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Research on scholarship of teaching to support the faculty development of moral education staff in Sichuan Normal University: a grounded theory approach

ZHOU Bo

Ph.D. study programme of Education

Supervisor

Mgr. Pavel Neumeister, Ph.D.

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Declaration of Originality

I, Zhou Bo (Student ID Number 80062330) declare that this dissertation entitled "Research on scholarship of teaching to support the faculty development of moral education staff in Sichuan Normal University: a grounded theory approach" submitted as partial requirement for Ph.D. study program of General Education is my original work and that all the sources in any form (e.g. ideas, diagram, texts, tables, etc.) that I have used or quoted have been indicated and acknowledged in the text as well as in the list of reference.

June, 2019

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Signature   **Date**

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Abstract

Boyer (1990) proposed an expanded definition of ―scholarship‖ within the professoriate based on four functions in the book of *Scholarship Reconsidered-Priorities of The Professoriate*: discovery, integration, application, and teaching. He argues that , all forms of scholarship should be recognized and rewarded. ― Ernest Boyer proposed that higher education move beyond the tired old ―teaching versus research‖ debate and that the familiar and honorable term ―scholarship‖ be given a broader meaning.‖ (Glassick ,2000). Ernest Boyer indicated that, ―Such a vision of scholarship, one that realizes the great diversity of talent within the professoriate, also may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives.‖(Boyer,1990,P25.)

This qualitative study, utilized the grounded theory, try to generate the process of the faculty development of moral education staff under the dilemma between teaching and scientific research in Sichuan Normal University and to build a theoretically based and practical model of Scholarship of teaching according to need of the faculty development of moral education staff. Data collection is by two steps of semi-structured interview, observation and documents of 10 participants and analysis is by grounded theory skill.

The results of first question of this study was to generate a process of faculty development of each participant's experience, 20 categories has emerged from the data, the causal condition contains: Self-development needs, Life necessities, Pressure from university and society, Characters of moral education. Centre phenomena contains Forced scientific research of all the staff, Teaching as the foil, Alienation of relationship of staff and student. Intervening conditions contains Booming development of university, Innovative society, Revival of traditional culture, The big data era. Contextual conditions contains Ranking of universities, Faculty competition, Administrative Department tasks. Strategies contains Adjusting energy distribution, Utilizing various resources, Flattering students. Consequences contains Both loss of Scientific research and teaching, The single crowded dimension of professional development, Staff' self-reflection.

The results of second question of this study was to build a model of scholarship of teaching. 12 categories and 5 upper-categories has emerged from the data, which is

Upper value orientation transition, Adjusting existing support, Adding new service support , Dissemination of scholarship of teaching, Establishing the evaluation system. And the cyclical dynamic model is build on the five upper-category.

The findings of this study provide extended knowledge to faculty development of those moral education staff. Those results give practical recommendations for the establishing of a truly viable model of scholarship of teaching which help the staff's development.

Key words: Scholarship of teaching, faculty development, moral education staff, grounded theory

Contents

CHAPTER 1: INTRODUCTION

1.1 The raise of the question

1.1.1 The development of University and its staff

In recent years, thanks to the implementation of the promotion the country through science and education, China's higher education has achieved leapfrog development. Universities are not only the main institutions of cultivating talents, but also the main force of national development and rejuvenation. In 2001, the Ministry of Education put forward in the Several Opinions on Strengthening Undergraduate Teaching in Colleges and Universities to Improve Teaching Quality that "We should strengthen undergraduate teaching and improve the teaching quality in higher institutions. And improving the quality of education should be given a more prominent and important position to realize the sustainable development of China's higher education." China has entered the development stage of higher education popularization since 2002, and has made great achievements so far (Zhang, 2006). However, as the quantitative indicators of higher education popularization have been realized, the quality problems of higher education have also gradually emerged. Most developed countries abroad generally regard the faculty development as an important means to improve the quality of higher education. Therefore, comparatively speaking, the faculty development in China is still at a relatively low level, and the faculty development relatively has become the bottleneck of the popularization of higher education to the vertical and deep development (Meng, 2007). One of the most critical factors restricting the quality of higher education is the faculty development, which has become a consensus all over the world (Dong, 2011). Faculty development has attracted more and more attention. Clark Kerr (1993) believes that, in a very sense, the staff is the university itself as a whole, the most important productive factor of the university, the source of university honors, and the staff are the unique partners of such institutions. Altbach (2006) believes that professors are the core of academic career. Without staff dedicated to the cause of education, not only no university can succeed, but also it is impossible to carry out any effective teaching and learning activities. Therefore, whether it is "the staff is the university itself" (Bie & Li, 2014), or the former president of Tsinghua University, Mr. Mei Yiqi(1931) mentioned in his inaugural speech that "a university is not a school with only tall buildings, but excellent staff.", all of which emphasized the significance of staff to the university.

Obviously, staff is the embodiment of the connotation and essence of universities, the key force to promote the sustainable development of universities, and the crucial factor to improve the quality of university education.

1.1.2 Faculty development and its shortage in China

For a long time, China has been paying more attention to the professional development of the teacher in primary school and middle school. However, there is a lack of attention to the faculty development, the training of staff's teaching philosophy, teaching skills and other aspects. In fact, almost all staff are trained as scientific researchers in a narrow field. They generally know little about educational theories, new teaching methods or curriculum development and have not received pre-service teaching training (Knapper & Cropley, 2003).   Until 1998, the Chinese Ministry of Education began to carry out institutionalized and large-scale pre-job training for staff, and formed a teacher training system focusing on staff's further education and training. However, it is questionable whether such training can really play a role in the professional development of teachers (Zhao,2011). As Mr. Pan Maoyuan pointed out in the International Academic Seminar on "Faculty Development and Quality Assurance of Higher Education" held by Xiamen University in 2006, "China's previous teacher refresher and training system has been unable to meet the current needs of teachers to continue to improve. In order to improve the level of teachers and guarantee the quality of higher education, it is necessary to introduce the concept and philosophy of 'faculty development' in colleges and universities, and establish a faculty development system in China on the basis of learning the development mode of foreign teachers (Pan & Luo, 2007)."   The scientific research on the faculty development is still a new thing in the field of educational theory in China. Although since the beginning of the 21st century, China has begun to pay more attention to the scientific research on the group of staff, but the progress of the scientific research is relatively lagging behind the speed of the faculty development and the degree of attention. In terms of scientific research content, it follows the traditional way of taking staff as the objects of management. Although teachers' development is required, no effective measures are taken to support teachers' active development. Therefore, it is necessary to learn from the practical experience and theoretical achievements of western developed countries (Xu &Dong,2012). In western developed countries, the

faculty development starts earlier and develops faster, which is worthy of learning and reference. Therefore, how to develop staff's qualities and abilities has become an important subject for the development of Chinese universities.

1.1.3 Out-of-balance of teaching and scientific research

With the development of the times and the progress of the society, there are disharmonious and even contradictory phenomena between the talent cultivation and scientific research functions of universities. In the past decade, the contradiction between teaching and scientific research in China's higher education has become increasingly sharp. Scientific research is the first in university development, staff in university values scientific research than teaching. Staff in university are in the dilemma of scientific research and teaching(Liu,2018).Under the eviction, temptation, coercion and control of various "visible hands" and "invisible hands", the university has helplessly stepped into the "fast lane" of chasing after the fame and fortune and losing its mind. In such an increasingly crazy "vanity fair", the temptation and pressure of staff to declare topics, publish results, and pursue awards is growing. And the dissimilation of "scientific research orientation" is more and more terrible to the spirit of university culture. From professors to young staff, there is less and less time, energy and emotions that will, may and actually invest in teaching (Xie & Sang, 2015).

At present, Chinese university teaching and scientific research not only have the huge contrast in the interest orientation, but also have the serious instability in the value-oriented moral balance. In universities, only scientific research achievements can show the academic level of professors and the academic strength of universities, departments and majors, while teaching can be entrusted to staff who are not good at scientific research. If such value orientation cannot be fundamentally reversed, it is impossible for teaching in colleges and universities to receive due attention and respect, which not only does great harm to the teaching quality of colleges and universities, but also leads colleges and universities astray in the cultural ecology in colleges and universities of seeking for quick success and instant benefits and cutthroat competition.

1.1.4 The characteristic of moral education

Morality refers to the conceptual standard for measuring behavior. Different criteria for judging right and wrong are formed naturally under specific production capacity, production relationship and life style. In English, morality is a behavioral factor used to distinguish between right and wrong intentions and to determine action (Long & Sedley, 1989). Morality can be a set of standards or principles derived from the codes of conduct of a particular philosophy, religion or culture, or it can be derived from the universal values one believes in (Gert & Gert, 2017). Morality is an "informal public mechanism". Informal means that there is no law or authority to judge whether it is correct or not, while public mechanism refers to the criteria that can be applied in all situations (Cambridge Dictionary of Philosophy). And moral education staff mainly spread and teach the universal values of a country, a nation and a group, and regulate a series of behavioral standards or value principles of students by means of education (Fu, 2006).

In 2005, the Ministry of Education and the Ministry of Propaganda put forward the term " moral education " to summarize the university ideological and political theory course curriculum. According to the Opinions of the Propaganda Department of the Central Committee of the Communist Party of China and the Ministry of Education on Further Strengthening and Improving the Ideological and Political Theory Courses in Colleges and Universities (Social Science scientific research and Ideological Work Department of the Ministry of Education [2005] No. 5), the university ideological and political theory course was officially named moral education and the staff who teach this course are called moral education staff. The main content of moral education course is moral and legal basis, including traditional Chinese values of moral education, contemporary Chinese values of moral education (socialist political thought) and basic laws and regulations. In this paper, the author uses moral education, and the specific naming is described and explained in detail in the definition of term.

From the above, we can see that the Ministry of Education has set up a moral education course in universities. The main purpose of the Ministry of Education is to enable staff to instruct students to inherit the universal values of our country and our nation and understand basic laws and regulations through different teaching methods, rather than to let staff focus their works on scientific research. Teaching and educating

can best be embodied in the field of moral education, so that students can deeply understand, think and inherit these core values through classes, practical activities, seminars and other forms, which is the main task of moral education staff.

However, in the university atmosphere, due to the general imbalance between scientific research and teaching, and the moral education staff follows the general trend for their own development, they are increasingly in a dilemma in front of the imbalance between scientific research and teaching. In the face of this imbalance, what is the process of moral education staff's own development, this is a question that the author thinks. And how to solve this problem is worth exploring.

1.1.5 Time propose scholarship of teaching

In 1990, Ernest L. Boyer published a report entitled *Scholarship Reconsidered-Priorities of The Professoriate* (hereinafter referred to as "Scholarship Reconsidered"), arguing that it is necessary to re-recognize the teaching work of staff to maintain the vitality of higher education and improve the teaching level of higher education. Boyer proposes that there are four types of scholarship, namely Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching (Boyer, 1990). It is the first time he explicitly proposed the concept of "scholarship of teaching". The proposal of this concept not only innovates people's understanding of teaching, but also provides a new perspective and framework for people to properly understand the relationship between teaching and scientific research, which has important implications for people to re-examine the teaching function of universities and the professional nature of staff. Scholarship means not only discovering new knowledge and publishing papers to the public, but also integrating knowledge from different disciplines to open up new fields and solve practical social problems in the creative application of scientific research results, which also opens up new directions of scientific research. The publication and dissemination of scientific research results are teaching in a broad sense, which also requires scientific research and continuous innovation. However, teaching means not only imparting knowledge and creating future scholars, but also cultivating future academic talents in the process of dialogue and exchange between scholars and young people, which obviously requires staff to have high academic quality. In addition, staff should constantly scientific research and track the academic frontier in this field, so that it is possible to inherit the academic

spirit in teaching. Therefore, teaching itself has the common characteristics with all other forms of scientific research. It is full of professionalism and creativity. And teaching is undoubtedly a lifelong academic subject which is full of challenges for staff (Boyer,1990). Teaching itself is a complex and endless frontier of scientific research. Therefore, scientific research and teaching are inherently unified and inseparable, which is a profound interpretation of teaching from a broad scholarship perspective. More importantly, it puts forward a new scholarship way to solve the contradiction between university teaching and scientific research. The proposal of the concept of scholarship of teaching has generated a strong response among American universities. They have started to reflect on academic scientific research, rethink their understanding of teaching, and try to establish a more comprehensive and fair evaluation system. A group of staff, administrators, scientific researchers of higher education and strategy experts have been actively engaged in it, forming a multilevel and multidisciplinary scientific research field and innovation movement, which has become an important force to promote the reform of university teaching.

How to practice an effective scholarship of teaching so as to solve the coordinated development of teaching and scientific research work of the moral education staff, promote the development of moral education staff, and improve the teaching enthusiasm and quality of staff has become an unavoidable practical problem. As for how to achieve the goal of improving the quality of higher education personnel training and solve the contradiction between teaching and scientific research in the faculty development of staff, the proposal of scholarship of teaching has pointed out the general direction for us. However, how to find a theory of scholarship of teaching and practice path suitable for the faculty development of stuff in each university is the problem the author thinks about. As mentioned above, in the development of moral education staff, teaching and scientific research should be mutually reinforcing and inseparable. Cooperation is beneficial to both, and vice versa. However, to profoundly perceive and fully understand how to maintain a balanced and harmonious development of teaching and scientific research, we must be rooted in moral education staff and obtain first-hand information from their perspective, for example, to understand the process of their faculty development, and which factors in these processes are directly contributing to their core problems, which factors directly affect their faculty development, and to consider the larger social and cultural context, to

find out how they deal with these difficulties, and the final consequence. And from their perspective and their needs, we can discuss a practical scholarship of teaching model to alleviate the problems they are facing in the process of the faculty development.

1.2 Definition of terms

1.2.1 Moral education

Moral education, in Chinese, is "de yu" – "de" means morality and "yu" means education. In ancient China, the character "de" was first seen in oracle bone inscriptions. In *Shuo Wen Jie Zi*, Xu Shen said that being moral is beneficial to others and beneficial to ourselves(Xu,1989). When we say that we gain from ourselves, we mean that when the good thoughts stored in the heart, the body and mind benefit from each other. And by applying our good deeds to others, we can make everyone else benefit. "de" is the unity of inner cognition, emotion and outer behavior. The original meaning of "yu" in oracle-bone inscriptions refers to a biological phenomenon that women give birth to life, and then it has its extended meaning. The interpretation in *Shuo Wen Jie Zi* officially confirmed the extended meaning of "yu", "the so-called "yu" is to cultivate future generations to let him do more good deeds(Xu,1989). It means that raising children is to make them good and decent people. Therefore, the meaning of "yu" is almost similar to what we call "education" and "moral education" today. Its purpose is to make people abandon evil and become good, cultivate moral character and have a kind heart and good deeds (Lou,2008).

In contemporary times, the connotation or essence of moral education should include the following parts. The general attribute of the essence of education is that educators exert purposeful, planned and organized influences on educates according to social requirements. All components of moral education extension, namely thought, politics, morals, law and discipline. It should reveal the unity and polarity of the two mutual subjects and objects in the process of moral education. It should reveal the transformation in the process of moral education, namely internalization and externalization (Lu & Wang, 2000).

1.2.2 Staff

Staff, as the name implies, is an individual engaged in an teaching and academic career in a university. As a "core professional occupation", staff needs qualification in two aspects. First of all, staff needs to have advanced knowledge in relevant disciplines and fields, work with the purpose of exploring, imparting, applying and developing advanced knowledge, and to be qualified as scholars. Secondly, staff should have the ability to impart knowledge and skills in related disciplines and fields (Xu, 2015). However, the current situation is that the professional field has clear indicators (such as doctoral degree), but there is no objective standard for teaching ability (Gao, 2016).

The scope of this paper includes staff engaged in scientific research, teaching and service, also includes staff who only do scientific research and staff who purely teach. However, it does not include staff who are engaged in administrative work in universities, and it does not include the group of graduate students and graduate teaching assistants who may be engaged in moral education in universities in the future. In this paper, the teacher who do the teaching and scientific research work in university could be termed as " staff " and " academics " . From the perspective of professional titles, it can be called assistant, lecturer, associate professor and professor in accordance with the professional title rating in domestic universities.

1.2.3 Moral education staff

Moral education staff refers to teachers who teach moral education courses and conduct academic scientific research on moral education subjects in universities, who is the participant in this study.

the Ministry of Education and the Ministry of Propaganda put forward the term " moral education " to summarize the university ideological and political theory course curriculum. According to the Opinions of the Propaganda Department of the Central Committee of the Communist Party of China and the Ministry of Education on Further Strengthening and Improving the Ideological and Political Theory Courses in Colleges and Universities (Social Science scientific research and Ideological Work Department of the Ministry of Education [2005] No. 5), the university ideological and political theory course was officially named moral education and the teachers who teach this course are called moral education staff. The main content of moral

education course is moral and legal basis, including traditional Chinese values of moral education, contemporary Chinese values of moral education (socialist political thought) and basic laws and regulations.

In domestic universities, the expressions of staff who teach moral education courses are: moral education staff，moral education staff，ideological and political theory staff, ideological and political theory staff. Although these expressions are the same meaning, moral education staff are used mainly in this study.

Since Chinese moral education emphasizes both traditional Chinese moral education views and socialist values, a direct translation will lead readers' attention to the "ideological category". Because this paper does not discuss the content or connotation of moral education in China, but focuses on the faculty development and scholarship of teaching from the perspective of pedagogy theory. Therefore, the author uniformly uses the moral education staff so as to weaken the influence of ideology on this article.

1.2.4 Faculty development

In different times, different scholars give different definitions and interpretations to the faculty development, and discuss the strategies, models, contents and effectiveness of the faculty development. Faculty development is a multi-dimensional continuous process of staff's career, including professional development, instructional development, organizational development, personal development and other dimensions(Xu, 2015). In this paper, it mainly refer to the both the development of staff's internal comprehensive abilities and the development of staff's external condition.

In this paper, the subject of development is university teachers termed as staff. The staff here include those who are engaged in the comprehensive functions of scientific research, teaching and service within the tenure, but do not include the staff who are engaged in administrative work in the university, and do not include the graduate students and graduate assistants who are likely to be engaged in moral education in the university in the future. The social roles of staff are diverse, including scholars, teachers, people in organizations and people in society. Therefore, the development of staff is also a comprehensive development, including professional development, instructional development, organizational development, personal

development and other dimensions. Moreover, the development of staff and their own needs is a continuous and stable multi-dimensional and all-round problem, rather than just some special development projects.

In English, there are often different expressions for the development of university staff, such as "faculty development, educational development, university teacher development, professional development and staff development". In this study, faculty development are used mainly.

1.2.5 Scholarship

Boyer (1990) proposed an expanded definition of "scholarship" within the professoriate based on four functions in the book of *Scholarship Reconsidered-Priorities of The Professoriate*: discovery, integration, application, and teaching. He argues that , all forms of scholarship should be recognized and rewarded. " Ernest Boyer proposed that higher education move beyond the tired old "teaching versus research" debate and that the familiar and honorable term "scholarship" be given a broader meaning." (Glassick ,2000). Ernest Boyer indicated that, "Such a vision of scholarship, one that realizes the great diversity of talent within the professoriate, also may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives"(Boyer,1990,P25).

In this article, author would use "scholarship" as subject in the sentence to express the new broad dimension of academic works which is belong to the prospective of Boyer, "scientific research" to express the narrow dimension of academic works as the attribute.

1.2.6 Scholarship of teaching

Although the concept of "scholarship of teaching" was put forward by Boyer, he only gave a descriptive explanation of scholarship of teaching without a clear and operational definition. As a concept, there is still no widely accepted definition of the connotation and extension of " scholarship of teaching" (Trigwell, Martin, Benjamin & Prosser, 2000). In the book "Scholarship Reconsidered- Priorities of The Professoriate", Boyer proposed that academic level includes four different but overlapping fields: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching (Boyer,1990). Boyer believes that

Scholarship of Discovery refers to find new knowledge through scientific research. Scholarships of Integration means integrating knowledge through the development of the curriculum. Scholarship of Application refers to find certain ways to link knowledge with contemporary issues. The proposal of Scholarship of Teaching does not only innovate people's understanding of teaching, but also provides a new perspective and framework for people to properly understand the relationship between teaching and scientific research, which has important implications for people to re-examine the teaching function of universities and the professional nature of staff. Boyer argues that when teaching is regarded as an academic level, it both educates and cultivates future scholars, including staff' study of professional fields, cultivation of students' critical and creative thinking and learning ability, and creative development generated by teaching. Staff of creative development are "those who take teaching as their lifelong challenge and are strict with themselves" (Lv & Zhou, 2004).

In the author's opinion, the concept of scholarship of teaching proposed by Boyer covers a wide range. And this paper is just to explore the needs of a special group of staff from a particular context, and to explore a practical model of scholarship of teaching from their perspective, which can just enrich the understanding of scholarship of teaching dimensions. At the same time, this paper proposes to combine scholarship of teaching in moral education, which can promote the integration of disciplines and the development of interdisciplinary scientific research. With the development of scholarship of teaching, the subject of teaching inquiry is no longer limited to staff with pedagogical background, so staff of different majors (such as the moral education staff) should take the initiative to reflect on and study their own teaching.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 The grounded theory and theoretical framework

In grounded theory, theoretical framework is not the researcher's own position on the problem and the author would not adapt the model used in the previous study. Oktay, J. S. (2012)have argued:

"Theoretical framework is very similar to the concept of theoretical sensitivity in the grounded theory research. The conceptual framework includes the researcher's personal or professional experience with the topic"(p.19).

In this research, the perspective of Oktay, J. S.(2012)is close to the researcher's viewpoint, "you present theoretical perspectives that shape your worldview. A review of relevant theories or conceptual models can increase theoretical sensitivity by increasing awareness of significant theoretical concepts that may arise in the study "(p. 20).

Rather some prior understanding of the phenomena can be helpful in improving the researcher's theoretical sensitivity, so Strauss and Corbin (1998)still posed "The point is not to avoid preconceptions, but to ensure that they are well-grounded in arguments and evidence, and always subject to further investigation, revision, and refutation"(p. 176).

The core principle of grounded theory is generating abstract concepts/constructs/theory from "data" and this generative process should not be contaminated too much by preconceptions. Author should be always remain open to the data and articulate how this study compares/extends others work.

2.2 The framework of scholarship of teaching

2.2.1 Out-of-balance of teaching and researching in USA

Ernest Boyer enjoys a high reputation in American education. He devoted into American higher education all his life. He has held the post of important academic and administrative positions such as the president of New York University and Director of American United Education Department(Boyer,1997). Throughout Boyer's thoughts in his whole life, he gave priority to the fundamental issue of higher education: how to train the next generation in their life of university, so that they can become useful talents, especially academic talents for the country and society. Boyer believes that young people are future scholars and that students should live an

academic life though receiving university education(Tu&Fang,2002). After Boyer served as the chairman of the Carnegie Foundation for the Advancement of Teaching, he led a large-scale research on the learning and life of undergraduates in American universities, and published the Research Report "*College: The Undergraduate Experience in America*" (Boyer Report for short) in 1987.This report gives a detailed description of the learning, living conditions and outstanding problems of the college students in America and Boyer puts forward goals and suggestions for improving the quality of university teaching in this report, and points out that the biggest obstacle to improving the quality of university teaching is that the scholars do not care about undergraduates. This paper reveals the problems which is existing in the university education of America and a vivid metaphor, a split house is used to sum up the grim state of the university education in America. There are large cracks between undergraduates and postgraduates, teaching and scientific research, the training of talents at universities and the requirement of society, and university disciplines and specialties(Boyer,1987). This report calls for changing the serious situation of the declining quality of the training of talents, rebuilding undergraduate education in American universities, as well as puts forward the well-known vision of creating a healthy, efficient and beautiful campus life.

Among the different problems in American universities, the most prominent one is the contradiction between university teaching and scientific research. Boyer has realized that the key problem is the allocation of staff' time". Professors spend more time in doing experiments and writing papers, and less time with undergraduates. The evaluation system of universities is based on the achievements in scientific research, especially on the publication of papers, and teaching work has not been given much attention. Although the whole society has issued a strong appeal for the importance of university teaching, the contradiction between scientific research and teaching has become increasingly fierce. Boyer has noticed that the old mode of binary thinking about scientific research and teaching is useless to solve the problem. We need to find out the unity and complementary of the relationship between scientific research and teaching from a deeper perspective. Boyer believes that scientific research should be strengthened, and our endless search for new knowledge is the most important aspect of the spirit of universities, which plays an important role and in the talent cultivation(Boyer , 1987).

2.2.2 Boyer's Model of four Scholarships

Boyer believes that a narrow and hierarchical understanding of academic concepts exists in academy, that is today's academics has been formed into a pyramid structure, subject research (traditional scientific research) is considered to be the most important academic activity, while teaching and social services are regarded as an empirical and procedural work. It is at the bottom of the scholarship pyramid, or even excluded from scholarship category(Boyer,1990). In 1990, Boyer published his famous report "*Scholarship reconsidered: Priorities of the professoriate*"(hereafter Scholarship Reconsidered for short)based on a comprehensive grasp of the existing situation of both students and staff in American colleges. This report is a masterpiece of higher education thought of Boyer. It reveals the alienated academic view behind the separation between university research and teaching, students and staff, graduates and undergraduates, universities and society. He puts forward four new interrelated scholarship from the perspective of the overall scholarship ecology: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. AS the diagram following,
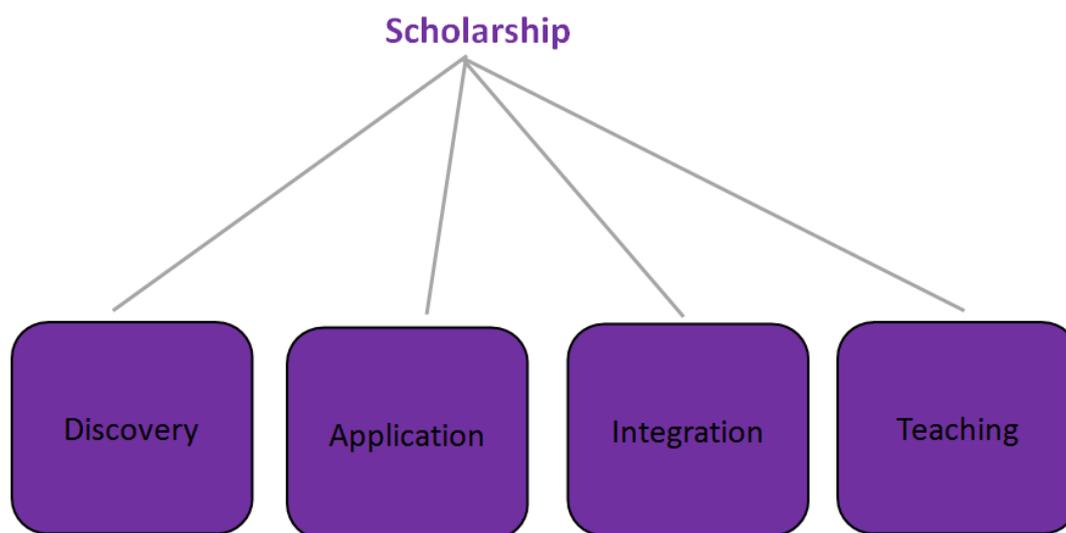
Diagram 2.1 Boyer's Multidimensional scholarship view

The first type of scholarship is Scholarship of Discovery which is applied to the traditional scientific research is mainly for expanding the boundaries of disciplinary knowledge. In particular, he points out that although the current understanding of scholarship is too narrow, it does not mean that the status of

scientific research is weakened, on the contrary, the activities of discovering the knowledge should be further developed and strengthened. The value of scientific research not only depends on the fact that the achievements of research can increase the knowledge of human and benefit the nation and society, but also depends on the scientific spirit which contains endless exploration as its basic characteristics. The most valuable and charming value of scientific research is that the scholars are devoted into solving key problems and difficulties with great passion every day(Boyer,1990).

The second type of scholarship is Scholarship of Integration, which represents the integration of knowledge in different fields so as to open new academic doors. Interdisciplinary research is a typical example. There are many other forms of knowledge synthesis in addition to interdisciplinary research, such as the design of liberal education courses is an important form of integrated scholarship. Boyer emphasizes the value of popularization of science especially. Scholars are increasingly divorced from the masses so that only their peers can read and understand the professional works. What's more they only accept the evaluation from their peers. There are two between the scholars and masses, universities and society. It is very urgent for scholars to combine professional research with practical problems closely and transform their professional knowledge into a common language so that the masses can understand easily, the scholars need to arouse the attention and action of the public and they should act as the torchbearer once again(Boyer,1990) .

The third type of scholarship is Scholarship of Application ,which means that the scholars can solve some practical problems in society through their professional knowledge. This application requires professional knowledge to carry out the professional work. Boyer points out that it is an important tradition of American universities to participate in national construction and serve the society , then a number of practical-oriented universities and colleges have emerged in history. However, many universities and colleges blindly follow the trend under the prevailing academic atmosphere " drift upward"(Boyer,1990) at that time, which can only destroy their own development ultimately. Boyer emphasized that the value of applied research is becoming more and more prominent today, it can solve the practical problems of social development, and bring new topics and inspiration for theoretical research.

The last but the most important and new type is Scholarship of Teaching. Boyer proposed a new understanding of teaching from the perspective of scholarship level. First of all, the professional ability of staff must be excellent. Staff must have a clear and deep understanding of their teaching contents, which requires them to do a lot of research and accumulate knowledge, and they need to prepare for the long-term and hardly working. Secondly, teaching should build a smooth bridge between staff' knowledge and students' learning. Teaching means not only dissemination of knowledge, but also rebuilding and expansion of knowledge(Boyer,1990).Staff have to spend a lot of time designing the teaching mode and researching of the teaching strategies, which is a complex task. The key is to study students and make them become active and creative learners. Some staff may not achieve first-class achievements and prominent status in scientific research, but they put the creativity into students, they do their utmost in order to train the excellent students in the classroom, laboratory, conference hall and even in every corner of the campus . Teaching is the most important thing in their scholarship life. They have acquired a unique sense of scholarship achievement in the process of growing up with students , which is equal to scientific research and should be respected. Without them, the building of human knowledge will hard to sustain, and the palace of learning will collapse eventually(Boyer,1990).
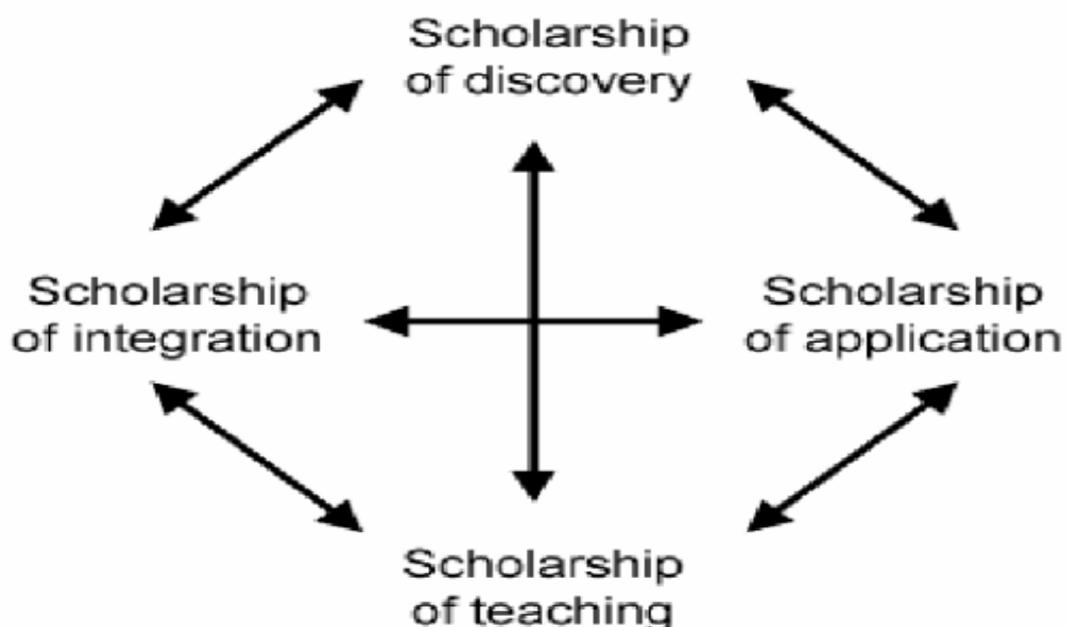
Diagram 2.2 The relationship of the four types of scholarships view

Boyer emphasized that the four kinds of scholarships are a whole. "We have redefined scholarship, it includes four interrelated aspects."（Tu&Fang,2002,P64）They interact and promote each other, and there are many two-way arrows exist. Obviously, it has not attracted enough attention of scholars at home and abroad, and the later research is seldom carried out from the perspective. In fact, the relationship among the four kinds of scholarships is the key point to understand the new scholarship view of Boyer. What can be realized is that the value and significance of the scholarship of teaching is from the perspective of the overall academic ecology. Four kinds of scholarships have constituted a complete ecology, among which scientific research is the starting point, and teaching is the necessary guarantee for the continuation of scholarships. Teaching is an indispensable element of the whole academic ecology. It is not an isolated existence, but is closely linked with the discovery, integration and application of each scholarship activity. Scholars engaged in every kind of scholarship need to be trained through teaching, so the scholarship of teaching plays a very important role. The characteristics of each kind of scholarship need to be studied in the process of university teaching, so as to cultivate diversified scholarship talents. Among the four kinds of scholarship from Boyer's thinking, scholarship of teaching is in a central position. The proposition of scholarship of teaching is the final summary, promotion and condensation of Boyer's rich recognition of his higher education in his whole life.

These are the descriptions of four scholarships in the book named "Scholarship Reconsidered". From beginning to end, Boyer believes that the core mission of the university is teaching, improving the quality of university teaching, and cultivating the next generations with a sense of morality and responsibility, which is the core issue of his thinking, discussion and elaboration of all views. Boyer's profound understanding of teaching is the ideological background which is from these four scholarships, and these four scholarships are the inevitable continuation of Boyer's consistent ideas in scholarship outlook.

2.2.3 Criteria of Scholarship Evaluation

Boyer and his colleagues of Carnegie Foundation for the Advancement of Teaching published the important book named "***Scholarship Assessed: Evaluation of***

Professoriate" (hereinafter referred to as "Scholarship Assessed "), and they put the main battlefield of promoting scholarship of teaching on the research of scholarship evaluation. They believe that the four kinds of scholarship can be established, which means that they share some common academic characteristics, and these characteristics can become the observation dimension made for the evaluation criteria(Glassick, Huber, & Maeroff，1997).

