Academic community: The Exploration Path of University Teachers Professional Development

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Abstract

The construction of academic community is the necessary way for University Teachers' professional development. The establishment of academic community is conducive to the improvement of the individual professional level of university teachers, the professional cooperation among university teachers, the realization of the real professional autonomy of university teachers and the academic innovation of University teachers. To construct an academic community, the strategies of promoting the professional development of university teachers are mainly: exploring advanced knowledge and advocating dialogue and communication; advocating academic freedom and improving the online platform; reconstructing the teacher culture, highlighting the people-oriented.

Keywords: Academic community, University teachers, Professional development.

1. INTRODUCTION

Since the 1980s, the specialization of teachers has become a worldwide trend, which has greatly promoted the reform of teacher education and teaching practice. Under the background of the popularization era, improving the quality of personnel training has become the main melody of higher education development. Therefore, it is natural for a university teacher who has the responsibility of teaching and education to fulfill this natural mission. Therefore, it is imperative to improve the overall level of university teachers and promote the professional development of university teachers. This paper explores the way to promote the professional development of university teachers in order to build an academic community.

2. INTERPRETATION OF ACADEMIC COMMUNITY

Ferdinand Tunis, a German scholar, proposed the concept of "community" originally. He emphasized that the intimate relationship between people, the same value orientation, and the shared sense of belonging and identity shared by the group are the essence of "community", which is a kind of realistic organic life existence (Hu and Jiang, 2002). Investigating historical evolution of the community, some scholars pointed out that as a new community, the university at first in the fight against the church has a free spirit, it is a kind of rational and organized the characteristic of self-consciousness of community (Zhang and Zhang, 2008). It can be seen that in the interpretation of sociology and pedagogy, there is a basic general cognition, that is, community is a kind of common life that members really participate in. In this process, people understand each other, cooperate wholeheartedly, get spiritual sympathy and spiritual belonging in the pursuit of progress and development.

The university is a place composed of teachers, students and administrators. It is an academic social organization and a community that studies knowledge and seeks truth. This community, through the interaction of communication and dialogue etc. between teachers and teachers, teachers and students, to share various resources, complete the task of scientific research, a relationship of mutual influence and promote each other, forming a common Teaching benefits teacher as well as students., cultural life, to gain spiritual fit. Just as Jaspers emphasized, besides research and teaching, universities should also have creative cultural life. “The inner spirit of university through every researchers and scholars expressed philosophy marked”, “this is more than academic stuff, it is the soul of a university”. And the development of universities depends entirely on whether the soul is infiltrating the university or not (Jin, 2001). “If we can't arouse the hearts of young people, some of the problems of human thought, then the lack of appeal of the university is unquestionable (Jaspers, 1991). In fact, the China and foreign also have some famous universities or educator in cultivation, the creation and practice of this kind of cultural life, such as Britain's Cambridge "Formal dinner" (Formal hall), Yale's "Tea
party” (the Master’s Tea) and family academic salon of Pan Maoyuan in a different way of telling cultural life, the same as the heart and heart communication, mental and spiritual life style.

3. THE SIGNIFICANCE OF ACADEMIC COMMUNITY TO THE PROFESSIONAL DEVELOPMENT OF UNIVERSITY TEACHERS

As educators, university teachers shoulder the fundamental responsibility of talent cultivation, as a "cultural person", university teachers are not only the inheritors of science and culture, but also the creators of scientific culture. To promote the professional development of university teachers, enhance the professional level of university teachers to improve the quality of personnel training, plays an important role and significance of human civilization, and the construction of the academic community is also the only way to promote University Teachers' professional development which must be passed.

3.1 The construction of academic community is conducive to the improvement of individual professional level of University Teachers

The growth and development of teachers generally go through three stages: pre-service training, induction education and growth maturity. The pre-service training stage mainly refers to teacher professional learning stage, vocational education mainly refers to the stage of internship training, pre-job training and the initial three years of this period of time; the mature stage from teaching mainly refers to the stage of development after three years. In the actual education and teaching practice, the first stage of study and exercise is particularly important.

