

## A Case Study on the Investigation on Working Practice Teaching of Normal College Students

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### Abstract

The working practice teaching projects are an effective way of training the professional teachers, and are helpful to promote teachers professional development. The working practice teaching projects started in Anqing Normal University in 2008. Up to now, the college has selected 3,781 students to participate in the working practice teaching projects. Using sampling method, by email or face-to-face questionnaire survey method, 500 students were selected to investigate the situation on participating in teaching in elementary and middle schools. The findings show that (a) students participating in the working practice teaching gradually set up the education belief and has made sustainable development; (b) teaching attitude and action of university teachers have a great influence on the students' teaching attitude and action; (c) these students has deepened the understanding of profession and experience about teacher, and raised their teaching competencies; (d) how do students participating in the working practice teaching teach proficiency by some teaching method, teaching of emergency treatment, and so on?

**Key words:** Working practice teaching projects; Teaching competency; Teachers' professional development

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### INTRODUCTION

Educational practice of normal college students is an important part and indispensable link of the primary and secondary school teachers training. Developing working in practice teaching of normal college students is an effective measure to strengthen practice teaching and improve the quality of teacher training (Liu, 2010).

Developing working in practice teaching of normal college students is to promote the teacher education reform, strengthens students' practice teaching, and is the effective measures to improve the quality of teaching; to guide students to understand the national conditions (Li, 2007). It is a necessary way to enhance the social sense of responsibility and sense of mission, also closely connect the normal colleges and universities with primary and secondary schools, closely promote the combination of theory and practice, better serve basic education important link (Zhang, 2010). Education practice of normal college students is to help rural primary and secondary schools to raise the level of teachers, promote the full implementation of quality education. The main purpose of this activity is to reform the mode of personnel training, promote the practical ability and comprehensive quality of grads from normal universities, and further improve the quality of personnel training (Ren, 2009).

The working practice teaching projects started in Anqing Normal College in 2008. Up to now, the school has selected 3,781 students to participate in the working practice teaching projects. Due to carry out the teaching activities in primary and secondary schools, these students have deepened the understanding of professional and experience, and raised their teaching competencies.

### 1. RESEARCH QUESTIONS

The study has launched an investigation on working practice teaching of normal college students in Anqing

Normal College. It Mainly involves the following aspects:

(a) How do students participating in the working practice teaching raise teaching competencies of teachers' professional?

(b) How do teach attitude and action of university teachers influence teaching attitude and action of these students?

(c) How do these students organize and implement teaching?

(d) How do students participating in the working practice teaching teach proficiency by some teaching methods, teaching of emergency treatment, and so on?

## 2. RESEARCH METHOD AND TOOL

This investigation tool adopts questionnaire for students participating in the working practice teaching projects. The research objective of this survey is students from Anqing Normal University to participate in the working practice teaching projects. Using sampling method, by email or face-to-face questionnaire survey method, 500 students were selected to investigate the situation on participating in teaching in elementary and middle schools. We received 470 valid questionnaires, and its effective recovery is 94.0%.

## 3. RESULTS AND DISCUSSION

For collecting personal background data of respondents as widely as possible, we design five questions about the personal background to ensure that the data generalized.

Table 1 tells that respondents' gender, religion, professional background, teaching in schools and teaching subjects and so on. Table 1 indicates that the number of female students participating in the working practice teaching is 304, and the proportion is 64.68%. Table 1 indicates that the number of male students is 166, and the proportion is 35.32%. The semester to participate in the working practice teaching focuses on the sixth semester or the seventh semester of 4 academic year, and the proportion is 56.00% or 27.58%, respectively.

Students participating in teaching in schools focus on elementary and middle school, high school, and the proportion is 45.93%, 22.55% or 27.14% respectively. This suggests that the primary school teachers are relatively lacking, and therefore it needs students to participate in teaching in these schools. High school and junior high school also lack some teachers and so on. From the discipline of students teaching, the proportion of Chinese language and literature is 27.96%, the proportion of mathematics is 23.85%, the proportion of English is 15.95%. This shows that teachers are to some extent lacking in two disciplines of Chinese and maths, which need to supplement teachers. English teachers are also lacking in elementary and middle school.

