A Probe Into the Application of PBL Model in Public Pedagogy Under the Background of Teacher Qualification Examination

Xingfang Yang*
*Rural Education and Cultural Development Research Center, Key Research Base of Humanities and Social Sciences, Xianning, Hubei, China

Yue Min
Chibi No. 1 High School, Chibi, Hubei, China

ABSTRACT: The teaching of “Public Pedagogy” has been criticized, and normal students are full of hope and disappointment. Under the background of the current teacher qualification examination, the teaching of “Public Pedagogy” is introduced into the PBL model, which is a case study. The unique ways of dialogue and discussion, practice analogue are thought-provoking for the teaching reform of public pedagogy.

Keywords: teacher qualification examination; PBL model; public pedagogy; application

1 THE QUESTION IS PUT FORWARD

Education for public basic course system of normal school students’ course in Colleges and universities has always been carrying the basic quality of training for the future mission of teachers. A qualified teacher should have skills of education and management which refer to the “public pedagogy”.

So, in the eyes of many normal students, learning pedagogy well, one will go all over the world has no fear. Public pedagogy” is highly hoped by many students who wish to use their skills in the field of education in the future.

However, the reality of the “public pedagogy” cannot help but disappointing. Theories are taught more, students practice less; knowledge is taught more, skills training is less; teachers talk much, students discuss less; teachers’ teaching methods are single and mechanically indoctrination, students are often forced to receive, but no willingness and interest to explore independently. For a long time, students are weary of learning and even skipping classes. Some people have proposed that the traditional public education is “lacking in normal nature, old and backward in content and lack of practice.”[1]Some scholars also start from the current situation and reflect on their predicament, “seriously divorced from the reality of basic education, the pertinence and timeliness of teaching is poor, and teaching methods are outdated”[2]. The prospect of “public pedagogy” is worrying. In 1993, Yu Wensen put forward the five principles of classroom teaching reform in the public pedagogy of higher normal schools, “demonstrative, practical, thinking, entirety and ideological”[3]. How will these five basic principles in public pedagogy in the classroom teaching makes the class lively, guaranteeing that students and the teaching effect is good. This is the “teaching task” of public pedagogy that teachers should reflect on the theme of each one.

Since 2009, the country has implemented a unified teacher qualification examination system, which indicates that the teacher’s profession is becoming more and more professionally oriented. However, for the pre-service teacher’s life, it is both an opportunity and a challenge. If we want to enter the profession of teachers, we must get “qualification certificate”, “buy a ticket before boarding”.

It has become a goal pursued by many normal students in recent years. As of the first half of 2013, there were a total of 280768 people participated in four written exams, the passing rate was36.2%; there were

*Corresponding author: 16216623@qq.com
105621 time interviews, the passing rate was 73.1% \(^4\)
It is obvious that a great deal of participators failed their writing examination, and the subject of writing exam, “Middle (small) education knowledge and ability”, has closely related to “public pedagogy”.

For normal school students, they eagerly want to achieve the goal of passing the teacher qualification examination by learning “public pedagogy” as a required teacher training course. Undoubtedly, they placed great hope on “public pedagogy”. However, the reality is ruthless, we need to find a shortcut.

2 PBL MODEL AND THE ADVANTAGES USED IN PUBLIC EDUCATION

PBL (Problem Based Learning) is a problem-based learning mode. It was first introduced in the medical field, and has been introduced into other areas besides medicine in recent years. In the author’s opinion, learning in any field should be based on problem learning, arousing interest. Interest can be further studied, and finally the problem can be solved. The PBL model is also suitable for the course “public pedagogy” in the course of teacher education. The advantages of this model are as follows,

2.1 Meeting the practical demands

“Public pedagogy” is based on a primary and secondary education teaching practice, so caring about practice is its foundation.