Education is a practical and applied occupation. Teachers should teach their own professional knowledge to students so that students can understand and master knowledge, so they need to have the skills to education, skills and scientific method. Therefore, professional staff engaged in education need to undergo specialized training for a long period of time and can grow through practical training on the basis of mastering the relevant knowledge and skills of pedagogy. So, the pre-job learning and growth stage is particularly critical. The academic community provides a comfortable environment and favorable conditions for the growth of teachers at this stage. On the one hand, jointly setting up in teachers and teachers, teachers and students in the academic community, young teachers, not only can get rich experience in the guidance of teachers, learn more teaching skills, also can observe the different nature of the course teachings, to acquire more practical teaching skills and teaching methods in a short period, and use their own class timely ; On the other hand, according to the actual situation of students, and students to carry out extensive exchanges, timely discovery of problems, correct problems, sum up experience. Through the convening of the forum of teachers and students, students are encouraged to express their opinions freely and listen to the experience of other teachers. The reflection and improvement methods of teaching work are stimulated. In addition, it can also focus on training, displaying of their own open class boldly, so that teachers and students can get the personal progress, through this form of mining points, exposed shortcomings, in order to achieve the purpose of rapid growth, learning from each other, in the academic community, through a series of learning and training, the individual professional level of teachers will continue to develop and enhance, to lay a solid foundation for the realization of the real professional autonomy.

3.2 Constructing an academic community is beneficial to the academic innovation of university teachers

Continuous innovation and development is the source of the extension of University life. As the bearer of scientific research, university teachers bear the mission of exploring new knowledge and pursuing truth in a professional way. University teachers are not only the inheritors of professional knowledge, but also the explorers and leaders in the field of discipline. Keeping continuous innovation spirit, can guarantee the teacher knowledge system update, and can absorb the latest scientific research achievements, applying this in the class is good for realizing the improvement of education teaching, better teaching, and service social responsibilities. And these are the intrinsic requirements that meet the self-realization and pursuit of excellence of university teachers, and provide lasting impetus for the professional development of university teachers.
University teachers in the academic community, it is a research group of professionals from various disciplines, each holding different from other areas of research direction, research perspectives and paradigm, in mutual exchange and discussion, which the theory and method can form similar disciplines, interdisciplinary study, establish contact each other's network, set up the collective sharing of ideas, enrich their theoretical basis, inspire innovative thinking. Meanwhile, students are affected in the academic community, from all aspects of education, active thinking, novel viewpoint, and they are less affected by professional barriers, strong ability to accept new ideas easily. In contact with the students, teachers play more questions, discussions and participant roles in the process of discovering and solving problems, thought of communication and collision between teachers and students, and finally realize the academic innovation, it benefits teachers as well as students. With excellent quality of full respect for academic freedom in the academic community, in this broad academic space, among teachers and students between teachers, to carry out extensive exchanges and cooperation, academic innovation teachers motivate small universe outbreak, stimulate University vitality, and promote the prosperity of the university academic contention of a hundred schools of thought

### 3.3 The construction of academic community is conducive to the professional cooperation among University Teachers

Teacher professionalization refers to the individual to raise the level of teacher’s professional course and teachers to gain the professional status of teacher occupation work process, the former refers to the teacher individual professionalism, the latter refers to teachers’ professional occupation. Teacher specialization and professional professionalization of teachers constitute the specialization of teachers (Liu, 2002). Due to the teachers’ relative independence of the workplace, teachers are accustomed to their own classroom as a closed space, solving the problems in the education teaching practice, general non-interference in each other between each other. However, highly differentiated development has become a consensus, intensified between various disciplines intercross and penetration of the development trend of teachers' individual research is “insufficient”, comprehensive research team show the urgency, which brings a new challenge for the University Teachers' professional development. Therefore, the breakthrough is relatively fixed and narrows “school - College – Department” of study mechanism, change the self-closed mode, to jointly build a knowledge sharing type of scientific research and innovation team based open (He and Zhao, 2009), as an important way to promote college teachers' professional development group size.

The basic meaning of teachers' professional cooperation in culture is that the people target seeking each other, co-ordination and sharing and participation in decision-making, it requires everyone cooperate to contribute to each other and grow up together in mutual cooperation” (Shi, 2006). That is to say, the individualistic culture in traditional teacher culture must be updated to be based on professional development, namely professional cooperation, in the era of teacher specialization. After all, teachers face who are full of personality, with a variety of educational influence, development of students, only to seek various educational effects of cooperation, work together for the development of students, it may form a cohesive force, to achieve the aim of education. When the university teachers gradually form a learning community, community development in the education teaching activity. In the community, teachers can not only expand the internal cooperation, but also use this platform. The cooperation will be extended to other members of the school, parents and society from all walks of life. In this process, it enriches the teacher's personal knowledge experience, close the relationship among the education influence of the parties, and deepen the understanding each other. Thus, members of the community form friendship, trust, relationship between dialogue and coordination, everyone in the basis of mutual exchange and communication, to achieve the fusion of teaching the meaning of the text consensus and horizon, promote professional cooperation between groups of teachers.