**Table 1**  
**Personal Basic Information of Respondents**

Characteristics	Number	Percentage
Gender	/	/
Male	166	35.32%
Female	304	64.68%
The total number of respondents	470	100%
Semester to Participate in the Working Practice Teaching	/	/
The fifth semester	61	13.68%
The sixth semester	266	56.00%
The sixth semester	130	27.58%
The sixth semester	13	2.74%
The eighth semester	0	0
Professional or discipline you learn	/	/
The liberal arts	315	65.13%
Science	155	34.87%
Which school you teach on	/	/
Kindergarten	14	2.92%
Primary school	220	45.93%
Junior high school	108	22.55%
High school	130	27.14%
Other	7	1.46%
Which discipline you teach on	/	/
Chinese Language	170	27.96%
Mathematics	145	23.85%
Political	40	6.58%
English	97	15.95%
Other	156	25.66%

Table 2 reflects these students attend in the process of teaching. "The kindergarten, primary and secondary school teachers' professional standard" issued by the Ministry of Education in 2012, is the programmatic document for the future teacher cultivation. How students understand this file reflects the students' attention on teacher education.

Table 2 indicates that 165 students, taking up a proportion of 38.28%, understand the teachers' professional standards better. Indicated from the investigation, the students are familiar with subject content (that is teaching cognitive degree) with a ratio of 21.32%, and be familiar with the contents of the proportion is 59.06%. To a certain extent, it shows that students prepare more fully before teaching in middle and primary school. Students spent an average of 2 hours at a time, and the proportion of spending 1 to 3 hours is 83.87%, and most of the students prepared the detailed teaching plan or the content of the plan in class one day in advance, and the proportion is 51.56% and 38.25%, respectively. Only 9.15% students didn't prepare for the teaching plan before teaching. For teaching the preset

situation, according to the teaching objects, teaching plans and teaching conditions in a timely manner to adjust the proportion of students is higher, and the proportion is 62.77% and 29.36%, respectively.

**Table 2**  
**Preparation for Teaching of Respondents**

Characteristics	Number	Percentage
Do you understanding the teachers professional standards	/	/
Know very well	20	4.64%
Understand better	165	38.28%
General	218	50.58%
Don't understand	68	15.78%
Do you be familiar with the teaching content of the teaching subject	/	/
Very familiar	100	21.32%
Better familiar	277	59.06%
General	92	19.62%
Not familiar with	0	0%
You spent the average time in the process of preparation before teaching	/	/
More than 3 hours	36	7.64%
≥2 hours and <3 hours	172	36.52%
≥1 hour and <2 hours	223	47.35%
The following 1 hour	40	8.50%
Do you have teaching plans before teaching	/	/
No plans	44	9.15%
Have, and very carefully	248	51.56%
Some idea of the second day's work or one day in advance	184	38.25%
Other plans	5	1.04%
According to teaching object and teaching conditions,you adjust the teaching plan	/	/
Pay great attention	138	29.36%
Consider this aspect of the situation	295	62.77%
Rarely consider the problem	28	5.96%
Don't adjust, exactly as planned	9	1.91%

Table 3 indicates that how students participating in the working practice teaching teach in some teaching methods, teaching of emergency treatment, and so on.

For the teaching content, teaching activities generated in the survey for the immediate attention of the students after class and discuss more, ratio of 31.42% and 58.69%, respectively, indicating that handles to the teaching contents in the teaching are relatively appropriate. As to adopt what kind of teaching method, most of the students choose diversified teaching method. The proportion of using heuristic teaching method is 22.80%. The proportion of using exploratory teaching method is 14.32%. The proportion of using discussion-based teaching method

is 18.64%. The proportion of using the participatory teaching method is 16.61%.

Most of the students use modern education technology proficiency, and the proportion of better application is 64.19%. And the proportion of never using the modern education technology is very low, only 1.91%. For whether these students often watch the speech, these students occasionally see, familiar with teaching content reaches 59.45%, which suggests that the students prepare fully for teaching. Most students can deal with emergency of the teaching activities depending on reality, and the proportion is 83.69%. It suggests that the students' teaching competencies is stronger.

