Design and Implementation of Theme-Type School-Based Research Based on Teaching Highlight Collection and Distribution

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Abstract. Teaching highlights are valuable teaching resources. Their normalization realized through design and implementation of theme-type school-based research activities based on teaching highlight collection and distribution and timely collection and dissemination of teaching highlight resources can not only help broaden teachers’ vision and improve their professional capacity but also benefit more teachers, thereby forming a virtuous cycle.

Preface

School-based research has been conducted in China for many years and a basic “Expert-led, Peer Coaching and Personal Reflection” -based form has formed. However, with the constant in-depth development of school-based research, the confusion and problems in reality have become more and more prominent, and one of the problems is a low degree of fusion between school-based research and daily teaching of teachers. “Theme-type School-based Research” refers to the school-wide research activities conducted by centering upon a certain common problem existing in school education and teaching within a certain period of time, featuring overall advancement and step-by-step implementation. Therefore, the design of school-based research activities with a certain theme activity as a clue enables school-based research to develop into routine work alongside education and teaching and effectively improve teachers’ professional competence. In this paper, a “Theme-type School-based Research Based on Teaching Highlight Collection and Distribution” activity is designed based on a lot of field research. “Collection” means acquisition and sorting out; “Distribution” means dispersion and radiation; “Teaching Highlight” refers to teachers’ teaching activities that actually happen in class and can reflect educational wisdom, of certain reference significance. This theme-type school-based research activity is intended to enhance the role of teaching highlights as education resources by benefiting more teachers by means of collecting, sorting out and processing teaching highlights and promote teachers’ professional development in the research process of specific contents, the exchange of which can help realize information exchanges.

Necessity of Study on Theme-Type School-Based Research Based on Teaching Highlight Collection and Distribution

1. Teaching highlights are most valuable teaching resources. Professor Ye Lan once said, “Classroom teaching is a dynamic generation process and it is impossible to foresee all details of classroom teaching, even with the best presupposition.” A teacher, whether excellent or mediocre, boasts some links and details in class or after class which he thinks are satisfactory and occurrence of highlights. However, it is a pity that these “Highlights” are short-lived and forgotten after excitement for a short while. Failure to capture such highlights in a timely manner will be a waste of resources because they can exert greater influence, of great reference significance to others. More importantly,
highlight mining and refining can provide teachers with good opportunities to improve their professional competence.

2. Theme-type school-based research based on teaching highlight collection and distribution can help improve teachers’ professional competence. “A classroom should be a journey in an unknown direction, involving possible discovery of unexpected passages and beautiful scenes at any time, not a journey with no passion in which all must follow a fixed routine”. Being good at capturing and skillfully using the unexpected passages and beautiful scenes involved in the teaching process to generate dynamic teaching resources is of great significance for changing classroom functions and improving learning methods and classroom teaching. As to the unexpected “Amazing Remarks” in class, a teacher should first judge whether those remarks can be utilized by himself and whether such remarks are conducive to teaching and then choose to divert attention in a timely manner, or return to the theme concerned or give relevant guidance to sublimate the theme. Teachers should grasp and magnify these fleeting generated resources to enable individual creation to become collective creation and allow the whole classroom to be filled with “Generated” wisdom sparks. With the development of teachers’ ability to consciously presuppose and capture timely information in classroom teaching, teaching highlights will occur constantly at any time and teachers’ professional competence will be gradually enhanced in the process.

3. Task-driven teaching highlight collection and distribution. The shift from the generation of teaching highlights without presupposition to conscious generation of teaching highlight shows an important advance in teachers’ education. In daily teaching, a school should encourage teachers to capture teaching highlights in a timely manner on the one hand and guide teachers to consciously design and implement generated teaching highlights on the other hand by formulating appropriate incentive policies.

4. Teaching highlight collection and distribution provide real materials for teachers’ teaching-research project research. Relatively speaking, for primary and secondary school teachers, writing and publishing teaching research papers and conducting teaching-research project research involve certain difficulty due to limited research ability on one hand and the lack of suitable research topics and materials on the other hand. A library of teaching highlights formed through the collection and distribution of teaching highlights can provide teachers with sufficient first-hand research materials in terms of teaching research.

5. Teaching highlight collection and distribution have solved the difficult issue concerning teachers’ professional gains hovering at the explicit level of practical knowledge and enabled a teacher to become an active “Writer”: a series of “Writing” processes, i.e. recording research process, writing research reflection, extracting research basis, writing research summary and constructing research achievements, has substantially changed the teacher’s teaching behavior direction.

