Contents

I	Intro	oduct10	n.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	1		
	1.1	The Choice of Research Subject		1		
		1.1.1	Choice of Pre-vocational Education as the Subject of Study	1		
		1.1.2	Choice of Germany and China as the Counterparts			
			of Comparison	2		
	1.2	Current Status of the Research				
	1.3	3 Methodology				
		1.3.1	Definition of Pre-vocational Education in This Study	6		
		1.3.2	Choice of Central Research Question	7		
		1.3.3	Choice of the Comparative Method	8		
		1.3.4	Choice of Compared Body	10		
2	The	The Institutional and Historical Context				
	2.1 Description		iption and Comparison of Education System in Germany			
		and C	hina	14		
		2.1.1	Education System Germany	14		
		2.1.2	Education System in China	19		
		2.1.3	Comparison of the Institutional Settings	25		
	2.2 Historical Development of Pre-vocational Education		rical Development of Pre-vocational Education			
	in Germany and China					
		2.2.1	Historical Development of Pre-vocational Education			
			in Germany	27		
		2.2.2	Historical Development of Pre-vocational Education			
			in China	32		
		2.2.3	Brief Comparison of the Developments of Development			
			Tracks of Pre-vocational Curricula in Germany and China	38		
3	Curriculum Analysis: Theory, Criteria and Findings					
	3.1	3.1 Pre-vocational Education in the International Context				
	3.2	3.2 Selection and Development of the Curriculum Analysis Theory				
				vii		

viii Contents

		3.2.1	Relationship between Vocational Education and General	
			Education	45
		3.2.2	Career Development Theory	46
		3.2.3	Curriculum Theories	47
	3.3	Descri	ption of Reetz's Curriculum Development Theory	49
		3.3.1	Basic Description of the Reetz Theory	49
		3.3.2	The Relationship Among the Three Principles	51
	3.4	Develo	opment of the Analysis Criteria	54
		3.4.1	Adjustment of the Reetz's Theory	54
		3.4.2	The Structure and Method of Analysis	54
		3.4.3	Selection of the Analysed Materials	55
		3.4.4	Explanation Concerning the Coding Process	57
		3.4.5	Discipline Principle	58
		3.4.6	The Overlapping Problem between Personality Principle	
			and Situation Principle and Its Resolution	68
		3.4.7	Personality Principle	69
		3.4.8	Situation Principle	73
	3.5	Doubl	e Blind Check of the Analysis Criteria	80
		3.5.1	Processes and Results of the Double-blind-check	80
		3.5.2	Interview with the Coders and the Findings	81
		3.5.3	Analysis of the Findings and Adjustment	82
	3.6	Result	s of Curriculum Analysis	83
		3.6.1	BW WAG Curriculum	83
		3.6.2	NRW Wirtschaft Curriculum	85
		3.6.3	Shanghai LTC Curriculum	85
		3.6.4	Chinese LTC Curriculum	86
	3.7	Comp	arison and Interpretation of the Analysis Results	87
		3.7.1	Basic Comparisons	87
		3.7.2	Interpretation of the Analysis Results	91
4	Тозо	her Int	erview	95
•	4.1		opment of Interview Questions and Preparation	,
	7.1		erviews	95
		4.1.1	Critical Methodological Issues in Study of Curriculum	7.
		7.1.1	Implementation	95
		4.1.2	The Perspective This Research Takes	97
		4.1.2	Choice of Teacher Interview	100
		4.1.3	Structure of Teacher Interview	102
		4.1.4	Development of Interview Guideline	102
		4.1.5	Interview Preparation and Process	116
		4.1.0	interview rieparation and riocess	110

Contents ix

	4.2	Findin	ngs of the Teacher Interview	121
		4.2.1	Findings in Germany	121
		4.2.2	Findings in China	132
	4.3	Summ	nary of the Interview Results and Comparison	144
		4.3.1	Summary of the Interview Results	144
		4.3.2	Comparison of the Curriculum Implementation	
			in Germany and China	145
5	Ana	lysis of	the Overall Results and Conclusions	147
	5.1	Comparison Between the Results of Curriculum Analysis		
		and Te	eacher Interview	147
		5.1.1	Germany	147
		5.1.2	China	148
	5.2	Comp	arison Between the Two Countries	149
		5.2.1	Guiding Principles of Curricula	149
		5.2.2	Curriculum Implementation	152
	5.3	Hidde	n Patterns of Commonality and Its Meanings	156
		5.3.1	Inconsistencies in Both Contexts	156
		5.3.2	Analysis of the Inconsistencies	157
		5.3.3	Knowledge as a Way of Educational Stratification	158
		5.3.4	The Approaches to Knowledge Taken by the Middle	
			Schools in the Two Countries	159
		5.3.5	A Social Realism Approach to Knowledge	
			and Implication for Curriculum Development	161
	5.4	Implications for Praxis		
		5.4.1	The Integration of the German Concept "Vocation	
			(Beruf)" in the Chinese Curriculum	163
		5.4.2	Knowledge Teaching	164
		5.4.3	Teaching of Economics/Business as Selective Course	
			in China	164
	5.5	Perspe	ectives	165
R	eferen	ces		167