### 4. IT IS AN EFFECTIVE WAY TO CONSTRUCT AN ACADEMIC COMMUNITY AND PROMOTE THE PROFESSIONAL DEVELOPMENT OF UNIVERSITY TEACHERS

Academic community is of great significance to the professional development of university teachers. The construction of academic community is the only way for the professional development of University teachers. Only by constantly exploring and trying to construct the path of the academic community and improving the comprehensive quality of the academic community, the university teachers can not only live up to their own mission, but also improve the quality of talent cultivation.

#### 4.1 Explore advanced knowledge and advocate dialogue and communication
Burton Clark said: “higher education is the main commodity knowledge” (Clark, 1995), profound knowledge is “a comparatively deep part of the culture of all ethnic groups of profound thinking and relevant skills” (Clark, 1995), the university has always been inheritance, research, profound knowledge integration and innovation of organization, university teachers are profound knowledge identification, acquisition, dissemination, diffusion, creative activities such as the carrier, has a profound knowledge is the basic attributes of university teachers as researchers. Therefore, university teachers are responsible for advanced knowledge, and advanced knowledge is the basic object of University Teachers' professional development.

In the era of knowledge economy, the responsibility of university teachers is not limited to imparting knowledge, but also to explore new knowledge. The progress in the development of social economy constantly updating the university personnel training requirements, therefore, as the material carrier of talent training, curriculum, its content should be at the forefront of scientific development, classroom teaching to more to reflect the latest progress of the subject. We believe that the ideal education is: students grow up in the development of teachers; teachers who are in the development of students' growth achieve teaching benefits teachers as well as students. In the common life, this requires the majority of teachers and students to study together and explore together, and dialogue and communication are the inevitable choice to achieve the goal of ideal education, and an effective way to establish academic community.

Developing substantive dialogue and communication requires a Shared vision among members. This shared vision, it is an invisible bond, connected to each member functions and properties of the consensus of the academic community, based on sharing and recognition on the basis of communication, it is easier to form the respect and trust relations of cooperation, the performance between the teachers and students, the identity of the ice grade, and the enhancement of communication effect. The students' learning process and the teacher's teaching process form a two-way interaction, which are the main body and the equal dialogue. Teachers are not occupiers and giver of knowledge, but rather as a student of the spirit of pioneer and pay more attention to encourage students to bold to ask questions, participate in discussions, explore and solve, so that teaching is much more open-ended and generative and inclusive. In this process, spirit and spirit, life and life interact with each other, and the spirit is formed in this situation, and the moral force sublimes, and really realizes the teaching. Mr. Mei Yiqi is in a "solution" to the University in the academic purpose of the dialogue between teachers and students have been questioned and vivid, "schools like the water, and still fish, their actions still swim, fish leading, trailing fish, from the tour, from the tour is a long time, the influence of observation the effect of self, not to, not for a."

4.2 Improve network platform and enhance academic communication

The university should not only have ideas, but also ensure the freedom of thought, so, in order to ensure that the university thought is the creation of multiple flows, and open, but not closed, static, conservative, and single. In this environment, it can inspire and radiate the thought with the thought, and develop the wisdom with wisdom. Then we can base ourselves on the times and surpass the times, take root in reality and transcend reality, serve the society and guide the society. As Brubaker said: "freedom is the prerequisite for the pursuit of truth, and also the prerequisite for the truth to exercise freedom."...... In order to ensure the accuracy and correctness of knowledge, the activities of scholars must obey the standards of truth, without any external pressure, such as the influence of church, state or economic interests” (Clark, 1995).

The digital technology revolution brings rich information resources to researchers, but also puts forward new challenges to academic freedom. It is highlighted that the public nature of network social space constantly impacts the boundaries of academic freedom. The boundary of academic freedom is a relative concept, in academic morality, academic norms and academic management, academic freedom is a boundary limit at all, but in the academic exchange, academic should not be confined to the domain or range. Naturally, we admit that there is a specialization in the field of surgery, but specialization should not be a banner for academic exchanges. Continuous, constant collision and exchange, to ensure that the fire of thought, as Boyer puts it: "this kind of communication not only exists between peers, more future scholars to be active in the classroom.” (Nuss, 1999).With the continuous improvement of digital and networked technologies, how to build a scientific and diversified communication network is a subject that must be studied in order to strengthen academic exchanges.