**Design of Theme-Type School-Based Research Activities Based on Teaching Highlight Collection and Distribution**

1. The organizational form of theme-type school-based research activities based on teaching highlight collection and distribution. In research activities, the teachers involved in research will be divided into several learning groups. Based on the actual situation of each school and different research objectives, such learning groups will be divided into several types, such as a teaching and research group consisting of teachers in the same grade, a teaching and research group consisting of teachers teaching the same subject, a discussion group consisting of teachers at the same stage and a research-type learning group. For example, the research activities of the research-type learning group are aimed to highlight a school’s research level and depth, with the “Elites” from the same subject or different subjects forming a learning community, which can not only play guiding and demonstrating roles but also contribute to obtaining research achievements more easily.
2. The mode of theme-type school-based research activities based on teaching highlight collection and distribution. A mixed online and offline research mode is adopted for theme-type school-based research activities based on teaching highlight collection and distribution, with discussions about teaching highlights completed online most of the time, with offline concentrated discussions arranged at appropriate times to realize combination of online and offline activities, equal attention to theories and practice and integration of learning, reflection, research and action.

3. Schedule of theme-type school-based research activities based on teaching highlight collection and distribution. The cycle of teaching highlight collection and distribution activity is a semester. Due to the need to practically improve the quality of school-based research and consideration given to the conflicts between work and study, to realize the normalization and sustainable development of theme-type school-based research activities based on teaching highlight collection and distribution, there shouldn’t be too many concentrated discussions among teachers. Early-stage preparatory work should be done for the first research activity, so it is recommended that 4 concentrated activities should be arranged in the first semester and only 3 concentrated activities should be arranged in other semesters. Such design involves considering not bringing too many burdens to teachers as the time of teachers is a constant and teachers, especially head teachers, are extremely busy in working, with other communication work to be completed online. Therefore, this school-based research activity is actually also a typical representative of mixed research.

4. Early-stage preparations of theme-type school-based research activities based on teaching highlight collection and distribution. (1) Hold a kick-off meeting before specific implementation of theme-type school-based research activities based on teaching highlight collection and distribution, and the interpretation of the research activity program and description of specific implementation method should be given carefully. (2) Conduct scientific grouping based on the actual situation of the school and each school can organize several different learning groups based on different research groups, which can facilitate the lateral communication and comparison between learning groups. (3) Make a list of work to be done by teachers in a specific semester before research activities to facilitate the arrangement of time for specific concentrated research on the one hand and to get a full understanding of the actual work of teachers on the other hand. (4) Establish a teaching highlight library before the first concentration. It is okay to first include the existing teaching highlights of each teacher in this library as the basis of highlight construction. (5) Teachers’ communication space and specific ways. The specific discussion and exchange spaces for the teachers that participate in theme-type school-based research activities are available online, i.e. in the campus network learning community, in the school’s common disc, in the public email, etc. with specific interactive communication to be realized through community, QQ discussion group, WeChat group, etc.

**Implementation of Theme-Type School-Based Research Activities Based on Teaching Highlight Collection and Distribution**

Taking the first semester for example below, the implementation process and content of theme-type school-based research based on teaching highlight collection and distribution are described.

**First Semester**

![Figure 1. Flow Chart of Theme-type School-based Research Activities Based on Teaching Highlight Collection and Distribution in the First Semester.](image-url)
1. The first concentrated discussion. The main purpose of the first concentrated discussion is to let the teachers involved in research feel the atmosphere of research and know what to do and how to do during research. Therefore, it shouldn’t be arranged too late. During discussion, each member should make clear the detailed process of his own teaching highlight, followed by discussion about the highlight among teachers: what is the highlight? where is the highlight? what enlightenment can it bring to us? The way to submit teaching highlight collection and the declaration method to be adopted next should also be made clear in this concentrated discussion. The occurrence of a teaching highlight involves uncertainty, and when it occurs, the name of the teaching highlight should be submitted to the network community in a timely manner to allow the teachers in the same group to get a timely understanding of it, and specific contents can be supplemented later. In this way, each member in the research group can learn about the teaching highlights uploaded by the other members at the earliest possible time, and timely discussion and exchange can be conducted through network community, WeChat group or QQ group.

2. The second concentrated discussion. Before the second concentrated discussion, the teaching highlight library should be enriched constantly through “Collection, Attention, Reflection and Questions”. Teachers should not only pay attention to the collection of teaching highlights at the previous stage but also observe the submissions by the others in the group in a timely manner, followed by timely exchange in the community. In this process, teachers should think, keep records of or raise questions about what cannot be understood in a certain highlight to prepare for the second concentrated discussion. What needs to be emphasized is that due to only three concentrated discussions in each semester, it is impossible to include all aspects in each discussion. The second concentrated discussion involves no one-by-one interpretation of teaching highlights because those who submit teaching highlights have given detailed description online. Each member just needs to explain based on the questions raise by the other members, with the exchange of specific contents conducted online. The focus of online discussions about teaching highlights among teachers should be placed on what’s the value orientation behind teaching highlights? what enlightenment is brought to use? what is the thinking induced by teaching highlights? which highlights are likely to be published? , including the classification of highlights. This process should reflect four “At Any Times”, i.e. occurrence at any time, online at any time, attention at any time and extraction at any time. Though a teaching highlight itself is very important, highlight-based discussions and analyses are more important, which can not only broaden teachers’ vision but also improve teachers’ professional skills.