If four kinds of scholarships can be measured by one scholarship standard, the idea that four kinds of scholarships would be equally put into the evaluation system. The Carnegie Foundation for the Advancement of Teaching conducted a survey of university staff, department leaders, and leaders of major academic journals and University Press, asking about their views on the academic characteristics of their own disciplines and the criteria used for scholarship evaluation(Glassick, Huber, & Maeroff，1997).

On this basis, six evaluation criteria which can be applied for these four kinds of scholarships are proposed as follows:

Clear goals. Whether the scholars can state the basic purpose of their work clearly.

Adequate preparation. Whether the scholars know the previous work in this field and whether they have enough skills to do their own work as well as whether they have enough resources to promote the work.

Appropriate methods. The Scholars use research methods in their research and use staff' teaching methods in their teaching.

Significant results. Firstly, the teaching effect of scholars is reflected in the achievement of teaching objectives; secondly, it is reflected in the contribution to the community of teaching research.

Effective presentation. Whether the scholars have published papers in research activities of scholarship of teaching .

Reflective critique. Whether the scholars continuously improve the teaching and course construction(Glassick, Huber, & Maeroff，1997).

These six criteria summarize the general characteristics and procedures of all scholarships. These criteria provide a general standard for scholarship evaluation of universities, which has a great impact on the reform of the evaluation system of American universities. Many universities' evaluation guidelines are formulated based

on this framework.

2.3 The purpose of research

In this paper, the author attempts to understand the process of faculty development of moral education staff under the dilemma between teaching and scientific research, and build a theoretically based and practical model of scholarship of teaching according to need of the faculty development of moral education staff.

As the function of university expanding, university staff are more and more value scientific research status first, but teaching in university is not allowed to be ignored, moral education staff's workloads are mainly on teaching, scientific research and service in University. Among them, teaching and scientific research should be paid equal attention.

From the perspective of the moral education staff, how to bring teaching into scholarship field of the moral education , the author intends to find the solution to explore what kind of scholarship of teaching can solve the moral education staff 's problems which they are in face of the contradiction between teaching and scientific research, so as to promote their development. So firstly, the author have to inquire the truly condition of moral education staff on how to deal with the dilemma between teaching and scientific research during their career, then according to their requirement, base on data from the interview and observation, a practical model of Scholarship of teaching should be explored in this study.

The purpose of this research base on the empirical data is bellowed ,

To generate the process of the faculty development of moral education staff under the dilemma between teaching and scientific research in Sichuan Normal University .

To build a theoretically based and practical model of Scholarship of teaching according to need of the faculty development of moral education staff .

In conclusion, this study adopts the research method of grounded theory, the author intends to deeply understand the moral education staff are in face of the dilemma between teaching and scientific research through the faculty development ,and to make the summary on a model of scholarship of teaching in specific context which could promote the faculty development of moral education staff.

2.4 The significance of research

This study proposes scholarship of teaching combined into university moral education, which has hardly been mentioned in previous studies. The necessity of scholarship of teaching combined in university moral education is strong, because the theory of scholarship of teaching expands the view of learning and enriches its connotation. The proposition of scholarship of teaching has renewed people's understanding of scholarship. Scholarship not only includes professional scholarship, also pedagogical scholarship. Traditionally, teaching and scientific research belong to two sequences, and only scientific research can be called academic research. However, with the deepening understanding of Boyer's Multidimensional scholarship view, scholars' academic views have been further updated. Scholarship of teaching and scientific research should enjoy the same status and both belong to the academic category together.赴

This study proposes that combining scholarship of teaching in moral education can promote the integration of disciplines and the development of interdisciplinary research. With the development of scholarship of teaching , the subject of teaching inquiry is no longer limited to staff with pedagogical background, and also ones of different majors (such as moral education staff) should take the initiative to reflect on and study their own teaching. In the process of carrying out the scholarship of teaching , moral education staff should not only have the knowledge background of their own discipline, but also have the knowledge background related to teaching. At the same time, staff with educational background should also try to understand the differences between different subjects (such as moral education) when studying the scholarship of teaching . Therefore, the exploration and sharing of research results emphasized by the scholarship of teaching will greatly promote the communication and influence between different disciplines staff and accelerate the development of interdisciplinary and cross-platform research.

Moral education staff in university is mainly engaged in the research work on moral education, for how to impart the moral education teaching to students is not involved. Although the university staff have received the introduction training from national colleges and universities including training course content of pedagogy, psychology and so on, but overall training is general and simple, cannot achieve the

high degree to conduct research to scholarship of teaching in moral education of university. From the perspective of pedagogy, this study hopes that moral education staff would pay more attention to the scholarship of teaching during their career and participate in teaching of university moral education, which could promote the faculty development of moral education staff in the university.

This study explores the dilemma between moral education staff in dealing with scientific research and teaching in university, reveals the academic characteristics and value orientation of teaching, and opens up a unique academic way to solve the contradiction between university teaching and research. Furthermore, this study intends to improve the teaching quality of moral education staff in universities through researching on the scholarship of teaching, strengthen the central position of teaching. The most basic function of a university is to cultivate talents, and teaching is the main way to have this. University staff should realize the importance of teaching and should actively reflect on teaching and become researchers and reformers of teaching. Moral education staff should pay more attention to teaching and find the strength point of improving university teaching through studying teaching problems. Moral education staff in universities can understand the criterion of scholarship of teaching from its concept, then reflect on their own teaching to find problems and try to solve them, and finally share teaching experiences with their peers.

2.4 The questions of research

The qualitative nature of the grounded theory design allowed the collected research questions to evolve, and as noted by Suddaby (2006), was more appropriate for interpreting how participants viewed reality.

In this paper, the research mainly detailed into several questions under two main questions from the perspective of moral education staff. The reason is that using the grounded theory, after the coded data brought out new concept, author need to bring out relative comprehensive questions until further theoretical sampling (Strauss & Corbin, 1998). So two main questions are to strictly follow the grounded theory research methods, the subordinate problem, which is under the main questions, let the author tries to deal with the problem more clearly, more focus on the question. The author's main questions are as follows:

Q1:what is the process of the faculty development of moral education staff

under the dilemma between teaching and scientific research in Sichuan Normal University?

Q2:What should a theoretically based and practical model of Scholarship of Teaching be like for the faculty development of moral education staff in Sichuan Normal University?

In conclusion, this study adopts the research method of grounded theory, the author intends to deeply understand the moral education staff are in face of the dilemma between teaching and scientific research through the faculty development ,and to make the summary on a model of scholarship of teaching in specific context which could promote the faculty development of   moral education staff.

CHAPTER 3: LITERATURE REVIEW

3.1 Overview

EBSCO Host, Educational Resources Information Center (ERIC), Proquest Dissertation and Theses, Springer Link, Google Scholar and China National Knowledge Infrastructure (CNKI) are the main data base for the author to investigated. Author try to adapt the index searching, citation searching, and footnote chasing and browsing strategies to find out the relevant literature. The author firstly to search the topic relate to the study: scholarship of teaching, faculty development and moral education staff. Author try to find articles and conclude and divided the results found to select the most relevant studies.

3.2 Scholarship of teaching

3.2.1 The connotation of the scholarship of teaching

In terms of the connotation of the scholarship of teaching, foreign scholars have different opinions. Although there is no clear and accurate statement, diversified viewpoints have enriched people's understanding of scholarship of teaching and promoted the discipline development in the field of pedagogy. In the *Scholarship Reconsidered - Priorities of The Professoriate*, Ernest Boyer argued that it is necessary to re-recognize the teaching work of staff to maintain the vitality of higher education and improve the teaching level of higher education. Moreover, it is no longer necessary to talk about the relationship between teaching and scientific research and discuss which is more important. It is essential to give a more connotative interpretation of the scholarship, and to extend and redefine the connotation of the scholarship. He believed that scholarship is to conduct in-depth scientific research on the links established within and between disciplines, put forward new ideas, create new knowledge, apply knowledge to practice, and spread academic knowledge through teaching (Boyer, 1990).

Shulman further deepened Boyer's understanding. In his opinion, teaching should meet three conditions before it can be called scholarship, namely, openness, acceptance of peer evaluation and achievement sharing (Shulman,1999). Schuman has clarified the concepts of scholarly teaching and scholarship of teaching. Scholarly teaching is the selection and integration of theories and examples as well as the design, development and evaluation of courses, while scholarship of teaching requires staff to

reflect on the teaching process and communicate the results of teaching with their peers on the basis of scholarly teaching, so as to become a resource for others to use or for reference (Shulman,2000). Excellent teaching is usually the result of student or peer evaluation. Staff may teach based on their inherent experience, but may not be able to describe the teaching process in educational terms. Therefore, it cannot be called scholarship of teaching.

Scholar Martin and his colleagues held the same view. They believed that his own teaching practice, others' scientific research results on teaching, and the common reflection on teaching and learning in the field of this discipline are the three basic factors constituting scholarship of teaching (Martin ,Prosser & Trigwell，1999). Kreber and Cranton classified scholarship of teaching into three types: traditional academic discovery of scientific research; especially excellent teaching in teaching; academic teaching in which staff apply educational theories to practice (Kreber & Cranton,2000).

Based on Boyer's view of scholarship of teaching, Rice (1992) believed that scholarship of teaching contains three important interrelated factors. The first is the ability to summarize and synthesize, to make oneself understand the known knowledge and its connection with the unknown knowledge by organizing knowledge in an orderly way. Secondly, in terms of learning knowledge, staff need to study how to make their knowledge more easily accepted by students, so that students can learn more meaningfully. In other words, staff should pay more attention to "scholarship of learning". Finally, it is about pedagogical knowledge, that is, staff' ability to combine the knowledge of this discipline with teaching procedures through teaching methods such as metaphor and experiment.

Trigwell et al.(Hazel, Prosser, & Trigwell, 2002)constructed the model of scholarship of teaching and believed that staff should carry out teaching practice with solid professional knowledge and diversified teaching methods in teaching activities. In practice, staff need to evaluate students' performance and reflect on their own teaching. Such a process can produce corresponding results, and these results can feed back the teaching practice of staff. Only when the synergy of knowledge, practice and results is evaluated by peers and made public can the whole process of scholarship of teaching activities be regarded as a smooth completion (Trigwell & Shale , 2004).

Shulman paid more attention to the exploration of students' learning process and

attaches importance to the knowledge basis of teaching. Therefore, he extended the scholarship of teaching to the scholarship of teaching and learning, believing that teaching and learning are the community, which not only emphasizes the scholarship taught by staff, but also pays attention to the scholarship learned by students, changing from teacher-centered to teacher-student cooperation paradigm. This "scholarship of teaching and learning" concept has been widely recognized by the society, and thus scholarship of teaching activities become the activities of scholarship of teaching and learning (Prosser and Trigwell, 1999). In 1998, Schumann formed the Carnegie Academy for the Scholarship of Teaching and Learning to make teaching a common asset by promoting peer evaluation and other ways.

In the late 1990s, China began to have scholars to translate, introduce the concept of scholarship of teaching and put forward their own opinions (Lv, 2015). In 2000, some Chinese scholars first put forward the concept of scholarship of teaching in academic journals. Although the author did not trace back to the origin of scholarship of teaching, it is the four types scholarship from Boyer's prospective that the author adopted (Yu & Yu, 2000).One of the Chinese scholar named He Ling believed that scholarship of teaching capacity, which is composed of teaching theoretical knowledge, teaching reflection ability, cooperative communication ability and educational scientific research ability, is a prerequisite for excellent teaching and an important mechanism to effectively promote the improvement of teaching quality (He& Xiong, 2010). Yuan Weixin compared scholarship of teaching with scientific research , arguing that scholarship of teaching is a process in which staff use appropriate methods to deeply explore the problems encountered in teaching practice, in order to obtain corresponding teaching scientific research results, and finally apply the results to practice through the communication with experts, fellow teachers, and the acceptance of public supervision and evaluation (Yuan, 2008).

Qi Shanshan et al., explained the scholarship of teaching from the angle of structure, arguing that the knowledge, skills and quality shown by staff in teaching are scholarship of teaching, including Marxist theory, solid professional basic knowledge, extensive knowledge of educational disciplines, creative scientific research level, high professional quality and strong language expression ability (Qi, 2005). Professor Yao Limin understood the scholarship of teaching as comprehensive mastery of discipline knowledge, knowledge of educational theory, teaching practice ability and

achievements in teaching scientific research(Yao,2010).Wu Shaofen defined scholarship of teaching from the perspective of methodology. That is, staff should reflect on teaching behavior, improve teaching behavior and accumulate experience to generate teaching knowledge and other universal results, such as published articles or monographs, reflective journals, teaching seminars, teaching scientific research reports and related subjects of educational discipline (Wu, 2012).

3.2.2 The development of the scholarship of teaching

One of the phenomena and trends in the development of the scholarship of teaching is the intrinsic integration with teacher development work (Hutchings, Huber, &Ciccone, 2011). In the *Reflection on Scholarship*, Boyer put forward the concept of "creative contract", which enables teachers to make personalized and flexible career development plans (Boyer, 1990). Scholarship of teaching greatly promotes the transformation of teacher development philosophy, elevates the level and degree of the work of the Teacher Development Center, and provides a path for teachers to grow through exploration and active learning (Hutchings, Huber, &Ciccone, 2011). At the same time, the Teacher Development Center is the principal agency on American university campuses that drives scholarship of teaching, and serves as an important part of the Teaching Commons (Huber & Hutchings, 2005). Teacher Development Center not only provides a physical environment for teachers to establish their own communities, but also serves as a bridge between school authorities and teachers in various disciplines, so that all teachers' efforts in teaching can be integrated. The Teacher Development Center is creating a new and high-end teaching support system that will become a hub for scientific research and learning within the school, and will evolve into a multi-disciplinary learning and scientific research center, teacher exchange center, results sharing center, and teaching innovation program center (Kalish & Stockley,2009) (Hutchings, Huber, &Ciccone, 2011). The scholarship of teaching thought has produced the profound influence to the teacher's teaching appraisal system in American universities. The development of scholarship of teaching in American universities is mainly carried out at the level of institutions and teachers. At the institutional level, the changes made by universities mainly include adding the scholarship of teaching into the promotion and position evaluation criterion of teachers; supporting scholarship of teaching through establishing special

programs and awards; employing teachers who value teaching; evaluating scholarship of teaching achievements; cultivating students' interest in teaching, etc. At the level of teachers, many teachers who care about teaching begin to join the groups aiming at promoting scholarship of teaching; or they discover, study and communicate problems in teaching in the mode of individual or cooperation with others (Wang,2012). In an empirical survey of 729 universities, Meara found that two-thirds of the university's chief academic officers said their institutions had either changed evaluation criterion and offered incentives for teachers, or set up programs with more flexible workloads, or rewarded teachers for carrying out scholarship of teaching in the past decade. The most common reform method adopted by schools is to expand the academic connotation in teacher evaluation. 57% of the chief academic officers reported that in the past five years, the importance of scholarship of teaching was emphasized in half or all cases of teacher promotion and tenure review (O 'Meara, 2005).

In addition to the United States, the idea of scholarship of teaching in United Kingdom, Canada, Australia and other countries have been developed to varying degrees. Through the research on Britain and the United States, Healey found that the United States discussed more about the role of teachers and issues related to teacher rewards and salary system, while the United Kingdom paid more attention to the relationship between teaching and scientific research and the impact of evaluation system on scholarship of teaching (Healey,2000). Kreber believed that scholarship of teaching in the UK and Australia is more of a campus activity aimed at creating an environment that supports teaching and learning. The United States, on the other hand, regards scholarship of teaching as the career development path of teachers and emphasizes that there must be an appropriate evaluation system and reward mechanism as guarantee (Kreber,2002). Scholars such as Hutchings have proposed the positive impact of the scholarship of teaching concept on institutionalization, improving teacher's satisfaction, and the understanding of learning. Also, they have emphasized the link between scholarship of teaching and classroom teaching, professional development, institutional assessment, and recognition and encouragement of teaching (Hutchings, Huber, &Ciccone, 2011).

At present, the limitations of Chinese universities in the understanding of scholarship of teaching limit the enthusiasm of teachers in the scientific research of

scholarship of teaching to some extent. The scholar Wang Jianhua believed that faculty generally set teaching, scientific research and social service in opposition and failed to recognize the relationship among the three, which makes it difficult to understand and study teaching from an academic perspective. The reason is that teachers do not have a deep understanding of the connotation of scholarship, and colleges and universities lack policy support for the development of scholarship of teaching, ignoring the correlation among teaching, scientific research and social services. He believed that scholarship of teaching is an important dimension for faculty to re-recognize teaching and promote their professional development. Therefore, it is called for schools and teachers to firmly establish scholarship of teaching concept and consciously strengthen the training of teachers in scholarship of teaching so as to balance the relations among teaching, scientific research and social services (Wang, 2007). From the perspective of management, Chang Xiaoli believed that many leaders in Chinese universities generally lack scholarship of teaching concept. They narrowly thought that general scholarship refers to the study of disciplines and specialties, only focusing on teachers' scientific research on how knowledge is produced rather than exploring how knowledge is disseminated. Therefore, in the whole school management level, scholarship of teaching and scholarship of discipline are confused, and there is no corresponding evaluation and incentive mechanism, which hinders teachers' enthusiasm to practice scholarship of teaching (Chang, 2011). And the scholar Huang Ying considered that because college teachers generally have a narrow understanding of scholarship of teaching and there lack an effective assessment mechanism for scholarship of teaching achievements at the management level, and teachers' overall consciousness of participating in scholarship of teaching activities is not high and their enthusiasm is not enough (Huang, 2005). Yu Mei, a scholar, believed that scholarship of teaching is a new academic paradigm. In the dimension of scholarship of teaching, teachers need to acquire educational and teaching knowledge and rich practical experience through various ways, and promote their professional development in the process of constantly integrating resources and communicating with others (Yu, 2010). Wang Jin and other scholars believed that scholarship of teaching is a dialectical and systematic study of college teachers in their professional learning and teaching process. By increasing the input of teachers in teaching scientific research, innovative scientific

research results can be inspired, so as to achieve good synergy and mutual promotion effects between teaching practice and teaching scientific research, and enable universities to flourish in a competitive environment (Wang & Zhang, 2013). Dong Zefang et al. believed that scholarship of teaching includes three interrelated knowledge, namely, general knowledge, discipline teaching content knowledge and teaching method knowledge. Learning the three kinds of knowledge is conducive to the cultivation of teachers' wisdom and the improvement of comprehensive quality (Dong & Wu, 2013). Xu Minghui et al. believed that scholarship of teaching is more and more important for university teachers and administrators, but the development of scholarship of teaching is faced with many difficulties, such as the lack of in-depth understanding of the essence and connotation of scholarship of teaching in theory, the lack of operability in practice and the excessive reliance on peer evaluation. They believed that these factors hinder the development of scholarship of teaching and have a far greater impact on scientific research-oriented universities (Xu & Roger, 2012). Scholar Chen Wei et al. Put forward that the reason why the value of scholarship of teaching is difficult to be highlighted in universities is that the scholarship of teaching achievements of faculty is not valued by school management in terms of teacher's performance evaluation, academic rewards and resource allocation, which has led teachers to generally have an indifferent attitude towards scholarship of teaching (Chen & Yi, 2010). The scholar Song Yan believed that the biggest problem in scholarship of teaching practice is the conceptual barrier, that is, the traditional Confucian culture and the traditional university concept based on advanced and profound knowledge. The former is a personality disorder, while the latter is a common disorder, which jointly affects the academic manifestation of teaching (Song, 2013). Wang Yuheng introduced the process and influence of the academic movement of American universities in detail through a series of studies on university scholarship, and presented the practical cases of many American universities (Wang, 2006) (Wang,2008) (Wang,2008) (Wang,2009), providing detailed case materials for scientific researchers in this field. Hou Dingkai reviewed and evaluated the progress of scholarship of teaching in connotation, professional organization, evaluation methods and practice, and proposed the cultural barriers for the development of scholarship of teaching in the university, including the scientific research-oriented reward system, the lack of training and funds, the lack of scholars' cognition of

scholarship of teaching evaluation, and the isolation between scholarship of teaching and traditional scholarship (Hou, 2010).

Chinese scholars discuss the necessity of introducing scholarship of teaching from the perspective of current academic views and the relationship between teaching and scientific research. Tu Yanguo, a well-known scholar, believed that the current classical academic view is hard to adapt to the needs of the development of modern universities. In particular, scientific research-oriented universities need to set up a broad multiple academic view and give full play to the functions of scientific scientific research, talent training and social services (Tu, 2011). Boyer's understanding of scholarship adapted to the needs of current universities for a broad and diverse academic concept. More importantly, the scholarship of teaching concept helps to solve the bad tendencies of valuing scientific research and lighting teaching in universities. It has changed the long-standing status quo of favoritism between scientific research and teaching, which made teaching and scientific research enjoy equal treatment (Zhou & Ma, 2011). Therefore, the introduction of scholarship of teaching concept can better deal with the possible antagonistic relationship between teaching and scientific research, social services in universities (Ye, 2016).

With the development of scholarship of teaching concept in China, more and more scholars begin to carry out empirical investigation on the current situation of scholarship of teaching, trying to explore the institutionalized path of developing scholarship. In 2011, the scientific research team of Tsinghua University analyzed the teaching attitude, teaching input, teaching preparation, classroom teaching behavior and the teaching guarantee system of the university by using the survey data of 44 faculty from different regions and various types. The results showed that teachers' teaching input, teaching attitude presented typical differences between colleges and universities, and teachers' evaluation of the management system of teachers in colleges and universities was generally not high, and it is believed that schools do not pay enough attention to teaching (Shi, Xu & Li, 2011). Through empirical investigation, Wei Ge, who is from Peking University, found that the scholarship of teaching level of teachers in Peking University was generally good, and there was no significant difference in the scholarship of teaching level of teachers from different majors. Therefore, scholarship of teaching will be an important opportunity to break down discipline barriers and promote discipline exchanges (Wei, 2014). While Song

Yan had a wider range of survey objects. She surveyed more than 400 teachers from 19 universities from the perspectives of knowledge, scientific research and autonomy in university teaching, finding that the teaching in Chinese universities has not reached the scholarship of teaching level, and the academic degree of teaching is not high (Song, 2013). This result deserves scientific researchers' reflection. At present, there may be a big gap between the concept and practice of scholarship of teaching in China. In addition, different questionnaire designs may also result in different survey results.

As for how to promote the development of scholarship of teaching in universities currently, Yuan Xia proposed that the initiative of faculty can be improved by building a learning community so as to promote the development of scholarship of teaching of teachers themselves (Yuan, 2012). Song Yan systematically analyzed the obstacles to the effective implementation of scholarship of teaching, and designed the institutional security system of scholarship of teaching, which involves the internal and external systems of scholarship of teaching (Song, 2013). In institutional security system of scholarship of teaching, Fang Xueli believed that to develop scholarship of teaching, it is necessary to reform the system of evaluating and hiring teachers, which is most relevant to the fundamental interests of teachers. Through reviewing the teachers' evaluation and employment documents and relevant literature of universities at different levels, he found that universities have made changes in motivating teachers to engage in teaching, which is mainly manifested in equating teachers' achievements in discipline construction with scientific research achievements; taking teaching reform scientific research, textbook compilation and teaching achievement award as the priority conditions for professional title review and post appointment; implementing classified management of teachers; enriching and perfecting the teaching evaluation index system. However, due to insufficient understanding of teaching by policy makers and inappropriate teaching requirements, the current overall atmosphere that emphasizes scientific research over teaching has not been changed (Fang, 2010). Zhang Yang believed that a new teaching evaluation mechanism suitable for scholarship of teaching should be established for the current teaching evaluation system has formed a manager-centered evaluation paradigm, which overemphasizes the value of government management and social utility and ignores the value of independent development of colleges and universities (Zhang,

2015).

3.3 Faculty development

The article Academic Culture and the Teacher's Development published by Sanford Nevitt, a staff of Graduate Theological Union on the journal Sounding in 1971, is regarded as the first American paper on the study of faculty development. It establishes the early paradigm of research on faculty development through interviews and questionnaires(Sanford,1971). Regarding Facilitating the Faculty Development as the topic in the first issue of its journal New Directions for Higher Education, Jossey-Bass Publishers published Sanford Nevitt, Jack Noonan and Mervin Freedman's research result *New Directions for Higher Education* (1973) in 1973. The significance of this journal period lies in that it is one of the first treatises using the term "faculty development". This article proposes that faculty development should have a richer meaning, and at least should focus on the individual roles and responsibilities of the staff. It preliminarily thinks of the logic and value of "faculty development": where will faculty development locate, what is the value of its existence, and where will it lead higher education to (Gillespie,2002) .However, this article does not clearly define the concept of faculty development.

3.3.1 The concept and connotation of faculty development

In 1975, scholars began to try to make a clear definition of faculty development. Based on the national literature on the definition of faculty development, there are two kinds of understanding about it : the perspective of comprehensive development and the perspective of teaching.

3.3.1.1The perspective of comprehensive development

The scholars who define faculty development from the perspective of comprehensive development believe that it is in accordance with the characteristics of academic profession and the roles of staff in teaching, research, social service and university management, which refers to an overall development of the staff in all aspects of their career.

Gaff (1976) believes that faculty development is such activities that emphasize the promotion of educational professionalization and personal growth in the staff's

career. Crow et al proposes that faculty development is the comprehensive development of the staff as individuals, professionals and members of the university community. It not only refers to the development as teaching staff, but also includes the development of collectivity and individuals, and emphasizes the development of individuals in academic career(Crow, Milton ,Moomaw & O'connel,1978).Menges (1985) considers that faculty development refers to the practice and theory of improving the staff's competence through various fields such as organization, individual, society, knowledge and pedagogy. Eble believes that faculty development is a process that helps the staff improve their teaching and research ability (Eble & Mckeachie, 1985) . Centra (1989) points out hat faculty development includes four aspects: the first is personal development such as interpersonal communication skills, career development, life planning and so on; the second is teaching development such as curriculum design and development and teaching technique development; the third is organizational development, such as how to improve the organizational environment in order to better support teaching; the fourth is professional development, such as taking measures to support the staff to better fulfill their teaching, research and service responsibilities.

In 1992, the National Education Association (1992) proposed a comprehensive definition of "faculty development": the development of the staff basically revolves around four purposes, that is the personal development, professional development, teaching development and organizational development. Professional development includes the promotion of personal growth and the acquisition or enhancement of knowledge, skills and awareness relevant to professional work. Teaching development includes the preparation of learning materials, the updating of teaching model and curriculum plan. Organizational development focuses on creating an effective organizational atmosphere, so as to encourage the staff to adopt new teaching practices. Personal development contains adopting an integrated plan, improving staff' interpersonal skills, maintaining health, and conducting career planning. Allen Tucker argues that faculty development refers to help the staff acquire knowledge, skills and set up the right attitude through some activities and projects, so as to more effectively undertake teaching, management, social service, scientific research and other functions in their academic career (Tucker,1993). Millis (1994) believes that in a broader sense, faculty development includes teaching, research, career development

and personal health. He puts forward an overall development concept of the staff and believes that faculty development should not only focus on the teaching quality, but also on the emotional and spiritual aspects of the staff as well as the equality and respect in the university workplace, salary and workload (Mintz, 1999). Steinert (2000) points out that faculty development mainly refers to the improvement of knowledge and skills in teaching, research and management through a series of planned activities. Boucher et al. (2006) proposes that an comprehensive faculty development usually includes four aspects: professional development, teaching development, leadership development and organizational development.

Represented by the researchers who study the faculty development in the United States, Sorcinelli et al. analyzed faculty development from a multi-dimensional perspective in 2006. He holds that faculty development should not only include the development of staff as human beings, but also as teachers, scholars or professionals. These researchers believe that the essence of the concept of "faculty development" can only be grasped from two aspects of teaching development and organizational development. Teaching development includes curriculum and student learning. Organizational development refers to the organizational environment provided for the development of the staff, which includes the following four aspects: （1）the policies and regulations related to the development of the staff formulated by the organization; （2）leaders' attitudes towards the development of the staff; （3）the evaluation system for the staff; （4）the organizational culture. Teaching development and organizational development play an important role for faculty development (Sorcinelli, Austin& Eddy, 2006).

In 2007, POD network Professional and Organizational Development network in Higher Education defined the faculty development. The definition includes three parts: the staff's personal development, teaching development and organizational development. As for personal development, it puts forward the development of the staff as individuals, teachers and professionals(as Table 3. 1 below).

Element	Development focus	Principle
personal development	·Teacher as a teacher ·Teachers as scholars and professionals ·Teacher as an individual	Teachers are the core strength of university development. In order to make university development more efficient, it is necessary to help teachers be more efficient and productive.
instructional development	Course, syllabus, ·student learning	In the case of limited resources, university members should form teams to design and develop the best possible courses.
organizational development	·University structure	If a university organization can support teachers and students more effectively in terms of structure, the quality of teaching will naturally improve rapidly.

Table 3.1 The Association of Higher Education Professional and Organizational Development (POD) on the three components of teacher development

The definition given by POD network Professional and Organizational Development network in Higher Education synthesizes the previous scholars' elaboration on the faculty development from the perspective of comprehensive development, proposes the correlation between organizational development and personal development, and emphasizes that organizational development and the formulation of policies are of great importance to the faculty development, which has certain reference significance.

Domestic scholars also explain the definition of faculty development from a perspective of comprehensive development. Wang Kunqing believes that the staff's professional development includes four aspects, namely the moral accomplishment, knowledge structure, educational feelings and spiritual realm, and emphasizes the moral accomplishment and spiritual realm. Knowledge structure includes professional knowledge as well as educational and teaching knowledge, educational feelings refers to the love for education, and the spiritual realm is reflected in that teachers have

noble sentiments and do not pursue fame and fortune (Wang, 2011). Li Zhifeng proposes that faculty development includes the development of teacher ethics, professional development and status development, and possesses the characteristics of lifelong development, multi-dimensional development and individualized development, which is a process that the staff's own development, students' development, knowledge development and school development continuously achieve harmony and unity (Li, 2013).

3.3.1.2. The perspective of teaching development

Some scholars emphasize teaching development to define faculty development. They pay attention to the teaching methods and learning theories, so as to help the staff improve teaching efficiency. William H.Bergquistand Steven R. Phillips put forward that faculty development is mainly aimed at teaching process, especially the teaching methods, educational techniques and student evaluation. It is a process that improves the efficiency of university teaching (Bergquist & Phillips, 1976). Mullally and Norman(1978) believe that faculty development helps the staff to improve their teaching ability. Diamond (1980) has a more specific discussion. He thinks that faculty development is the systematic design, implementation and evaluation of curriculum and syllabus. Faculty development that emphasizes the perspective of teaching development mainly focuses on how to improve class teaching, design and develop courses, evaluate students' learning, explore appropriate learning methods and apply teaching assistive technology. These are all the important areas of teacher development from the perspective of teaching development.

No matter which kind of faculty development, their goal is common which aims to promote the enhancement of the staff's teaching efficiency. Teaching development is an integral part of overall career development. The following comparison can be made on the concept interpretation and development goal between the faculty development that emphasizes the perspective of teaching development and the one that emphasizes the perspective of overall career development(as Table 3. 2 below):

Concept classification	The perspective of comprehensive development	The perspective of teaching development
Conceptual interpretation	Processes and activities that help teachers as educators, researchers, individuals, and managers	Processes and activities that help teachers improve their teaching skills
Object	Teacher personal and organization	Teacher personal
Goal	·Teaching Development--Improving Teaching Ability and Students' Learning Ability ·Professional development - access to professional or cross-professional knowledge; subject research; development of teaching materials ·Personal development - promoting the improvement of interpersonal communication, personal health and happiness ·Professional Ethics Development: Improving Academic Professional Ethics and Academic Norms ·Teacher organization development and support	·Teaching skills, application teaching technology development and training ·Develop curriculum design and curriculum development capabilities ·Developing teaching assessment skills ·Promote understanding of student learning characteristics

Table 3.2 Comparison of the concept of faculty development

3.3.2 Paths of faculty development

3.3.2.1.Influencing factors of the staff's success

The success of the faculty development program in a university depends on many factors. Grabowski (1983) believes that the implementation of achievements in faculty development should be based on the following conditions:

（1）the participation of the staff;

（2）the support of university management such as providing funds, combining the staff's development with the mission of university development, and creating a cultural atmosphere for faculty development with openness, trust and support;

（3）designing multi-dimensional development projects;

（4）effective salary incentive system.

Dellamura (1986) also puts forward the similar seven principles:

（1）the support of management;

（2）assessing and balancing the integration of university development goals and the staff's   needs;

（3）cooperation between the staff and administrators on teacher development projects;

（4）designing diverse development projects;

（5）encouraging the staff to voluntarily participate the project;

（6）linking the staff's   development with university performance evaluation and salary system;

（7）evaluating the effectiveness of the project. Wright (2002) proposes that the external environment of a university would have an impact on the faculty development such as the political, economic and cultural factors. He believes that five factors on campus will also influence the success of faculty development, which are the leadership, university culture, staff, history of teacher development projects and available resources(as table 3.3.2.1 below):

Element	Influences
leadership	Leadership of managers, teacher project developers, and department heads are critical to the success of teacher development projects
University culture	The development mission of the university, the characteristics of students, the scale, and the role of teachers have an impact on the development of university teachers.
Teacher himself	Whether the teacher's sense of belonging, teacher development project is aimed at the needs of teachers, and whether they actively participate in the project
History of faculty development projects	The history of a university teacher development project will also have an impact on teacher development.
Available resources	University financial, human and information resources have an impact on the successful implementation of faculty development

Table 3.3   Wright's Five Factors Affecting the Successful Development of Staff

Some domestic scholars emphasize the importance of promoting faculty development from the aspect of system construction and guarantee. Zhang Deliang (2008) believes that teachers' professional development needs to be effectively promoted from the institutional and mechanism levels. Li Zhifeng emphasizes that faculty development requires lifelong learning and the consistency in organizational development and the staff's development goals. In particular, some organizational systems such as academic vacation system, teacher employment system, teacher mobility system and teacher evaluation system, are the external institutional guarantee for the faculty development (Li & Gao, 2013). Xie Anbang believes that lifelong learning and self-development awareness are important for the successful implementation of faculty development, and it's necessary to construct a diversified and personalized lifelong learning system, so as to stick to the staff's self-development   and respect the staff's autonomy. He also points out that teacher

development not only lies in induction program, but also in a combination of a series of rules and regulations such as employment, further employment, induction, promotion, employment treatment, fire and dismissal, which connects three processes of employment, tenure and induction (Xie & Zhou, 2007). Li Qingyan puts forward suggestions on the successful implementation of faculty development from the perspective of people-oriented appeal. Faculty development possesses both external and internal motivation. The internal motivation comes from humanistic care, and under such perspective faculty development is examined and the professional life and individual value pursuit of the staff is cared (Li, 2013).

