Dual-Teacher Training Approach Based on the Information Technology Model of Building Decoration Engineering Technology Major in MOOC Higher Vocational Colleges

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Abstract. Vocational education is responsible for the training of vocational and technical personnel in China. The quality of teachers will directly affect the level of talent training in higher vocational colleges. Higher vocational colleges can effectively help teachers to improve their professional quality through the dual-teacher training model. MOOC can help higher vocational colleges to train dual-teacher teachers. Combining the information model and improving teachers' information and theoretical ability. Higher vocational teachers can communicate with outstanding teachers in famous schools on MOOC, expand their horizons, and improve the teaching level of teachers.

Keywords: MOOC, higher vocational education, building decoration engineering technology, information, dual teacher, training approach

Introduction
The outline of the national medium- and long-term education reform and development plan states that the focus should be on dual-teacher teachers, and the construction of vocational college teachers should be strengthened. The major of architectural decoration engineering technology in higher vocational colleges requires students to be able to draw construction drawings of construction decoration renderings, master building decoration construction technology, and have a certain budget of architectural decoration engineering and construction management capabilities. Therefore, the profession has high requirements for teachers. Architectural decoration design ability needs computer-related assistance. This requires teachers to master the necessary computer application skills. Higher vocational teachers can learn relevant knowledge on MOOC, and then combine information model to continuously improve their teaching level.

1. The basic characteristics of double-teacher teachers in building decoration engineering technology major
"Dual teacher" teachers refer to professional course teachers or internship instructors who have both teacher qualification titles and non-teacher series of professional and technical titles, that is, "teacher qualification titles + non-teacher series of professional and technical titles". Double-teacher teachers must have statutory qualifications for higher education, specific to professional ethics, psychology, and pedagogy, and obtain corresponding qualifications through examinations of educational
regulations. Secondly, they must have good professional ethics, be dedicated to their posts, and be loyal to the party's education. Dedication, ability to teach, and more education [1]. The major of decoration engineering technology in higher vocational colleges requires a lot of students' ability, so teachers must continuously improve themselves and develop themselves as dual-teacher teachers. The engineering technology major has solid theoretical knowledge and a broad knowledge structure to provide students with professional teaching. Double-teacher teachers must also be able to understand the developments in the field of architectural decoration and the latest technological achievements, stay at the forefront of the times, and adapt to modern times. Requirements for the development of informatization. Teachers need to have the ability of building decoration practice solutions and construction technology Ability; building decoration is a job that requires high practicality. Teachers have solid ability to better teach students.

2. The current problems facing the cultivation of dual-purpose teachers of decoration engineering technology in higher vocational colleges

(I) Lack of emphasis on the training of dual-teacher teachers in higher vocational schools

The goal of higher vocational training is not clear. The content of the training matches the social and economic development and the actual needs of students. In the decoration engineering and technology major of higher vocational colleges, the dual teacher training is closely related to the actual work of teachers, helping teachers solve the difficulties encountered in teaching, improve the teaching level of teachers, and help the professional teachers to develop [2]. However, many higher vocational colleges carry out teacher training in a unified way, and take training as a task assessment condition to complete. The content of each teacher's training has received little attention. Under such a series of backgrounds, the teacher himself also has negative emotions on his own development. The content and form of teacher training are too aging, so a series of reasons cause the training work to be disconnected from the teacher's actual work. The effect of teachers' lack of enthusiasm for training is not satisfactory, and excessive emphasis on the form cannot achieve the effect of good education.

(2) Restricted training channels for teachers

The training of teachers in higher vocational schools is usually to systematically send teachers to training bases for on-the-job training, or to allow teachers to use the time such as holidays and holidays to study at teacher training bases. However, the training in these areas is mainly in the form of classes, which are uniformly explained in the classroom. The teachers' learning is too mechanical and passive. Little training is linked to the actual needs of vocational teachers. The knowledge and skills learned in the process are difficult to apply to classroom teaching. Many colleges and universities will send teachers to counterpart professional companies to participate in decoration design management. I hope that they can improve their hands-on and practical teaching ability through practice. However, subject to objective conditions, teachers still need to go back to school to attend classes. The effect of learning. Teachers face a heavy teaching burden in higher vocational colleges, and there will be great restrictions on dual-training training approaches [3].

(3) It is very difficult for dual-teacher teachers to receive training

In order to improve the education and professional level of existing teachers, all vocational colleges have trained teachers, but the training of dual-teacher teachers is very difficult. As shown in Figure 1, the proportion of teachers in vocational colleges and universities is below 15%, and 85% of teachers have reached the qualifications of national colleges and universities. The proportion of dual-teacher teachers is very low, only about 10%. As a result, higher vocational colleges have severely lacked high-quality dual-teacher talents. Although the State Ministry of Education has taken measures to continue training and educating vocational teachers in some colleges and universities, the current coverage is not enough, so it is very difficult to educate and train teachers. Higher vocational colleges have limited training funds. To train dual-teacher teachers, they must increase funding. The main source of higher vocational colleges is the tuition fees of students. Because higher vocational colleges need to carry out other expenses, the training expenses for teachers are very limited.
3. The main way to train dual-purpose teachers of building decoration engineering technology major

(1) Higher vocational schools attach importance to the training of dual-teacher teachers