3. The third concentrated discussion. The mode of the second concentrated discussion can be referred to in the collection before the third concentrated discussion and the concentrated discussion, but the focus of specific research activities varies, involving deeper understanding and different discoveries. In the third concentrated discussion, more emphasis is placed on excellent principles, excellent refinements, excellent re-summaries, excellent appoint, etc., to contribute to the progressive development of theme-type research.

Figure 2. Detailed Flow Chart of Theme-type School-based Research Activities Based on Teaching Highlight Collection and Distribution in the First Semester.
The fourth concentrated discussion. The collection before the fourth concentrated discussion and the concentration discussion are basically the same as the previous ones, but the focus of exchange is further deepened, contributed to a higher topic value of the concentrated discussion. A teacher should not only capture the valuable teaching resources generated in class in a timely manner, grasp effective information from students in a timely manner, rationally utilize them, keep excellent moments and contribute to excellent classes, but also have the consciousness of highlight presupposition and elaborate design. The fourth concentrated discussion involves three objectives to be achieved: (1) Fulfillment of the presupposed teaching highlight objectives and experience exchanges; (2) Sorting-out, classification and summary, etc. of the highlight library in the current semester. (3) Selection of the highlight works with the potential to become papers or to be published, followed by timely refining and summary (as shown in Fig.2).

The above is the design and implementation of theme-type school-based research activities based on teaching highlight collection and distribution in the first semester. The “Three Concentrations, Two Distributions and One Summary” mode will continue to be used for in-depth progressive research in the second, third semester (as shown in Fig.3).

![Figure 3. Standard Mode Diagram of Theme-type School-based Research Activities Based on Teaching Highlight Collection and Distribution.](image)

Matters Needing Attention during the Implementation of Theme-Type School-Based Research Activities Based on Teaching Highlight Collection and Distribution

1. Scientific grouping and appointment of an able convener are the key to ensuring the effect of theme-type school-based research activities based on teaching highlight collection and distribution. Rational grouping is the prerequisite for research and the convener plays a very important role at the early stage of research. It is the convener that decides whether research activities can be smoothly conducted and the depth of discussions, including kindly reminding teachers at the beginning of research and playing a demonstrating role during discussion. This is also the transition to future normalized research which requires no convener any more.

2. Attention should be paid to promptly capturing teaching highlights and getting online in a timely manner. Sukhomlinsky once said, “Education skills don’t lie in the ability to foresee all details in class but in the ability to skillfully make corresponding changes based on the actual situation before students know it”. Due to the randomness of teaching highlights, they occur at any time, but they are fleeting, which makes “Timeliness” particularly important.

3. The requirements for teaching highlights shouldn’t be too strict, or the collection and distribution difficulties will be increased. Due to different teaching ability and working hours of teachers, each person has a different definition of teaching highlights. It is certain that the degree of teaching highlights of new teachers is different from that of backbone teachers and superfine teachers, so there is no strict definition and specific criteria for teaching highlights. Teaching highlights can be large or small, can be a teaching fragment, an activity, a detail treatment or an effective practice and can be a teaching activity throughout the class.

4. The contents of each concentrated discussion meeting should be recorded and sorted out in a timely manner. Teaching highlights are from real teaching practice and closer to actual teaching, and the accumulation of these materials can provide teachers with rich original materials for their teaching and research activities.

5. Comprehensive field show of collection and distribution of teaching highlights should be
conducted. The show here refers to the school’s comprehensive field show of several parallel learning groups at the end of the semester, not intended for ranking or comparison, but intended to promote the lateral experience exchange and mutual reference between the learning groups. Certain rewards shall be meted out to excellent works and excellent research cases, which can not only arouse teachers’ enthusiasm about teaching and training but also contribute to more excellent “Highlights”.

Theme-type school-based research activities based on teaching highlight collection and distribution follow the law of education development and the law of teachers’ growth, reducing the loss of teaching highlight resources, highlighting the characteristics of research involving all teachers’ collective wisdom, promoting the effective growth of teachers’ specialization, realizing a new normal of school-based research becoming teachers’ work, providing a specific mode and operation experience for the organic combination of school-based research and school’s routine work. Presently, little research has been done on “Teaching Highlight”, and there is no precedent in terms of research on “Teaching Highlight”-based school-based research activities, so the study on the design and implementation of theme-type school-based research activities based on teaching highlight “Collection and Distribution” in this paper is of great significance for the widespread dissemination of “Teaching Highlights” and the normalized development of school-based research.

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