3.3.2.2 The theoretical model of faculty development

From 1970s to the 21st century, there are mainly the following theoretical models for faculty development :

（1）Eble's theoretical model. According to the career cycles of the staff, Eble divides them into three categories: new faculty members, mid-career faculty members and deadwood faculty members. The development needs of these three types are different, so different teacher development projects should be designed for the faculty members at different kinds of stage. For novice teachers, Eble suggests providing four aspects of development information: students' information, compensation system, resource support system and the information about other departments in order to encourage interdisciplinary academic collaboration among the staff. The mid-career faculty members are the core strength of universities. They play an important role in teaching and research. Therefore, such teachers should be allowed to have flexible schedules, and be encouraged to communicate and collaborate with other teachers to develop programs that can improve leadership and management skills. Eble thinks that the deadwood faculty members have been working in the universities for many years, they lack of initiative and motivation and their work is no longer efficient. As for the development of such teachers, they should be encouraged to communicate more with young teachers to share knowledge and experience, and some pre-retirement projects should be designed to help them make a smooth transition to retirement (Eble, 1973). The contribution of Eble's theoretical model is that when designing faculty development projects in the universities, the needs of different groups of faculty members and the characteristics of staff at

different kinds of career stages should be considered.

（2）William H. Bergquist and Steven R. Philips's theoretical model. These two scholars believe that instructional development, organizational development and personal development constitute faculty development. And the three components correspond to process, structure and attitude respectively. They believe that a mature and complete faculty development project must include several levels such as personal attitude, organizational structure and teaching process indispensably. Among them, instructional development mainly includes curriculum development, teaching diagnosis, induction and so on. Personal development mainly refers to some activities that can promote the staff's personal growth such as communicative competence and career development consultation. Organizational development mainly refers to the improvement of organizational environment to promote the staff's teaching and personal development (Bergquist &Phillips,1975).

（3）Gaff's faculty renewal. Gaff also believes that faculty development should include faculty development, instructional development and organizational development. The main objective of "instructional development" is to promote students' learning outcomes, thus subjects and curriculum design are paid more attention to. In terms of personal development, it not only refers to the improvement of related attitudes towards teaching and education, but also includes the concern for the staff's personal feelings and happiness. Gaff points out that an university has lots of staff with many different interests. A faculty development program may satisfy some staff's interests, but it cannot satisfy all the staff's interests and needs. Due to the different institutions, staff and resources, there should be different faculty development projects, which are needed to be included in the strategic plan of the university (Gaff, 1975).

（4）William H. Bergquist and Steven R. Philips's revised theoretical model. The previous model is revised in the book *Classroom Assessment Techniques* published in 1977. First of all, the faculty development in reality does not exist in isolation. In addition, any faculty development is carried out in a certain institutional environment. This indicates that faculty development is influenced and supported by the external environment. Therefore, William H. Bergquis comes up with the concept of "community development". In his opinion, the staff's institutional environment is not only the internal organizational environment of a single higher educational institution,

but also the   the relationship among various universities and the impact of social environment on faculty development as well as other external environment (Li, 2007).

（5）Simpson's a regenerative   model   for faculty renewal. Simpson emphasizes that there exists certain gaps between the staff's capacity and the organizational expectation. Therefore, some development projects are needed to help the staff to adapt to the organizational development, and change their attitudes towards work and understandings of professional roles. There are mainly four stages: the first is to detect deviations in career development through self-examination; the second stage is to help the staff clarify the gap among personal goals and real life and organizational development, so as to reconstruct their roles; the third stage is to improve the staff's knowledge and skills according to the new career development goals; the fourth stage is to complete the role transformation and realize the importance of professional development. Mainly   based on the perspective of development approach, Simpson's model proposes that faculty development projects can help the staff to change from a negative state to a more efficient and clear professional role, so as to be consistent with organizational goals (Simpson, 1990).

（6）Boyer's multidimensional scholarship view.   In his book *Scholarship Reconsidered* published in 1990, Boyer points out that academic research in the universities should not only refer to scientific research, but also include four aspects of concepts, which are   Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. He believes that scholarship is founded on research, application, integration and teaching. After judging and reflecting on the original tendency of "research is scholarship", he reveals the importance of teaching in scholarship activities, which has prompted the universities to rethink the relationship between research and teaching. Boyer believes that teaching activities are a complex and dynamic process. In the process of imparting knowledge, teachers are both teachers and students, who are required to possess not only complete subject knowledge but also proficient teaching skills (Boyer,1990) .

Shulman further improves Boyer's theory on teaching and learning. He points out that teachers need to have teaching files, case study materials and so on in order to make teaching truly academic (Shulman, 2004).The universities should also make corresponding reforms in the system of faculty development, employment and promotion. Boyer's multidimensional scholarship view exerts an impact on the

faculty development in various countries in terms of system and project design (Wu,2010). Boyer's multidimensional scholarship view especially his thoughts on Scholarship of Teaching has aroused a wide range of influences, which inspires the attention of higher education institutions around the world to emphasize the teaching and the development of teachers' teaching ability.

（7）Dilorenzo's theoretical model. Dilorenzo proposes that faculty development should be divided into three stages according to the professional title of teachers: assistant professor, associate professor and professor. In each title stage, teachers have different roles and tasks, and need to participate in various faculty development activities. For example, in the associate professor stage, the teachers' main goal is to continue academic research, but also have to continue to develop their teaching skills. Therefore, in terms of faculty development, it is necessary to have an academic vacation system, opportunities to participate in professional associations and conferences, research assistant programs, participate peer teaching consultation and so on. In the professor stage, teachers should be encouraged to continue to play an important role through teaching in collaboration with novice teachers and imparting their experiences in teaching and research. The faculty development projects should consider both the commonality and the needs of the staff in different career development stages (Dilorenzo, 1994).

Dilorenzo's model and Eble's model have similar viewpoints, which all design the faculty development models from a perspective of career development stage and propose that faculty development should consider the staff's personal factors. The difference lies in that Eble looks from the perspective of induction time, while Dilorenzo analyzes from the perspective of staff's promotion stages in different professional titles. However, it is difficult to distinguish the staff's interests with different professional titles in practice. For example, a novice teacher may be more interested in the research and development project, while a professor may be more interested in how to develop teaching skills through applying new techniques.

3.4 Moral education staff

3.4.1 Moral education

Moral education, in Chinese, is "de yu" – "de" meaning morality and " yu "meaning education. In ancient China, the character "de" was first seen in oracle.

And the present "de" is derived from the two words "zhi" and "de" in *Bu Chi* during the period of Yin and Shang dynasties. As for the specific meaning of these two words, the ancients had conducted textual research a long time ago. For example, what Liu Xi who lived in the Eastern Han Dynasty explained "zhi" is "zhi means getting something, that's to say getting something from the appropriate relationships among people."(Liu,1985) Xu Shen who lived in the Han Dynasty also holds the same view in his *Shuo Wen Jie Zi*. "Zi" means getting something from the outside and obtain satisfaction inside, from "heart" to "voice"(Xu, 1989). Duan Yucai(1815) who lived in Qing Dynasty proposed a more detailed understanding in his *Shuo Wen Jie Zi* in addition to agreeing with above explanation: "if one gets one's own mind and body, he is also satisfied with other things", the so-called getting something from oneself means that good thoughts are in the heart and make to body and heart benefit from each other; the so-called getting something outside from someone means that good virtue of others, so that everyone benefits. "De" is the unity of inner cognition, emotion and outer behavior and meanwhile "de" depends on "Dao". In the history of pre-Qin thought, "Dao" refers to the general supreme principle or the law of the movement and change of things. In "Dao De Jing" written by Laozi, on the one hand, Dao is an objective law existing in nature, and on the other hand, it is believed that the content of "de" in human society is determined by "Dao". The so-called "all-embracing power proceeds only through the way" (Lou,2008,p143) .

The original meaning of " yu" in inscriptions on bones refers to a biological phenomenon of women giving birth to life, and then produced its extended meaning. The interpretation of "Shuo Wen Jie Zi" formally affixed the extended meaning of "yu": " Yu means to raise a child so that he may do good things." The clear interpretation of Duan Yucai's "Shuo Wen Jie Zi"quoted: "someone who does not follow the son, but follow the son who falls, saying the bad one can do good thing". That is to say, to raise children is to make them to be a good man. Thus the meaning of "yu" is close to the meaning of "education" and "moral education", its aim is to make person abandon evil and become good, cultivate moral character and has good heart and behaviors. Ancient Chinese ideas of moral education could be said to have five main dimensions –philosophical foundations, content, principles, methods and evaluation (Wang,2004) .

In modern China, the words "moral education" or "discipline" are often used to

refer to moral education. The universal and explicit use of the term "moral education" began at the beginning of the 20th century when western educational thoughts, theories and systems were introduced into China. Tao Xingzhi, deeply influenced by the thoughts of Dewey and other western educators as well as the western modern education system, felt the backwardness of China's modern education and wrote the innovation-minded *Education Reform in China* (Tao,1996). When talking about that students should be masters of learning, he said that the automatism advocated by modern times has three parts. Sports focus on self-improvement; Moral education lays stress on autonomy. Later, the idea of "moral education" spread.

After the founding of the People's Republic of China, the concept of moral education has been constantly adjusted and changed with the development of society, which can be divided into three stages. In the first stage, from the establishment of the People's Republic of China in 1949 to 1966, moral education has always emphasized the political nature. In the second stage, during the Cultural Revolution from 1966 to 1976, political education became the only theme of moral education. The third stage is from the end of the Cultural Revolution in 1976 to the present (Park,1997) . After 1982, moral education in the primary school curriculum name is Ideology and Morality, in junior high school and high school curriculum name is Ideological and Moral Cultivation(China National Institute for Research into Curriculum & Teaching Materials, 2001). The content of the course includes ideological system, politics and moral education, which means the status of moral education begins to improve. Lu and Wang, two influential domestic experts, suggested that the content of moral education should be extended to ideological, political, moral and health. Therefore, in 1995, the content of moral education was expanded to the above aspects(Lu &Wang, 2002). In mainland China , moral education as a concept is very comprehensive in China, because the Young Pioneers, the Youth League and Communist Party are mainly in charge of moral education   of primary school, middle school, high school and university(Zhu, 2006). The Young Pioneers is mainly aimed at primary school students, aged between 6 and 12 years old, the Youth League is aimed at junior high school and above and   not to join the communist party of China students, ages 13 to 28 years old, Communist Party is aimed at generally in high school or university above the student, 18 years of age and above(the People's Network, 2012).

Moral education at the university level has certain flexibility. Before the Cultural

Revolution (1966-1976), the educational content was only Marxist education. This course gradually formed a system after the Cultural Revolution and generally including: Principles of Marxist Philosophy, Principles of Marxist Politics and Economics, An Introduction to Mao Zedong's Thought, An Introduction to Deng Xiaoping's Theory, Contemporary World Economics and Politics, Introduction to Law and the Cultivation of Ideology and Morality(Zhu & Liu, 2004). After The third Plenary Session of the 11the CPC Central Committee, the construction of moral education course in colleges and universities   has entered a new development period. At the   university level, moral education is closer to political science(Ye,2011). Thus the term moral education in China is used interchangeably with ideological education, political education, ideological-political education, ideological-moral education, and moral-political education (Cheung, 1994).

In 2005, the Ministry of Education and the Ministry of Propaganda put forward the term " moral education " to summarize the university ideological and political theory course curriculum. According to the Opinions of the Propaganda Department of the Central Committee of the Communist Party of China and the Ministry of Education on Further Strengthening and Improving the Ideological and Political Theory Courses in Colleges and Universities (Social Science scientific research and Ideological Work Department of the Ministry of Education [2005] No. 5), the university ideological and political theory course was officially named moral education the and teachers who teach this course are called moral education staff. The main content of moral education course is moral and legal basis, including traditional Chinese values of moral education, contemporary Chinese values of moral education (socialist political thought) and basic laws and regulations. Moral education staff teachers have the dual tasks of teaching and scientific research.

In domestic universities, the expressions of teachers who teach moral education courses are: moral education teacher , moral education staff , ideological and political theory staff, ideological and political theory teacher. Although these expressions are the same meaning, moral education staff are used mainly in this study.

Since Chinese moral education emphasizes both traditional Chinese moral education views and socialist values, a direct translation will lead readers' attention to the "ideological category". Because this paper does not discuss the content or connotation of moral education in China, but focuses on the faculty development and

scholarship of teaching from the perspective of pedagogy theory. Therefore, the author uniformly uses the moral education staff so as to weaken the influence of ideology on this article.

In 1860, the British educational thinker, Herbert Spencer wrote in his book *Education: Intellectual, moral, and physical* that education is divided into intellectual education, moral education and physical education according to the educational content and the role of education in human beings. Since then "moral education" has been widely applied around the world as an dependent concept and a common terminology in the field of education until today. The book *Models of Moral Education: An Appraisal* wrote by Hersh, R.H and translated by Fu Weili is early introduce American moral education into China. It evaluates in detail several models of moral education popular in America in the 20the century: the model of theoretical basis, the model of understanding, the model of value clarification, the model of value analysis, the model of moral cognitive development and the model of social action, laying a theoretical foundation for Chinese scholars to carry out researches (Hersh,1989) .The moral educational thinking of Durkheim showed in his book *Moral education*, the main purpose of the book thought that the moral education requires social members to accept collective consciousness or social ideal, the content of moral education is not only indoctrinates children with the moral concepts that have existed for centuries, but also implements social moral ideal through moral education, thus making the country in a state of moral health (Durkheim, 2006) .

Dewey's thought of moral education is a huge system, and his works are often translated into China for readers to learn. As an educator of progressive educator, Dewey's thoughts were deeply influenced by Darwin's evolution theory, and his growth and development became the core of his educational thought system. In "Democracy and Education: An Introduction to the Philosophy of Education", one of the most significant contributions to pedagogy published in 1916, Dewey put forward the famous assertion that Education is growth and Education is experience transformation. In *Democracy and Education: An Introduction to the Philosophy of Education*, he pointed out that civic education is the foundation of democratic politics and the training of good citizens, and it doesn't mean that the individual's activities give in to the authority of the class, but to make individuals a more satisfied business partner, with good judgment and the ability to do all kinds of things, like the ability to

make decisions when you make the law and obey the law (Dewey, 1990). Dewey proposed that we must distinguish between two kinds of moral behaviors. One is to reflect on the moral behavior, which reflects the individual's subjectivity and moral quality. Dewey believed that only mastering some moral concepts does not necessarily have an impact on people's behavior. Only when people have moral cognition and moral quality in their hearts can they guide people's behavior direction better and more effectively. Only when the norms of a society become second nature to its members can they function more effectively(Heslip, 2003). Dewey's thought had a more profound influence on American school education and moral education reform in the 20th century. Respecting students' independent rights and intellectual abilities, emphasizing the importance of school life and students' independent activities, opposing the moralizing of formalism, and highlighting the cultivation of students' critical inquiry ability or creative ability almost constitute the main contents of contemporary western moral education. Dewey proposed that "education is life", "school is society", "learning by doing", "thinking and teaching" and other core contents(Dewey,2005), and its dominant idea is to establish the status of the educated in moral education and affirm the role of activities in moral development. Dewey paid special attention to the establishment of the interactive relationship between teachers and students, and advocated the equality, interaction and communication between teachers and students in teaching. On the value of moral education, he paid great attention to the distinction between "intrinsic value" and "instrumental value". He believes that we do not need to pursue a supreme good and high purpose at all, we do not need an absolutely transcendent value standard at all, we just need to examine the realistic situation and plan the future action in the realistic situation(Dewey, 2003). He is opposed to the setting of value standard, but emphasizes to develop the value judgment standard of the educated in specific situation and promote its own development(Dewey, 1981). These theories and opinions of Dewey are of great guiding significance for improving the understanding of the function of moral education in colleges and universities and improving the research on ways and methods of college education.

The New Thomism of moral education is in the form of the religious education theory to discuss the effect and its position of religion on moral education . According to the New-Thomism, the purpose of moral education is to cultivate true Christians

and useful citizens, making students can move towards moral and religious maturity(Lu&Wang,2002).

Understanding and caring theory of moral education emphasizes the caring orientation of moral education, and advocates that children should care for others and respect the feelings of others, society and nature since childhood. The representatives of feminist moral education mainly include Carol Gilligan, a female professor at Harvard University , and Nel Noddings, a female professor at Stanford University, etc. (Yuan,1995). The representative works include Noddings's *"Caring: A Feminine Approach to Ethics and Moral Education"*, *"The Challenge to Care in Schools: An Alternative Approach to Education"*, *"Starting at Home: Caring and Social Policy"*.

Representative figures in the study of moral forms is American moral psychologist Kohlberg proposed that moral education is not to remember rules or forced discipline, moral education is based on stimulating children to think positively about moral problems and moral decisions, the purpose of stimulating children's positive thinking on moral issues and moral decisions is to promote the development of moral cognition, especially the ability of moral judgment (Kohlberg, 1981).

In addition, the research on the psychological mechanism of moral education plays an important role in guiding moral education. Lamont and other scholars have unique views on the role of value theory in moral education. The order of value arrangement is the inversion of estimated opportunity cost, the evaluation of things is the basis of value judgment, and value judgment is the premise of moral choice. From the perspective of human nature, the opportunity cost of choosing something is inversely proportional to its value. At the same time, they emphasize that value judgment is related to personal likes and dislikes, which is a direct and natural reaction, while moral choice is a moral cognition rising to the level of responsibility and obligation, which deeply analyzes the significance of moral education from the perspective of human nature(Lamont, Ma, Wang & Wang, 1995). Schrank, the president of American Joint Psychological Association, thought that responsibility plays the role of psychological adhesive among three elements of subject, event and relevant rule, and that the rule and the event combine to understand the rule and the subject and the rule to become the subject will, and the combination of event and the subject become whether it can control the behavior(Schrank, Decker & Garruto,2016).

By investigating the practice of moral education in universities in western countries, we find that most countries take civic education as the core task to conduct moral education (Zheng, 1990). The "Butler Education Act" published by British in 1944 stipulated that all schools should conduct personal social Education, health Education and civic education except religious education. Civic education includes the following aspects: community, pluralistic society, citizens themselves, family, democracy, citizen and law, work, employment and leisure, public service, etc. In 1996, Britain identified four basic values in the National Values Education Conference: social aspects, such as truth, human rights and law, etc. Interpersonal relationship aspect, the self, such as each person is a valuable unique existence and so on; Environmental aspects, such as the responsibility to maintain a sustainable environment for the future. Since the 1980s, the civic education of college students has been highly valued in the United States. George Bush once pointed out that school education should not be solely about intellectual education, and that the task and purpose of school education should attach equal importance to intellectual education and quality education. In his State of the Union Address in 1996 and 1997, President Clinton emphasized that character education and the cultivation of students as good citizens are important guarantees to enhance America's international competitiveness. In France, civic education for college students has always been the main line, and the connotation of citizenship education in different periods has been adjusted and emphasized. In the moral education of colleges and universities in Russia, the transformation from socialist "political man" to "qualified citizen" of a free society with the Former Soviet Union is characterized by the emphasis on the cultivation of citizens with harmonious personality development and the formation of independent, free, literate and moral people. In the "Federal German Education Act" of Germany, it is emphasized that students should improve their moral quality and be responsible for their behaviors in a free, democratic and welfare legal society. In general, the setting of civic education goals for moral education in foreign universities contains profound political education, permeates patriotic education, and embodies distinct localization characteristics (Yang, 2017).

3.4.2 Moral education staff

In 2008 ,"Opinions of the publicity department of the CPC central committee and the ministry of education on further strengthening the construction of moral education staff in colleges and universities", as an important force of teachers in higher education, moral education staff is the inheritor of traditional Chinese moral culture and philosophy, the propagandist of the party's theory, line, principle and policy and the guide of the healthy growth of college students(Document No.5 of the Educational Society,2008). Moral education staff refers to full-time teacher engaged in ideological and political education, most of these teachers graduated from philosophy, laws, education or other majors, or transferred from the original teaching position of moral education course, education, law and other courses who have received strict moral education course training with good theoretical profound knowledge and rich teaching experience. For the domestic researches on moral education staff, the following scholars' research results are more representative.

Furui (2006) believed that moral education staff plays the role of social representative, social moral practitioner and spiritual civilization builder in society; they also play the roles of imparting moral knowledge, designing future life, managing classroom discipline, promoting harmonious teacher-student relationship and maintaining mental health. These role behaviors are sometimes contradictory and we should deal with conflicts between these roles.

Yanfeng and Leimin proposed to deal with the role conflicts of moral education staff, on one hand, we need to improve the theoretical literacy of the team with the help of teaching, on the other hand, we should also better strengthen the pertinence of this course and strengthen the persuasiveness and appeal of theoretic. They believe that most of moral education staff are graduated from philosophy, laws, education or other majors. Or transferred from the original teaching position of Marxism-Leninism course, education, law and other courses. They have received strict Marxism-Leninist theory training with good theoretical profound knowledge and rich teaching experience, but they lack precisely practical experience of the ideological and political work on students, they should have a better grasp of the student's thoughts, mental states and needs(Yan&Lei,2001).

Chen Xiaojing(2002) believed that moral education is a complex and special educational activity, which is reflected in the nature, status and social role of

ideological and political education. It is a kind of teaching activity that the party, the country and even the whole society pay great attention to. This special nature makes moral education staff have higher professional ability and political quality than those of other subjects. Including to have a keen political vision and firm political belief, to have good personal quality and professional quality, to have a strong sense of responsibility and steady psychological quality.

Zhangyuan(2009) believed that compared with teachers in other courses, moral education staff have the particularity, the roles of moral education staff have three particularities because of the solemnity of the their teaching courses, the exemplary roles of their own personality and the promotion of the student's all-round development through their own behaviors to give students directly sense education, which is obviously different from other professional teachers. Moral education staff not only develop the student's intelligence and initiate knowledge and skill, more importantly is to teach students how to be a man and promote their all-round development, so as to improve their ideological quality, political quality, moral quality and psychological quality, and cultivate qualified construction talented person with excellent ideology, firm stand, correct conduct and mental health for the socialist market economy construction.

Zhang Zhongwen (2009) elaborated on the scientific orientation and connotation construction of teacher's roles from the changes in educational environment and requirements in social development. He believes that from social development and educational environment change , moral education staff should be the scientific interpreters of Marxism in contemporary China, the scientific constructors of teaching contents, the promoters of students' all-round development, the demonstrators of ideology and morality, and the healers of mental health.

Zhu Mingjuan and Yao Jingjun(2010) believed that the new era needs new requirement. In order to do a good job in students' ideological work, moral education staff should make a reasonable positioning for their own roles so as to improve the course effectiveness and guide students along the correct and healthy path.

Zhou Shuange(2008) pointed out that due to different times and environment, it has become an important subject for the new era to reshape the role of moral education staff, and pointed out that moral education staff should become students' good teachers and helpful friends, be a versatile person and specialist, and become the

experts and scholars.

Feng Shigang and Ma Xinxing (2010) believed that it is particularly important for moral education staff to position themselves to adapt to the new situation of education curriculum reform and improve the teaching quality. In order to improve the effectiveness of moral education courses in colleges and universities, moral education staff should be positioned as learners, guiders, researchers, designers, cooperators and facilitators.

Duan yan (2010) believed that in the new historical period, in order to enhance the appeal and persuasiveness of moral education courses and improve its effectiveness, moral education staff must be highly unified among subject teachers, life instructors and teachers of mental health education.

Chen Yuchen (2011) pointed out that by defining the role expectation, improving the role understanding and stabilizing the role state, can the role function be reasonably positioned in order to effectively improve the educational effectiveness of the moral education course in colleges and universities.

Wang Danju (2010) pointed out that since the introduction of the communicative practice conception into the academic world, the students' subject status has been paid more and more attention, but the status of moral education staff has been neglected in the teaching practice. In the field of communication practice, although teachers and students are equal subjects, moral education staff in colleges and universities should be the chief teachers of equality.

Chen Haiyan and Li Hanmei(2010) pointed out that the role of moral education staff represent the moral education course in the status of university teachers' group and individual identity, including both social and others expects for moral education staff's behaviors, as well as moral education staff's understanding of their own behaviors.

Zhang Fengxia (2012) pointed out that as a special group in colleges and universities, moral education staff have great responsibilities. The responsibilities they bear are great. The role of moral education staff has the characteristics of prescriptive and diversity. Prescriptive refers to : different from other professional course teachers, moral education staff not only play the role of university teachers in teaching, but also should be firm moral and legal basis, including traditional Chinese values of moral education, contemporary Chinese values of moral education (socialist political

thought) and basic laws and regulations. Diversity refers to: in order to meet the needs of students' various growth and development, and to put moral education into practice, moral education staff are not only the initiator of theoretical knowledge, but also the guide and navigator of students' development. They are not only educators but also students' friends and confidants. When students have psychological problems, they are also mental health physicians and so on.

CHAPTER 4: METHODOLOGY

4.1 Design of the research

4.1.1 Paradigm: qualitative research

A common feature of qualitative project is to create a deep understanding from data as the analysis proceeds, which refers to the difference between qualitative study and quantitative study, that starts with an understanding to be tested, where often the hypothesis literally dictates the form, quantity, and scope of required data(Berg & Lune, 2004).Qualitative research methods involve the systematic collection, organization, and interpretation of textual material gained from one by one interview or observation. It is adapted to explore the meanings of social phenomena as experienced by individuals themselves, in their natural context (Britten, Jones, Murphy & Stacy, 1995).The main feature of qualitative research is that the researcher pays more attention to the "words" rather than "number". The researchers focus on the specific and deep understand of a problem, and focus on summing up the phenomenon. The characteristic of qualitative research is to obtain some specific information for a small population, so as to sum up a larger whole or phenomenon (Breeze & Barbour, 2011).

The research is aimed at generate the process of faculty development of moral education staff and building the substantive theory(model) of scholarship of teaching could implement in Sichuan Normal University to support the faculty development of moral education staff from the perspective of moral education staff, to find out the core category of scholarship of teaching, it is a typical question for qualitative research. This Qualitative research aims to get a better understanding through firsthand experience, truthful interview and quotations of actual conversations from the moral education staff. The moral education staff would express their own understanding of scholarship of teaching . It is focused on the reflection of what happened in real life. Qualitative paradigm of research can meet the requirement.

4.1.2 Grounded Theory

In the field of qualitative research, a well-known approach is grounded theory proposed by Glaser and Strauss (1967). Grounded theory is a qualitative research method whose main purpose is to establish theories based on empirical data (Strauss,1987, p. 5).

Researchers usually start their research with no theoretical hypotheses, but directly draw data from actual interview or observations, and then generalize their experience into concept and category from the original data, and then rise to theory (Suddaby, 2006). This is a method of establishing substantive theory from the bottom up, that is, searching for core concepts reflecting social process on the basis of systematic data collection and analysis. Grounded theory must be supported by empirical evidence, and the procedure can be traced, abstracts new concepts and categories must be grounded in data(Shah & Corley, 2006).

The method of grounded theory stems from a field research by two men in 1967, Glaser and Strauss, of medical staff dealing with dying patients. The formation of this aspect is related to two theoretical thoughts. The first is American pragmatism, especially the ideas of Dewey, G. Meade and Peirce. They emphasized the importance of action, focused on dealing with problematic situations, and generated methods in the solution of problems. Another influence comes from the symbolic interactionism of the Chicago school of sociology, which widely uses the methods of field research and in-depth interview to collect data, emphasizing the understanding of social interaction, social process and social change from the perspective of actors(Corbin & Strauss, 1998).

The reason why this study chooses the Grounded theory in five approaches, namely ethnography, case study, phenomenology, narrative and grounded theory (Creswell, 1998),firstly, this study is to explore the faculty development process of moral education staff, the second is to establish a substantive theory or model that can be put into practice in a specific context under the grand theory of scholarship of teaching. Grounded theory is born for inquiry the process and build the theory, so other research methods are not suitable for the purpose and significance of this paper.

4.1.3 The Basic procedure of grounded theory

There are mainly three schools of grounded theory during its development, original version of Glaser theory, namely the classical version; Strauss and Corbin's procedural version; Charmaz's constructivism version. Grounded theory is also known as one of the most widely used but most misunderstood research methodologies in the social sciences due to the long-standing debates among the three main schools of thought. Strauss and Corbin has proposed the "coding paradigm",

"conditional/consequential matrix", "action-interaction" for coding. Glaser strongly objected to Strauss' procedural application of grounded theory, and held that Corbin's action violated the basic spirit of no preconception of grounded theory(Glaser, 1992). Charmaz argued that all methodologies are a way for humans to understand the world. Human's understanding of the world is explanatory, and both the so-called "truth" and theory have temporary characteristics. Theories are not discovered, nor are they provided by any theory independent of researchers but existing in the data. They are both explanatory images of the world under study, rather than the real world (Charmaz, 2006).

Although there are so many arguments, grounded theory is share the same characteristic and procedure(Diagram 4.1),which is to collect and analyze data grounded in the real life, to form a theoretical method. Its main procedure is the interaction between data collection and data analysis, that is, data analysis and coding will be performed simultaneously, so as to generate new concepts and categories, and to carry out constant comparison with the concepts, categories. According to this, theoretical sampling will be carried out until the theoretical saturation is reached, that is, no new property ,dimension, concept categories or relationships emerge in the new data. Since the main purpose of grounded theory is to construct theories, it emphasizes that researchers should be highly sensitive to data(Oktay, 2012).
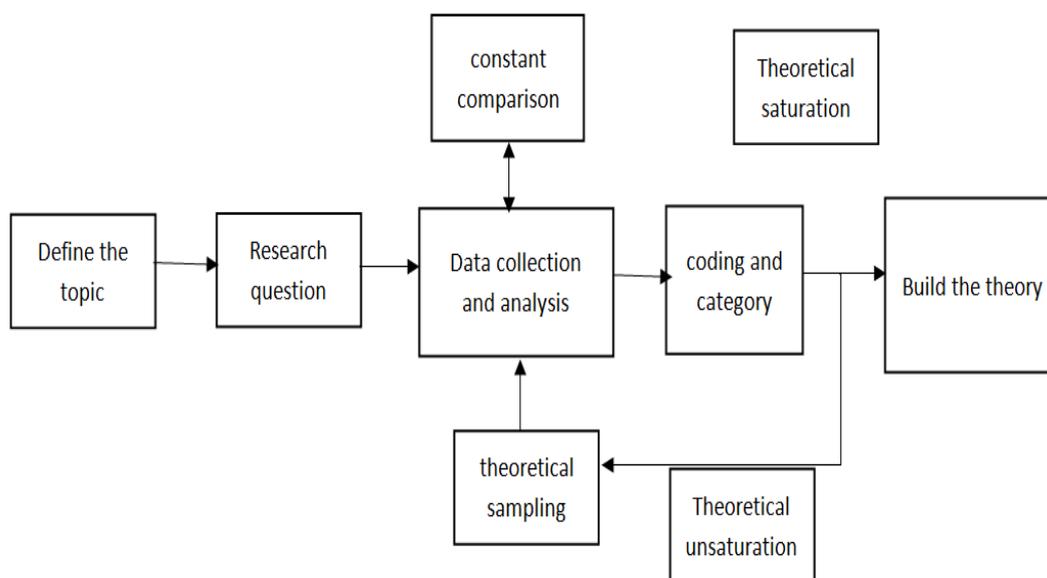

Diagram 4.1 Basic procedure of grounded theory

"The purpose of the constant comparative method of joint coding and analysis is to generate theory more systematically … by using explicit coding and analytic procedures" (Glaser & Strauss, 1967, p. 102). Constant comparison are the most basic methods in data analysis of grounded theory, which is to "the analytic process of comparing different pieces of data against each other for similarities and differences"(Strauss & Corbin, 1998,p.104). And it in corporate four stages:" comparing incidents applicable to each category; integrating categories and their properties; delimiting the theory, and writing the theory" (Glaser & Strauss, 1967,p.105). Constant comparison are emphasized that grounded theory is different from the general qualitative research method, which is to collect data centrally first and then analyze the data concretely. In the research of grounded theory, data collection and analysis are carried out at the same time and it still rely on the researcher's theoretical sensitivity.

About the theoretical sensitivity, it is ability "to generate concepts from data and to relate them according to normal models of theory in general, and theory development in sociology in particular, is the essence of theoretical sensitivity. Generating a theory from data means that most hypotheses and concepts not only come from the data, but are systematically worked out in relation to the data during the course of the research."(Glaser & Holton, 2004, p.43)

After initial coding of the original data, the researcher obtains the concepts categories that transition from empirical data to analytical theories. Those categories or concept is exactly the starting point of theoretical sampling(Diagram 4.2). A method of data collection based on concepts derived from data. Theoretical sampling refers to the concept, category or theory that is being formed to guide the researcher to collect what data and where to collect data. "The purpose of theoretical sampling is to collect data from places, people, and events that will maximize opportunities to develop concepts in terms of their properties and dimensions, uncover variations, and identify relationships between concepts." (Strauss & Corbin, 1998,p.219) Since the main purpose of grounded theory is to construct theories, it emphasizes that researchers should be highly sensitive to data.

In order to enrich the properties and dimensions of these categories and reach theoretical saturation, which refer to "the point in category development at which no new properties, dimensions, or relationships emerge during analysis" (Strauss &

Corbin, 1998, p. 143). When it is found that the collected new data can no longer generate new theoretical insights and reveal the new attributes of the core theory category, the category reaches "saturation". At this point, researchers can start to construct a convincing theory on the basis of perfecting the initial theory.
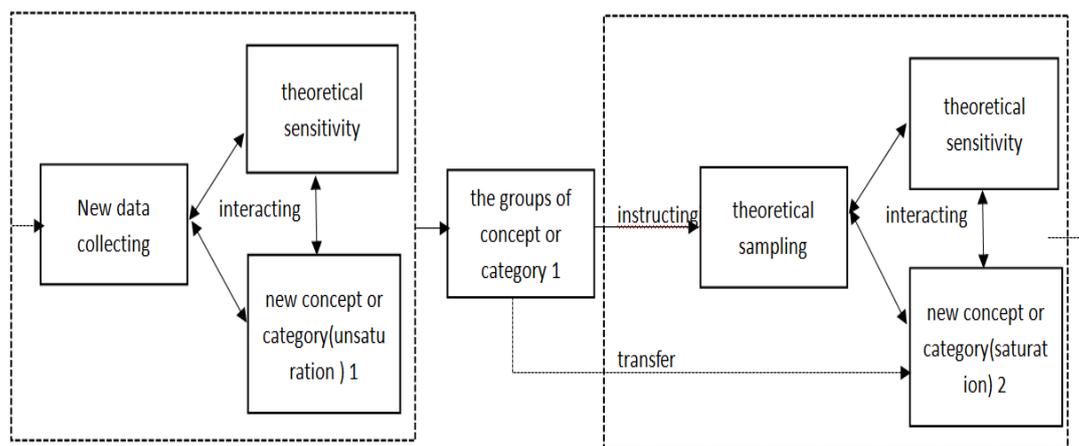
Diagram 4.2 Theoretical sampling, sensitivity and saturation

Data collection process. The grounded theory method collects data in a variety of forms, "All is data" meaning just that: "exactly what is going on in the research scene is the data, whatever the source, whether interview, observations, documents. It is not just what is being, how it is being and the conditions of it being told, but all the data surrounding what is being told" (Glaser, 2001, p. 145), including written materials, such as field investigation materials, case records, historical materials, organizational reports, autobiographies, diaries, etc., as well as oral materials. In addition, memos of self-reflection written by researchers during data analysis, existing literature, feedback from participants, and other points of view may form part of the data. Interview is the most important data collection method.

