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Research on the Enhancement of IoT Professional Competencies under the Integration of X Certification

Hong Ran[1,a], Jie He[1,b,*]

[1]*School of Electronics and IoT Engineering, Chongqing Industry Polytechnic College, No.1000 Taoyuan Road, Yubei District, Chongqing, 401120, China*
[a]*ranhong@cqipc.edu.cn*, [b]*hejie@cqipc.edu.cn*
[*]*Corresponding author*

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Abstract: Vocational education and general education, as two distinct educational systems, fulfill different social functions. Under the promotion of China's Credit Bank System, alongside the ongoing revision of "credit system" talent cultivation frameworks in higher vocational institutions, the content and form of vocational education have become increasingly flexible and personalized. This evolution effectively addresses the diverse backgrounds of students and provides sustained support for their long-term skill enhancement. Notably, the "1+X" certificate system, as a key measure in vocational education reform, integrates vocational college diploma education with the acquisition of multiple vocational skill level certificates, further advancing the alignment of students' competencies with industry demands. This enhances their employability and career development potential. Using the IoT course "ARM-Based Application Development" as a case study, this paper explores the reform strategies and implementation pathways of curriculum development in conjunction with the "1+X" Sensor Network Application Development Certification system. Empirical evidence demonstrates that the seamless integration of skill development with professional certification offers a new trajectory for the high-quality development of vocational education, while contributing to the provision of technically skilled professionals for regional economic growth.

1. Introduction

With the rapid advancement of technology, the Internet of Things (IoT) has emerged as a key driving force for industrial transformation and societal progress. And higher vocational institutions are facing multiple challenges, including enhancing teaching quality, strengthening students' practical capabilities, and aligning education with industry needs. Against this backdrop, the implementation of the "1+X" certificate system offers novel perspectives and practical approaches for vocational education reform. This paper seeks to critically examine the application of the "1+X" certificate system within IoT curriculum reform by analyzing the distinctions between vocational and general education, thereby providing valuable insights for the high-quality development of vocational education.

2. Concept of the 1+X Certificate System

The Ministry of Education of China, in collaboration with other relevant departments, issued the "Pilot Program for the Implementation of the 'Academic Certificate + Multiple Vocational Skill Level Certificates' System," initiating the trial phase of the 1+X certificate system.[1][2] This system aims to integrate academic qualifications with vocational skill certifications. The program further proposes the development of a national "credit bank" for vocational education, designed to facilitate the accreditation, accumulation, and transfer of learning outcomes reflected in both academic certificates and vocational skill level certificates, thereby enhancing the flexibility and permeability of the educational and training pathways in China[3].

3. Reform Strategies for IoT Curriculum under the "1+X" Certificate System

Traditional courses on "ARM Application Development" necessitate that students acquire foundational knowledge of ARM processor principles, establish development environments, and engage in program design and debugging[4][5]. However, these courses frequently encounter challenges such as a disconnection between theoretical knowledge and practical application, slow adaptation to technological advancements, and a limited variety of assessment methods[6]. To enhance educational outcomes, it is imperative to integrate the "X" certificate, specifically the Sensor Network Application Development Certificate.

3.1. Curriculum Content and Structural Development

The curriculum should be meticulously designed to align with the core competencies of ARM application development while incorporating pertinent knowledge from sensor network applications, thereby establishing a coherent and systematic course framework. Through methodologies such as project-based learning and case studies, students can simultaneously deepen their theoretical understanding and enhance their practical skills and problem-solving capabilities[7][8].

3.2. Innovation in Pedagogical Approaches and Techniques

A hybrid instructional model that combines online and offline teaching modalities should be implemented, leveraging digital resources and virtual simulation technologies to augment the flexibility and interactivity of the learning experience. Furthermore, the incorporation of industry professionals as mentors and the establishment of collaborative training facilities with enterprises will bolster the practical relevance and specificity of the educational process.

3.3. Reform of Assessment and Evaluation Frameworks

An evaluation system centered on skills assessment should be developed, integrating the assessment criteria of the "X" certificate into the course evaluation framework to facilitate the convergence of academic and certification pathways[9]. By employing a combination of formative and summative evaluation methods, a comprehensive assessment of students' learning achievements and skill proficiency can be effectively conducted.