First, face the "double-edged sword" role of network platform. On the one hand, the developed digital technology has broken the traditional academic research environment and space, created a wider even infinite academic information platform, efficient, fast network channels for each academic worker equally provides a more convenient way of information retrieval, a variety of views and ideas collide with each other in the vast
network world and the exchange, creating new academic environment. On the other hand, the establishment and use of network platform is not accomplished overnight. There are still some problems such as limited access to network research resources, malicious attacks of bad information, vacancy of network censorship supervision system and so on. Therefore, to treat the network communication platform with "One divides into two," vision, which cannot be overstated the advantages of network communication, and not unworthy, to network from thousands of miles away. Secondly, we should make full use of all kinds of network channels scientifically and fully, and increase communication and communication timely and quickly. For example, the establishment of public platform accounts (We Chat public number, blog, etc.), absorbs community members to participate, and welcomes the aspiring people to join. In this virtual space, we can share various resources anytime and anywhere, release the problems encountered in the study and the latest research trends, through extensive discussion and analysis of the problem, not only can agitate the spark of thought, but also helpful to improve research ability, enhance the inclusiveness and diversification of academic exchanges.

4.3 Reconstruct the teacher culture, highlight the people-oriented

Along with the individual orientation group orientation of traditional and modern, ethnic and popular, elegant and popular, and multicultural University Teachers' arrival, resulting in national psychology, values and behavior showed great confusion, which is facing the transformation of teachers' culture. According to the interpretation of new institutional economics, cultural identity is the basis of external system. Whether the external system can be effective depends greatly on the internal meaning general form (Guo and Han, 2015). Common cultural life is one of the main characteristics of the community. Therefore, reconstructing teacher culture is one of the effective strategies for constructing an academic community.

First of all, establish a multicultural concept. University teacher culture is an implicit factor that influences teachers' concept and teaching behavior, and it is the main representation of University Teachers' values, thought and behavior. Under the multicultural background, the traditional university meets the challenge and the impact of the teacher culture. Therefore, as the university cultural inheritance, the creator of the university teachers, needs to update the concept, form the vision and perspective of multi culture, not only to promote and spread the mainstream cultural traditions, but also respect the exotic culture. The specific teaching practice reflects the life value of care, training goal of desalination of instrumental rationality, let the students have the poetic study life, make students form the endogenous knowledge and introspective personality, reflective character. Let educational and cultivate people to transform society, guide society and promote social development, not just to adapt or assimilate society.

Secondly, reconstruct the value connotation of teaching culture. Teaching culture is an important part of teacher culture, in the teacher's professional development, the nature of teaching, the teaching value of teachers, teaching aims, teaching methods, as well as the relationship between teachers and students realization, understand, create and practice process, which is the teaching of teachers and students in aspect of the meaning of life construction and the overall reflection of existing way. Naturally, different teaching cultures are different for the existence of teachers and students and the construction of the true meaning. Therefore, teachers should focus on teaching the concept of "educating people" instead of "system"; the teaching activities should be the process of educating life, rather than high-end appliances manufacturing processes, to enable students to become active thinkers rather than passive adaptation". Teachers should always play their enthusiasm, initiative and innovation; consider discussing method, inquiry method, experimental method, discovery method, practice method and case teaching method in the teaching of the rational use. As 25th President of Harvard University professor Derek Bok thinks: "in college, the most important thing is to stop the fixed of imparting knowledge of emphasis, to advocate the students to acquire knowledge and the ability to understand knowledge constantly. This shift means more emphasis on academic research, emphasis on presentation and presentation, and a way to master basic language, which is precisely the way to get a lot of knowledge (Han, 2009). The teacher's role should be a problem the participant, the discussant, participants, at the same time, the group should strengthen cooperation among teachers, communication, interaction and dialogue between each other in the process of common development.

Thirdly, highlight humanistic management. The formation of university teacher culture needs scientific humanistic management concept. Humanistic management mainly relies on value orientation, belief support and emotion cohesion, not only by virtue of institutions, rights and composition, but also stimulates teachers' inner potential from the depths of the mind, and makes the teaching behavior internalized into conscious action. Humanistic management advocates that teachers should actively carry out educational innovation and pursue the values of professional development, guide teachers' teaching behavior with lofty beliefs, and lead teachers'
teaching process with advanced ideas. The key to strengthening the humanistic management of teachers is to develop a humanized system and implement human evaluation mechanism. The humanized evaluation is “a construction process of dialogue, mutual consultation, mutual orientation and the best common interest”. The implementation of this evaluation mechanism is based on the connotation development of teacher culture. In the process of the development of teacher culture, the evaluation should highlight the cultural spirit, to change the external evaluation into an internal evaluation, and to make the evaluation into a developmental evaluation. Through dialogue and communication, the cultural atmosphere of cooperative development is established, and the teacher culture of symbiosis, creation and harmonious development is established through the mutual consultation and the consensus of self-evaluation.

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