4.1.4 The Characteristic of Strauss & Corbin's grounded theory

As a novice researcher, the author chooses Strauss and Corbin's grounded theory. Strauss and Corbin's procedural version of grounded theory can give new researchers a clear path to rely on , allowing data collection and analysis to fall within their "coding paradigms". And the problem studied in this paper is a social process and the construction of a model, which is just suitable for " conditional/consequential matrix".

And the process of summarizing grounded theory and the construction of a model also require analysis of a large social context, which is Strauss and Corbin's procedural version emphasized.

In the open coding of Strauss and Corbin's procedural version, researchers need bracketing preconception, and then select data with theoretical sensitivity and openness, break apart, view, compare, conceptualize and generalize the data. The code can be a in vivo coding used by the researcher or an academic concept that can express the content of the data. Strauss also came up with several mental strategy to analysis data, such as flip-flop which is to imagine an extreme counter example of a concept to stimulate thought; far-out comparison, that is, to find a completely unrelated field to compare, and then go back to the data to obtain new insights; waving the red flag, that is, always remain suspicious of words and phrases, and carry out an in-depth review.

Strauss and Corbin 's axial coding was based on open coding to form categories, property, and dimensions and then to develop and examine relationships among the various categories. At this stage, Strauss also proposed a "coding paradigm" (Diagram 4.3) to link different categories in the normal order of development: (A) causal condition--(B) core phenomenon--(C) contextual conditions (D) intervening conditions--(E) strategies --(F) consequences.
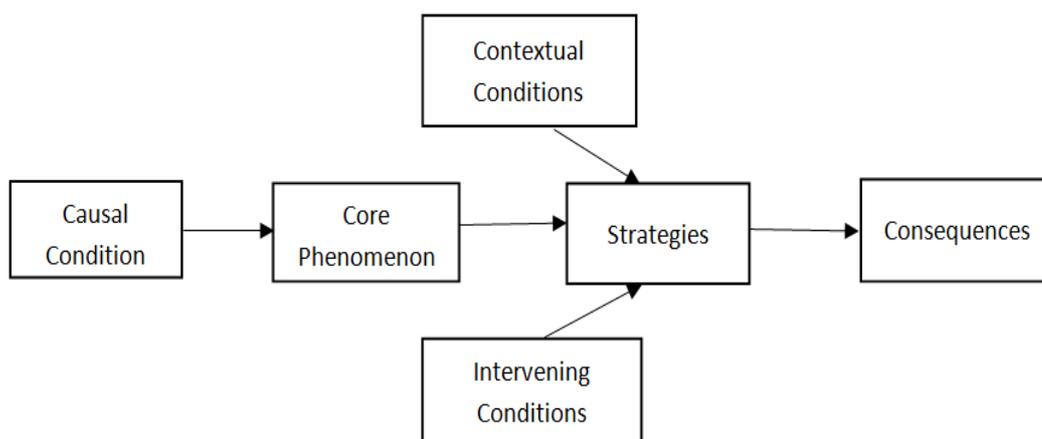
Diagram 4.3 Coding paradigm in Axial coding

Strauss and Corbin also came up with a "conditional matrix" (Diagram 4.4)designed to distinguish and link the various levels of conditions and outcomes,

such as individual actions, interpersonal interactions, organizations, communities, countries, and the globe. These levels are represented as a concentric circle. The raw materials of individual actions are conceptualized and placed in layers of interacting action systems. In this way, the analysis not only stays at the micro level, but also takes into account all kinds of micro and macro conditions. This is a diagram, typically drawn late in a grounded theory study, that presents the conditions and consequences related to the phenomenon under study. It enables the researcher to both distinguish and link levels of conditions and consequences specified in the axial coding model(Strauss & Corbin, 1990).
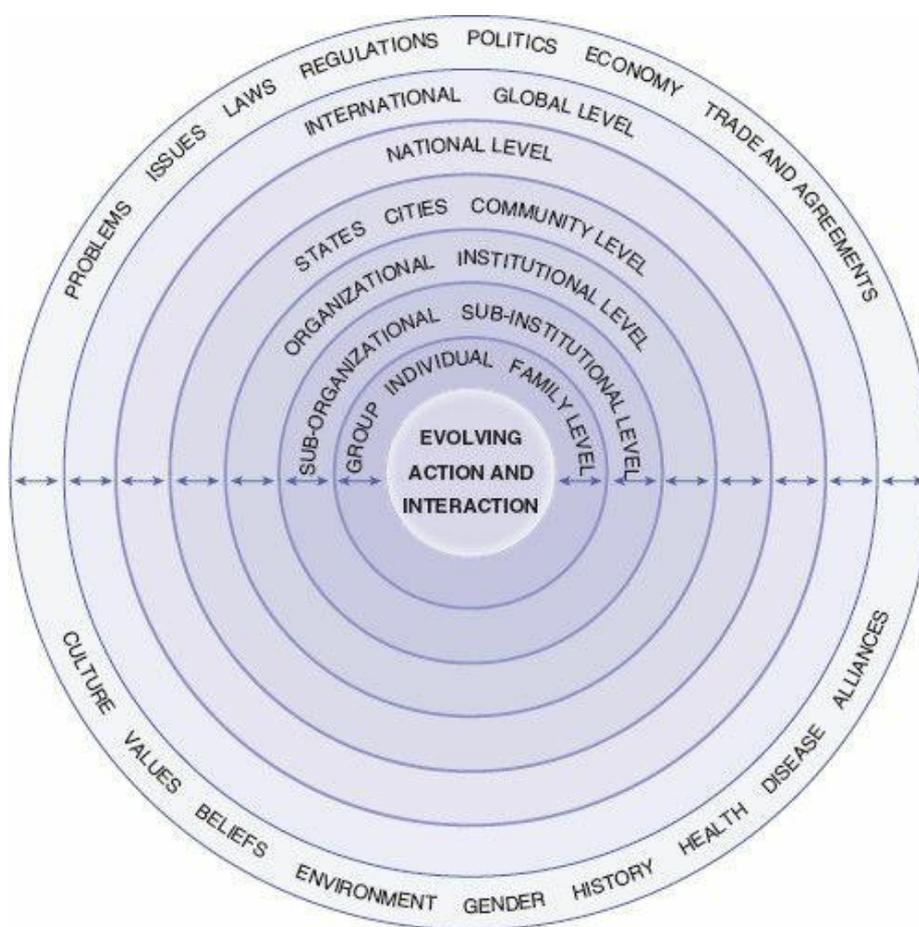
Diagram 4.4Strauss and Corbin 's conditional matrix

Adapted from "*Basics of Qualitative Research: Techniques and procedures for developing grounded theory 4th edition*" By Corbin, Juliet & Strauss, Anselm, 2014, *Practical Anthropology, p*182，Copyright 2006 by Practical Anthropology.

Selective coding is the selection of a core category among all the categories. Then other categories become subsidiary category. Next, elements of theory (category,

subcategory, concept) can be integrated by means of an integrating scheme or story line. Core category refers to central concepts that can integrate all other categories, emerge frequently in the data, are easily related to other categories, and have the potential to develop into grounded theory.

4.1.5 Position of the author

In a grounded theory study, Birks and Mills (2011) proposed four questions to guide researcher with the position as a grounded theorist and help them better participate in the process of data gathering and analyzing. The questions are as follows (p. 50),How do we define our self? What is the nature of reality? What can be the relationship between researcher and participants? How do we know the world, or gain knowledge of it? In this study, the author identifies herself as a grounded theorist of the procedural version of Corbin and Strauss, and will complete this study in strict accordance with the ways, procedures and requirements of their inquiry. In the data collection process, the author have to understand them from the perspective of the participants, and often uses their language as code analysis in the analysis process.

As Horsburgh (2003) posited that "Given that the researcher is intimately involved in both the process and product of the research enterprise, it is necessary for the reader to evaluate the extent to which an author identifies and explicates their involvement and its potential or actual effect upon the findings."(p. 309).

It should be noted that the author was also a moral education staff before. In the course of the author's own development, author deeply felt the contradiction between teaching and scientific research. In order to complete the scientific research task stipulated by the university, the author even feels the decline of the teaching quality in the classroom when she is not energetic enough. In addition, under the premise that students do not particularly like the class, the teaching without characteristics is more unable to attract students. Therefore, the author's purpose in writing this paper is to solve this big problem in front of the moral education staff.

The author studied Chinese language and literature during undergraduate study and majored in moral education during graduate study. Therefore, the author will be familiar with moral education, which can mobilize and improve the author's theoretical sensitivity. As a moral education staff, it is easy to interact with these participants, and the author can easily bring into author's previous understanding of

teaching and researching in a friendly and relaxed environment of interview and observation. However, this study is the first time to bring the concept of scholarship of teaching into the scope of moral education. Therefore, the author should try to abandon the forethought and open mind in the research process, so as to achieve what Corbin said: it's better to have an open mind rather than a blank head(Corbin & Strauss, 2014,p.187).

4.2 Research Sampling strategy

According to the data collection and analysis of grounded theory, the strategy of sampling is generally divided into two steps. The first step is to obtain a preliminary concept and category by purposive sampling. The second step is theoretical sampling, which is to further enrich the category dimension according to the needs of the category.

4.2.1 Purposive sampling

Purposive sampling seems to be intrinsic nature for the beginning of the grounded theory, research need to identify their participant who could offer the original data for the research question (Chen, 2000). Purposeful sampling belongs to the criterion of nonprobability sampling which should select the sample adjusted to the research question that fit for answering.

Purposive sampling is a sampling method, from the word "purposive" means the researcher would choose the member of participant by their own judgment and the purpose of the research (Patton,1990).Alternatively, purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives , especially in the grounded theory research. Purposive sampling could offer the first hand data to analysis, and then researcher could move to the second step theoretical sampling according to the needs from the category.

Before studying in Czech, the author was also a moral education staff with more than 10 years of educational experience in Sichuan Normal University. According to the author's experience and knowledge in this educational field, the author plans to choose 5 people for purposeful sampling among the moral education staff.

4.2.2 Theoretical sampling

Theoretical sampling is a method of data collection used in grounded theory research. It emphasizes collecting data from places, people and events that will help to develop concepts in terms of their properties and dimensions, uncover variation, and identify relationships between concepts (Corbin & Strauss, 1998). Therefore, it can direct data collection to areas that will best serve the construction of theories.

In this research, during the process of data collection, theoretical sampling will also be employed as the second step of data collection. The theoretical sampling will start after the first analytic session and will continue throughout the whole data collection process through interviews and observation. The circular process from analysis to concepts to questions to further data collection and then back to analysis continues until the point of saturation has been reached.

4.3 Data Collection

The data collection in grounded research is always extensive; the research can draw on multiple sources of information, such as interview, observation, documents and audiovisual materials (Chen, 2000). Charmaz(2006) recommends six types of information could be adapted in the data collection: documents, archival records, interview, direct observations, participant-observations and physical artifacts. According to the needs of this research, the author's main information collection method is one to one interview. This method could answer the main research question. Observation is also very important for observing the teaching and researching activities of moral education staff. Documents and archives, such as teaching Power Point, research project as well as being analyzed as physical evidence.

4.3.1 Interview

In qualitative research, the interview method has an unique and important function. Through interviews, we can understand what do the interviewees think and emotional responses, know what happened in their lives, interpret what do they mean by their actions. Through the interview, we can enter into the inner world of the interviewees, and understand their true meaning and ideas (Chen, 2000). Depending on the research question of this study , open-ended question apply for all interview steps. Open-ended questions allow the respondent to express an opinion without being

influenced by the researcher (Foddy, 1993, P. 127).

From the research question, the author tries to conduct one on one interview. "The one on one interview is a commonly used data collection method in health and social research. Increasing attention has been given in the literature to the process of conducting an interview, particularly with respect to the role of the interviewer and the relationship between the interviewer and interviewee"(Ryan, Coughlan & Cronin, 2009,p309). The individual interview is a valuable method of gaining insight into people's perceptions, understandings and experiences of a given phenomenon and can contribute to in-depth data collection. Author tries to conduct two steps interview, the details step would be clarified in the Procedure of data Collection 4.4.

4.3.2 Direct observation method

Direct observation involves data gathering by means of participation in the given natural setting of informants where the researchers have the chance to watch, observe, and talk with participants to explore their interpretation, social meanings and practice (Chen, 2000). Direct observation, is gather the data from the natural setting where the observation is. The author is the instrument to select, collect, record the significant information to the research. In this research, direct observation is non participant observation, because author cannot be a member to take part in the teaching and research activity of those staff. All the information should be recorded as field note in Observational Protocol(Appendix B) .

4.3.3 Documents and archives

The Documents and archives is often used as evidence in grounded theory to prove the authenticity of situations described by the participant(Chen, 2000).The collection of documents includes, the teaching plan, teaching Power Point, the publications published by study subjects and the outline of his/her research, more information comes from his/her correspondence, daily documents, including biographies and personal archives. As an auxiliary information channel, the author mainly focuses on the document from the teaching activity and personal achievements recorded in the archives from the staff. Those collections of these documents or pictures or videos or trophies could be proved what they were interviewed, that could enhance the credibility of this research, and also, to analyze those stuff that could

enrich concepts and categories.

4.4 Procedure of data Collection

4.4.1 Entry into the field

Before coming to PU for studying in 2014, the author was also a moral education staff in the college. Now there are altogether 12 Moral education staff in the Moral Education department of Ideological and Political Education college. The author knows most of the staff, some are friends of the authors'. These staff, whether they are professors who have been in teaching and research positions for many years or young staff who are new to the college, will shoulder the tasks of teaching and research.

The author contacted the dean Chenchi and informed him of the purpose, intention and method of the research. After agreed with the Dean Chenchi about this research, in May to June 2018, author made the phone call to the 12 staff one by one ,because most of them have worked together in the past. In the phone call, the author explained and informed the interview and observation to be conducted in detail. The result is 11 staff have received my call, a total of 10 staff have fully agreed with the author's interview. 1 staff reject author's request for personal reason. 1 staff cannot reach by phone. The author would offer them the Consent-to-Participate Form before the interview and signed by author and participant.

The following is the information of staff who agree to participate:

participants	Gender	working experience	Professional Title
A	Male	3 years	lecturer
B	Female	7 years	lecturer
C	Male	13 years	Associate professor
D	Female	1 years	Assistant
E	Male	23 years	Associated Professor
F	Female	16 years	Professor
G	Male	21 years	Associate professor
H	Female	2 years	Assistant
I	Male	4 years	Lecturer
J	Male	6 years	Lecturer

Table 4.1 information of staff who agree to participate

Based on the author's understanding of these staff, the author decided to choose the visiting place in the participants' office. On the one hand, it is very close to the place where the author and participants live and study, so it is easier to generate theoretical sensitivity in the process of data collection and analysis. On the other hand, because of the close distance, it is easy to observe the participants, that is, the observation of life and the observation of work. The observation sites are mainly for participants' teaching activities, speeches and some small workshops, most of which are also on campus, and of course some of them are also conducted outside the campus. The author plan to selects 5 MEF as the first step by the means of purposive sampling and maximum varying their age, gender, education, teaching experience, teaching grade, native place and other factors.

4.4.2 Participant

Author was also a moral education staff with 10 years of educational experience in Sichuan Normal University. According to the author's experience and knowledge in this educational field, the author plans to choose 5 participants for purposeful sampling among these staff.

Staff A is a man born in a wealthy family. He is very spoiled, and his parents have to send him abroad to study. After the baptism of foreign countries, he finally became the moral education staff of our university.

Staff B, female, her life has undergone fundamental changes. She once engaged in rural and mountain areas to work activities and her family encountered unfair treatment of the Cultural Revolution. She used to be a primary and secondary school teacher, and eventually became a moral education staff.

Staff C, male, he was an undergraduate in science and engineering. He was transferred to a graduate student majoring in education. His family conditions are poor and his parents are ill for a long time. His wife did not understand him after she got married, but he still worked hard and was elected a good moral education staff for two years in a row.

Staff D, female, she has just graduated from the university. She has been in the position of the school office of student affairs. She has accumulated a rich experience in the university's education in four years as the assistant in office of student affairs as the chairman. After graduation, she choose to stay in the university and act as a moral staff

in our university.

Staff E, male, working time in the university for more than 20 years. He has been engaged in the teaching of the moral education staff and his class is very popular with the students. Years of students have been excellent in the online evaluation of his course. He has been an associate professor for years, but he did not apply the position of professor continually.

4.4.3 Details of collecting

About the interview plan, because it is purposive sampling and theoretical sampling, this research arranges two steps of interview. The time for collecting data is scheduled for March to April in 2019.

The first step. Because most of these staff have their independent offices, the interview had better to be carried out in their offices through the appointment. On one hand, it is convenient for interviewees to summarize and describe their thought about the scholarship of teaching in the working environment; On the other hand, it is also convenient for the author to collect their documents information. The first interview chooses semi structure interview. According to the first interview, the author grasps the concept and category, and then takes a semi structural interview in the second interview to investigate more detail information about some key issue. During the interview, the interviewee posture, office environment, usually dresses are the object of the author's observation and record. All the interviews are subject to the recording and preservation. After each interview, the author made a transcript of the recording. The interview is expected to take about an hour. The interview was conducted according to the interview protocol(Appendix A). According to the grounded theory, data collection and data analysis are carried out at the same time. In the interview process, the author may also add questions that does not have in the interview protocol and conduct more in-depth questions on some issues which are deserved to pay more attention. In order to obtain complete data, the author has recorded every interview by the cell phone and plan to manage it later.

Author plan two parts of direct observation, the first part of direct observation will be applied in the interview, the words and deeds of interviewee are all the details for the author to carefully observe in the daily contact process with him/her. The second part of direct observation is for teaching and researching. Author plans to go

some conferences and routine classroom with staff together to observe their performance and teaching skill. In natural contact process, these details observed can be more realistic to reflect their practice of scholarship of teaching. These teaching practices can most directly reflect how they practice scholarship of teaching. What's more, the actual situations they reveal in their natural state can be recorded as field notes.

Next, after the data collected in the first step (interview and observation), the author will analyze and summarize, and then carry out the theoretical sampling in the second step according to the requirements of concepts and categories. The sampling method adopted is still based on the above mentioned, but the sampling content will be carried out according to the data demands, and finally reach the theoretical saturation. In the second step of the collection process, the author will collect and analyze the real objects to verify or reverse the conclusions obtained in the interview and observation.

Author have prepare the "Consent-to-Participate Form" promises to the participant in written form that the participant shall fully respect his/her privacy right, not disclose the interview content or information (including the interview recording and its documents) to a third party or use it in other places except this study, and the author is willing to bear the corresponding legal responsibility if he/she violates the above commitments.

4.5 Data analysis

Qualitative data analysis is "a systematic process that organizes the data into manageable units, combines and synthesizes ideas, develops constructs, themes, patterns or theories and illuminates the important discoveries of your research"(Anderson & Arsenault, 2005, p.138).According to Strauss and Corbin (1998), the analysis of data, which goes throughout the research, is an art and a science. They emphasized that the coding are based on the data and are always under scrutiny and validated against further data; meanwhile, they pointed out that researchers must be flexible and creative in the use of analytic procedures, thus to construct a coherent and explanatory theory which feels right to the researcher (Strauss & Corbin, 1998).

In this grounded theory study, the author will also follow the data analysis

procedure in grounded theory study of Corbin and Strauss . Three levels of coding process will be conducted, from open coding, axial coding to selective coding. The process of analysis will be recorded in memos. Author tries to conclude all the key issue applied in the coding in the table(4.2)(4.3) (4.4)below.

4.5.1 Open coding

Procedure	Components
Open	Line by line coding.
Coding	Use constant comparative method to abstract concepts.
	Rise the concepts to category
	Organize concepts into different categories.
	Develop categories in terms of properties and dimensions.
	According to the development of category or concept, theoretical sampling
	Write memos and use constant comparison throughout process

Table 4.2 Open Coding developed from work of Strauss and Corbin(1998)

4.5.2 Axial coding

Procedure	Components
Axial	Find out the relationship between categories.
Coding	assign the category into the paradigm
	Causal condition
	Central phenomenon
	Contextual condition
	intervening condition
	Strategies(Actions/interactions)
	Consequences(with what result)
	Conditional/consequential matrix
	Write memos and use constant comparison throughout process
	According to the development of category or concept, theoretical sampling

Table 4.3 Axial Coding developed from work of Strauss and Corbin(1998)

4.5.3 Selective coding

Procedure	Components
Selective	Pick out the core category
Coding	relating core category to other categories
	figure out the main story line
	Integrate findings into theoretical framework

Table 4.4 Selective Coding developed from work of Strauss and Corbin(1998)

4.6 Credibility of the research

Author prefers the term credibility (Glaser & Strauss, 1967; Lincoln & Guba,1985) when talking about qualitative research. "To me, the term credibility indicates that findings are trustworthy and believable in that they reflect participants , researchers' , and readers' experiences with phenomena"(Corbin & Strauss, 2014, p572). Author adapts Triangulation and audit trail of the main method to enhance the credibility.

Triangulation, which refers to the use of multiple data sources, data collection methods and theories to validate research findings, is very useful in qualitative studies to help eliminate bias and detect errors or anomalies (Anderson & Arsenault, 2005). The process of triangulation is employed in the current study, the multiple data collection methods are utilized, including interview, observation, documents. The data collecting from different method could be evidence for each other.

An audit trail, which refers to the memo of author's thinking, a record of the procedures selected, the decision path followed, and sources of evidence used, are utilized to ensure the track ability of data and to maintain the chain-of-evidence, and it provides researchers with a better position to look a trail to look back on the analysis and to defend it (Anderson & Arsenault, 2005). It is necessary to actively communicate and interact with participants, describe and summarize the data in detail to achieve saturation. In the future theory, in vivo coding should be used to construct this substantive theory. If there is a negative case, the data should be collected and analyzed actively, and the data analysis process should be presented in detail in the paper.

Participants were also asked to confirm the results as they emerged, so as to

ensure the credibility of the study. An audit trail will be constructed by keeping a careful record of all the raw data, the procedures followed, the decision made, and the memos written, in order to make sure the research process is trackable and rigorous.

4.7 Ethical considerations

Researcher have fully considered the ethics issue of this study. In this research, the following procedures will be promise to the ethics consideration.

Firstly, all the participants will be provided with an Consent-to-Participate Form that describes the purpose of the research, the benefits, procedures involved, and the rights of the participants. All the participants will be informed and consented to take part in this research.

Secondly, the participants' right to privacy will be respected. They have the right to decide what aspects of their personal opinions, attitudes, doubts and so on will be communicated. Agreement from the participants will be acquired before recordings and videotaping.

Thirdly, confidentiality will be maintained in this research. The identity of the participants will be kept anonymous, and readers of the research will not be able to deduce the identity of the participants.

CHAPTER 5. DATA COLLECTION, ANALYSIS AND RESULTS

5.1 Two steps of Data collection process

The data collection process mainly through interview, observation and document. The data collection of grounded theory is involved in in-depth interview, which aims at emerging of substantive theories from groups of individuals with homogeneous experience. Interviews are used to explore individual perspectives, experiences, beliefs, and motivations on specific issues (Chen,2000). As a qualitative research method, interviews provide researchers with a deeper understanding of the social phenomenon of "faculty development under the dual tasks of scientific research and teaching". Interview is the most suitable research method, which can not only carry out in-depth and subtle research on the object of study, but also help to excavate the truth of moral education staff' experience in this paper. Semi-structured interviews are most suitable for preliminary sampling and preliminary coding, according to which the author can further mine and explore. Participants expressed their views on open issues, such as their personal views on "academic promotion", and then based mainly on the progress of the initial response.

Data collection is divided into two steps. The first data were collected through interviews from April 5 to 9th. Based on two questions in this study, the interview protocol for the first data collection (Appendix A), where interview questions are relatively open , wide and without specific orientation, in order to allow participants to better express their idea, such as *How did you relieve this pressure*. The data of interviews was analyzed. The first data collection produces two sets of code for two sets of problems, as shown in tables 5.2 and 5.3. The author further classified the two groups of codes and formed seven categories (three categories for the first question ,and four for the second question), which were used as the starting point of the next theoretical sampling, as shown in tables 5.4 and 5.5.

The researchers conducted a second theoretical sample from April 12 to 19th. All 10 staff were interviewed. In the second interview, in order to enrich more categories and make the categories saturated, the author adjusted the interview protocol(Appendix B and interview protocol B) and based on the first analysis of the data, drafted a new and more detailed interview, such as "*What do you think is the cause of the conflict between teaching and research tasks*", continue to ask each participant, then have a

detailed experience on this issue. The author also observed the classes of some staff twice in life and work and collects the files of moral education faculty, including job evaluation and administrative documents. Finally, the results reached theoretical saturation and no new category appeared. A total of 10 participants were collected.

participants	Gender	working experience	Professional Title
A	Male	3 years	lecturer
B	Female	7 years	lecturer
C	Male	13 years	Associate professor
D	Female	1 years	Assistant
E	Male	23 years	Associated Professor
F	Female	16 years	Professor
G	Male	21 years	Associate professor
H	Female	2 years	Assistant
I	Male	4 years	Lecturer
J	Male	6 years	Lecturer

Table 5.1 Description of the Participants

The staff who choose to participate have different backgrounds and characteristics, and more details is as follows:

Staff A is a man born in a wealthy family. He is very spoiled, and his parents have to send him abroad to study. After the baptism of foreign countries, he finally became the moral education staff of our university.

Staff B, female, her life has undergone fundamental changes. She once engaged in rural and mountain areas to work activities and her family encountered unfair treatment of the Cultural Revolution. She used to be a primary and secondary school teacher, and eventually became a moral education staff.

Staff C, male, he was an undergraduate in science and engineering. He was transferred to a graduate student majoring in education. His family conditions are poor and his parents are ill for a long time. His wife did not understand him after she got married, but he still worked hard and was elected a good moral education staff for two years in a row.

Staff D, female, she has just graduated from the university. She has been in the

position of the school office of student affairs. She has accumulated a rich experience in the university's education in four years as the assistant in office of student affairs as the chairman. After graduation, she choose to stay in the university and act as a moral staff in our university.

Staff E, male, working time in the university for more than 20 years. He has been engaged in the teaching of the moral education staff and his class is very popular with the students. Years of students have been excellent in the online evaluation of his course. He has been an associate professor for years, but he did not apply the position of professor continually.

Staff F, female, worked in university for 16 years and was titled as a professor. In the process of serving as a moral education staff in the university, she not only focuses on the current teaching, but also actively participates in all kinds of research at university and out of university, so her performance is also very prominent. As a result, she has also become one of the youngest professors in our university.

Staff G, male, has also worked in our university for more than 20 years, but unlike Mr. E, he has not always been engaged in the teaching of moral education staff, but has worked in other majors for ten years. Then found that he lost his enthusiasm for the relevant professional content and turned into moral education staff. At the beginning of the transfer, he was also very passionate, so he was quickly named associate professor.

Staff H, female, majors in moral education from undergraduate to master's degree to Ph.D. She has just completed her two years of work, actively studies from experienced professors, and participates in various subject declaration and scientific research work. Nearly 10 papers were published in less than two years. she mainly focuses on scientific research.

Staff I, male, before in the position of moral education staff in our university, he was the undergraduate and graduate student who have been studying moral education major. So, after graduation, he naturally become a moral education staff. During his tenure, he has also been carrying out every job in a "almost" state, so the progress of promotion is in slow path.

Staff J, male, has worked for more than six years. But in the past six years, his attitude in the competition for professional title evaluation has been very negative. There has been no progress in the development of teaching. Therefore, he has little insight in scientific research and the response of the students in teaching is very

mediocre. And he himself did not want to change this situation.

The first set of data

Ten staff were identified and coded as A, B, D, E, G, H, I, J according to the privacy issue. As mentioned above, the first step of sampling is only for the top five staff (A. B. C. D. E.). Samples have been carried out and a preliminary code has been obtained. see tables 5.2 and 5.3.

code
Academic title promotion
Pursue higher education
Personal education must be pursued
The pursuit of personal research and development
Unable to control teaching
Lack of staff
Teaching practice
Expansion of new campus
Expansion of students' enrollment
Re-understanding the traditional Confucian values
Everything is connected to the network.
Easy online learning
Do research on holidays
Dealing with teaching activities arranged by faculty
Use all kinds of relationships and resources
The quantity of scientific research is greater than that of quality
The results of the study are of no practical value
Cost of research is higher
vague of the role of the staff
Staff' values are practical

Table 5.2 first group of codes for the first question

code
Pay equal attention to teaching and research
Pay attention to teaching
The teaching and research distribution of different subjects is different
Moral education focuses on teaching
Optimizing management requirements
The administrative office authorizes the teaching department
Increase individual compensation
Upgrading of facilities
Staff development center
interdisciplinary communication and cooperation
Keep abreast of the latest results at the Institute of Education on a regular basis
Establish systematic evaluation criteria
Colleague evaluation
Student evaluation
The staff of another university, the same discipline.
Recorded video
Campus network
Public network
Self-media platform

Table 5.3 First group of codes for the second question

According to the above preliminary codes, the author classifies these codes in order to answer the two questions that the author intends to answer in this paper. Tables 5.4 and 5.5 list each of the identified initial categories, as well as the related traits. The main purpose is to enrich more data when sampling in the next step. Those initial code has a temporary characteristic, because when author have more data, author maybe need to adjust the "code", and group them into a new category or keep the same statue. so the code and category author present here is not the results, just explain how the author do the two steps of sampling.

category	concept	property
The specific circumstances of the individual	Academic title promotion Pursue higher education Personal education must be pursued The pursuit of personal research and development Unable to control teaching Lack of staff Teaching practice	Describe personal background
Requirements of the external environment	Expansion of new campus Expansion of students' enrollment Re-understanding the traditional Confucian values Everything is connected to the network. Easy online learning Study on holidays	Describe the impact of the external environment
Teaching and staff changes	Dealing with teaching activities arranged by staff Use of relationships and resources The quantity of scientific research is greater than that of quality The results of the study are of no practical value The funding for research is higher than the cost of the course The role of the staff is vague Staff' values are practical	Describe the influence of teaching and staff on themselves

Table 5.4   Three categories for the first question

category	concept	property
Adjustment of the upper system	Pay equal attention to teaching and research Pay attention to teaching The distribution of teaching and research in different disciplines is different. Moral education focuses on teaching Optimizing management requirements The administrative office authorizes the teaching department	Describe the adjustment of the upper system
Promote the development of staff	Employee Development Center Interdisciplinary Communication and Cooperation among Keep abreast of the latest results at the Institute of Education on a regular basis Increase personal income Update facilities and equipment	Describe the need to promote the development of staff
Set up evaluation system	Set up systematic evaluation standard Peer evaluation Student evaluation The staff of another university, the same discipline .	Describe set up evaluation system
Set up internet teaching system	Record video Campus network Public network Self-media platform	Describe the establishment of a teaching network

Table 5.5 Four categories for the second question

Negative cases:

In the process of data collection, especially in the second data collection process, the staff J met by the author can be classified as a negative case in the grounded theory. Cases that stand in contrast to the main findings of a study. Though a researcher can continue to collect data, searching for the negative case, finding that negative case does not necessarily negate the analyst's conceptualization. Often, the negative case represents a dimensional extreme or variation on the conceptualization of data （Strauss & Corbin, 1998). In negative cases, only in the same "process", participants adopt different strategies for most people to deal with the current situation. Negative cases in data collection will not destroy the establishment of category, but can increase the scope of category characteristics, so that the final conclusions and results. J's data and specific analysis, and it will be presented and analyzed in detail in the following 5.3.1 to 5.3.7.

5.2 Open coding

Open coding is a process of coding and classification through the careful study, coding and classification of the collected data under the objective and open attitude of the researchers. At the same time, this is a process of analyzing, reviewing and conceptualizing the data. Open coding is also the first level coding in the grounded theory (Strauss & Corbin, 1998). On the basis of eliminating prejudice and stereotyping of a certain theory, the researchers need to find the concept, category, name the category and determine the property and dimensions of the category from the collected data. Then the phenomena studied are named and classified. The process of open coding is similar to a funnel, which begins to produce more than ten or even hundreds of concepts, gradually narrowing and centralizing into categories, from a wide range until the category is saturated(Creswell, 1998). Therefore, in the process of open coding, researchers should be sensitive to the problems they study, that is, the author should not let the problems be too scattered, but should have a certain relationship between the data and the problems. Only in this way can the research make it possible for the data to be sorted out and analyzed.

In the formal process of open coding, the author adheres to the following principles:

(1) Be fully meticulous. The code selecting should be sufficient and meticulous

enough and not to neglect any valid information. It is best to use line-by-line coding at the beginning and then to segment-by-paragraph coding.

(2) Pay attention to the key words. During the interview, special attention should be paid to the language used by the interviewees, some of which are likely to be new numbers in the study. For example, when interviewing staff in moral education faculty, the words "academic title", "personal pursuit", "lack of personnel", "teaching practice", "Confucian values", "high funds" and "vague role" are typical code numbers.

(3) In vivo code. The statements used in coding can be derived from the interviewee or from the investigator's summary.

(4) Theoretical sensitivity. Grounded theory aims at theoretical construction. In the process of coding, it is necessary to analyze the research problems at all times and detect the relationship between the problems and the data at all times.

(5) Constant comparison method. The concept of constant comparison is to compare the data with the data, coding and coding, data and coding one by one, and then complete the regularization before the formation of the code, and finally form a preliminary categories.

