the technological and pedagogical knowledge and its influence on the teaching performance of faculty members of the teacher education programs of Eastern Samar State University-Guiuan, Eastern Samar, Philippines. The study used an adapted survey questionnaire.	Results reveal that teachers are technologically and pedagogically knowledgeable. Moreover, results show that the faculty members are outstanding in their teaching performance based on the gathered and analyzed data. It indicates that the faculty members are often knowledgeable in providing technology and pedagogy in classroom teaching and learning activities teaching performance.	2023

Based on the analysis of above five publications that are relevant to the topic, this study has developed a competency model, which is presented below.

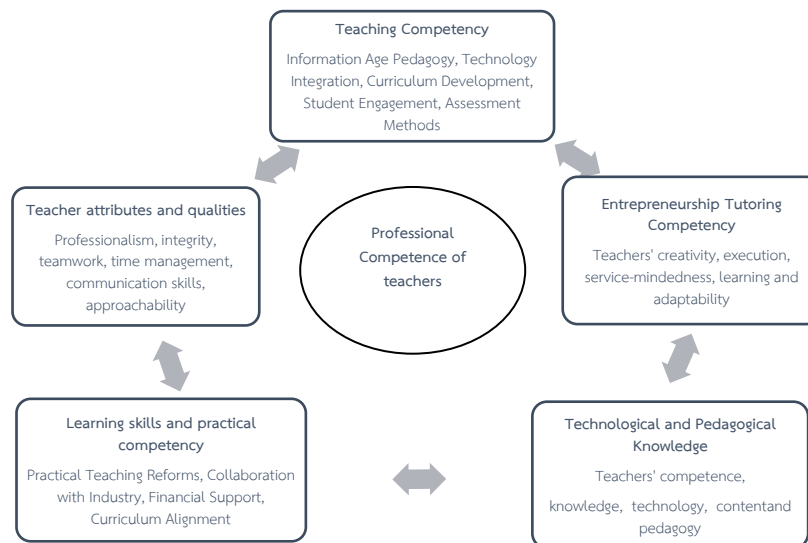


Figure 1: Developed Competency Model



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The proposed Competency Model provides a comprehensive framework that addresses various critical aspects essential for successful education and professional development in the modern era. In the Teaching Competency dimension, it underscores the significance of adapting pedagogy to the Information Age, integrating technology, developing curricula, engaging students, and employing effective assessment methods, recognizing the evolving nature of education. Within the General Competency Improvement dimension, the model emphasizes factors such as Teacher's Teaching Behavior, Evaluation of Teaching Content, Student's Learning Behavior, and Professional Identity. The Entrepreneurship Tutoring aspect highlights the role of educators in cultivating entrepreneurial skills, focusing on Teaching Behavior, Evaluation of Teaching Content, and Student's Learning Behavior (Cascavilla, et al., 2022). This aligns with the increasing demand for entrepreneurial competence in today's dynamic professional environment.

Logistics Management underscores the need for practical teaching reforms, collaboration with industry, financial support, and curriculum alignment to enhance students' capabilities and employability in the logistics sector. Teacher attributes and qualities such as professionalism, integrity, teamwork, time management, communication skills, approachability, and attention to detail (Gerda, et al., 2022). In essence, this Competency Model offers a holistic view, integrating diverse competencies essential for effective education, skill development, and successful professional adaptation in the modern information age.

Discussion and Conclusion

The Professional Competency Model for Application-Oriented University Teachers in Hainan Province considering implications, advantages and possible difficulties are discussed in this chapter. Moreover, it includes a summary conclusion in which the model's value and influence on educational landscape are emphasized.

1. Discussion

The competency model has far-reaching implications for the professional development of teachers in Hainan Province. It is adapted to the Information Age by stressing adaptability of pedagogy. In addition, in line with the competency model's focus on improving students' general competence skills as well, a thorough approach to education is highlighted. Olsson, et al. (2022), stated that adding factors like the teacher's teaching behavior and evaluation of content, the student's learning behaviors and professional identity indicate a determination to breed all-round persons. A key advantage of the