The PBL pattern is a problem based learning model. Where does the problem come from? From practice, it is born out of the practice of primary and middle school education. Students love the education. First, we must launch their vision into the practice of education and teaching, caring about educational facts, and refine educational problems. In public pedagogy classroom, we can analyze problems, explore reasons and solve difficulties by teaching theory. Therefore, practicality is an effective bridge to connect the PBL model with the “public pedagogy”.

2.2 Constructing Independent cooperation and inquiry learning

The way of learning can be varied because that the matter is not only seeking answers, but learning more effectively in the learning process. All roads lead to Rome. Students can build a variety of platforms, such as autonomous learning to prove problems by looking for information, reading books, such as cooperative learning each other, dividing labor and cooperating, jointly exploring, sharing knowledge and experience, or learning inquiry under the guidance of teachers.

We can achieve the same purpose through different ways, providing an effective method for PBL mode of learning process of “public pedagogy”.

2.3 Improving the teachers’ skills effectively

The purpose of implementation of teacher qualification examination system is to effectively select the future potential of outstanding teachers who are equipped with all teaching abilities such as eloquence, expertise and so on. How can these teacher training skills improve through one course? Regarding students as the main body, and problems as keys, the PBL mode takes the core of the project helps students learn from the classroom after the effective class learning, helping them effectively train the basic skills of education and teaching, enhancing their normal skills.

3 THE APPLICATION OF PBL MODEL IN PUBLIC PEDAGOGY

“Normal education should not be seen as an implement ‘how to teach’, but it should be seen as a process of making a teacher.”\(^5\) “Public pedagogy” has also become an important part of the mission. The whole course content system of “public pedagogy” is divided into three modules, namely, general education, curriculum and teaching, and moral education and class management. Introduction contains the education, the development of education, the social development, the education system, teachers and students of these chapters; including curriculum theory, the new reform of curriculum and teaching in basic education, teaching theory, teaching form, teaching methods, teaching evaluation and moral education. Class management contains the theory of moral education, class management and work.

The PBL model advocates the teaching mode which takes students as the main body and explores multi forms of practical orientation independently. Problem guidance, case analysis, video observation and classroom simulation should all become the main mode of PBL model.

The effective use of these methods not only deepens the understanding of the basic theory of education, but also has a positive guiding role for educational practice. When students combine educational probation, education investigation and research, empathy with personal experience, they will reflect on education basic theory. Theory guides practice and sublimation theory in practice greatly enhances professional development of teachers, so that “public education” could truly become a compulsory course for normal school students to improve their educational concepts, strengthen teacher training skills, and guide teaching practice services.

3.1 The model of “problem throwing”

Education is never a lack of problems, even the problem spread. What kind of problems can be introduced
into the “public pedagogy,” becoming a model, and ultimately stimulating students’ in-depth thinking model. This requires the teacher to select those which are worth pondering from many complex issues. For example, when it comes to the question of the essence of education, the following questions can be thrown out for students to think about,

1. Is there an educational activity in the animal world?

2. What is the difference between the educational activities of human beings and other social activities, such as political activities and economic activities? When students are clear about these two questions, it is not difficult to say that all activities that influence people’s physical and mental development are primary and direct goals are educational activities.

In the chapter “moral education”, due to the limited class hours, teachers cannot show many knowledge points to students, but only lead students to learn in the way of “problem series”.

(1) What is moral education?
(2) What is the use of moral education?
(3) What does moral education teach?
(4) What is the law of moral education?
(5) How does moral education teach?
(6) How to learn from foreign moral education reasonably?

This series of problems actually extract the knowledge points of “moral education”. It includes the concept of moral education, the function of moral education, the goal and content of moral education, the process and rule of moral education, the organization and implementation of moral education, and the mode of moral education. The PBL model is a problem-based learning. Students have problems to find answers with problems. In this process, they also learn to learn autonomously.

3.2 The model of “cases analyzing”

A case is a first-hand material from reality. A real and typical case can help students understand the theory and the theory of evidence better. “Talking with fact” has also become an essential resource for the implementation of the curriculum of education. The author’s education team has compiled a case teaching set of pedagogics as an auxiliary teaching material to help the implementation of the curriculum of “public education”. Each case is analyzed according to knowledge links, so as to help students learn basic knowledge and improve their ability to analyze and solve problems in education and teaching. Such cases can be presented in the chapter “the relationship between education and human development”.