(6)Theoretical saturation. When the data no longer gives a new category, it reaches saturation. This ensures integrity of this research.

The participants in this study were 10 moral education staff with different circumstances and backgrounds, and the basic situation of the subjects was described in article 5.1. After the participant agreed to be interviewed, the researchers conducted face-to-face interviews according to the agreed time and place. In order to deepen the analysis process of researchers, researchers should also record memo while carrying out open coding. Memo will become the auxiliary method of analysis. Memo will help abstract the concepts of the surface to form classes, and help to form the related categories and the relationship between them. For example, interviewer A is a rich second generation. Before he became a moral education staff in our university, he had been studying abroad, and his learning and skills were very limited. Therefore, in the process of his moral education staff's career development, it is difficult to pursue personal research and development. Extract this code into "the pursuit of personal research and development". This is a preliminary coding of the original idea, specific memo will be presented in detail later.

The open coding results covered in this article will no longer be fully stated in this section, but will be presented in the axial coding 5.3.1 and from 5.5.1 to 5.5.5.

5.3 Answer the first question: Axial Coding Results
5.3.1 Categories and coding paradigm

In this conclusion session, the author will answer the first research question in the study:

Q1:what is the process of the faculty development of moral education staff under the dilemma between teaching and scientific research in Sichuan Normal University?

After open coding, researchers should classify concepts and concepts into categories and begin to explore the relationship between categories. This process is called the axial coding. (Strauss & Corbin, 1998). According to the causal condition of the central phenomenon, the author solves the strategy of the central phenomenon, forms the intervening conditions, situations of these strategies, and the results of using these strategies. The author wants to find the belonging of each code from the chaotic open coding. According to the paradigm of Strauss and Corbin, the purpose of this paper is to describe the relationship between the information categories that appear in the axial coding. Thus, in the next step of selective coding, s new theory is created and generated.

Strauss's axial coding is based on open coding to form categories and determine their attributes and dimensions, and to develop and test the relationship between categories. At this stage, Strauss also proposed a coding paradigm pattern (coding paradigm model), that connects different categories in the usual order in which things develop: causal condition - central phenomenon - condition matrix - intervening condition - strategies - consequences(Strauss & Corbin, 1998).

In the stage of axial coding, it is a difficult point to generalize different scattered concepts. Because categories are higher than "concepts", when choosing abstract words, the memo can play an important role in this time. That is, when classifying concepts, you can think carefully. Why does this concept add to this category instead of another? Because the process of axial coding needs to be very specific and grounded in the data, it is also necessary to use the method of continuous comparison in the process of conceptual ownership in order to ensure the accuracy and effectiveness of conceptual ownership. For example, the higher-level categories embodied in the concepts of

"administrative position" and "academic title promotion" are the manifestation of the primary concept of "self-development demand", and "economic pressure (older people and young children at home, mortgage loan and car loan) and the codes of "family support", "family relationship (family responsibility, upbringing responsibility, traffic pressure)" are embodied in the category of "life necessities", which is obviously different to the meaning of the previous category. Taking this as an example, this paper promotes the formation of axial coding by judging the relationship between each concept and category one by one.

The following Table 5.6 is the result of axial coding, which forms a total of 20 categories, and in the table Subcategory (concept) is the open coding formed in the open coding.

Category	Subcategory(concept)	Property
Self-development needs	Administrative position Academic title promotion	Describe self-development needs
Life necessities	Economic pressure (supporting the old and the young, mortgage and car loans, raising the family) Family relationship (family responsibilities, parenting responsibilities, traffic pressure)	Describe the hard life
Pressure from university and society	Scientific research and teaching task (the amount of scientific research, the amount of class) Evaluation system (peer evaluation, student evaluation) The government's emphasis on the moral education (document) Competition among staff	Describe pressure from outside
Characters of moral education	Political, policy-oriented tradition Focusing on teaching Large amount of teaching duty (observation) Insufficient student-faculty ratio	Describe the character of moral education

	Students' uninteresting	
Forced scientific research of all the staff	Pursuing personal education Actively applying for research projects Publishing articles Going abroad for further study Don't pursue development	Describe the Forcing to do research
Teaching as the foil	Less interaction in class (observation) Mechanical teaching style (observation) Less emphasis on the theory of teaching practice Laziness in class (observation)	Describe teaching is less important
Alienation of relationship of staff and student	Unable to control teaching (Students' drowsiness in class, reading books unrelated to the teaching course, playing mobile phones, missing classes and don't know the teacher at all) No interaction after class (observation)	Describe relationship of staff and student
Booming development of university	Expansion of new campus Increasing enrollment of students Merging of universities	Describe the development of university
Innovative society	Government's advocating of innovation Scientific research solve social difficulties	Describe the government will
Revival of traditional culture	Rising of sinology	Describe the social tide
The big data era	All related to the Internet Easy to study online Abundant information on the Internet No moral education information online	Describe the new technology era
Ranking of universities	Comprehensive ranking Discipline rank	Describe details of ranking of universities

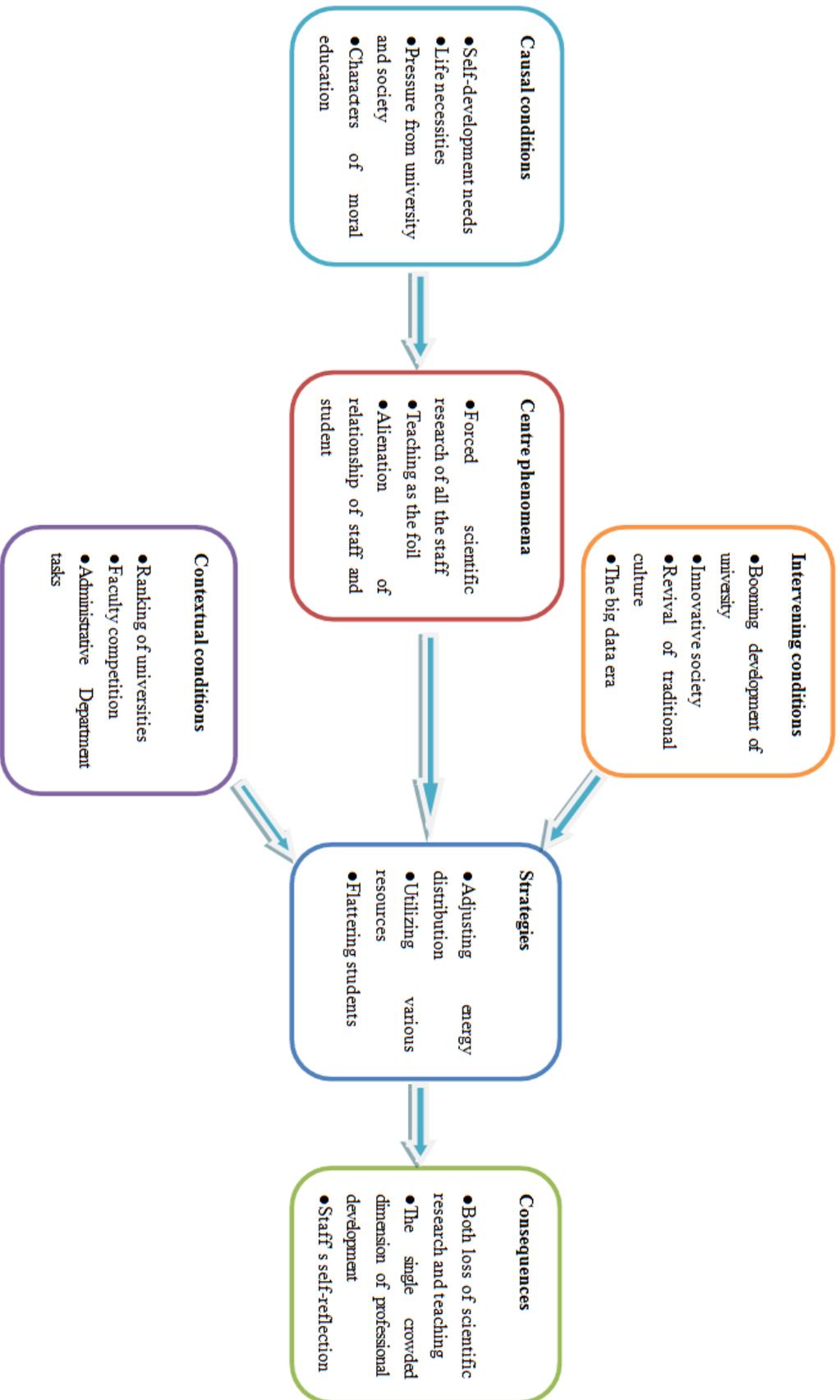|		
Faculty competition	The faculty scale (economic income, size of the area, number of the staff, number of students, authority to grant degrees for master or doctoral students or not) Ranking of scientific research among faculties	Describe competing inside and outside of faculty
Administrative Department tasks	Scientific research office regulations (Documents) Graduate school management (Documents) Promotion requirements of human resource office (Documents)	Describe the mission from administrative department
Adjusting energy distribution	Sacrificing private time Dealing with teaching activities arranged by the universities Prioritizing Selling of class hours (Observation) Following the prescribed order (J)	Describe how to deal with both tasks
Utilizing various resources	Making use of social resources Making use of personal relationships Assigning students to do basic research work	Describe use various resources
Flattering students	Implying the students to give high evaluation on their teachers Loose managing of students (give higher marks to students' homework or exams, try not to allow students to retake the course, and do not strictly require students' attendance rate)	Describe how to deal with teaching
Both loss of scientific research and teaching	The quantity of scientific research is greater than the quality Vicious circle of teaching quality Moral education faculty ranking declines	Describe the results of research and teaching

The single crowded dimension of professional development	The promotion of staff is based on seniority The number of professional posts is limited More research more funds Distant relationship between staff (Observation)	Describe the career development
Staff' s self-reflection	The role of staff is vague Utilitarianism of the staff' values The staff are dissatisfied with the status quo but powerless The turbulence morality of college students	Describe the self-reflection

Table 5.6 Axial coding results for the first question

Table 5.6 above only completes the process from concept, subcategory to category, but the relationship between category and category has not been clearly pointed out. And according to coding paradigm, "causal conditions， are the categories of conditions I identify in my database that cause or influence the central phenomenon to occur; central phenomenon selecting one that holds the most conceptual interest, is most frequently discussed by participants in the study; intervening conditions these are the broader conditions broader than the context -within which the strategies occur; so contextual conditional is specified condition which the strategies occur; strategies are the specific actions or interactions that occur as a result of the central phenomenon; consequences are the outcomes of strategies taken by participants in the study"(Creswell，1998，p432).

According to this coding paradigm, the author forms the Diagram 5.1 of all 20 categories and their relationships. In the following section 5.3.2 to 5.3.7, the author presents the data in great details and explains some key issue in the memo.

Diagram 5.1 Coding paradigm of faculty development of moral education staff answering to the first question

Causal conditions
- Self-development needs
- Life necessities
- Pressure from university and society
- Characters of moral education

Centre phenomena
- Forced scientific research of all the staff
- Teaching as the foil
- Alienation of relationship of staff and student

Intervening conditions
- Booming development of univesity
- Innovative society
- Revival of traditional culture
- The big data era

Contextual conditions
- Ranking of universities
- Faculty competition
- Administrative Department tasks

Strategies
- Adjusting energy distribution
- Utilizing various resources
- Flattering students

Consequences
- Both loss of scientific research and teaching
- The single crowded dimension of professional development
- Staff s self-reflection

5.3.2 Causal conditions

Category	Subcategory(concept)	Property
Self-development needs	Administrative position Academic title promotion	Describe self-development needs
Life necessities	Economic pressure (supporting the old and the young, mortgage and car loans, raising the family) Family relationship (family responsibilities, parenting responsibilities, traffic pressure)	Describe the hard life
Pressure from university and society	Scientific research and teaching task (the amount of scientific research, the amount of class) Evaluation system (peer evaluation, student evaluation) The government's emphasis on the moral education (document) Competition among staff	Describe pressure from outside
Characters of moral education	Political, policy-oriented tradition Focusing on teaching Large amount of teaching duty (observation) Insufficient student-faculty ratio Students' uninteresting	Describe the character of moral education

Table 5.7 Casual conditions for the first question

●**Self-development needs**: the first appeared category is self-development needs. It includes two subcategories of administrative position, academic title promotion.

Administrative position: In the job development process of moral education staff, they will go through several stage of administrative post -- management post (director of teaching and research office, department head) -- director (deputy dean, dean). The higher the position is, the higher the status will be: generally speaking, if the staff become the deputy dean (director level), they can get higher right and economic status,

and win more respect and higher status in people's social identity system.

"Before I become a staff in the faculty of moral education, I have no idea about what my life goal is. Then I go abroad with the help of my family and become a moral education staff when I come back. After I officially become a staff, I begin to realize that I should strive for my career through my own efforts. However, my learning ability was not well exercised before and I don't master so many skills, so I have to stay in the post of teacher administration for a long time. As for whether I can enter the management post or even higher ones in the future, it still needs me to pay more time and energy."（A）

D also has the same feeling and adds: "As I just graduate from the university, my teaching experience is not very rich, and compared with other senior staff, my ability to manage students is lacking. From a professional point of view, what I have learned before is related to management, so I am not familiar with the research on academic theories of moral education. It is difficult for me to apply for the project and do scientific research. At present, I am still an ordinary staff in the administrative post. I think it is a little out of my reach to become a higher management or director level."

In order to realize the rise of staff' posts, it not only needs to accumulate certain teaching experiences, but also needs to possess strong management ability: B was a teacher in the primary and secondary school before she becomes a moral education staff in our university. In addition, she has other types of work experiences. However, even after working in our faculty for seven years, she still feels that her management ability is far from enough.

"My life experience is quite rich. In terms of teaching experiences, I have taught in the primary school, middle school and university. However, rising from administrative post to management post not only depends on how excellent a staff's teaching method is, he also needs to possess a certain management ability, which is completely different from pure teaching."（B）

Academic title promotion: B says, "I have been a moral education staff for seven years. Many staff with the same working age as me have been promoted as senior staff or even special-class staff, and some are preparing to become the office directors. I have also prepared some plans for career. For me, the promotion of professional title can bring me more opportunities and my income will also get higher. I believe that I will make some breakthroughs in professional title in the near future."

"It is not easy for me to be promoted from an ordinary moral education staff to an associate professor, during which my parents and family members do not understand me very well and they also don't give me much support in the work. However, in order to gain more rights, stronger economic strength and more social respect for the title promotion, I have been working hard. I understand that you have to lose something to gain something, so I'm not going to give up trying to get a higher title because of the lack of other parts of my life." C reckons

E says, "I have been an associate professor for several years, and I am very confident of myself both in academic research and as a course professor. I like my scientific research work and my students very much, but I don't quite agree with the professional title assessment standards in China. So even if my own conditions meet the requirements of applying for a professor, I can't continue to participate in the professional title assessment." H says. "I have made a clear plan for my career future. Although I have only been a moral education staff for two years, I still have good academic performances. To achieve the promotion of professional title, it also needs the courses to be recognized by students. I have never been able to make a point in dealing with the relationship with students, but I also understand that only when I perform well in teaching can I be promoted smoothly."

●**Life necessities**: this category includes two subcategories of economic pressure and family relationship.

The subcategory of <u>economic pressure</u> includes three parts of supporting the old and the young, mortgage and car loans, raising the family.

Supporting the old and the young: B says, "My family is a typical representative of most traditional Chinese families. There are four parents for me. After the two-child policy is introduced, I had a second child last year. In addition, I have three brothers and sisters whose conditions are not as good as mine, so occasionally I have to give them some help in life." H says, "My parents have just retired and I am responsible for all their living expenses. At present, I have one child, but my family is still urging me to have a second child while I am young, which makes me very upset."

"My parents are older, and I don't have any other siblings. Both of my children are studying in high school, so I have to take care of my parents' health and children's study in addition to arranging my work reasonably." G

Mortgage and car loans: A says, "My family condition is good. When I buy the house and car, my parents help me pay the down payment, but they ask me to repay the loan by myself. I haven't worked for so long time, my salary is not very high, and I can barely pay the mortgage and car loans every month except for the daily expenses. Now I am not married and have no children, but I am ready to get married, so the financial pressure will only increase." F says, "It's only by working hard and getting promoted that I can feel secured. When we got married, we bought a house with a 20-year mortgage that we still haven't pay off. After I became a professor last year, I save some money and buy a house for my child who just graduated from the university with paying the down payment. He has no repayment ability now, so we have the loans of two houses to pay off. Except for these, a few years ago, we bought a new car with a ten-year loan. Now it's the time when the loan has been repaid half. Therefore, my financial pressure is obvious. " I says, "My parents pay the down payment for my house, but I repay the left loan by myself. I just bought a new car last year for being convenient to work, so now I have both a mortgage and a car loan. It is a bit stressful for me who have been worked just for four years."

Raising the family: A says, "Although my original family is in good financial condition, it is still a thing that I can't even imagine to raise the family." B says, "I have experienced the hard time, but the responsibility of raising family still makes me feel that life is not easy."

"Raising the family has been one of the things I've been doing since I started working, and I'll probably still have that stress for a long time. Although my life pressure becomes much less with the promotion of my post and the accumulation of working experience, I understand the life pressure of those young staff who need to support their families. Especially in present society, the competitive pressure is so fierce, and raising children is more expensive than that in our time, so the pressure will be only increasing."（E）

J says, "I always feel that the meaning of work is to support my family. I have parents and children, and my salary is ok for them , i don't need to fight too much"

Family relationship involves three parts of family responsibilities, parenting responsibilities and traffic pressure.

Family responsibilities: B says, "There are a lot of children in my family since I was a child. It is very hard for my parents to raise us. Life has taught me what it is to

bear hardships. I am the eldest daughter in my family, so I have a strong sense of family responsibility since childhood. The sense of responsibility grows stronger as I become a mother."C says, "Although my wife doesn't understand me very well, I know that I am still responsible for her and our children." G says, "Every man has the responsibility to take care of his parents and children and his family."F says, "As a family member, I should maintain my family relationship, take care of my parents and children, and understand my husband."

Parenting responsibilities: D says, "Although I am not married now, I like children, and I will be a mother in the future. In order to give my child a better future, I must work hard now." F says, "I always believe that parents are the best teachers for children, so I hope I can set an good example for my children both in life and work, and guide them to love life and work with a positive heart." H says, " I think parents should cultivate their children well. Personally speaking, I attach great importance to a series of issues in children's education, life and growth. It's hard to raise one child well, and it's a bit of pressure for me to teach two children well. My husband is also under great pressure. I don't want more conflicts between us because of the problem of second child in the future."

Traffic pressure: B says, "My family's economic condition is not very good, so I cannot buy a house near the university. Every morning, I need to take the subway for half an hour and then take the bus for forty-five minutes to get to the university. This makes me feel very exhausted." E says, "I buy my house in Chengdu relatively early, and it is far away from the university, so I feel very distressed about the heavy traffic on the way to and from work every day." F says, "If I could spend less time on the transportation every day, I would have more time and energy to devote into scientific research and education."

●**Pressure from university and society** concludes four subcategories of scientific research and teaching task, evaluation system, the government's emphasis on the moral education, competition among staff.

Scientific research and teaching task: this subcategory of scientific research and teaching task includes two parts of the amount of scientific research and the amount of class.

The amount of scientific research: A says, "My research ability and learning

ability are very average, and scientific research is difficult for me. However, the annual research amount of staff has fixed indicators. Every year, each staff must complete one projects at or above the university level or publish two papers publicly." D says, "When I worked with my teachers in the university, I have saw them worry about the scientific research. Now I have just worked for the first year, and I don't know if I can do this job well." E says, "The required amount of scientific research for professors is quite different from that for ordinary staff. Now I am an associate professor, and in order to satisfy the professional title assessment of the applied professors, the amount of scientific research must meet the standards. This is one of the reasons why I don't agree with the professional title assessment standards in China, because I don't want to ignore the quality of scientific research in order to pursue the quantity."

"I am very interested in scientific research. Since I became a moral education staff, I have spent most of my time on subject research and scientific research. When I meet a bottleneck in my work, I will actively seek advice from experienced professors, hoping to break through the bottleneck of scientific research. On the one hand, spending so much energy on it is because of my own interest, on the other hand, it comes from the pressure from the prescribed amount of teaching and scientific research."（H）

J says, "If you want to participate in the professional title assessment, the amount of research must meet the standards, and if I want to continue to be promoted, I must increase the amount of research in the later stages. In addition, I am not particularly interested in scientific research, it makes me feel very stressful, and this also causes me to lose motivation for a series of competitions such as professional title evaluation. " I says, "I don't want to put too much pressure on myself, so every year I only ask myself to complete the standard amount of scientific research, and the rest just lets it go."

The amount of teaching task: A says, "I used to be a fun-loving person. After becoming the moral education staff, I have to teach amount of class every day, which makes me feel lose the freedom." D says, "When I was a student in the university, I noticed that we almost shared one or two moral education staff in several departments. And this situation haven't changed since I became a moral education staff. It is common to change several different classrooms one day to have continuous classes."

F says, "The amount of class is too large, I have to use a megaphone to make sure my students could hear me clearly and protect my throat." G says, "Although I have been a staff for many years, I still remember the years when I first became a moral education staff, my throat was often hoarse and I often had lozenges when I don't have class."

Evaluation system: this subcategory involves two parts of peer evaluation and student evaluation. The author knows that when each staff is promoted to a professional title or promoted to an administrative position, there will be inquiries about peer staff. These staff do not directly talk about these issues, and it is estimated that they are more concealed.

Peer evaluation: A says, "Staff is a profession that depends on strength. If your scientific research is not done well, the response of your teaching will also be general. In this way, not only yourself feel that you need to make progress, but your colleague will think that your ability is weak." B says, "Although bearing hardships and standing hard work is a commendatory term, as a moral education staff, I more hope that the peer evaluation of me is that my ability is strong with high quality, it's not just that I'm a hard-working person." F says, "my colleagues' high evaluation of me is one of the driving forces for my progress. I have always believed that one thing should be done to do the best within one's own ability , and I am also willing to become a model in the field of moral education staff. " I says, ", in fact, I really care about the evaluation of my colleagues."

Student evaluation: "*It's too hard for me to have a good relationship with my students. I have done a good job in scientific research, but if I want to be promoted, I must be recognized by the students. After all, the ability to teach as a staff is also an important indicator to highlight staff' working ability. Students' evaluation about me is not so well, which often makes me feel anxious.*"（H）

C says, "As a staff, I also want to be welcomed by students and get higher evaluation. However, it is difficult for me to deal with the relationship between staff and students." D says, "Although I am half a young man, there exists no big age gap between me and my students, I still feel that we have generation gap, they are not very easy to communicate with. Sometimes you don't know what they are thinking and what the criteria is for them to evaluate a staff."

The government's emphasis on the moral education: In 2019, the general

secretary of our country delivered an address and met the moral education staff and the supervisors, the country has attached more and more importance to moral education in the universities.

"The general secretary Xi Jinping emphasizes that focusing on the basic task of fostering character and civic virtue, it should integrate the cultivation and practice of socialist core values and the inheritance of excellent traditional Chinese culture into the whole process of national education. In order to truly put moral education into practice, it should give full play to the function of moral education of all courses, so as to realize the progress from "moral education curriculum" to "curriculum moral education". In the previous teaching process, only the content of the textbook is emphasized you teach students to understand, but now it is required to cultivate students with the goal of "moral education", so as to truly realize the cultivation based on people."(G)

In accordance with this news, the author has searched the newspaper for verification, the following is part of the news.

" Establishing high-qualified teaching staff. The key to talent training lies in staff. The quality of staff directly determines the ability and level of running a university. Constructing a great modern socialist country needs a large number of talented people in all fields. This has put forward new and higher requirements to our staff' ability and level. Similarly, with the continuous development of informatization, the method of knowledge acquisition and imparting as well as the relationship between teaching and learning have also undergone revolutionary changes. This also proposes new higher requirements for the ability and the level of the staff."(Xin Hua , 2018)

C says, "The higher the requirements of national policy is, the more things the staff need to learn, the more comprehensive the teaching content is, and the teaching methods also should keep pace with the era." J says, "Any release of a higher standard will make me feel tired."

Competition among staff: if the staff want to have a higher status, higher education and experience requirements also has proposed for them at present.

"From the perspective of moral education staff as a whole, the number of staff has far exceeded the number of associate professors and professors. Nowadays, the threshold for promotion is too high. To rise to the level above associate professor requires not only enough teaching experiences, but also doctor or postdoctoral degree,

and even at least one or two years of overseas exchange experience, this is almost impossible for me."（B）

"After postgraduate graduation, I become a moral education staff. If my career develops smoothly in the future, I think I will work and study at the same time, and then apply for a doctor's degree, so as to lay a good foundation for my future career development."（D）

"There are too many staff who want to make progress, so it is inevitable that there will be great pressure. After I have accumulated enough experiences, I will apply for a postdoctoral and move myself to another level."（H）

●**Characters of moral education**: this category includes five subcategories of political, policy-oriented tradition, focusing on teaching, large amount of teaching duty (observation),insufficient student-faculty ratio, students' uninteresting.

Political, policy-oriented tradition: B thinks, "Moral education is an important part of the education in China which runs through the whole process from primary school to university. In my teaching career of many years, no matter in primary and secondary schools or at present, moral education teaching is an indispensable part of the teaching process. " C says, "Moral education is a traditional content of China's education industry and a subject with political needs and policy support." F says, "Before the students formally enter the social work, it is very necessary to educate them scientifically and morally, which will be of great help to their physical and mental health and growth. I think this is also one of the important reasons why moral education has become a traditional education in China."

Focusing on teaching: C says, "From the perspective of current big environment, as a moral education staff, the most important thing is to teach students well. However, from the perspective of individual staff, sufficient project research and scientific research results are needed for continuous promotion." F says, "I think a good staff should perform well in all aspects. While paying attention to research, they should also attach enough importance to the development of students and moral education. This is the fundamental of moral education based on our education industry."

"*Although I have made good achievements and performances in my project research, there still exists a lot of room for improvement in my teaching ability. because the you need to pass the morality to those students*" (H)

<u>Large amount of teaching duty</u>: This part observes and records the amount of weekly teaching class of ten participants through observation.

A: Except for two classes on Tuesday afternoon and one class on Friday morning every week, A has to shuttle among different classrooms to attend class.

B：doesn't have classes only on Wednesday afternoon and Thursday morning every week.

C：has classes two or three days a week, and has to spend 2.5 days a week tutoring graduate students in scientific research.

D：don't have classes only on Monday afternoon and Wednesday morning every week.

E：has classes at least two days a week, and has to spend two or three days a week tutoring graduate students in scientific research.

F：has classes at least one day a week, and has to spend most of his time in research projects except for weekends. Sometimes he will sacrifice to weekends to tutor graduate students.

G：has classes at least one day a week and has to spend at least three days a week in the library with his graduate students.

H：H don't have to give classes only on Thursday afternoon and Friday afternoon every week.

I: has classes every week only except for one class on Monday morning and the time on Tuesday morning.

J：only has one class on Monday morning, one class on Wednesday afternoon and one class on Friday morning to have a rest.

<u>Insufficient student-faculty ratio</u>: A says, "*The amount of class and teaching tasks per week is too heavy. The reason caused for this phenomenon mostly lies in that the students in every department and class all need to take moral education courses, while the number of moral education staff is far from enough.*"

C says, "I have been a moral education staff for more than ten years, and I have classes almost every day. This is mainly because the student-faculty ratio in the faculty of moral education is very unbalanced and the number of staff is too small. " D says, "I also want to make interesting teaching plans and interact with students more, but on one hand, the course is too full to allow for, on the other hand, the students in my four classes have intersection, and they all feel bored with the same content in each

class." E says, "The shortage of teaching staff is one of the most common problems. Some staff have to teach four or five classes, and some staff even arrange several classes of students together, which is also unavoidable. There are too many students in the university, and the number of moral education staff is always in short supply."

Students' uninteresting: C says, "*Basically, except for the students who major in education, the students of other majors do not pay much attention to moral education class, and the course content itself is quite boring without new ideas, so most students are not interested in it.*"

D says, "When I was in university, I has found that many students doesn't listen carefully in moral education class. Most of them are doing what they want to do. They attend the class is to get full credits. " F says, "Basically, the staff often read books in the moral education class, it's a little hard to make the class interesting." J says, "I don't know what the moral education class is about except for explaining the key points in the textbook clearly to the students. Most students also believe that it's reasonable as long as they underline the key points in class to pass the exams, they hardly will take the time to learn more."

●Memo

When designing the table of causal conditions, I set "life necessities" as the first class category. In terms of the meaning, "life necessities" seems to be a subcategory of "pressure from university and society" because your family is part of the society. However, based on my interviews and observations of the participants, I find that the proportion of stress in life is almost the same as that in teaching. In the process of data collection, the participants all talk about a lot of life stress, so there are subcategories and concepts below this "life necessities" category. Almost all the participants will associate work with life, and they also talk about every aspect of life in great detail. Therefore, I have to list life necessities as a category for the results.

In terms of the overall data, causal conditions are abundant. In fact, the author has found that all participants can clearly understand the current state and know why the "central phenomenon" will appear when collecting data. Therefore, the amount of data in this section is very rich, and each participant also talks about it in details.

5.3.3 Phenomena

Category	Subcategory(concept)	Property
Forced scientific research of all the staff	Pursuing personal education Actively applying for research projects Publishing articles Going abroad for further study Don't pursue development	Describe the Forcing to do research
Teaching as the foil	Less interaction in class (observation) Mechanical teaching style (observation) Less emphasis on the theory of teaching practice Laziness in class (observation)	Describe teaching is less important
Alienation of relationship of staff and student	Unable to control teaching (Students' drowsiness in class, reading books unrelated to the teaching course, playing mobile phones, missing classes and don't know the teacher at all) No interaction after class (observation)	Describe relationship of staff and student

Table 5.8 Central phenomena for the first question

●**Forced scientific research of all the staff**: this category includes five subcategories of pursuing personal education, actively applying for research projects, publishing articles, going abroad for further study, and don't pursue development.

Pursuing personal education: A says, "Although I have been studied abroad, my educational background is not high, and the development of staff in the faculty of moral education requires that the educational background must reach a certain level. I am still relatively young now. If there exists an opportunity, I hope to continue to study postgraduate or even doctoral courses, which will be helpful to my future career."

"Actually, the university encourages the staff to pursue higher degree, and if we don't, the possibility of promotion will be greatly reduced. However, at the same time, few opportunities are allocated to staff to promote their academic qualifications every

year, and the number of staff who need to improve their academic qualifications is relatively large. At my age, if I want to apply for postgraduate study, I will have to wait for three years. And whether I still have the energy and motivation to continue learning after three years is still unknown."（B）

"I am a postgraduate and now I'm an associate professor, but if I want to have more room for improvement, I may need to study for a doctorate degree or even a postdoctoral degree. However, I am old now. I have taken too many detours, and my current academic research and course teaching work are also very stressful, which makes me very contradictory." (C)

D said, "In addition to my teaching time, I not only have to take time to fulfill the research tasks of our university, I also take several courses and wanted to study for a doctor's degree. Therefore, I hardly have my own personal time, let alone devoting myself to teaching, scientific research and study. "

I said, "Although I don't have a strong mind of promotion like other staff, I will still take the time to prepare for promotion. Studying for a higher degree is one of my preparations.

H says, "I have always attached great importance to my academic research and academic studies. Now I am still young and have a clear career plan. Although I have encountered some difficulties in my work at present, I will try to overcome these difficulties. If there exists opportunities in the future, I'm going to apply a postdoctoral degree, so as to lay a solid foundation for my future promotion."

"Although I do not want to apply higher academic title , but I still want to do a Ph. D. , but the competition is still fierce "(J)

G says, "The university has a very high requirement for applying to be a professor, and my academic degree is the first threshold. However, I have been working for more than 20 years, so can I become a student now?"

Actively applying for research projects: A say, "Every year, we have fixed scientific research tasks, that is to complete one projects at university level or publish two papers. This year is the third year for me to become a moral education staff. If I can't reach the standard this time, I'm afraid I won't be promoted in the future. " B say, "The annual fixed scientific research tasks of the university are linked to the economic income of staff. If we fail to meet the standard, we can not have the full bonus in the end of year, so I must complete the annual target to ensure my economic income."

"The university has the research task every year. Only when the target is completed can there be higher income and more opportunities for promotion. I didn't finish the task in the second year during my four-year working life. I was very frustrated in that year, and at that time, I had just started working for two years, so I felt terrible about the consequences of not finishing the task. Although only my income decreased in that year, and I did not ask for a rapid promotion, I still knew that if I failed to finish the task for too many times, it would definitely have a negative impact on my future development."（I）

Publishing articles: B says, "My classes are so full from Monday to Friday that I have little time for other research. I live far away. I have to spend time with my children after work and take care of my parents and family on weekends when I have free time. I don't mind writing articles to sort out my thoughts, but the time is not allowed." F says, "Publishing article is a very subjective thing, if you like to do, you can write more. However, the university always has some mandatory requirements, and links the quantity and quality of published articles to the professional title evaluation. This makes me a little uncomfortable. " H says, "I think it is a good thing to do more scientific research and publish more articles. Although it takes a lot of time and energy to do it well, I am willing to make a little sacrifice for it."

"Soon after I become a moral education staff, I have realized that there is too little private time. I usually have classes in my spare time, but I want to apply my spare time on weekends to learn more courses and then pursue my doctoral degree. But the university has some hard requirements for staff, which makes me feel very difficult. Although no matter learning new courses or writing articles can be beneficial for self-improvement, then how to balance one's own desires with the demands of the university really makes me headache."（D）

Going abroad for further study: *"I have thought about applying to become a professor, but I must have the experiences of studying abroad for 1-2 years. As a graduate student, I also intend to study abroad for a doctor's degree. However, my family condition is quite difficult, and studying abroad for a doctor's degree has very high requirements on the grades and performances. I'm frustrated about this, because it's not something that I can solve on my own."* C says

E says, "There are strict thresholds for the university's professional title assessment, some of which are unfair to some of the best staff. For example, the

education background and overseas study experiences must meet certain requirements for applying to be an associate professor or professor. After all, not all staff can afford to go abroad, but they can stand in their current position only because of their hard work and sweat." D says, "I am just working now. If I have the opportunity in the future, I am interested in studying abroad. And I can only use my spare time to study and try to apply for a PhD abroad. by the way , is there any possible to study abroad in the same discipline?"