4. Implementation Pathways and Support Measures

4.1. Strengthening Faculty Development

A comprehensive approach that combines the recruitment of new talent and the development of existing faculty should be adopted to cultivate a teaching workforce characterized by substantial practical experience and pedagogical proficiency. Faculty members should be actively encouraged to participate in industry placements and skill development programs to enhance their professional expertise and teaching effectiveness.

4.2. Enhancing Teaching Facilities and Resources

Increased investment in teaching infrastructure is essential to establish high-caliber IoT laboratories and training centers. Concurrently, efforts should focus on sourcing and developing high-quality educational resources, including online courses, instructional videos, and hands-on training projects, to provide substantial support for instructional delivery.

4.3. Strengthening School-Enterprise Collaboration and Industry-Education Integration

Efforts should be made to deepen partnerships between educational institutions and enterprises, fostering a robust collaborative framework that integrates industry, academia, and research. This can be achieved through the joint development of talent cultivation programs, co-construction of training facilities, and collaborative research and development initiatives, facilitating resource sharing, complementing strengths, and promoting mutual advancement.

4.4. Establishing a Comprehensive Incentive Mechanism

An integrated incentive framework, encompassing student skill competitions and scholarship awards, should be instituted to enhance student engagement and motivation in their studies. Additionally, faculty members demonstrating exceptional performance in the course reform process should be recognized and rewarded, thereby bolstering their commitment to active participation in reform initiatives.

5. Curriculum Content Reconstruction and Implementation Evaluation

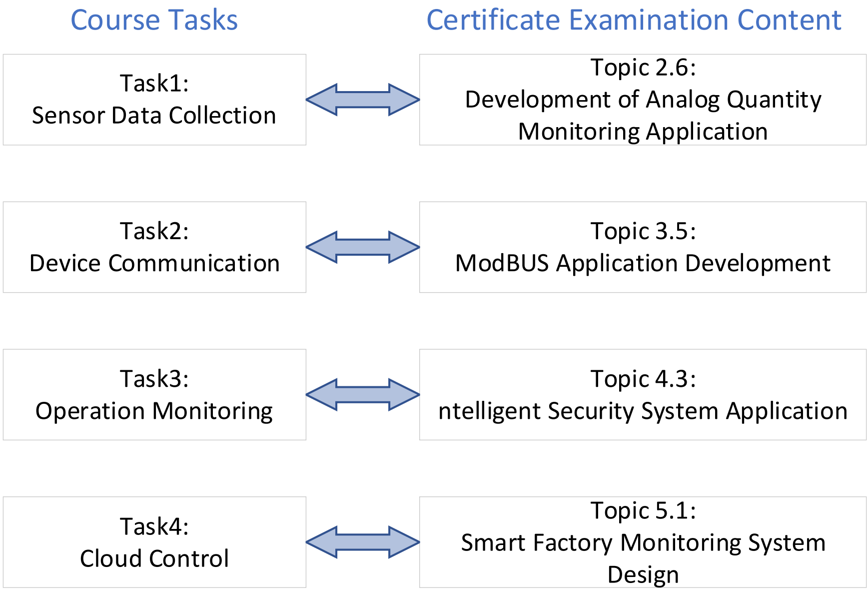

Figure 1: Curriculum Content Reconstruction Based on Certification Examination Content

Regarding the reconstruction of curriculum content, the instructional materials have been meticulously redesigned to align with certification requirements, while also adhering to the fundamental principles governing student competency development. The structure of work tasks progresses from simpler to more complex levels, with learning scenarios systematically escalating in difficulty. This design fosters a gradual enhancement of vocational competencies, as depicted in Figure 1.

The implementation focused on second-year students enrolled in the IoT technology program at the institution. Following the delivery of instruction based on the restructured curriculum, a marked improvement in student performance was observed. All students (100%) successfully met the defined competency objectives for the project, with 90.91% demonstrating a solid comprehension of circuit operational principles and 90% proficiently completing data acquisition programming tasks. The attainment rate for objectives related to sensor selection and data processing applications reached approximately 86%.

6. Conclusion

The "1+X" certificate system presents innovative perspectives and practical pathways for the reform of vocational education. In the context of the IoT course "ARM Application Development," several strategic measures have been implemented, including the clarification of course positioning and objectives, the construction of a systematic instructional content framework, the innovation of pedagogical methods and approaches, and the reform of assessment and evaluation mechanisms. These initiatives have facilitated a seamless integration between the enhancement of student skills and the certification of vocational qualifications. This practice not only elevates the quality of instruction and talent development but also provides a valuable reference framework for the high-quality advancement of vocational education.

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