**Table 3**  
**Teaching organization and implementation of Respondents**

Characteristics	Number	Percentage
Do you deal with unplanned teaching content	/	/
Deal with immediately	148	31.42%
Discussion after class	276	58.60%
No deal with	29	6.16%
Other situation	18	3.82%
You often adopt what kind of teaching method in teaching	/	/
Taught-based teaching method	322	27.29%
Heuristic teaching method	269	22.80%
Enquiry-based teaching method	169	14.32%
Discussion-based teaching method	220	18.64%
Participatory teaching method	196	16.61%
Other teaching method	4	0.34%
Do you use modern education technology proficiency	/	/
Most proficiency	68	14.41%
More proficiency	303	64.19%
Not very proficiency	92	19.49%
Never use	9	1.91%
Whether you often look at my speech in the process of class	/	/
Almost do not see	97	20.59%
Occasionally , familiar with the teaching content	280	59.45%
Often , can't remember so much content)	91	19.32%
Can only from the screen	3	0.64%
How do you to deal with emergency of the teaching activity	/	/
Heat treatment	33	6.99%
Cold treatment	41	8.69%
According to actual	395	83.69%
Other methods	3	0.64%

Table 4 indicates that students participating in the working practice teaching carry out teaching guide and teaching incentive. For these students do how to deal with the bad behavior of students in middle and primary school, 68.32% students deal with the bad behavior depending on the actual situation. Table 4 indicates that 50.64% students carry out the teaching goal setting in accordance with the teaching target and teaching activities is. The proportion of students teaching occasionally according to teaching target is only 10.17%. In the interaction between teachers and students in the class, students participating in the working practice of teaching pay attention to the interaction with the students. The proportion is 72.06%.

About guiding students to think by themselves or take the initiative to explore ways, most students participating in the working practice of teaching pay attention to it. The proportion is 80.64%. In their spare time, most students participating in the working practice of teaching pay attention to the students' communication. The proportion is 63.58%. It suggests that most of these students participating in the working practice of teaching pay attention to guide and incent their students themselves in teaching communication and exchanges with the teaching content, but also involved in other aspects content.

**Table 4**  
**Teaching Guide and Teaching Incentive of Respondents**

Characteristics	Number	Percentage
How do you deal with the bad behavior of students in middle and primary school	/	/
NO Solve	14	2.90%
By yours	102	21.12%
According to actual situation	330	68.32%
Ask the class teacher or counselor	26	5.38%
Other methods	11	2.28%
Organization of the teaching activities in accordance with the teaching goal	/	/
Often	239	50.64%
Sometimes	179	37.92%
Once in a while	48	10.17%
Never	6	1.27%
Interact with students in the classroom	/	/
Often	78	13.71%
Sometimes	332	58.35%
Once in a while	157	27.59%
Never	2	0.35%
In the process of organization and implementation of teaching, whether you guide students to think for themselves or actively explored	/	/
Often	178	37.87%
Sometimes	201	42.77%

To be continued

Continued

Characteristics	Number	Percentage
Once in a while	85	18.09%
Never	6	1.28%
In their spare time, whether you often communicate with students	/	/
Pay attention to communication, is not only the teaching content, but also involved in other aspects	302	63.58%
But mainly confined to the teaching content	103	21.68%
Want to communicate, but rarely have the time and opportunity	63	13.26%
In addition to teaching, never communicate with students	7	1.47%

Table 5 indicates that students participating in the working practice teaching carry out teaching communication and teaching cooperation. To discuss with other teachers or other students, the proportion is often and sometimes of 33.62% and 39.15%, respectively. After correcting students' papers, or communicating with students, 55.11% students find in time the problem into teaching. This shows that most of them can teach their students timely homework.

Table 5 indicates that education course and psychology course learning have most influence, with the proportion of 17.4% and 17.87%, respectively, while the proportion of more influence is 36.89% and 38.30% respectively. Seen in this ratio, the effect of education course and psychology course teaching is not optimistic, and there may be disconnection with theory and practice. This requires teachers do reflection for education course and psychology course teaching.