<u>Don't pursue development</u>: Among the ten interviewed participants, there has one special participant: J

"Before I start working, study and life as well as my choice of job are all decided by myself. But after becoming a moral education staff, I find that the university has a lot of requirements for staff. For example, one's academic degree is linked to the professional title evaluation, and the position and income of staff are linked to the application of scientific research projects and publishing articles. In addition to meeting the requirements of academic degree, one must have the experience of studying abroad if he wants to be a professor. I feel that the responsibilities of a staff have changed in these regulations. Over time, I have lost my interests in applying for scientific research projects and the career development. Therefore, I choose to be an ordinary staff."（J）

●**Teaching as the foil:** this category includes five subcategories of less interaction in class, mechanical teaching style, less emphasis on the theory of teaching practice and laziness in class.

<u>Less interaction in class</u>: this part records the class situation of B, C, D, E ,G and I staff through observation.

B: In the class, B sits seriously behind the lectern, and only occasionally stands up to have a look. Sometimes he will ask one or two questions, but the students hardly give him responses.

C： is very careful in the class. But he is the only one who speaks during the whole class.。

D： takes the initiative to talk about more topics with students in class and will intersperse questions with the content of the book, but the students' response is still not strong.

E： always expands a lot of other knowledge for the students in class. A few students listen carefully, and one or two of them will kick up a fuss. However, when the lecture goes back to the text, the sound will go away.

G: In the class, G almost talks about alone, and he doesn't care about students 'reactions. The number of interaction is basically zero.

I： have class slowly and will give students time to take notes, but he doesn't overemphasize. In his classroom, it will always appear ten minutes of blank, that is, the staff does not give lecture, and the students also don't speak.

Mechanical teaching style: this part records the class situation of B, C, D,G, H and I staff through observation.

B: In B's class, she just reads the textbook and explains it. There is no interaction with the students and no other activities.

C： will ask the students to take notes in class. The key points will be written on the blackboard, the form of class is lecturing and blackboard writing.

C： seems to call on students to interaction occasionally besides reading books, but the students seemingly don't cooperate.

G: In G's class, PPT is used, but the content is almost the same as that in books. It is not only monotonous, but also makes people feel a little boring.

H： tries very hard to interact with students. She also prepares some stories before class, but effect is not good enough to motivate the students.

I： spends almost half of his class giving lecture and half in silence. He also uses PPT, but the researchers find that his PPT contents are almost the same as G's.

Less emphasis on the theory of teaching practice: A says, "I don't know what practical theory of teaching practice about moral education. Even if the new policy comes out, I don't know how to carry out moral education practice." C says, "I have paid attention to this aspect of the content, but how to implement it into practice, I am still groping." I says, "The contents of moral education course determine that it is a course with strong theory. It seems that the theory of practical activities plays little role, so I haven't paid much attention to this problem anymore."

"It is a little difficult to link the theoretical knowledge of moral education with practical activities, because moral education has been carried out in the form of theory for more than ten years. Therefore, even if some staff pay attention to the theory of teaching practice, it is still difficult to put it into practice and bring it into

class."（F）

Laziness in class: this part records the class situation of A, B, D, G, H, I and J staff through observation.

A：always sighs when he leaves the office before class, then takes the book and goes to class. His class is so disheartened and quiet that when the two classes gather in the big room together, sometimes the students at the back of the room will reflect that they can't hear the staff.

B：almost sits in class. Maybe she is too tired because of too many classes. She always looks very tired.

D：is relatively young compared with other staff. She seems a little boring to repeat the same thing every day.

G: Sometimes when G is tired in class, he will show the short film he has prepared before to the students, and he doesn't have class at all.

H：will get a little angry when students are not listening to her, and then she will ask the students to take notes in class more toughly. The students are disgusted about this practice, which will make her more anxious.

I: When it comes to the less important chapters, I will ask students to read by themselves until the end of the class.

J: If the students are noisy at the beginning of the class, J will not have class and sit behind the platform until the class is over.

●**Alienation of relationship of staff and student**: this category concludes two subcategories of unable to control the teaching and no interaction after class.

The subcategory of unable to control teaching involves five parts of students' drowsiness in class, reading books unrelated to the teaching course, playing mobile phones, missing classes and don't know the teacher at all.

Students' drowsiness in class: A says, "When I teach only one class, the situation is right, only one or two students will sleep. When I teach two classes together in a large classroom, I often see a row of students lying on their desks." B says, "I used to wake up the students when I see they are sleeping, but then they will talk and affect my teaching after waking up. Over time, I just don't care about it. G says, "students' sleeping in my class has been existed for so many years, I will not wake them up as long as the class is quiet." D says, "I am also very helpless about students' sleeping in class,

but occasionally there will have leaders to patrol, I will immediately wake them up at this time."

Reading books unrelated to the teaching course, playing mobile phones: B says, "They all like reading leisure books, perhaps because they think the content of moral education textbooks is boring and simple, which just needs to be memorized by rote, so it doesn't matter whether listening or not." C says, "Reading leisure books and playing mobile phones in class are all because the class is too boring. The staff will highlight the content of the exam. As long as the key content is recited, almost all the exam can be passed. So there's no pressure for the students not to listen to the class." D says, "Nowadays students all think playing mobile phone is more interesting than attending class, which can't be controlled at all." E says, "Students read leisure books and play with mobile phones in class because the content is too boring. When I first become a moral education staff, I also have some students who read leisure books. Later, I try my best to make what I say more interesting than what it says in the book, and then there are fewer students who wander off in the class."

Missing classes, don't know the teacher at all: B says, "There are too many students. Sometimes when several classes have a class together, there always appears the same voice from the same student when I call the roll. I don't know exactly which students are in each class, and not so many students greet me on campus after class." D says, "I have a good memory and I am somewhat impressed with the students who attend my classes, especially those who insist on attending classes and never miss one, but sometimes they pass me as if they don't know me." I says, "I don't care if the students know me or not, but sometimes when I teach two classes together, half of the students will be absent, which is a little exaggerated."

No interaction after class: This part adopts extracurricular observation method to observe and record the staff' contact with students during class break.

A: Occasionally, some male students will come to A and ask him if he has time to play basketball together after teaching.

B:　It's almost never seen a student come into the office looking for B.

C: At the end of the class, C will remind students that they can ask him any questions after class, but almost no students come with questions.

F：　is a very excellent professor. Some young staff will come to her for advice, but no students come to her.

H：always encourages students to ask questions in class, and reminds students to find her in the office at any time after class. She even leaves her phone number and WeiChat, but few students take the initiative to contact her.

Memo:

Among the ten participants, there is a special one J. The researcher has ever considered to put it into a category alone, but after a detailed interview investigation, it's found that the reason why J is so negative is mostly because he is unwilling to obey the rules of the university, which not only include tight curriculum, tough promotion conditions, but also requirements for staff. Then, it's found that J's passivity and reluctance are entirely due to the fact that he is forced to something. "Forcing" is a common cause, so J is finally placed in the category of "forced scientific research of all the faculties" as a special subcategory.

5.3.4 Intervening conditions

Category	Subcategory(concept)	Property
Booming development of university	Expansion of new campus Increasing enrollment of students Merging of universities	Describe the development of university
Innovative society	Government's advocating of innovation Scientific research solve social difficulties	Describe the government will
Revival of traditional culture	Rising of sinology	Describe the social tide
The big data era	All related to the Internet Easy to study online Abundant information on the Internet No moral education information online	Describe the new technology era

Table 5.9 lntervening conditions for the first question

●**Booming development of university**: this category include three subcategories of expansion of new campus, increasing enrollment of students and merging of universities.

Expansion of new campus: B says, "*At present, the university has been expanded to three campuses of lion rock, Chenglong and east campus with a total of 26 faculties. Due to the serious shortage of staff, I was often arranged to attend classes in different campuses. I felt very tired from traveling to and far, and the courses are also quite full.*" C says, "With the increasing competition among the universities, it is necessary to develop and expand new campuses. However, under the circumstance of serious shortage of moral education staff, it is indeed a troublesome matter for staff." I says, "I just want to have classes, and don't want to go back and forth all the time."

Increasing enrollment of students: B say, "In the past two years, the university has enrolled more students than ever before. In class, I have changed from giving lectures to two or three classes at the same time. My healthy condition is not good. Now I have to wear a megaphone in class." H says, "There are too many students, and it becomes more and more difficult to manage. It takes a long time to call the roll in class, but it has to do it. And there are too many students want who want to escape from class."

"*When the number of students increases, it becomes very noisy in class. I don't want to talk too much about things that have nothing to do with the lecture, and also don't want to stress discipline all the time. When the university increases the enrollment of students, it doesn't expand the moral education staff at the same time, this situation makes people unable to make comments.*" (I)

Merging of universities: A says, "Now it's stressful when having class, because of the implementation of the merging of university, some students know more than staff. They also will point out something I say wrongly, and some are even dismissive, which makes me feel embarrassed." B says, "Now the quality of students is obviously much higher than before. Compared with them, I feel a little backward, which makes me often worry about how to continue to develop my teaching career in the future."

"The integration of colleges and universities is an inevitable trend in the development of modern society. The quality of students is obviously higher than before, and both the enrollment rate and education level have been improved. No matter the country, university or teachers should give students the most room for growth and opportunities for further study. Nowadays, parents also pay more attention to students' education, so staff must improve themselves and adapt to the development of society and times if they want to teach students well. Although this

will cause a lot of pressure for staff who are usually very busy, it is also what they have to do. After all, no one wants to be eliminated."（F）

●**Innovative society**: this category includes two subcategories of government's advocating of innovation , scientific research solve social difficulties.

Government's advocating of innovation:"*In fact, I think moral education is relatively fixed, and all concepts are summarized from specific theories. It is not like literature that has strong artistic creativity, nor science that can constantly explore new rules. However, the policy is to require all educational contents to be innovative, and it is impossible for staff to conduct independent research and development in the process of moral education.*" (B)

G says, "The content of moral education itself is very limited. If it can be innovated, I would have done it so long ago. Then I would not lose my enthusiasm for teaching now." I says, "The content of moral education is fixed with a large amount of information, and neither staff nor students have so much time to digest all the content. It is asking for trouble to conduct innovation and independent research and development now."

Scientific research solve social difficulties: E says, "If students can absorb the content of moral education well, they will naturally become a useful person to society in the future, but it is a little reluctant to update it to a higher level of solving social problems." H says, "Scientific research is a very interesting thing. But if it has to bond the direction of moral education research with the direction of scientific and technological progress, it is really a little difficult forcing."

"*In essence, it is a private thing for students to learn moral education courses. Some thoughts and concepts instilled in them are frontal and positive, which will help their development in their future life. However, it is difficult for staff to link moral education with science and ultimately serving for the society*."（C）

●**Revival of traditional culture**: this category includes one subcategories of rising of sinology

Rising of sinology: A says, "In the past years, traditional Chinese culture has been added to the curriculum of moral education, such as the traditional Taoism and Confucianism. However, I don't know anything about sinology before, and I couldn't

learn them abroad. Therefore, I need to spend a lot of time learning these unfamiliar knowledge in class." D says, "When I was educated, it was at the height time when the society accepted new ideas and concepts. However, I do not expect that the trend of sinology would rise suddenly in the past two years, so even though I'm relatively young, I can not quite understand the ideas of many students."

"Although there has been a wave of sinology, the students' understanding of it is different from what I understand. I am a traditional person, and I certainly can accept the revival of traditional culture very quickly. However, in order to educate current students, it is necessary to combine tradition with reality and cannot apply it mechanically. Otherwise, such sinology is just a few concepts and contents for students, which is of little use in daily life and future work development."（E）

●**The big data era**: this category includes four subcategories of all related to the Internet, easy to study online, abundant information on the Internet, no moral education information online.

All related to the Internet: B says, "The development of the era is too fast, now students all have mobile phones and computers, some even have more than one, Internet has become a close part of their daily life." D says, "Nowadays, the Internet is so convenient that I can search for all kinds of information through the Internet. Even my own life is inseparable from the Internet." G says, "Now the dissemination speed of network information is so wide and fast that I can't imagine when I was young, it seems that everything in life, work and study is closer with the network."

Easy to study online: A says, "Now the Internet is very convenient. In order to improve myself, I have signed up for two or three courses online, and the lecturers are also professional. The important thing is that I can be able to study at home and not have to spend time in tutoring centers or institutions as before." E says, "In my child's spare time, in order to enable him to learn new things, I ordered several courses online for him, so that he can study at home and divide his time freely, which makes me feel particularly relieved." F says, "Several of my graduate students said that if they have time, they will learn new things anytime and anywhere through studying online or downloading the content provided on the APP. I think this is a good development trend."

Abundant information on the Internet: C says, "Nowadays, the Internet is rich in information, ranging from scientific knowledge and political news to celebrity gossip and daily life published by ordinary people. Everything is full of freshness, so that people can know the world without leaving their homes." G says, "I have witnessed the development of the era. Before, people could only communicate by letter or face to face. Later, there have telephone and fax. Now there are all kinds of online communication App, which are very convenient for people to communicate with each other." H says, "It is very convenient to search for information on the Internet. The papers and documents I want to find can all be found on the Internet, which is very convenient for me to use when I conduct scientific research."

"*The influence brought by the development of Internet has both advantages and disadvantages. The rich information contained in the Internet provides a lot of convenience for people to search for the information they need, but the content on the Internet is always mixed and difficult to control, and many students waste their time on the Internet instead of learning valuable things. Therefore, if the Internet really wants to play a positive role, it still needs the staff to guide students to select information.*"（F）

No moral education information online: C says, "Although the Internet contains a great deal of information and offers many courses to study, I have specifically looked it up and found that there is little information about moral education." E says, "the resources of moral education courses are very limited, and the content of teaching is hardly practical. I think this may be an important reason for the lack of development of network moral education courses."

"*I usually find a lot of papers and documents about moral education or academic education on the Internet, but it seems that I haven't found the moral education curriculum. It can be seen from this that there are many people who publish articles about moral education, but there are not many students who really learn moral education courses through the network.*"(H)

Memo:

The great culture of social development is the background of the development of moral education, which determines the development focus and future development direction of moral education staff. As a traditional course, moral education curriculum has always used the same teaching plan and book content for many years. However,

the development of the era is too fast. when the staff themselves have not been able to react, the rise of sinology, which is undoubtedly the biggest stimulus for moral education staff.

The arrival of the era of big data has provided a lot of convenience for people's life, study and work, and also expand the space for the development of science and various disciplines. However, looking from the current situation, the content of moral education has not been popularized on the Internet. Therefore, moral education staff do not enjoy the convenience brought by the Internet to this course, so in the next 5.5.4, the moral education staff hope to establish the internet platform to post their results of teaching as scholarship.

5.3.5 Contextual conditions

Category	Subcategory(concept)	Property
Ranking of universities	Comprehensive ranking Discipline rank	Describe details of ranking of universities
Faculty competition	The faculty scale (economic income, size of the area, number of the staff, number of students, authority to grant degrees for master or doctoral students or not) Ranking of scientific research among faculties	Describe competing inside and outside of faculty
Administrative Department tasks	Scientific research office regulations (Documents) Graduate school management (Documents) Promotion requirements of human resource office (Documents)	Describe the mission from administrative department

Table 5.10 Contextual conditions for the first question

● **Ranking of universities**: this category includes two sub-categories of

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comprehensive ranking and discipline ranking.

Comprehensive ranking: C said, "The comprehensive ranking of our university among domestic universities is related to the reputation of colleges and universities. Universities with high reputation are bound to be favored by more students as well as parents. For staff in universities, the higher the comprehensive ranking of colleges and universities, the better the various resources they can obtain and the wider the room for staff in universities to rise. "D said, "when many students apply for candidate, the comprehensive ranking of universities is an important index for them to refer to. the higher the comprehensive ranking, the better the quality of students enrolled, and also our staff in universities can also communicate with more excellent students."

"*The comprehensive ranking of universities has always been very intense. At the same time, for staff in universities, the ranking of universities is closely related to staff. The more research results contributed by staff in universities, the higher quality of research, the more advanced and useful scientific innovation, and the higher the ranking of universities. The higher the comprehensive ranking of universities is, the better student resources, the better subject level and research results obtained by the universities. The two can be said to be a virtuous circle, while vice versa is vicious.*"(F)

Discipline ranking: G said, "The comprehensive ranking of universities in the country and the professional ranking of universities are both indicators for students to choose their favorite colleges and universities. Some universities have insufficient comprehensive ranking strength, but they have higher discipline ranking, so they are also welcomed by students and parents." H said, "Compared with the high ranking with comprehensive strength of colleges and universities, the professional ranking will be more in-depth and detailed. If the ranking of moral education major can be better, there will be high probability of recruiting better student resources."

"*In accordance with the latest statistical results of 2019, Sichuan Normal University ranks 183rd among the universities in the country. However, in terms of the professional ranking of universities in the country, Sichuan Normal University ranks 13th in terms of drama, film and television, 17th in terms of psychology, 18th in terms of artistic theory. Of course, there are other professions with higher ranking. But as far as moral education is concerned, neither the national ranking nor the professional ranking is not satisfactory.*"（E）

● **Faculty competition**: this category includes two sub-categories of faculty scale (economic income, size of the area, number of the faculty, number of students, authority to grant degrees for master or doctoral students or not) and the ranking of scientific research among faculties.

Faculty scale: this sub category is divided into economic income, size of the area, number of the faculty, number of students, authority to grant degrees for master or doctoral students or not

Economic income: B said, "The larger the scale of the faculty is, the better the economic income will be. For example, the faculty of Liberal Arts and the faculty of Mathematics and Software Science in our university have a relatively large scale and the economic income has always been good. I have friends there and I envy them a little." G said, "When I was working in other university, I almost had economic income every year. But when I came to the Moral Education Faculty, I did not have any of that. The lack of economic income will certainly influence my enthusiasm. ha ha."

Size of the area: C said, "In general, the larger the venue, the more students there are and the larger the area available for activities." E said, "The types of activities that Moral Education Faculty can carry out have not been as rich as those of other larger faculty. On the one hand, there are not enough students and the number of applicants after many activities are conducted is insufficient. On the other hand, the area is relatively small and the activities will be limited by the venue to a large extent. "

The number of staff, the number of students, authority to grant degrees for master or doctoral students or not: F said, "the number of staff in faculty and universities, the number of students, and whether there is the limits of authority to grant degrees for graduate students and doctoral students or not determine the overall quality and quality of a faculty to a large extent. An appropriate ratio of staff in universities to students will improve the teaching quality of the university, while the research projects of the university with the limits of authority to grant degree to postgraduate and doctoral students will have large number and better quality. "

"*The ratio of staff in our university and students in the Moral Education Faculty has always been not very harmonious. The number of staff is small, while the number of students is large, and there is only the limits of authority to grant degrees of graduate students. Although in recent years they have actively cooperated with other universities to obtain the limits of authority to grant doctoral degrees, they are only the nominal*

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doctoral students. " (G)

Ranking of scientific research among faculties: C said, "There are several faculties with higher ranking. The development platform and economic income of their   staff are not in the same level as our Moral Education Faculty at all."E said, "The ranking of disciplines will influence the quality of the resources they have. Due to the reason that the platform of the university is limited, the subject research can only be published in ordinary journals. However, the professional title evaluation standards in China are uniform, and the limits of authority of staff in universities will not be loosened just because they are in the faculties with lower ranking. This phenomenon is somewhat unfair. "

"Scientific research ranking among faculties will not only influence the comprehensive ranking of faculties, but also directly influence the research results and economic income of staff in colleges and universities. The research ranking of the Moral Education Faculty is relatively low, and many   staff in universities still carry out teaching and research work with the positive and enterprising attitudes. However, the big environment cannot be changed by oneself. "（E）

●**Administrative Department tasks**: this category includes three sub-categories of scientific research office regulations, graduate school management, and promotion requirements of human resource office. The data of this part comes from documents. Since there are many detailed rules and regulations, and the author only extracts part of them.

 Scientific research office regulations:

 The forth-class professor: presided over more than one national level scientific research project; published more than 4 papers in publications above the provincial level; the average annual scientific research score is more than 50 points.

First-class associate professor: presided over more than one provincial level scientific research project; published more than 3 papers in publications above the provincial level; the average annual scientific research score is over 40 points.

Secondary-class associate professor: presided over more than one municipal scientific research project; published more than 2 papers in publications above the provincial level; the average annual scientific research score is over 30 points.

Third-class associate professor: presided over more than one municipal scientific

research project; published more than 1 paper in publications above the provincial level; the average annual scientific research score is over 20 points.

Graduate school management:

Enrollment management: universities should, in accordance with relevant national policies, combine the actual situation of the university of humanities and development and the training rules of postgraduates and doctoral students, and follow the principles of openness, fairness and justice, formulate relevant selection plans for postgraduates and doctoral students.

Daily management: the graduate school shall formulate relevant management measures for the rule of asking for leave and academic activities of doctoral students. Graduate students shall meet with professors not less than twice a week, and doctoral students shall meet with tutors not less than twice every two weeks. When the tutors apply for the project research, the tutor shall specify in detail which doctoral student has participated in the project and they should keep a more detailed record of the progress of the project..

Promotion requirements of human resources office:

Additional conditions for applying for associate professor: to apply for the post qualification of associate professor, the following conditions (except full-time counselors) must be met while meeting the post qualification conditions of associate professor.1. Degree requirements. In general, staff in universities under 40 years of age (including 40 years of age) who apply for the position of associate professor should have a doctor's degree (staff in universities of physical education, foreign languages, arts and public basic courses are not required for the time being).2. Abroad (border) training conditions. Staff in universities under 40 years of age (including 40 years of age) who apply for the position of associate professor shall generally have more than 6 months of overseas (border) training experience (staff in universities of sports, foreign languages, arts, public basic courses are not required for the time).3. Performance conditions. Staff in universities under 40 years of age (including 40 years of age) who apply for the position of associate professor must meet one of the following conditions; those who exceptionally applying for the position of associate professor (except for high-level talents imported from overseas) must meet two of the following conditions.

(1) Presided over more than 1 scientific research project of secondary class or more. (2) obtained a first-class of scientific research award; or won the first prize of

secondary-class of scientific research award (top 4) and the second prize (top 3).(3) won the national teaching achievement award; or won the provincial special prize for teaching achievement (top 5), first prize (top 4) and second prize (top 2); or won the provincial teaching rookie title.(4) published more than 2 papers in the journals with the first-class impact factor; or published more than 4 papers in the journals with the second-class impact factor. (5) obtained more than one national invention patent authorization as the first person to complete , and the invention patent has been developed and converted and has obtained taxation of profit of more than 3 million yuan (financial or tax department certification materials must be provided).

Memo:

The content of code recorded in 5.3.5 are almost correspond to that in 5.3.2. However, what is different from 5.3.2 is that the data in 5.3.2 come from the interview records of staff in university, in which the staff in university express their pressure from university. They are general but intuitive. However, the data in 5.3.5 mainly comes from the faculties' documents, which include many details. In the two sets of data collected can verify each other.

In the course of the research, the researchers conducted dissection and analysis of the "ranking of universities" and "faculty competition". The reason is that the "ranking of universities" comes from the ranking between them and other colleges and universities, while the "faculty competition" is the competitive ranking among faculties in the university. Therefore, the two are classified as two categories respectively.

5.3.6 Strategies

Category	Subcategory(concept)	Property
Adjusting energy distribution	Sacrificing private time Dealing with teaching activities arranged by the universities Prioritizing Selling of class hours (Observation) Following the prescribed order (J)	Describe how to deal with both tasks
Utilizing various resources	Making use of social resources Making use of personal relationships Assigning students to do basic research work	Describe use various resources
Flattering students	Implying the students to give high evaluation on their teachers Loose managing of students (give higher marks to students' homework or exams, try not to allow students to retake the course, and do not strictly require students' attendance rate)	Describe how to deal with teaching

Table 5.11 Strategies for the first question

● **Adjusting energy distribution:** this category is divided into five sub-categories: sacrificing private time, dealing with teaching activities arranged by the universities, prioritizing ,selling of class hours (Observation), following the prescribed order (J).

Sacrificing private time: B said, "Usually after I return home from the university, I want to accompany with my child and family. Sometimes I need to visit my relatives during holidays. Therefore, I am always feeling that I don't have enough time. I can only do my own things after my child fall asleep. Staying up late is a common state of mine. " C said, "I voluntarily sacrificed my time to accompany and communicate with my family to spend it in studying my work. Although the relationship with my family is not very good, I feel that only hard work can make me have enough sense of existence."

"*As you know, it takes a lot of energy to educate a child now, but I nearly don't have*

time to accompany my child now. Many of my friends are complaining that every time they invite me out to have tea and have a chat, I always refuse their invitation. They say that I really seem to be as busy as a national leader, but what can I do to deal with this problem?"(G)

A said, "The class hours are full every day and the university has its corresponding research tasks, so I usually go back home to do the research at night. I have no time during the day." E said, "In the past 20 years of my teaching career, I used to teach during the day, and do scientific research after work or at night. After I became an associate professor, I need to coach my graduate students, and I feel that I have more time to concentrate on the scientific research."

"*I have to accompany my family on weekends and I have several class hours during the day, so I can only make use of the rest time at noon and night to work on a project. You know that I am currently working on the Research of Moral Education Course Based on university, whose deadline will come in May. I have only completed 30% of the project. Since other members of the research team are very busy, and I guess that the project will not be delivered on time this tim*e."(H)

<u>Dealing with teaching activities arranged by the universities</u>: F said, "I usually have heavy teaching and scientific research tasks, and I have to attend some lectures arranged by our faculty, making me feel unable to do something else." H said, "Sometimes, the faculty arranges some public investigation. Usually, I spend much time and energy doing research by myself, but I still have to find ways to do that."

"*You are also a staff of our university, so you should know that our university requires our moral education staff to give public welfare lectures in remote places. It is true that our university will give us some class fees. However, there is a lot of time on the way back and forth, and the traffic in those areas is not good and the conditions are poor. I often get sick after returning from those places, which is really troublesome. But I have to go there. Now I have some routines to deal with the arrangements of our university and I have no way but to do in this way.*"(G)

<u>Prioritizing</u>:

A said, "As a young staff, I must first complete the scientific research tasks that the university has given us, but I have to improve my academic degree, so I definitely consider the scientific research tasks firstly." C said, "I was able to be the associate professor. Because I can arrange the order of scientific research and teaching very well,

and the students are not very hard to listen to, anyway, I put a lot of energy into scientific research."

"The other staff go to apply for so many topics, write articles, and publish articles every day. How can they go to class and have the strength to teach the class well? Because they have spent too much effort on scientific research."(J)

Selling of class hours: this sub-category includes interviewing data of staff and observation data of the author.

A: "I make a slow progress in doing research projects. When the research tasks are heavy, I will assign some young staff to take those public classes, and then I will give the course fees to them. This is the way when I had no other methods."

"After a period of continuous classes, especially when I was unable to speak, I would ask other staff to take my place, so that I can let my throat have a rest. However, there are already few moral education staff, so few of them are willing to come to help. If you are a senior staff, you can certainly have an assistant or an intern to teach on behalf you, which will be convenient for you." (B)

The author observed that after G starts his class, suddenly there is a need to deal with the research results of the project. He would also assign an internship staff to help him to go on the class.

Following the prescribed order: J said, "In addition to completing the teaching and research tasks arranged by the university, I will not use my spare time and rest time to do more things. I don't think it is necessary. I just want to be an ordinary moral education staff with a more relaxed mind. I don't want to let creating more income or promotion influence my life. "

●**Utilizing various resources**: this category includes three sub-categories of making use of social resources, making use of personal relationships, assigning students to do basic research work.

Making use of social resources: "It is necessary to make use of social resources to do research projects. At first, when the number of my graduate students was still small, I would entrust a special data research organization to do data research on the research projects that I studied. Later, with the increase of the number of graduate students, I would arrange them to do the work of collecting large data sample for making preparation of materials for research projects." E said,

H said, "At present, when I do research projects, I usually find special data research institutions. However, the funds that I can apply is limited. So when I need a lot of funds, the pressure of mine will be greater." F said" now there are many companies that are specialized in collecting and counting business data, especially if you give them the questionnaire, they can help you find the corresponding crowd."

"Since it is currently the Internet age, in which Internet companies can buy big data, and these data also have some auxiliary functions for the current research."(D)

Making use of personal relationships: C said, "We need to strive for the research projects that we apply for. Only staff with sufficient qualifications and strength can apply for higher-level projects. And higher-level subjects also mean that the final value of the research results may be higher, so nearly no staff will give up the chance to do higher-level subjects. "E said, "Sometimes in order to apply for higher-level subjects and do them well, there will be cooperation between staff so as to complete this task with mutual assistance and complementarily."

Assign students to do basic research work: G said, "Sometimes where there are several research tasks at the same time, I will give the students some easier and less important tasks to do."

"*some graduate student is to assist me in doing some basic work, such as collecting data, interviewing, and then sorting out interview notes. These work not only trains them but also lightens my burden, so this is a win-win situation. Now there are many comments that graduate tutors squeeze their students, but in fact, this is also a process of learning for students.*"(E)

● **Flattering students**: this category is divided into two sub-categories: implying the students to give high evaluation on their teachers and loose managing of students.

Implying the students to give high evaluation on their teachers:

A said, "Our university evaluates the staff's performance every year, of which the students' evaluation is a very important part. At this time, you will often give students some "welfare" tips during the final examination, so the students usually give their teachers who have better relations with them higher evaluation. "

J said," in fact, as long as you let them pass exam and do not let him rebuild, he naturally evaluates you very well. Every time, when closing to the exam, I will give some hint, they will be very happy for that. "

H said, "*As a matter of fact, the students don't care much about the course we teach, so every time students are asked to make comments on their teachers, I feel a little nervous and will imply them that they should make evaluation on my course a little bette,r because I worry that they will score randomly.*"

<u>Loose managing of students:</u>

Give higher marks to students' homework or exams: A said, "I will not be too strict in grading students' homework and examination papers. Too much attention on each word will result in the low scores for many students. The university has requirements on the scores of students and the number of students who have failed to pass the course. If the requirements cannot be met, the university will doubt the staff's teaching ability. "

Try not to allow students to retake the course: E said, "Staff should try their best to give students higher grades, and also to keep their students from failing in the courses. After all, if the passing rate of scores is not enough or there are too many students who need to be retaken, the staff will be required to take more courses."

Do not strictly require students' attendance rate: F said, "*the students essentially don't like our courses. You know that forcing them to come to sit in the classroom is of little meaningless, so I might as well keep half an eye open to their attendance.*" I said, "I don't call the roll every time and I usually call the roll only once in a few classes. Besides, I don't usually expose the students if their behavior of answering on behalf of others is not very obvious."

Memo:

Judging from staff's adjustment of their energy distribution, most staff need to sacrifice their spare time to do research, and they will also feel great pressure on the research task. So, they can only sacrifice their time or family ties to do more subjects.

In this chapter, because the author has a good personal relationship with some staff, and in fact, in the process of collecting data, they have discovered many hidden "latent rules" among staff, such as "using personal relationship", "selling class hours", "loose management of students" and "making use of students". Although these methods are often used by these moral education staff, in order to cope with the double pressure brought by teaching and scientific research, these staff have to adopt some strategies that cannot be discussed at the official level to cope with their own development. Of

course, these very secret data are very important for this research, because they can truly reflect and summarize the first question that this research wants to explore.

As a special case, the way of following the prescribed order by J can also be said to be the result of his self-adjustment. He doesn't want to sacrifice his personal time in exchange for more projects, more promotion opportunities or more economic benefits. However, he doesn't have any perfunctory behavior on the required tasks. He would still finish the tasks on time and according to the amount, but the difference is that he does not over-complete them.

5.3.7 Consequences

Category	Subcategory(concept)	Property
Both loss of Scientific research and teaching	More quantity ,less quality Vicious circle of teaching quality Moral education faculty ranking declines	Describe the results of research and teaching
The crowded and single dimension of professional development	The promotion of staff is based on seniority The number of professional posts is limited More research more funds Distant relationship between staff. (Observation)	Describe the career development
Staff's self-reflection	The role of staff is vague Utilitarianism of the staff' values The staff are dissatisfied with the status quo but powerless The turbulence morality of college students	Describe the self-reflection

Table 5.12 Consequences for the first question

●**Both loss of scientific research and teaching**: this category includes three sub-categories: the quantity of scientific research is greater than the quality, vicious circle of teaching quality, moral education faculty ranking declines

More quantity ,less quality: J said," *I really don't know how those staff did so many researches. As a young man, I don't know how to set about the work. You know that in a collection of essays, there are several articles with similar contents. For example, the following article "The Bad Behavior of Students in Art faculty" of "Observation of Moral Behavior of Students in the faculty of Life Sciences", the academic nature is getting worse and worse.*"

H said, "I have published nearly 10 papers within two years. As a matter of fact, sometimes I feel that I have nothing to write. Even some of my research projects are almost the same, but I have to insist on finishing them, because they will be very helpful for my promotion."

C said, "The contents of scientific research are quite the same now. Since the university has set clear tasks for each staff's scientific research every year, even if staff do not have much inspiration they have to do. Under such circumstances, the amount of scientific research has indeed increased, but the quality is very worrying. "

Vicious circle of teaching quality : B said, "Every staff needs to do her best to complete the teaching task and scientific research task. When the scientific research task becomes a heavier burden and the teaching task has to meet the standard, under such circumstance, she can only choose to give up the teaching quality. We are staff, not a superman. It is impossible for everyone to do everything best. " E said, "The increase of scientific research tasks will definitely *influence* the teaching quality. What the university emphasizes is the quantity of staff' scientific research and the staff have to finish it, which will only result in the unsatisfactory scientific research quality and the decline of teaching quality."

"*I feel that my working state is not very good. The more scientific research the university requires, the more pressure I have. In order to ensure the quantity, I can only sacrifice the quality of scientific research. In order to complete the scientific research task, I don't have much time and thought to prepare lessons carefully. As a result, the students' response will be very bad and I will be even more nervous. I feel that I have entered a strange circle, in which I have done everything but I did nothing wel,*" D said.

G said, "I once made myself very nervous. I wanted to satisfy myself in terms of teaching as well as scientific research on the basis of completing the university's tasks. But over time, this kind of working style makes me feel that I have almost lost myself. Until now, I have gradually lost my original enthusiasm."

Moral education faculty ranking decline: C Says, "As universities increasingly pay more attention to scientific research results and subject research, many faculty, such as Mathematics faculty and Chinese Culture faculty, have more space for development, which makes the rankings of these faculty rise a lot. However, there is a difference between faculties. As for the Moral Education Faculty，which have not been able to adapt to this change，this is a disadvantage." F said, "In recent years, the ranking of the Moral Education Faculty has shown significant signs of decline, but we indeed cannot compete with those big faculty, which have many staff."