(1) Thorndike, an American psychologist, said, “80% of human wisdom is determined by genes, 17% is determined by training, and 3% is determined by contingency.” Standey Hall, the United States, also said, “One or two of the inheritance is better than one meal.”

What is the point of view? What do you think of this view?

(2) Behavioral psychology founder of Wahson, said, “Give me a dozen healthy babies and I can use to develop their special world, I can guarantee then elect any one, whether their abilities, tendencies, skills and their parents’ occupation and race, I can put them into special training the characters of any type of my choice, such as doctors, lawyers, artists, businessmen and even beggars and thieves.” What do you think of the “environmental determinism”?

(3) Ancient Chinese educator Xunzi said, “Pond-weeds are in a mess, but they are straight without support; the white sand is in the sludge and becomes black with the sludge... Therefore, when a gentleman settles, he must choose a good place. He must communicate with people with knowledge and ability to use this method to prevent the pollution of evil things from approaching the idea of integrity.” What is the truth in this sentence? What do you think of this view?

(4) Mencius lost his father when he was young and his mother did not remarry. They live next to the cemetery. Mencius learned the way adults bowed and cried, and played games for funerals with neighboring children. When Mencius’s mother saw it, she frowned. “No! I can’t let my child live here!” Mencius’s mother moved with Mencius beside the bazaar. To the bazaar, Mencius and his neighbor’s children learned the way the businessmen did business.

For a while, we welcome guests, entertain guests for a while, bargain with guests for a while, and act like a show! Mencius’s mother knew and frowned again. “This place is not suitable for my children!” Then they moved again. This time, they moved near the school. Mencius began to become orderly, polite, and fond of reading. At this time, Mengzi’s mother was very satisfied with her head and said, “This is where my son should live!” So they live there.” This is the story. “Mencius mother moved the three times” told us?

These classic cases combined with the problems listed later can effectively guide students to think about the role of “heredity” and “environment” in human development, and how do we correctly perceive them. The case study also contains questions. The introduction of the questions can point the way for students to analyze and think about cases. This does not violate the original intention of the PBL model.

The form of case teaching in public education includes the model “based on theoretical professors, combining educational theories to explain and explain cases; introducing discussion of classroom cases; highlighting the main position of students; focusing on case teaching, integrating educational theory into the case; After the theoretical class, the case study course on education began.” No matter what kind of form, teachers need to present cases to guide students to think through problems.
3.3 The model of “dialogue and discussion”

In recent years, dialogue teaching has become a hot topic in the reform of classroom teaching in primary and secondary schools. Classroom teaching needs dialogue. “Classroom teaching requires dialogue. “The foundation of the dialogue spirit lies in the democratic and equal relations between teachers and students and the open classroom atmosphere. The essence of dialogue spirit lies in the study of non-preset generational issues.” Dialogue and discussion can highlight the spirit essence of PBL model in the course of “public pedagogy”. Talking about “the relationship between education and social development” of the problem, the author firstly create a problem situation, “since the middle of 90s, the rapid development of economy, education, health and other social undertakings are lagging behind the development of the difficult employment, schooling, medical care, housing and other difficult issues. Many problems in education have their own reasons and more complex social constraints. The students will immediately launch vision into reality, and showing a lot about education problems in mind, so they speak freely. Some talked about the reform of college entrance examination, some talked about family education problems, some talked about the problem of school choice, and talked about the investment in education, the problem of balanced development of education... They showed many problems. Therefore, the writer further asked, “what are the educational problems related to economy, which are related to politics and which are related to culture, and which are related to population?” Exporting what you want to learn. In the teaching of “relationship” education and economic issues, the introduction of “virtuous circle” of Japanese education and economic case, leading into the talk of students in this case, and further accessing to information, promoting the proof of education to economy, letting them through the fact that case discussion in the dialogue to deepen the understanding of knowledge and memory.