Table 6 indicates that students participating in the working practice teaching carry out teaching reflection. From the survey, teaching methods of these students are mainly obtained from teachers in elementary and middle school or teachers in the university or other students in the learning, with the proportion of 44.94%, 27.31% and 21.39%, respectively.

Teaching attitude of university teachers has a great influence on the students' teaching attitude. The proportion of more influence is 33.83%, the proportion of most influence is 9.57%. Teaching behaviors of university teachers also impact the students' teaching behaviors. The proportion of more influence is 33.97%, and the proportion of most influence is 9.34%. It shows that teaching methods, teaching behavior and teaching attitude of university teachers has a greater influence on students participating in the working practice teaching. From another angle it shows that the university teachers as teacher educators have potential impact on the future teacher.

**Table 5**  
**Teaching Communication and Cooperation of Respondents**

Characteristics	Number	Percentage
How do teacher guidance have influenced on you	/	/
Larger	239	50.64%
General	99	20.97%
A little help	82	17.37%
Never	52	11.02%
Do you often discuss or communicate with the teaching of the problem with other teachers or students	/	/
Often	158	33.62%
Sometimes	184	39.15%
Once in a while	119	25.32%
Never	9	1.91%
After corrects students' papers, or to communicate with students, you can find the problems into the teaching in time	/	/
Often	259	55.11%
Sometimes	184	39.15%
Rarely	26	5.53%
Never	1	0.21%
What do you think of education courses learning in college teaching help to you	/	/
A great help	82	17.48%
Larger	173	36.89%
General	161	34.33%
A little help	45	9.59%
Never	8	1.71%
What do you think of the psychology curriculum teaching help to you	/	/
A great help	84	17.87%
Larger	180	38.30%
General	150	31.91%
A little help	44	9.36%
Never	12	2.55%

The teaching experience of students participating in the working practice improves teaching competencies. The proportion of a large and larger degree to improve teaching competencies has all reached 38.43%. It shows that the teaching practice was very helpful for the improvement of the teaching competencies of students

participating in the working practice. In further improving teaching competencies in the process of teaching, students think the actual classroom teaching practice is not enough, 47.07% students think them lack of actual classroom teaching practice. The proportion of the lack of education theoretical learning is 27.22%. The proportion of the lack of guide of university teachers is 9.64%.

**Table 6**  
**Teaching Reflection of Respondents**

Characteristics	Number	Percentage
Which you learn teaching methods from	/	/
University teaching teachers	189	27.31%
Primary and secondary school teachers	311	44.94%
Other classmates	148	21.39%
Others	44	6.36%
Teaching attitude of university teachers has influenced on you	/	/
A large	45	9.57%
Larger	159	33.83%
General	204	43.40%
A little bit	38	8.09%
Never	24	5.11%
Teaching behavior and the method of university teachers has influenced teaching behavior and the method for you	/	/
A large	44	9.34%
Larger	160	33.97%
General	209	44.37%
A little bit	39	8.28%
Never	19	4.03%
What do you think the experience of teaching practice to improve the degree of your education teaching competencies	/	/
A large	181	38.43%
Larger	181	38.43%
General	80	16.99%
A little bit	28	5.94%
Never	1	0.21%
What is the main difficulty for you in the process of further improve the teaching competencies	/	/
Learning education theory is not enough	144	27.22%
The actual classroom teaching practice is not enough	249	47.07%
University teachers is not enough	80	15.12%
Practice guidance teachers guidance is not enough	51	9.64%
Other situation	5	0.95%

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## CONCLUSION AND IMPLICATION

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The working practice teaching projects is an integrated, holistic education. Through the experience of educational practice, the understanding of the students and the classroom, and the grasp of the advanced education science, students gradually set up the education belief and has made sustainable development.

Firstly, the working practice teaching projects are not only the innovation of education concept, but also the reform of undergraduate talent training mode, education content and teaching method.

Secondly, in the field work of rural middle school, students can experience, obtain the real teaching information on practice. Students in the teaching field, directly to the student, deal directly with the scene teaching problem, which helps students to raise competencies on asking questions, solve problems and to cultivate students' innovation spirit and practice competencies.

Thirdly, it shows that university needs to strengthen teaching on educational theory course, as well as pay

attention to the cultivation of the students' competencies in teaching practice.

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