The training of dual-teachers in the field of architectural decoration engineering technology in higher vocational schools should start from multiple levels. The vocational colleges must raise their ideological awareness and make good planning. School departments should regard the dual-teacher teachers as a Strategy to grasp [4]. The training of two double-teacher teachers in the school is included in the overall planning of higher vocational education development and teacher team construction, which can provide sufficient support for the training of double-teacher teachers. Actions to change the working environment of professional teachers in higher vocational colleges, to implement spiritual and material encouragement mechanisms, improve the status of dual-teacher teachers, continuously improve their working and living conditions, and encourage them to obtain more Knowledge, improve their own quality, and better carry out education and teaching for students. Higher vocational colleges strengthen the construction of bases inside and outside the school, so that teachers can have time to maintain close contact with practice units outside the school, so that theory and knowledge can be better combined, and education and teaching can be provided to students. Carrying out MOOC teaching in higher vocational education can provide sufficient motivation for cultivating dual-teacher teachers, and online education represented by MOOC is booming, which can help higher vocational colleges to better train dual-teacher teachers. MOOC uses online video, offline tutoring, online homework and testing methods to create a new teaching method. The interactive and participatory nature of MOOC can effectively improve students' independent learning and innovation ability, and share the learning resources of outstanding colleges, so that higher vocational teachers have more time to study and improve themselves. MOOC can also provide teachers with building decoration engineering technology training to improve teachers' professional quality. For example, Figure 2, based on MOOC, learns the building decoration engineering technology, and then uses the building information model to help achieve the integration of building information. Taking the simple electromechanical model as an example, the design and construction operation of the building is used to guide the end of the building's entire life cycle. All the information is integrated into the 3D model information database, so that the teacher can connect the theory and knowledge without going deep into the front line.

Figure 1. Statistics on the proportion of dual-teacher teachers in higher vocational colleges
(2) Higher Vocational Colleges Strengthen School-based Training

School-based training is an important way to train dual-teacher teachers in the specialty of architectural decoration engineering technology in higher vocational colleges. It is characterized by paying more attention to the personal development of teachers, taking into account the differences of teachers, and launching corresponding teaching training according to the different characteristics of teachers. [5]. School-based training is to organize teachers to study and research corresponding teaching theories through expert lectures, educational concepts and other methods, to further establish the teaching concepts of teachers in higher vocational colleges, guide teachers to learn and learn from advanced foreign educational concepts, and to make teachers timely Learn about the latest technology in building decoration engineering. School-based training is more focused on scientific research, cultivating a team of teachers who have a solid theoretical grasp of cutting-edge academic trends, form a vanguard in schools, guide and help many teachers in higher vocational colleges to establish modern education and open concepts, and promote the development of teacher quality in higher vocational colleges . Higher vocational colleges can regularly organize teachers to conduct lectures and write research papers, so as to strengthen the vocational college teachers' teaching and research awareness and ability to reflect on teaching.

The information-based teaching based on MOOC can effectively educate the students of construction engineering in higher vocational colleges. Through Figure 3, you can see a change before and after the students are studying MOOC. 100 students of construction engineering are selected to make statistics on their learning status before and after MOOC. Before the student studied MOOC, his concentration was 60%, and the student began to run away more than half of the time. After contacting MOOC, the student's class attention reached 90%, and most of the time in a class Is to focus on the lesson. The degree of interaction in the classroom before the students studied MOOC is very small. A class is only a short-term interaction. In MOOC, the student interaction has almost doubled as before. The student's learning depth has been significantly improved, and the final performance results are presented in the student's results. Before studying MOOC, only about 60% of the students achieved a pass in the building construction engineering exam. After studying MOOC, , Nearly 80% of the students passed the grade. In the process of learning MOOC, students will interact with MOOC platform and feedback and evaluate the courses they have heard. Teachers can take advantage of the feedback content of the MOOC platform to continuously improve their teaching level, teachers' teaching concepts, educational technology means, teaching content design, teaching resource teaching process, etc. are the core content of MOOC construction and teaching reform. Therefore, only when
teachers continuously improve their own quality and develop in the direction of dual teachers, can the quality of MOOC teaching be further improved [6].

![Figure 3. Changes in the learning status of students' MOOC](image)

(3) Strengthen teachers' practical ability

Higher vocational education requires professional theoretical teachers to go deep into practice, so that they can improve the teachers' educational practice ability. Schools and enterprises cooperate to enable working teachers to achieve interactive learning results between schools and enterprises through cooperation between schools and enterprises. This school-enterprise cooperation has created conditions for the training of dual-teacher teachers. The special nature of vocational education requires that teachers not only rely on theoretical knowledge, but more importantly have rich practical experience [7]. Utilize the advantages of teachers in theory and cooperate with technical personnel of enterprises to enable teachers to improve their practical abilities and also create motivation for corporate scientific research. Such an interactive and win-win model is very useful for vocational colleges and enterprises Good development. Mu class takes the form of teacher explaining online and students participating online. Students communicate with teachers through the MOOC platform; requiring students to study MOOC actually have higher requirements for teachers. In the future development of information technology, the cultivation of dual-teacher teachers should use MOOC as an effective medium. Through the study and study of MOOC, the teacher continuously improves his informationization level.

**Conclusion**

Summarizing the full text, the specialty of building decoration engineering technology has very high requirements for teachers' professional quality. Therefore, higher vocational education must continuously improve the quality of teachers, with the help of the MOOC platform, combined with the information model for targeted teacher training. Let teachers have the ability to link theory with practice, and be able to adapt to the needs of social development with the times. The teacher masters the information technology of the information model on the basis of learning the MOOC platform, continuously improves his professional ability, effectively improves the teaching quality, cultivates comprehensively developed high-quality talents for the society, and promotes the better development of higher vocational schools.

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