In teaching the theory of curriculum, teachers shall introduce this teaching scenario to enable students to better understand the relationship between “text curriculum” and “experiential curriculum”. This is a history lesson in junior high school in the United States. The content of the teaching is the American War of Independence. The teacher has carried on the teaching scene creation and the student performance task design. The textbook explains the relationship between the parents and the older children when the relationship between the British and the North American colonies is increasingly tense. It also prompts students to understand the relationship by recalling their parents’ new rules and what they have to do.

One day in class, Datta announced, “Because of the tight funding for teaching, it was originally free to provide classroom paper. The next 5 cents will be one. Now, everyone takes the money to pull the paper and prepare for the quiz.”, “It’s not fair. Why didn’t you tell us in advance?”, “Why it needs 5 cents? Ah, this is not the price in the shop!”, “My money is not enough to buy paper for lunch. What should I do?”, “Why do other teachers not accept our money?”

Looking at all expressions of the students, depressed, surprised, angry and overwhelmed. Some of them even looked like a small red face. The teacher bowed his head and said, “I’m sorry, but I have to do this.” The children were uneasy, and the teacher insisted on paying the money first and then giving the paper test. Some children are hopelessly taking out their pocket money and taking paper... The teacher questions, students always answer. The last question was said, “It’s not true about spending money on paper.” Write your feelings at the time."

Why should teachers deal with it like this? Datta said, “I want to let the children get that kind of feeling, when the British Parliament decided to impose a colonial stamp tax on people’s mood.”

The author believes that in order to make the dialogue and discussion real and effective, we should create a realistic and valuable topic situation for students, letting them get real experience in this situation, and their thinking can be constantly clarified and their ideas in mutual discussion can be renewed. PBL achieved this wish through effective dialogue and intense discussion.

3.4 The model of “practice simulation”

Teachers’ skills are the basic skills that every pre-service teacher must master before they enter the job. It is the lifeblood of future teachers. Teachers’ colleges or teachers’ majors all place great emphasis on the training and cultivation of teacher training skills, and they have continued through various channels and methods throughout the four years of the university, such as advocating “full-course practice teaching mode”, “internship practice”, and school-school alliance and so on. The author believes that “public education” is also a piece of paradise for the training of teachers’ skills. For example, in the teaching section, allowing students to understand what is “speaking lesson” firstly, and carrying out lecture training with group as a unit, so that students can clearly understand the process of speaking lesson and the related problems that should be paid attention to. In the teaching of “teaching” section, First of all, students should be allowed to understand what is “speaking lessons” and use group as a unit to conduct lesson speaking training so that students can clearly understand the flow of lectures and related issues that should be noted. In the “teaching session”, students should be required to prepare for lectures, starting with lesson preparation, conducting micro-curricular demonstrations, and then evaluating teaching. Students can master the basic skills of teaching in all aspects of practice simulation.

33
Through repeated preparation of lessons before class, continuous simulation in the class, and repeated drills after class, students gradually tempered into a qualified teacher in the future.

4 CONCLUSION

PBL mode is a teaching model based on problems and returning to practice. In the course of “public pedagogy,” it interprets this course in a unique way—problem throwing, case analysis, dialogue and discussion, and practical simulation. Through this model, teachers and students can reach the win-win cooperation. However, the PBL model is not a panacea, and it has flaws in teaching. It is hoped that these defects will continue to be reflected and improved in the later practice, when the problem cannot arouse students’ interest or is not in line with the student’s horizon; when the case is not typical; when the dialogue is deadlocked; when the simulation practice is inconsistent with the reality. The PBL model only opens a window for the reform of the teaching of “public pedagogy”. The author looks forward to more and better practice reforms influencing the flood of education and teaching reform.

ACKNOWLEDGEMENT

This paper is supported by the School-level Project of Hubei University of Science and Technology (KY13014).

REFERENCES