"*The staff' papers of other faculty, such as Life Science faculty and Computer Science faculty, can be published abroad, while our moral education is of too much Chinese characteristics, which cannot be published abroad at all. While there are only few domestic publications, so our ranking is definitely backward if the evaluation is calculated by the total.*" (B)

●**The crowded and single dimension of professional development**: this category includes four sub-categories: the promotion of staff is based on seniority, the number of professional posts is limited, more research more funds, distant relationship between staff.

The promotion of staff is based on seniority: D said, "The contents of what the staff learn and teach with the same major are almost the same, so it is natural that staff with longer working years and senior qualifications have stronger abilities. Therefore, staff with senior qualifications often have more advantages when they are promoted. However, from my personal point of view, I think it is somewhat unfair to accept the mode of promotion and seniority. " C said, "It is almost a common practice for staff in a faculty to get promotion based on the credits, but when you have the same credits, the duration you worked that would be more important. Unless I can make special efforts and I am willing to devote more time as well as energy to my work than others. And through over ten years of hard work, I really achieved this. Although I have participated in the work for more time than many staff, I will make use of my achievements to explain everything. "

"*Not all universities adopts meritocracy, so it is completely meaningless for me to do many scientific research tasks. Thus, I don't do that work at all.*" J

The number of professional posts is limited: B said, "The number of staff in our

university is large, and young staff are constantly enrolled. Everyone wants the chance to get promoted. But what makes people helpless is that the university has not expanded the number of professional titles because of the increase in the number of staff and the demands for promotion. ""There are not so many senior positions in a teaching and research section, and every staff wants to fight for them, which will definitely make everyone scramble for them. Then, why must I scramble for them?" said J.

E said, "*Apart from other positions, just the competition for the position of professor and associate professor is very fierce. However, the university will not expand the scope of promotion due to the staff' strong abilities and strength. Instead, it will continue to choose the best among the excellent staff. This is a hard rule of the Chinese HR system, and we have no choice.* "

More research more funds: B said, "In addition to completing the scientific research tasks assigned by the university, I also try my best to get more opportunities to do research, because it will bring me higher economic income. On the one hand, I will complete the actions required b**y** the university. On the other hand, I will make my own economy better." E said, "Although I don't agree with the national professional title evaluation standard, I still devote myself in teaching and research. This is not only because teaching students is my hobby, but also because if I do more subjects I can apply for more funds. Then, I can make use of more funds to do research and collect first-hand data. "

C said, "Apart from being very beneficial to promotion, the funds of doing more research is also very considerable. Compared with the daily course fees, the cost performance of scientific research funds is much higher. " D said, "I haven't done any scientific research yet, and the course fee is really a little low. The time and energy that I spend are almost out of proportion to the reward that I get."

"My income is not as high as those staff who apply for subjects every day. It doesn't matter, my salary is enough." (J)

Distant relationship between staff: this part of the data comes from researchers' observation on the relationship on spare time.

" I seldom see any special close relationship between staff, not to mention the elder staff, even the young staff can only have the relationship of meet each other occasionally. For example, when observing the development of staff H, the author of this paper finds that she usually only nods and greets other staff in addition to a few

words with the staff in the office. Some old staff who have worked together for many years can talk for a while, but they have little communication with young staff unless the young staff take the initiative to ask them some questions.

● **Staff's self-reflection**: this category includes four sub-categories, namely, the role of staff is vague, utilitarianism of the staff' values, the staff are dissatisfied with the status quo but powerless, and the turbulence morality of college students.

The role of staff is vague: B said, "Sometimes, when I teach the students the same contents according to the book, I also feel a little confused. I asked myself what I was doing and why it was so difficult for me, who should have given priority to teaching students, to give them a good lecture? "

D said, "Before I became a formal staff, I felt that the staff's duty was to teach students, but when I became a formal staff, I found it completely different from what I had thought before. To be honest, now I don't know what I should pay attention to. "

"*After being a staff in this university for all these years, I actually feel that I like a research machine more and more, who continuously write articles and apply for research projects. Only in this way can I make progress and, which sounds a bit sad.*"(G)

Utilitarianism of the staff' values: C said, "A staff's status and income are the best embodiment of his value, because most people think that staff who have ability, knowledge and qualifications will obtain higher status as well as income." H said, "I think as a social practitioner, social status and economic income are my ultimate goals. Therefore, as a staff, if I can't get these through teaching, I will choose to do more scientific research to make up for this inefficiency."

E said," I just want to do well what I think I should do, while what the social environment and the regulations of the university require me to do is not like that, so I would rather give up the evaluation of professional titles more instead of giving up my many years of belief as a staff and go with the flow. "

"You may know what the graduate students now call their tutors. They call their tutors bosses. This has something to do with the staff' changes in thinking." J said.

The staff are dissatisfied with the status quo but powerless: C said, "I can't even change the current situation of my life, let alone the system of our moral universities. Therefore, even if I have some dissatisfaction with the system and current situation of

colleges and universities, I can only choose to compromise. " F said, "I used to think that the current development of moral education staff is not a very healthy state, and I also thought of trying my best to prove that this situation could be changed. However, with the advancement of time and the disappearance of my efforts, I gradually understand that as far as this matter is concerned, staff are very passive and powerless. "

B said, "*I think moral education is a traditional subject whose contents are relatively fixed. The purpose of teaching is also to enable students to fully understand the content of moral education and assist them in establishing a correct outlook about life, world outlook and values. But now, the university requires moral education to develop in the direction of innovation and science and technology, which also requires the staff to discover new things from the original contents and which seems to be in violation with the meaning of moral education itself.* "

"The developing direction of moral education is a bit strange now. The quality of teaching should have been the basis of moral education, while scientific research should have been a new rule that is discovered during staff' further exploration. It is indeed a bit biased when focusing on scientific research and neglecting teaching itself. "(I)

The turbulence morality of college students: C said, "Now the moral level of students is either extremely high or quite low. The gap between the two will be quite large. Sometimes I don't know how to start my class. After all, the progress of a class should be kept at the same level, some of them know so much about the Confucius , but one is not." I said, "Nowadays, the students always seem to think they are very smart and can pass the exam without listening to the staff, maybe they already forget to respect the teacher."

"The decline in the moral education level of college students is reflected by the whole society. I read a report the other day that some students have loans in universities, whose interest rate is very low. In accordance with the contract, they should have paid it back within 3-5 years after they engage in their work. But now, the repayment rate due is getting lower and lower. Do you think that such students are becoming more and more outrageous?"(F)

Memo:

In the process of data analysis, the "both loss of scientific research and teaching"

and the "the crowded and single dimension of professional development" are the two categories that are difficult to separate. The author first combines these two categories together, and the original code is called "the ending as failure". Later, the author continuously compares these subcategories and finds that the "both loss of scientific research and teaching" is the result of the output of scientific research of these staff. "The crowded and single dimension of professional development" is the result that these staff have to face in the process of their professional development, so the two are separated.

There are two other points in this data: staff J. Although the overall data in the interview process of staff J are not much, but he talks about a lot of consequences, although his strategies are all in the opposite direction, but the final result are the same as other staff, which will make moral education staff produce negative results in scientific research and teaching. Staff J seems to see through these unreasonable phenomena and stands apart from the whole torrent, but he cannot get more development opportunities.

5.4 Answer the first question: Selective Coding Results

5.4.1 Core category

Selective Coding from the Strauss and Corbin's perspective(1998) is to pick out the core category and relating core category to other categories, figure out the main story line integrate findings into theoretical framework. The Core category means a concept that is sufficiently broad and abstract that summarizes in a few words of the main ideas expressed in the study (Corbin & Strauss, 2014).

In order to dig out the core category from main categories and systematically establish the correlation between core category and another category, so as to establish the substantive theory. This paper , author conducts selective core registration and firstly identify "**forcing scientific research of all the staff**" as the core category.

The "forcing scientific research of all the staff" refers to a series of phenomena manifested by staff under the pressure of various external conditions and the goal of self-realization. They will actively pursue the improvement of their academic education. Whether studying at home or abroad, they will strive to enable their educational level to go to the limit of their abilities. They will actively apply for

projects and maintain scientific research projects in order to achieve the goal of the university, and this is also the only way for them to be promoted. They will publish articles to ensure that they are able to meet the requirements of the scientific research office or exceed that as much as possible. Even if their education has satisfied the condition, they still need to go abroad to study. Broadening one's thinking is also a necessity for the promotion of senior professional titles. However, faced with such compulsion, the staff who have independent thinking or want to escape from the reality that they don't apply for projects or pursue development, because they do not recognize such a development system and path ,do not want to be forced.

The reason why "forcing scientific research of all the staff" is chosen as the core category lies in that this category can best reflect the life and real deepen thought of staff in the dilemma of teaching and scientific research. This is the one that is most widely mentioned for the first question, and a core phenomenon that can best demonstrate these staff' situation when they are under dual tasks. Due to the need for self-development, the necessity of family life, the pressure from universities and society, and the characteristics of moral education, these staff have to conduct scientific research actively or passively. And when they are forcing scientific research, teaching becomes a foil, and the relationship of staff and student is also gradually alienated. The booming development of universities has put forward more requirements and tasks for moral education staff. Innovative society requires scientific research to solve social problems. The revival of traditional culture puts forward more requirements for moral education staff. The arrival of the Internet big data era enables these moral education staff who are forced to express their teaching enter a new field. In fact, the core of the university's external and internal ranking lies in the scientific research results of these staff, and the administrative regulations also make moral education staff have to continue conduct scientific research. Therefore, under the phenomenon of forced scientific research, they adjust their own energy allocation and use various resources, have to flatter the students. From the utilitarian perspective of forcing scientific research, they can only wait for the result of joint loss of scientific research and teaching. Their professional development dimension is crowded and single, and the comprehensive quality of moral education teaching declines. Although they have reflected themselves, they can do things barely.

5.4.2 The substantive theory of the first question

Substantive theory which is a low-level theory that is applicable to immediate situations. This theory evolves from the study of a phenomenon situated in "one particular situational context"(Strauss & Corbin, 1990, p. 174). Researchers differentiate this form of theory from theories of greater abstraction and applicability, called midlevel theories, grand theories, or formal theories. Substantive theory involves a substantive area, that is, the theories derived from the study of a phenomenon in a particular context(Creswell,1998). In order to answering the first question of this research, author have built the substantive theory of the process which is faculty development of moral education staff as below.

Since almost every staff has certain requirements for themselves, most of them are self-motivated, and they hope that they can have the opportunity to be promoted in the future development of administrative posts, academic title. After all, almost every staff has his own family and life. Out of the need of economic and family responsibilities, they have to actively face the pressure from university and society. Under the political background that the country pays more and more attention to moral education, the staff' teaching tasks and scientific research tasks become more and more onerous, the teaching evaluation system becomes more and more complex, the conditions for the staff' promotion become more and more demanding, and the competition among staff also becomes more and more fierce, all of which have enabled the staff to feel more pressure. As far as moral education itself is concerned, it is originally a political, policy-oriented and traditional course and focuses on professor, assists in teaching. However, it is obviously contradictory with the mission of moral education. Meanwhile, they have to face the less amount of staff, large amount of class of professional courses and public courses, as well as the reality of students' uninteresting in moral education course.

Faced with such condition, they still pursue education, apply the research actively, publishing article or go abroad for further study no matter they do not do like this or not. Only one situation is particular that the staff directly give up the opportunity for economic income and promotion. In the moral education teaching class, since the staff don't have more energy to prepare for the lessons carefully, nor do they have too much time to explain every knowledge point to the students, and don't have the mind to lead students to carry out practical activities, teaching gradually becomes a foil in the

scientific research task. And the students do not feel the authority of staff, they naturally will be unwilling to be subject to the discipline of staff any more.

The competition among universities and colleges are also fierce. Sichuan Normal University also adopts the method of expansion of new campus, increasing enrollment of students and cooperation with other universities to promote its development. The national policy also encourages the staff to innovate and independently develop new subjects, and the university also judges the value of the faculty through its scientific research results. Unfortunately, based on the development characteristics of moral education itself, it is not suitable for the development mode that focuses on innovation and independent research, nor can it enhance its social influence by using the rapidly developing big data platform. In the process of completing the scientific research task of the administrative department, recruiting doctoral students and improving the teaching quality and staff' comprehensive quality, it seems to be a little reluctant, which has dragged down the ranking of universities and lost its core competence in the competition among colleges.

Since the moral education staff have high requirements for their own development and career development, they still will work overtime to find a way to complete the tasks even in the dilemma of teaching and scientific research. Most staff will try their best to exceed their tasks in order to get more economic income and more opportunities for promotion. They use all kinds of social resources they can think of, their relationships and their students to relieve the pressure from research and life. It is also common to find substitute staff to help them in class, and they almost invariably relax the requirements for the attendance and examination to flatter the students, because these will bring more trouble to themselves. Even though they all know that the quality of teaching and science has declined under existing pressures, they are also in a state of self-contradiction: that is to want to complete the teaching and scientific research tasks with high quality and quantity on the one hand, and to get higher income and continue to be promoted on the other hand. In the absence of a proper solution to this contradiction, it is only to look at the joint losses of moral education teaching and scientific research, and the overall quality also gradually decline.

5.5 Answer the second question: Axial Coding Results

This section5.5 is intended to answer to the second question of this study:

Q2:What should a theoretically based and practical model of scholarship of teaching be like for the faculty development of moral education staff in Sichuan Normal University?

After the specific data collection and open coding, the author enters the axis coding, through continuous comparison, through the comparison of concepts and concepts, the comparison of subcategory and subcategory, the comparison of category and category, trying to find relationships and links. In the end, the author formed the result of the 12 categories. Depending on the second question of this study, author need to build a model of the scholarship of teaching. So above of these categories, five major upper-category were formed. They are: upper value orientation transition, adjusting existing support, adding new service support, dissemination of scholarship of teaching, establishing the evaluation system. The author would explain the relationship of those categories in the next 5.5.1 to 5.5.5 and the core category is answered in 5.6.1, then the substantive theory and the model of of second question would be answered in 5.6.2.

5.5.1 Upper value orientation transition

Category	Subcategory	Property
Adjustment of leader's thinking	Support both teaching and research Understand that teaching is part of scholarship	Describe the changes in leader's thinking
The changes in the structure of moral education faculty	Some staff focus on teaching and some focus on researching Different ratios between teaching and research for different subjects Moral education highlights teaching	Describe the adjustments in moral education faculty

Table 5.13 Upper value orientation transition for the second question

●**Adjustment of leader's thinking**: The first category is the adjustment of leader's thinking, which is composed of two subcategories--support both teaching and research understand that teaching is part of scholarship.

Support both teaching and research: C states that, "what the leaders think is important. Generally they highlight what they care about. For example, if they care

about research, they would highlight that staff should do more academic researches. Then most staff would compromise with that. If the leaders put teaching and research in the same position, it would be better for the balanced faculty development, without bias. " D states that, "to the staff, leaders play the role of guider in their professional development. If the leaders take the initiative to change the way they think and support both teaching and research, I think the staff would be able to adjust their state of mind fast."I said "To staff like us, if the leaders care about teaching and make teachings count towards the criteria for professional titles, then we would surely put more efforts in teaching."

"Most staff live in a realistic manner. If the university shifts its orientation (from research to teachings), the staff would naturally give better teachings." Says J.

"*To a staff who has just got a job like me, I don't have an explicit goal and direction of teaching. I could only follow what the leaders order and explore the way that suits me best during the process. In my two years of teaching, my leaders always highlight the importance of research, so I focus my work on it. That's one of the reason why I encounter so many setbacks in teaching and can't figure out the right way to solve them. After all, our energy is limited. Therefore, as far I am concerned, if the leaders stop paying so much attention to research, I may be able to find out my responsibilities as a moral education staff and coordinate my work better.*"（H）

Understand that teaching is part of scholarship: B says "When I was a teacher in primary school and middle school, I always thought the most important duty of a teacher is teaching. After all, imparting knowledge and instilling good qualities to students is the nature of education. After becoming a moral education staff, I discovered that staff in university are required to develop more comprehensively, as the duty of a staff is no longer limited to teaching but also research. However, only academic research is considered to be scholarship, not teaching."

E says:"*Even though the university and leaders pay attention to* research *and overlook teaching, during my twenty years in this career, I consider teaching very important all along. Though staff today should put more efforts into academic researches if they want to get higher salary and promoted, I still prefer to give up the professional titles and put my heart into teaching. The development of scholarship of moral education should be comprehensive and healthy. How to give better lectures is a question worth looking into for every staff. In moral education, teaching is part of*

scholarship."

"Actually if you(the author) don't do this academic research, we won't even consider teaching as part of the academic research. This research is really meaningful."A said.

"This idea put forward by this American scholar is great. We should implement this idea of considering teaching as part of scholarship in Sichuan Normal University."(C)

"*In the past staff can be commended for good teaching. In recent years it takes more theses on journals for them to be recognized. But I have been upholding the idea all the while that as a university staff we should guarantee our own comprehensive development before we can lead the comprehensive development of students. So in the decades as a moral education staff, I have always been balancing the relation between teaching and research. If the leaders could change their train of thought, and lead the staff especially new staff to develop scholarship of teaching of moral education in the right direction, I think many conflicts will fade away.*"（F）

●**The changes in the structure of moral education faculty:** This category is composed of three subcategories--some staff focus on teaching and some focus on researching, different ratios between teaching and research for different subjects and moral education highlights teaching.

Some staff focus on teaching and some focus on researching: B states that "I am not good at academic research but I have a way with teaching. If I can fully focus on teaching I think I would do it great." H says "If I have the chance to become a research-oriented staff, I think it would halve my worries in my work and I would contribute more achievements in researches."

"*Staff are supposed to know the strength of the students so as to provide room and platform for them to take advantage of their strength, so are the university. They should know what the staff are versed in and develop scholarship of teaching of moral education more effectively by assigning staff exclusive for teaching and research.*"（E）

"If there is a system to evaluate my professional titles by the quality of teachings, I would definitely work hard to improve my teaching skills."D said."Not every staff likes giving teachings. Some staff like typing, writing articles and publishing passages. So it should be done according to different situations of the staff," G said.

"As a matter of fact, such transition is related to the reviews from the society and rankings, so it takes long to make the adjustments."(J)

Different ratios between teaching and research for different subjects: D states that, "when establishing the teaching systems for different majors, university should take the features of different subjects into account to formulate different allocation systems. Moral education is a subject featuring traditional traits, with the inheritance of culture and the interpretation of concepts accounting for the largest part, which can only be carried out by teaching." C says "I major in science and engineering in university. I often do new experiments and can discover something new from the experiments. The way I see it, this subject is suitable for academic research. Especially in a time when science is developing rapidly and people are craving for new knowledge, it is realistic and meaningful to rise the ratio of such subject in academic researches."

"*Before becoming a moral education staff, I was a law staff. At that time I thought there was much worth researching because our society is ever changing, and laws should accommodate to these changes. It is not that I don't want to make academic researches after being a moral education staff. It is that there is not so much worth researching. Thus, it is more than necessary for leaders to formulate the teaching and research systems according to different characteristics of different subjects.*"（G）

Moral education highlights teaching: E says, "the purpose of moral education is to pass down the correct way of thinking, ideology and traditional merits through the teachings. Although university require staff to develop scholarship of teaching of moral education, that doesn't mean research should be dominant. Balancing the relationship between teaching and research is the prerequisite for the healthy development of moral education. "

F says ,"*I am quite optimistic about the development of moral education, there is no making without making. In current times, when the development of moral education has hit a bottleneck. Maybe it takes the failure of the reform to urge the leaders to make a right and reasonable system, like centering on teaching in moral education.*"

"How can we carry out researches on moral education? In the environment of our country and under the framework of socialism, what kind of research can we do? Giving good teachings should already suffice. "(J)

"If we can make the teaching lively, the students would feel no tedium in classes, "A said. "The contents in the moral education in traditional culture are already

interesting enough, like the stories of Mencius' mother moving thrice and Kong Rong sharing the pears. Prepared with full heart, the students would like them."(B)

Memo:

The data in this chapter all come from interviews. In the interviews, the researcher thinks from the perspective of moral education staff to get to know their innermost feelings. By knowing the obstacles in their development, the researcher guided them to come up with *what they think are practical suggestions and opinions*. Only by interviews can the researcher understand the root of the problem and acquire targeted opinions so as to ensure the correctness and effectiveness of the data.

In this section, two major categories are expressed, both of which require a top-down change and adjustment, one about the leadership of the entire university, and one about the details of the Moral Education Faculty, so the author named: upper value orientation transition.

5.5.2 Adjusting existing support

Category	Subcategory	Property
Flexible teaching management	Decentralization of functional departments to teaching departments	Description of management adjustments
	Respecting the characteristics of the discipline itself	
	Giving staff more authority to schedule the teaching	
Material assurance	Increasing lecture salary	Description of the support of materials to teaching
	Updating teaching facilities	
	Updating books	
	Enriching the database	

Table 5.14 Adjusting existing support for the second question

●**Flexible teaching management:** Flexible teaching management is divided into three sub-categories: decentralization of functional departments to teaching departments, respecting the characteristics of the discipline itself, giving staff more authority to

schedule the teaching.

Decentralization of functional departments to teaching departments: C said, "I think teaching departments should have more independent decision-making power. For example, when assigning teaching and scientific research tasks, if we can be given a scope, it would be better for us to choose whether to focus on scientific research or teaching, instead of formulating a set of programs in a unified and mandatory manner."D said," when I was in high school, there was still a system of arts and science in middle school. I did not perform well in science, but all my arts courses were very good. I think this system is very humanized, if the functional departments can also humanize the teaching departments of different specialties, so that they can develop better by virtue of their own advantages and characteristics."

"*Setting the same title criteria for different staff may seem like an equal treatment, but the system actually contains a lot of unfair factors. Especially under the premise of taking scientific research as the main teaching as the auxiliary, it is very disadvantageous to the development of moral education staff. It would be better if teaching departments had more power to set the right criteria.*"(E)

To respect for the characteristics of discipline itself: B said, "since the moral education major fell into the dilemma of teaching and scientific research, I have also become a little confused, feeling that the characteristics of moral education itself have been ignored. It should be the purpose of moral education to improve the humanistic literacy of college students, however, we don't pay attention to teaching, but to scientific research. If staff were blindly encouraged to engage in scientific research, how to improve the literacy of students?" E said, "the previous goal of moral education is still very clear, it has a strong educational and guiding characteristics, which need to be reflected in the efforts of staff and the active cooperation of students. In the development of moral education, it is not advisable to emphasize scientific research over teaching."

"*since I became a moral education staff, the management mode of emphasizing scientific research and neglecting teaching have been implemented in colleges and universities. I think this is a feasible policy to conform to the future development of moral education, so I take great pains in scientific research. However, when my students did not cooperate with me in the teaching process every time, I felt as if I had done something wrong.*"(H)

<u>To give staff more authority to schedule the teaching</u>:"*The teaching in moral education is not simply a staff teaching and students studying in the classroom, it should be that students can make sense of the concept through words from the staff, and they can also understand the true meaning of the concept through practical. I have a good relationship with my students during my teaching. Sometimes I used my vacation time to take them to do some public welfare activities, and they all said they had benefited a lot and found it very interesting. However, these are not allowed during class hours. University leaders will think that staff do not work properly, so students have few opportunities to carry out moral education practice, while theoretical knowledge cannot satisfy their curiosity and enhance their interest in moral education.*"(E)

F said, "in moral education at the university stage, we should pay more attention to the cultivation of students' practical ability, the teaching activities should be carried out focused more on the improvement of social practical ability, the promotion of humanistic literacy, pragmatic and down-to-earth style of study, clear and firm style of work. Therefore, if university can properly delegate power to staff so that staff could organize students to carry out practical courses, which I think will be very beneficial to the development of moral education."

●**Material assurance**: Material assurance is divided into four subcategories: increasing lecture salary, updating teaching facilities, updating books, enriching the database.

<u>Increasing lecture salary</u>: "I don't think it's reasonable for my university to allocate scientific research fees, class hours and teaching funds for staff at the moment," B said, "some staff pay a lot but receive very little. And some staff are not good at teaching, but they can apply for more funds because of the research they do, which is somewhat unfair to the former."H said, "on the one hand, I try to follow the situation to do scientific research, on the other hand, the economic income of scientific research is higher than class hours, so I will be more motivated to do scientific research. If there will be an increase in class hours, I should also do more work in teaching."

"*I am more peaceful and loose among staff, because I think it will be very difficult for me to do scientific research under the condition of heavy class hours, and*

I may not be able to make any achievements. While class hour fee has hardly changed in the past few years, no matter how good I am in class, there is no practical effect. Therefore, I can keep it at the middle level in both ways." (I)

Updating teaching facilities: "the projectors in the classroom of the moral education faculty have not been replaced for nearly a decade," C said, "at first, they can be used to broadcast some moral education-related films to activate the classroom atmosphere. However, the resolution of the old equipment is too low for the current students, and the equipment is also very jammed for the staff, even the PPT is not smooth, which has caused a lot of trouble to the class."

G said, *"nowadays, students like new things, the more advanced things are, the more they get their attention, and the older things are, the worse they scoff at them. Students can't concentrate in class, and the staff can't cheer up when he talks about the class. I used to use PPT a lot in class, but the device is so jammed that Bluetooth connections and Internet connections are not smooth, so I have no motivation to do PPT."*F said, "it is natural for the faculty to update its teaching facilities in a timely manner. It is impossible to put forward higher requirements for teaching results while not improving the necessary conditions to support these requirements in hardware and software facilities. As far as the moral education faculty is concerned, it is all the more necessary to update the teaching facilities."

Updating books: B said, "nowadays students do not like to go to the library. Although the university library is free for borrowing, they still prefer to spend their own money on books. I once asked my students, they expressed that the books in the university were too out-of-date, while that society was making progress, the times were being updated, and they also needed to learn new knowledge."H said," I used to try to go to the library to find some books and materials so that I could complete my scientific research, but then I found there was a little bit of valuable information that could be found there. I think the reluctance of students to go to the library is largely due to this reason. I hope that the university can buy more new books to attract more students, so as to make the learning atmosphere of the library active. "

Enriching the database: A said, "when I was abroad, I could search for papers or journals through the university database, although they would charge properly, the resources were really rich. After returning home, it is found that the database resources of moral education faculty are much worse."

C expressed, "*the scientific research of moral education is different from the research of science and engineering. Moral education has strong Chinese characteristics, while science and engineering is the content of research all over the world. Therefore, when publishing articles, the research results of science and engineering are more acceptable to international journals, while the research results of moral education can only appear in domestic journals. In order to enrich the university database, I think we still have to rely on the form of resource purchase.*"

Memo:

Through the summary and extraction of the interview data, the researcher finally divided this part into two categories: flexible teaching management and material assurance, and gave a detailed explanation and classification of these two categories. Because it is based on the current status of the existing adjustments, it does not need to be newly established, so named adjusting existing support. It was not difficult to conclude the category from their answers, almost every staff had stated the reasons clearly for such a request, it is means they are so cleared what they want, it put forward of great reference value and practical significance.

5.5.3 Adding new service support

Category	Subcategory	Property
Staff development center	Relaxed place A separate manager To set up staff communication platform activities(the link from different departments and the communication of teaching skills)	Description of faculty development center
Internet family of staff	Interdisciplinary communication virtual platform Disciplinary information exchange Interdisciplinary communication of topics (theory and practice)	Description of interdisciplinary communication virtual platform

Table 5.15 Adding new service support for the second question

● **Staff development center**: the staff development center is divided into three subcategories: relaxed place, a separate manager, to set up staff communication platform activities.

Relaxed place: A said, "*when I was abroad, many universities have coffee-bars or tea-bars or other leisure places, where some staff would go to work on the leisure side. On the one hand, it could be used for staff to have a rest after busy teaching and research, and the atmosphere of coffee bar would be more relaxed, which can promote communication between people and enhance their feelings. When I got back, I found that some well-developed staff coffee bars were necessary places for them, but moral education faculty had not yet set up such a 'treasure land'.*"

E expressed, "when I go to other colleges and universities for communication, there always is a kind of relaxed place like a tea-bar, which belongs to staff. As soon as I go in, I will feel very relaxed, and staff in it will also communicate very well. The academic atmosphere is very good there."F said, "I have to say, when I studied abroad, I often went to the coffee bar of university, where a lot of research ideas come from. I think it would be great if the moral education faculty set up such a place."

A separate manager: A said, "in fact, I don't really care whether the leisure places in the university are set up by the faculty itself or outsourced, as long as there is one place like this. But if the faculty could do it on its own and set up a separate manager, I think it would be much easier to manage it." G said, "I hope if there's a coffee bar, it's best to have one or more separate managers. In this way, the mobility of people will not be very large, and it will be faster to get familiar with us. After all, not everyone among staff has each other's phone calls or Wei Chat, and it will be much more convenient if we need to leave messages or send messages to other staff."

To set up staff communication platform activities: the subcategory is divided into two parts: the link from different departments and the communication of teaching skills.

Links from different departments: C expressed, "sometimes we want to ask for good teaching policies or teaching methods for staff in other departments, however, because of all kinds of inconveniences, these ideas are always difficult to realize. If there is a public leisure bar, I think it will be easier for staff to gather and have more access to information." F said, "as a moral education staff, it is important not only to

communicate actively with staff in the same discipline, but also to communicate with staff in other faculties and departments. Even if we just talk about thoughts on life and work rather than work itself, we could be more clear about the value and significance of being a staff, and this kind of resonance is what everyone will need."

The communication of teaching skills: B said, "sometimes when I have difficulties in teaching or scientific research, I always want to consult other better staff, but they can't always be in the office. It would be nice if there could be a faculty communication platform where I could write my own ideas and then the staff who saw it could help me answer it." D said, "if there could be a platform for staff to communicate with each other, I am willing to spend my whole day off there for a day. It is too necessary for me to learn some good learning methods and absorb their scientific research experience, and I have a lot of questions to consult both in teaching or scientific research." E said, "although I have been in office for more than 20 years, every class of students is different, so I encounter new problems every year and even every quarter. If I could communicate with other staff about teaching skills, I think it would be a very good thing. "

●**Internet family of staff**: the category is divided into three subcategories: interdisciplinary communication virtual platform, disciplinary information exchange and interdisciplinary communication of topics.

Interdisciplinary communication virtual platform: A said, "Nowadays, the Internet is developing rapidly, whether it is We Chat, QQ or even post bar, there is a group or team that people can easily communicate with. However, I am surprised that the moral education faculty, as an important part of university, does not even have an network platform to communicate with the outside world."C said, "the faculty should indeed set up an network communication forum. Whether it belongs to moral education or public, as long as it is open enough. Teaching and scientific research should not be sealed, it is necessary to constantly accept new opinions and suggestions on the premise of collecting the views of all parties, and then gradually improve them. There will always be some common points among disciplines. It is necessary to establish a platform for staff to exchange ideas and experiences between various disciplines so as to play their functions."

Disciplinary information exchange: D said, "activities outside the classroom are often organized by some disciplines or majors, for example, art majors will have an outing in spring or get sketches or images of certain landscapes, mathematics majors will go to primary and secondary schools to take public welfare classes, and English majors will have some activities such as recitation competitions, which can be converted into activities suitable for their own disciplines under the premise of drawing lessons from them. If there is an online platform for us to publish and share the content of these activities, I think other disciplines will become more and more active."G said, "the exchange of information between disciplines is very important. Not only do we know what we are doing and what we should do, but also we need to see what others are doing. We should learn from the good things, and know how to avoid the experience of failure, which can make the development of moral education take a lot of detours."

Interdisciplinary communication of topics: E said, "*although there is an old saying, there is a specialty in the art industry", but as far as teaching and scientific research is concerned, there is a lot in common between disciplines. For example, sometimes the law major will do some research on the current social phenomena, which is actually closely related to moral education; Sometimes other majors will visit the elderly at Dragon Boat Festival, Double-ninth Day and other festivals, and students from moral education faculty can also participate in it*".

 G expressed, "different disciplines can not only share and draw lessons from each other, but also cooperate in many practical activities so as to carry out the activities better. Hence, I think the faculty needs such a platform to promote interdisciplinary cultural theoretical exchanges and practical research discussion, in order to promote each other's development and achieve win-win results."

Memo:

In this part, according the data from the interview, the researcher divided it into two platform: staff entity communication platform and staff network communication platform. The entity communication platform can also be regarded as the "staff development center", which is to promote staff exchange and communication in real life, and to enhance each other's feelings and tacit understanding. Hence, they could find their value and significance as a staff in the process of communicating with other

staff, moreover, they could also improve themselves in the process of continuous communication and learning, so that they become better. The network communication platform is a home of staff on the Internet, so named "Internet Family of Staff". In this platform, staff would communicate more conveniently, and the channels for obtaining opinions would be more diversified, which can not only promote the development of moral education specialty, but also be very beneficial to the development of other disciplines.

5.5.4 Dissemination of scholarship of teaching

Category	Subcategory	Property
Video recording and cutting	Recording Whole cutting Clip cutting	Describing teaching video recording
Network platform	Campus network Public network We-Media Mobile platform APP	Describing the establishment of network platform
Sharing with audiences	Sharing all content to students Sharing content to public	Describing sharing with different audiences

Table 5.16 Dissemination of scholarship of teaching for the second question

●**Video recording and cutting:** This is further divided into three sub-categories of recording, whole cutting, and clip cutting.

Recording: C says, "*The Internet is developing rapidly. There are various platforms for professional courses learning and various short video platforms on the Internet. I see many other professional staff who often upload their own videos and then are very popular on the Internet. I think moral education staff can also consider doing the same.*"

D says, "I would like to record some of my own teaching videos. Even if I do not upload them on the Internet, I can have a look after classes to review and reflect on my course."E says, "I like to interact with students, and my students also like my class. If I

have my classes recorded and posted online to let more people know, I think I will have the opportunity to have more fans."

Whole cutting: A says, "*When I learned online, I find that some video sites, such as TED and Netease Open Class, have relatively complete and long videos, which are generally for people who learn knowledge in a systematical way. Some video sites, such as the Bilibili Animation and Douyin, have a wider audience, and anyone is likely to see the videos. So I think if you want people to learn about moral education, it's better to put the entire video on a pedagogical website.*"

E says, "Some people use the Internet for learning. A complete video not only better reflects a staff's teaching ability, but also specially meets those people's needs who want to learn."

Clip cutting: D says, "I think clip cutting of teaching videos is a good way to make moral education popular with the general public, because not so many people are really coming for learning or taking exams, and most people want to see new things and what they have not seen before in short videos. Those may be just a knowledge point or even just a sentence. It's boring if the content is too messy. What they haven't seen in a short video is what interests them."

F says, "A lot of people now brush a few short videos as they walk and eat. Clipping and posting excellent videos online will give moral education a wider audience and greater popularity among the masses." I said, "The development of education is inseparable from the future. Nowadays, young people are watching short videos. If you want moral education to be more accepted, it is necessary to put high-quality video clips on the Internet."

●**Network platform**: This category is divided into four subcategories of campus network, public network, We-media and mobile platform APP.

Campus Network: B says, "*I think the purpose of building a campus network platform is not for the fact that students in the whole university must enjoy moral education majors, but at least to let students in this major realize that they have the opportunity to present at university and give them a sense of presence and self-confidence in university.*"

D says, "Building a campus network platform will at least allow students to find the moral education faculty at once when they are searching for this campus. Even if

they are not interested in moral education, they can get to know it right away. For those who come with curiosity, they may feel interested in moral education after reading it." F says, "Campus network is now very common. Building campus network platform in a university is a must that is in line with the time."

Public network: E says, "Once a video recorded by a staff is posted online and seen by more people, there will certainly be people who come forward with curiosity and want to know it deeper. The establishment of public network is a kind of acceptance of publishing video on other websites, which also determines the final development pattern of moral education." G says, "Videos posted to various other sites are often scattered. If there is possibility to build own public network and make a video collection, I think the response would be even greater."

We-Media: A says, "I have my own Weibo account. Sometimes, I would like to share some interesting teaching videos or some interesting things on campus on Weibo. But I always feel that the university does not have a good We-Media atmosphere, so I give up every time when I want to do this." D says, "We-Media platform has gained great development. I see that many people in different disciplines and professions on the Internet are doing We-Media platform. Sometimes it is interesting to just look at it. I think moral education staff can do the same." H says, "I usually like to write down a summary or my own ideas. If permitted, I will do my own We Chat account platform to share some interesting parts happening in my process of research and teaching."

Mobile Platform App: A says, "Now well-developed companies have their own mobile apps. It works, both internally and externally." D says, "I think if moral education doesn't have the conditions to do its own mobile app, it would be great to work with the entire university or other specialties, which would makes us professional." E says, "Mobile app is really convenient to use. Just download to the phone and click at any time. Staff can also communicate via the app, and interactions between students and staff will be more convenient. "

● **Sharing with audiences**: This category is further divided into two subcategories of sharing all content to students and sharing content to public.

Sharing all content to students: C says, "As for students, their main purpose is to learn the actual content, not just to increase their interests in moral education. Therefore it should be a greater tendency to share the full video with students when sharing it."

Gsaid,"sharing a complete, high-quality video with students allows them to cache and learn to read it over and over again, especially when it comes to difficult content,"

E says, "*some students are not very fond of coming to class and are often absent from class, mainly because they are not interested in moral education. On the one hand, sharing a full video with them will give them a chance to learn. On the other hand, video will give them a deeper understanding of moral education. And perhaps they will gradually realize the fun of moral education."*

Sharing content to public: D says, "Moral education is not a necessary curriculum for the general public, so just cut and share interesting content with them." E says, "Most people don't have that much time and patience to watch a full video, but they're willing to spend a few minutes learning something that they haven't seen before." I says, "For the general public, you can't force them to look at what they are not interested in. However, short videos are content that can be shared to WeChat Moments, Weibo, or other platforms that people commonly use, which is more convenient to disseminate. Maybe a staff posts a short video and then hundreds of people would see it. I think that's a great way to do it."

Memo:

During this interview, what the staff put forward is how to spread the results of scholarship of teaching for moral education, in order to let more people recognize the moral education teaching.

The use of the network to disseminate the results of moral education is a necessary step to expand the teaching influence for the establishment of scholarship of teaching, because the teaching activities can be used repeatedly, can pass through the classroom time and space, and make greater use of the success of teaching. Combination of traditional and rigid moral education with dynamic Internet would inject vitality to moral education itself.

5.5.5 Establishing the evaluation system for scholarship of teaching

Category	Subcategory	Property
Evaluation content	Written materials(PPT, multimedia teaching plan, the paper analysis) Teaching skills(daily lecturing mastering a variety of teaching skills, understanding of teaching theory) Teaching disseminating(to student more range)	Describe the content of evaluation
Evaluation members	Colleagues and students Staff from different faculties with the same profession Educational expert	Describe the members of evaluation
Evaluation criteria	Needs to be drawn up by experts Unable to draw up this criteria	Describe the criteria of evaluation

Table 5.16 Establishing the evaluation system for the second question

●**Evaluation content**: Evaluation content is subdivided into written materials, teaching skills and teaching disseminating.

Written materials: "*a staff's written material is not only judged by how well he or she does his or her lesson plan, but also by how well he or she presents his or her PowerPoint presentation, whether or not he or she is good at using multimedia, and how well he or she examines the exam papers. Some staff think that they can explain the content of the textbook, and only do teaching plan materials when preparing lessons, rarely using PPT or multimedia, which I think is very unfavorable to the all-round development of staff.*"

C said, "I think in addition to teaching plan preparation, PPT preparation and equipment preparation, it is also very important to analyze the exam papers, because the exam papers can reflect the professional level of a staff, and the final exam results

can also reflect the teaching level of a staff," said E.

"Because many staff have already taught many students with the same PPT, if there is no supervision, they are expected to use these materials to teach a lifetime." J said, "After entering a new era, students are more and more like images, so as our lesson plans These should all be changed ."(B)

Teaching skills: "I've always put emphasis on improving my teaching skills, no matter it's my mastery of theory, my control of students in the classroom, or my research on teaching methods, and I want them to be well-rounded at the same level. I think only in this way can students be interested in this subject, making students trust the staff, and fully reflect a staff's teaching ability. So I think all the three parts are needed when evaluating a staff's teaching skills," E said.

H says, "*I have carefully thought about the problem how to improve my teaching skills, I finally concluded that the daily class, to master a variety of teaching methods, to fully understand the teaching theory of these three points are very important. I think I can start from these three perspectives, then conquer all of them, and achieve the comprehensive development in the aspect of teaching. And if one wants to evaluate a staff's teaching skills, each of these three aspects could not be left out.*"

Teaching disseminating: F said, "in teaching and research development requirements of universities, teaching represents the ability of staff to give students moral education, while the scientific research to a larger extent represents the ability of staff to give the moral education to students outside and the public. Thus, when evaluating the teaching and communicating ability of a staff, the receivers should be taken into account."

G said, "in order to spread our teaching, using web to upload our teaching is one of the indispensable abilities of a staff, and as a staff, should not only impart the knowledge to their students, but also need to transmit and develop knowledge of the subject, so the evaluation of staff teaching communication ability should be open, but is not limited within a certain range."

"Using network communication teaching and teaching as a part of scholarship, the two must be unified."(I)

●**Evaluation members**: This category is further divided into three subcategories of colleagues and students, staff from different faculties with the same profession and

educational expert.

Colleagues and students: B said, "a staff's excellence or shortcoming is not only to be judged by the leader, but also by the students and colleagues. Generally, the evaluation of experts or leaders is not so 'down to earth'. Compared with them, colleagues and students know staff better." G said, "students may not think highly of a staff, but colleagues and staff in the same major think highly of him."

Staff from different faculties with the same profession and educational expert:

E said "*When evaluating a staff, the perspective should be multi-dimensional. The evaluation opinions of students can reflect the teaching ability of a staff, the evaluation opinions of colleagues can reflect the personality of a staff, the evaluation opinions of staff from different universities of the same major can reflect the professional competence of the staff, and the opinions of education experts can reflect the comprehensive quality of the staff. No one is perfect, and so do the staff.*"

"Evaluation must be integrated, otherwise any unilateral evaluation will cause distortion of the facts."(J)

●**Evaluation criteria:** This category is further divided into two subcategories of Needs to be drawn up by experts, unable to draw up this criteria.

Needs to be drawn up by experts: "*Currently, the evaluation system of scholarship of teaching for staff in the faculty of moral education has not got a scientific and reasonable evaluation standard, and if there is no reasonable evaluation program before the formal evaluation, I think it is better to invite experts to carry out the evaluation.*" E said.

I said "In fact, the core of teaching as scholarship is how to evaluate the academic achievements of staff in teaching. This evaluation standard is a very professional issue. It requires a wide range of experts and scholars to explore a standard that is more objective and feasible. "G said" The evaluation criteria are actually linked to the staff's promotion, staff salary, and the staff's social status, so it is very harmonious. This is related to the core interests of each staff. The staff will have great opinions, but do Well, it can really solve the two big mountains of the staff. so it should be investigated by more experts"

Unable to draw up this criteria: "*The evaluation of staff' scholarship of teaching should be fair, just and reasonable. The benefits of inviting outside professional experts*

to evaluate include that they would be more objective and fair, and their evaluation standard would be more professional," F said.

C said "Sichuan Normal University has a sheet for students in the evaluation of staff, and there is also a sheet for peers, we can score to each another on the internet in the end of semester, but that is very rough and cannot be used as a form for evaluating scholarship of teaching."

A expressed "Young people like us have never thought about how to establish an evaluation standard, and I am often evaluated." D said "I only work in university just 1 year. I don't think I have any suggestion in this matter, but one thing I must say is that this evaluation standard must be objective and fair."

"I don't think the evaluation criteria for the moral education staff can be only discussed by us, because this is related to evaluation teaching, and at the very least, staff in education must participate."(J)

Memo:

During the collection process, each staff is interviewed separately, and the opinions of staff are scattered. Every staff seems to talk about some parts , but it is not clear how to build this system. Through the comparison and arrangement of the data, concepts and categories, the evaluation system in the table is established by author. After compiling the tables, the researcher sent the results to the staff by emails, soliciting the opinions of each participant, and finally obtained the staff' approval. This upper-category is more difficulty to conclude, because those staff are still not clear in mind.

However, this evaluation system is composed by the researcher according to staff' thoughts and opinions. As evaluation system for scholarship of teaching are difficult points in the process of data analysis, "the evaluation criteria" in the table still needs to be further considered, most of staff cannot express their opinion directly on this issue.

5.6 Answer the second question: Selective Coding Results
5.6.1 Core category

For the second question in this research, "**establishing evaluation system for scholarship of teaching**" is selected as the core category. The "establishing evaluation system for scholarship of teaching" aims to establish a reasonable, completely

evaluation system for scholarship of teaching with certain evaluation content, evaluation members and evaluation criteria, in which several mentioned conditions are indispensable. When evaluating teaching, comprehensive evaluation should be taken as the goal, not only evaluating staff' written teaching materials, but also evaluating their teaching skills and teaching communication skills. The members of the evaluation are not only staff and students at university, but also staff and pedagogy experts from other universities. The evaluation criteria should be practical, reasonable and waiting for the expert to establish.

Among the three categories, which include the determination of evaluation content, the composition of evaluation members and the requirements of evaluation standards, "the evaluation content" is a detailed evaluation of staff's teaching and academic ability of teaching. The composition of "evaluation members" is the basis to ensure the objectivity and fairness of evaluation. The "evaluation criteria" is a firewall to ensure the practical and reasonable evaluation system and the accuracy of evaluation results. Only the effective combination of the three can establish the evaluation system for scholarship of teaching of moral education.

The " upper value orientation transition "was to adjust to the emphasis on teaching at the leadership and faculty level, and to change the view on teaching.

"Adjusting existing support" is to optimize on the existing basis, optimize existing management, increase funding to support teaching, and increase software hardware to facilitate teacher teaching.

"Adding new service support" is to build a new platform entitative and virtually which, to make teaching an academic part, and to establish a staff development center and network platform, in order to better serve staff for communication and cooperation

"Dissemination of scholarship of teaching" is to better utilize and distribute the teaching. Let the teaching activities of these teachers be repeatedly disseminated, used, and recognized by the public under the modern media platform.

If the above four categories are not supported by the evaluation system, the leadership and management of the university can not adjust the ideas; even if the university optimize the support and increases the new entitative and virtual platform, the teachers will continue to take scientific research as the biggest task. Dissemination of scholarship of teaching would also become a new burden for teachers. With the support of the evaluation system, the scholarship of teaching of those staff can be

systematically evaluated, and the teacher's teaching activities can be identified. Ultimately, they can alleviate their burden and support their development. In this model, establishing evaluation system for scholarship of teaching are core categories.

5.6.2 The substantive theory and model of the second question

The second question is to answerQ2:What should a theoretically based and practical model of scholarship of teaching be like for the faculty development of moral education staff in Sichuan Normal University? At the beginning of this section, the core category of "establishing evaluation system for scholarship of teaching" is found, and then through the method of continuous comparison, the related categories are connected together, a storyline of substantive theory is built.

At present, Sichuan Normal University are in a state of development that emphasizes scientific research over teaching, which leads many staff to believe that this is not consistent with the characteristics of moral education itself. Therefore, they think that the teaching of moral education should be paid more attention, and the leaders should realize that the teaching of moral education is a part of scholarship. In the process of staff' management, professional teaching staff and scientific research staff should be allocated reasonably and according to the characteristics of moral education itself, rather than implementing the same system as other majors in a unified way. Since moral education itself has the characteristics of large amount of class hours, large amount of teaching content and small number of staff, colleges and universities should adopt a flexible management method, so that teaching departments can carry out open management of staff' class hours, teaching methods and other functions, so that staff can hold more rights.

In order to encourage staff to regain their confidence in teaching, it is necessary to adjust the salary distribution of teaching and scientific research, so as to promote staff to correctly understand the relationship between teaching and scientific research. In order to make moral education staff have a good teaching condition, it is also necessary to update the teaching facilities, books and data database of the faculties in time, so as to provide necessary basic conditions for staff' teaching and students' study. At the same time, the development of staff needs a good platform. Nowadays, with the rapid development of the Internet, this platform can be divided into two parts: physical communication platform and online communication platform. The role of the platforms

is to promote communication and emotional communication between staff, so that they can have more opportunities to improve themselves.

While establishing evaluation system for scholarship of teaching is the compass of staff' development in the process of dilemma of teaching and research. Only when the evaluation system for scholarship of teaching is established, the effort of teaching of the moral education staff can be measured, the teaching can be seen as the scholarship. the details of the evaluation content, member and criteria can give staff a fair, just and open platform, instead of the need to promote according to seniority as before. And the criteria should be discuss by the experts and more staff scientifically later.

So according to the core category and substantive theory above, the model of answering the second question, the author built, as below
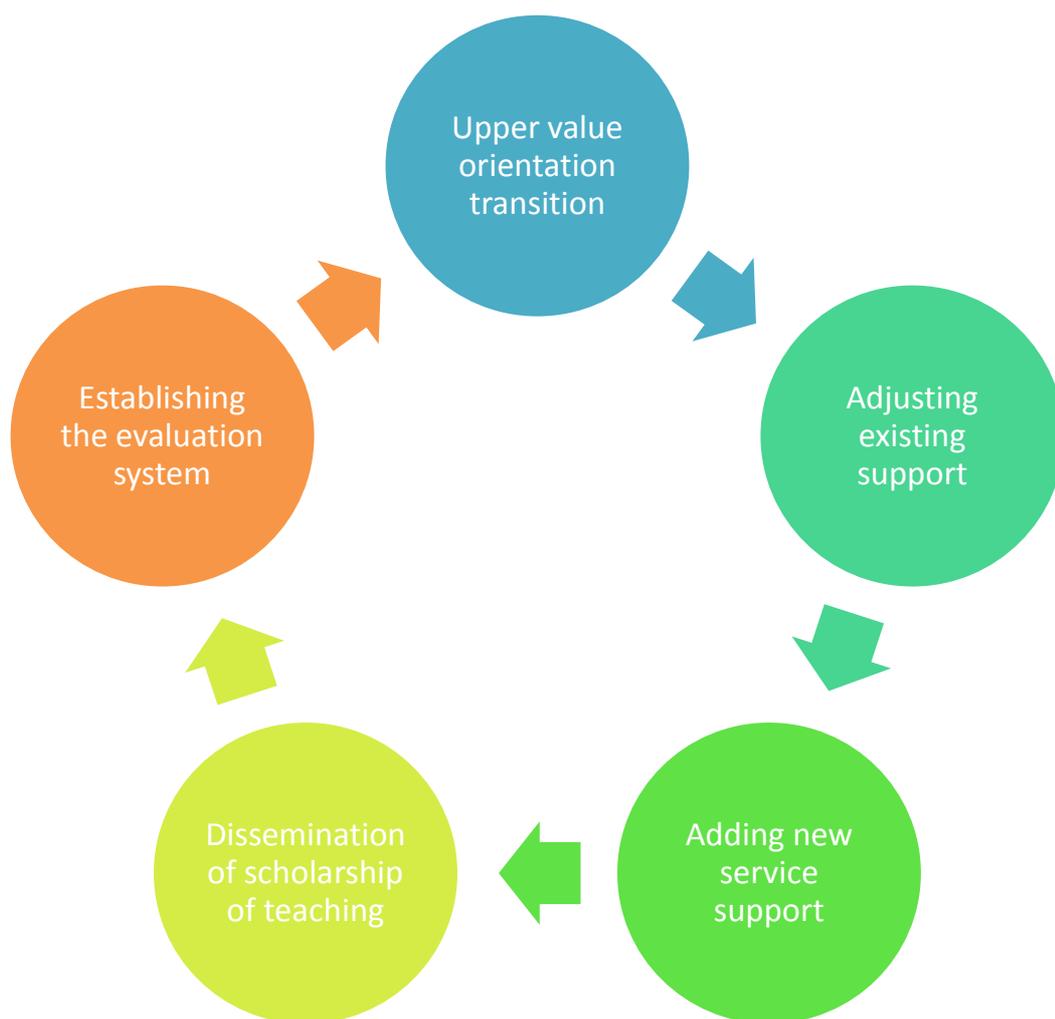
Diagram 5.2 Model of Scholarship of teaching answering to the second question

Memo:

Upper value orientation transition have happen, the leader have changed their mind, the adjustment of moral education faculty have made, the adjusting existing support and adding new service support could be possible established to help the teaching and development of moral education staff. After those adjustment and supporting is offering, the staff improve their teaching and recorded and cutting it for the internet which could disseminated their results of teaching, and finally the evaluation system could give them a fair evaluation about their effort on teaching. "Establishing evaluation system" could solve the problem such as "forced scientific research of all the staff", "teaching as the foil", "crowded and single dimension of professional development" emerged in the first question of this research, so it could reaction to the " upper value orientation transition".

CHAPTER 6. DISCUSSION, IMPLICATION AND LIMITATIONS

6.1 Summary and discussion of the results

The first research question is " Q1:what is the process of the faculty development of moral education staff under the dilemma between teaching and scientific research in Sichuan Normal University?" In the process of data collection, it is found that the amount of data occupied by categories are different. For example, self-development needs, life necessities, forced scientific research of all staff, the big data era, adjusting energy distribution, utilizing various resources, staff' s self-reflection contain a lot of data.

"Self-development needs" describe staff's needs for administrative position, and academic title promotion in the process of their career development. After all, they are university staff, which means that they have higher pursuit and goals than other candidate, so the need for promotion is almost their common pursuit. Only in the dilemma of teaching and scientific research, they will find the promotion process difficult, and all aspects of resistance. "Life necessities" mainly comes from economic pressures and family responsibilities, because the participants are not only staff, but also social people with the task of supporting the family, so the pressure of life will affect their working status to a certain extent. "Forced scientific research of all staff "is the core category of the first question, and it is also the category caused by the general environment of teaching and scientific research in Sichuan Normal University. The era of big data on the Internet is the product of the background of the times. At present, we have already entered a visual era, especially for young people. The most important way for them to get information is through the internet every day. Some courses in professional fields are also spread through the Internet by means of paying for knowledge or open classes. However, the moral education courses of Sichuan Normal University has not been realized like this yet. It is also an important issue that many staff reflect. "Adjusting energy distribution" is a way for different staff to adjust their time allocation to cope with the relationship between teaching tasks and scientific research tasks. Many of them have to sacrifice their rest time to make more scientific research achievements or study for a degree so as to have more opportunities for promotion. "Using various resources" includes social resources, staff resources, student resources and so on, but the purpose is to ensure that they can get more scientific

research results, so as to have more competitive advantages in university. "Staff's self-reflection" includes many aspects, such as vague role of staff and etc. The whole educational environment implies a more cost-effective way of working compared with teaching. Staff are not satisfied with the current situation, but they can do things barely. The only thing they can do is to lean towards scientific research under limited conditions.

All the categories emerged from the data reflect the fact that the dilemma between "teaching and scientific research" is not only brought about by the two themselves, so what affects the relationship between "teaching and scientific research" is actually more related to personal ideal, family, living background, economic conditions, evaluation mechanism, social environment, etc. Those conditions have caused different convergence and resistance to staff' life, then step by step, staff are led to the core category of "forced scientific research of all staff".

The second question is " Q2:what should a theoretically based and practical model of Scholarship of Teaching be like for the faculty development of moral education staff in Sichuan Normal University?" Among the data, the category with the most difficult data is " establishing the evaluation system". Because in the collection and analysis of data, those staff are actually not very clear in their hearts. They are also vague about the specific implementation method of evaluating teaching as scholarship. Therefore, the author compares and analyzes the chaotic data and draws the above categories and got their confirmation. When this study have this system, which can fundamentally influence the value orientation of those staff. In this question, the model of "scholarship of teaching" was proposed, which was originally a theoretical framework established by Boyer(1990), but he just threw out an abstract concept and did not elaborate in depth. Therefore, this study combines the scholarship of teaching with the practical work of moral education staff and make a practical model.

In this study, scholarship of teaching in Sichuan Normal University is actually a cyclical dynamic model, because many conditions, such as teaching, social development, technological progress, can affect to establish the scholarship of teaching model here. So around the second question, the author sets up five circle upper-categories, which form a closed-loop relationship. Value orientation of senior leadership can give correct guidance to moral education teaching. As well as providing more space and authority for development, the change of leaders' thinking will affect

their actions, so that they will proceed from reality, help moral education teaching in hardware, and deepen the relationship between the subject and other subjects. And the value orientation of senior leaders also can understand their lives from the perspective of moral education staff, so as to rationalize the economic distribution of teaching and research, and to a certain extent, reduce the pressure of moral education staff on life and economy. By using information technology, we can spread the content of moral education as much as possible, improve the social influence of moral education, and eventually integrate moral education staff's work into the evaluation mechanism according to certain standards. Through scholarship of teaching, staff are given a fair and objective evaluation, and more opportunities for promotion are created to motivate them to do teaching work. However, the staff did not mention the specific evaluation criteria, which requires further consultation with relevant experts to make the evaluation of scholarship of teaching more practical. In the process of concrete implementation of the evaluation system, senior leaders can further discover the existing problems, and then continue to adjust their strategic thinking according to the indicators.

In the research, it is found that the research of the first question and the second question are actually complementary. From the data collection of moral education staff fully shows their different conditions (economy, evaluation mechanism, technical environment, subject environment, students, etc.) to teaching and scientific research, those conditions in the first question would deeply affect the categories in the second question. Such as the category of "the big data era", the moral education staff still recognized the technology is more important to the students and their teaching now, so in the next question, most of them have mentioned the idea of " dissemination of scholarship of teaching". In the category of "characters of moral education""staff self-reflection ", most of moral education staff have recognized the ultimate goal of moral education is to enable students to fully understand the content of moral education in the process of teaching and learning, and help them to establish a correct outlook on life, world outlook and values. Therefore, students are the final goal of moral education, that is, teaching is much more important. Many staff have also realized this point, but after deep thinking and even some practical actions, they still find themselves unable to do anything about it. On the basis of the present situation, this paper puts forward of integrating academic and scientific research, hoping to fundamentally solve this kind of

wrong guidance on the value tendency of moral education staff in teaching and scientific research in universities and build a model of scholarship of teaching in Sichuan Normal University

In the research process, staff J is undoubtedly the staff who provides the most special cases. He does not agree with the system as other staff do, but he differs from others in that he has made different choices. Instead of actively adapting to the current situation, he chose a more passive attitude to cope with it. He did not pursue scientific research achievements, nor did he demand scientific research funds. He just wanted to keep the bottom salary of moral education staff. But it also further shows that staff J is only special in his choice, and he provides a broader dimension of category. From the deep meaning, this still reveals the individual's powerlessness under the converging force of large environment. Therefore, J did not violate the core category of "forced scientific research of all staff", but he was unwilling to accept the "forced" force.

6.2 Discussion results with formal theory

The Eble (Eble & Mckeachie，1985) theoretical model divides the faculty development of university staff into three categories: new faculty members, mid-career faculty members and deadwood faculty members. Eble believes that the development needs of the three staff are different. For example, new faculty members will rely more on support from salaries and resources, while mid-career faculty members need to communicate more with other staff to share knowledge. In the process of research, the author found that some mid-career faculty members who have been working for more than 20 years are still affected by external factors such as salary and resources, and their resistance may be even greater. Because they are not as full of possibilities and mobility as new faculty members, they often do not have the conditions to continue studying for a degree, but they are under more pressures to support their families. In this study, the staff in different stages are more studied as a whole to find the common external factors that affect their teaching and research as much as possible.

The revised theoretical model proposed by William H. Bergquist and Steven R. Philips in 1977 is quite similar to my conclusion. W and S believed that "university faculty development is influenced by and cannot be separated from the support of the external environment". And this external environment is broad, including not only the influence of educational institutions on staff, but also the influence of the outside world

on staff. This research found that the value judgment of university leaders will lead to more willingness of moral education staff to devote more time to scientific research, which will lead to moral education staff's neglect of teaching, unsmooth, and alienation of staff-student relationship. The deeper factor that affects this phenomenon is actually the influence of big social and educational ecological environment on staff. Therefore, the establishment of this model in Sichuan Normal University is actually implicating the general environment of the whole society. But it is beyond the scope of this article, so no longer discuss.

Boyer(1990) puts forward four new interrelated scholarship from the perspective of the overall scholarship ecology: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application and Scholarship of Teaching. This is a criticism and analysis of the past tendency of "research is only scholarship", and its conclusion is consistent with the general direction which this study gets in the second question. However, Boyer did not make a more in-depth and practical discussion on the proposition of scholarship of teaching, but only gave an abstract theoretical framework. On the basis of the establishment of the model of Sichuan Normal University's scholarship of teaching, this study further practices Boyer's ideal of scholarship of teaching, and integrated the teaching process into the evaluation mechanism of scientific research, thus encouraging moral education staff to pay more attention to teaching activities and further fundamentally promote the moral education in the| Sichuan Normal University.

6.3 The practical significance of research

This paper studies the process of the faculty development of the moral education staff from Sichuan Normal University in the specific context, makes a qualitative research on the relationship between teaching and scientific research of the moral education staff in their profession, analyzes the pressure they are under different conditions, and thus obtains the core category of "forced scientific research of all staff". Because of "forced scientific research of all staff", it has brought about a vicious circle of adverse effects, such as a total both loss of scientific research and teaching, a single dimension of career development, staff's self-reflection,. Through interviews and observations, this research has gained a relatively comprehensive understanding of the work and life of moral education staff, thus laying the foundation for the next step to

establish an implementable scholarship of teaching model.

In this paper, the model of scholarship of teaching based on the situation of Sichuan Normal University and the data is from moral education staff which also requires experts to do further discussions and more practice in order to develop a more scientific evaluation mechanism. However, the research in this paper also provides a very important direction and creates a closed loop model that can effectively improve the relationship between teaching and scientific research for moral education staff.

The two substantive theories established in this article are grounded on ten moral education staff with different backgrounds, so their inner demands can be reflected. In this paper, it can still gets a typical conclusion from the specific data, which can provide further substantive theory for staff of different subjects in the future, and even form a formal theoretical basis that can be popularized in China's education system.

6.4 Limitation

The grounded theory adopted in this study abandons the artificial control situation designed by the researchers in the empirical study. Grounded theory from Strauss and Corbin adopts a pragmatism attitude to the data. Every researcher collected relevant data as an observer and recorder, and the code and category would be emerged from the data.

In this research, the data sampled are all moral education staff, which truly reflects their demands. However, the sampling type is relatively single without concern of the management factors. For example, staff all want to increase teaching funds and purchase more databases, but educational administrators have limited resources and how long they can generally meet the needs of staff, which needs further research.

In addition, in this paper, some proposals are put forward on the establishment of the evaluation and promotion system of scholarship of teaching, but the evaluation criteria are still vague. And about the evaluation member, how to set the weight among the evaluation members, such as colleagues, students, staff from different universities with the same major and pedagogic subject experts. those details are still need to discuss. About uploading the teaching on the internet, Sharing some moral education courses on the internet is indeed beneficial to the popularization of moral education courses, but since the quality of netizens is different, how can one measures the most real value of a moral education course by synthesizing their comments? These

problems still need further and more precise research and design.

6.5 Recommendations for further research

According to the author's idea, it should continue to collect further data on staff in other faculty of Sichuan Normal University, and make the substantive theory and conduct comprehensive comparison with the results in this paper, find the differences and similarities.

According to the results of the research, it should be reflected to the dean of Moral Education Faculty. Then the data from different deans of different faculty is collected. Through integrating the demands of staff with the actual conditions, and combining the deans' perspective, an "model of scholarship of teaching" established from the perspective of managers is be analyzed.

In order to establish the criteria from the experts, the further research should focus on collecting data from the experts from different background, mainly should focus on the pedagogical experts.

Finally, it returns to the President, the headquarter of Sichuan Normal University, to collect data for core managers, so as to enable to find their requests and ideas.

Finally, a formal model of scholarship of teaching that can be built according to the comprehensive condition of Sichuan Normal University.

6.6 Conclusion

The goal of this study was to generate process of the faculty development of moral education staff under the dilemma between teaching and scientific research in Sichuan Normal University and build the theoretically based and practical model of scholarship of teaching for the faculty development of moral education staff in Sichuan Normal University. 20 categories were developed in understanding the process , and coding paradigm was to explain the context and details of their faculty development. And then 5 upper-categories for building the model of induction program have emerged for the second question which is "upper value orientation transition", "adjusting existing support", "adding new service support", "dissemination of scholarship of teaching", "establishing the evaluation system".

The findings of this study provide extended knowledge to faculty development of those moral education staff. The first results of this paper would help those staff to

reflect their conditions, the results truly reflects their specific details and process in the dilemma of scientific research and teaching. The second question is from the perspective of these moral education staff, which truly reflects their true needs of the scholarship of teaching. Although there is a little idealism for the second question, but for the dean of Moral Education Faculty and president of Sichuan Normal University, those results give practical recommendations for the establishing of a truly viable model of scholarship of teaching which help the staff's development.

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List of Tables

List of Diagrams

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Interview Protocol A

Time of interview:

Date

Place:

Interviewer:

Participant:

Purpose: collecting data for research on scholarship of teaching to support the faculty development of moral education staff in Sichuan Normal University: a grounded theory approach

● You undertake the basic situation of teaching work:

● What is the courses you teaching ?

● What is the amount of class per week? how many class do you teach per

● Besides teaching in the class time, how much time is spent on the work related to teaching?

● What are your requirements and expectations for teaching? What is the school's desire and

expectation for teaching?

●Does teaching work put a lot of pressure on you?if yes, Where does this pressure come from?

●How did you relieve this pressure?

●What has been the most fulfilling thing in teaching since becoming a university staff?

●What is the biggest confusion or obstacle for teaching?

●What research projects are currently undertaken?

●What are your demands and expectations for scientific research?

●What are the school requirements and expectations for your research?

●Did your previous research work put a lot of pressure on you?

●If so, what kind of pressure is?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships, what support should you hope to receive?

●What do you think are the most important ideas, behaviors, and strategies to the scholarship of teaching? Can you tell me some details?

Interview Protocol B

Time of interview:

Date

Place:

Interviewer:

Participant:

Purpose: collecting data for research on scholarship of teaching to support the faculty development of moral education staff in Sichuan Normal University: a grounded theory approach

Part one

●How did you alleviate this pressure?

●Is your previous research project related to the teaching mission?

●Has been the most fulfilling thing in research since becoming a university staff?

●What is the biggest confusion or obstacle to scientific research ?

●Which side do you spend more energy, teaching or researching? why?

●What do you think is the relationship between teaching and research?

●Do you feel conflict between teaching and research tasks?

●What do you think is the cause of the conflict between teaching and research tasks?

●How did you release the conflict between the two?

●Does teaching play a role in your personal development? How does it work?

●Has research played a role in your personal development? How does it work?

●How does your school evaluate teaching work?

●What do you think of this evaluation method about teaching?

●What is the impact on your teaching from those evaluation?

●After going through these processes, what is your most important experience?

Part two

●What position do you think is the teaching in the current college teacher evaluation system?

●Do you agree with the idea of "scholarship means scientific research, not teaching", and why?

●Please talk about your views and understanding of scholarships in university?

●Do you think college teaching is an academic? How do you view college teaching?

●Do you think it is possible to identify teaching as scholarship?

●How do you feel that teaching should be identified in your personal academic work?

●Do you have a teaching component in your academic work? If so, how is it calculated? If not, why?

●Please talk about how to improve the position of teaching in the term of faculty development.

●How does your school evaluate the teaching work of teachers? Why choose this way?

●How do you think the school should be adjusted, and balance the research and teaching of teachers in the faculty development of staff?

●Please talk about what measures should the school usually take to encourage teachers to focus on teaching?

●In the actual operation process, where is the most difficult place for teaching to identify scholarships?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships, what support should you give to your teachers?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships,   how should the management regulations be changed?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships, how should it be changed in the evaluation system?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships, how should it be changed in the evaluation system?

●If you implement scholarship of teaching in schools, that is, to identify teaching as a program of scholarships, what aspects will you change your current state?

●What do you think are the most important ideas, behaviors, and strategies to the scholarship of teaching? Can you tell me some details?

Part three

●Do you want to tell me something that you suddenly thought of?

●Do you think there is anything else that will allow me to better understand your life process?

●What questions do you want to ask me?

Remarks

1. Interviews are mainly semi-structured, not necessarily in strict order, with certain flexibility and fluency.

2. The questions are mostly to inspire the respondents to focus on self-opening responses, but to avoid respondents' general responses, such as; "A: How do you feel recently? B: OK." So I prepared some Very detailed question in intermediate stages.

3. the interviews in first part of the interview protocol focus on the question one, the second part focus on questions two.

4. Later interviews will pay more attention to dig the deep problems basis on the concept and category.

Observational Protocol

Length of activity:

Date:

Place:

Observer:

Participant:

Purpose: Research on scholarship of teaching to support the faculty development of moral education staff in Sichuan Normal University: a grounded theory approach

Descriptive Notes	Reflective Notes