

Under the Background of Teacher Professional Certification, A Study on The Practical Practice Handbook of Students Majoring in Preschool Education in Colleges and Universities: A Case Study of A Normal College in Inner Mongolia

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Abstract: In bachelor degree education, the practical handbook of teaching practicum is an important guide to providing the evaluation standard for the outcomes of students. Under the background of nationwide teacher certification, the new requirements are set for the teaching practicum courses for training teachers in universities and colleges. It is necessary for colleges and universities to examine the problems existing in the current educational practice courses and establish the handbook of teaching practicum to be the guidance and evaluation of the outcomes of students' learning based on the teaching practicum courses, helping the students achieve the expectations of the learning outcomes. With the construction of the practical handbook, the curriculum design and implementation can be the feedback to the evaluation of the practicum courses and then promote the quality of practicum courses in preschool bachelor degrees. Students majoring in preschool education can improve their professional development level in the teaching practice of preschool education, which is very important to improve the quality of preschool education.

Keywords: Evaluation standard, Early childhood education, Practical education.

1. Introduction

In order to improve the quality of education and the quality of teachers, our country has developed many evaluation systems to determine the standards of teachers, including teacher training certification, teacher professional development, teacher curriculum settings, and so on. In particular, the policies of the Teacher Education Revitalization Plan (2018–2022) require universities to strengthen and promote teacher education. Under the complementary influence of relevant policies, the improvement of teacher education quality has become one of the core issues of national education reform. It needs the renewal of teachers' educational concepts and the adjustment of training modes. At the same time, the realization of teacher education concept renewal and training mode adjustment depends on the pre-service teacher education curriculum, especially the teacher education practice.

The Guidelines for Kindergarten Education (Trial) point out that early childhood education is an important part of basic education and the foundation stage of school education and lifelong education. At present, the development of preschool education is highly valued by the whole society. The Outline of the National Medium- and Long-Term Plan for Education Reform and Development (2010–2020) clearly sets out the strategic goal of basically making preschool education universal. In order to achieve this strategic goal, it is urgent to provide preschool education resources in various forms, and the government should increase financial investment in preschool education and establish a large number of safe and suitable kindergartens through various means. The expansion of the number of preschool education

institutions will inevitably bring about an increase in the demand for kindergarten teachers. In recent years, under the dual role of strengthening the construction of preschool education and the strong expectation of training high-quality and excellent kindergarten teachers, the professional education practice curriculum of preschool education in colleges and universities has received more attention. Relevant studies have confirmed that teaching practice courses are a normal and concentrated performance, and they are the main carrier and way to form and enrich the teaching abilities of normal university students in the pre-service education stage. The teaching practice course provides rich examples of education and teaching practice that are efficient, effective, and beneficial to normal students. It helps to enrich and improve their practical knowledge of education and teaching and helps them understand the recessive state of teaching. Professional knowledge, professional ability, and professional concept provide time and space to guarantee conditions through the externalization of teaching practice. Therefore, as an important part of pre-service teacher education, practical courses with teaching practice as the core should be paid attention to and put into practice.

2. The Necessity of Establishing A Teaching Practice Handbook

2.1. The problems in the design of teaching practicum courses in preschool education

In terms of preschool practicum, teaching practicum courses have an important impact on the identification of teachers' roles, the establishment of interns' teaching beliefs,

and the improvement of teaching professional ability.

The combination of educational theoretical knowledge and practical experience in the practical field of kindergarten can make interns play the role of spiritual belief in children's education. Meanwhile, interns should develop critical thinking in the kindergarten environment to construct their own education and teaching knowledge and abilities. It means they should immerse themselves in the real kindergarten practice field to learn and demonstrate the education and teaching behavior and ability that kindergarten teachers should have negative effects on, with the consideration of various colleges and universities independently compiling the instruction manual of teaching practicum courses to improve the design of teaching practicum courses. However, the current educational practicum curriculum in China still has five main problems.

Firstly, the design of teaching practicum courses does not reflect the teacher education concepts of the difference between colleges and universities with the classification of the type and level and rarely shows the original purposes of professional development of interns. Therefore, it cannot play a guiding function for the professional growth and future career planning of interns.

Secondly, the objectives of teaching practicum courses are not clear for interns. They stipulate the goals and tasks that interns should complete at a macro level, and their functions of guidance, guidance, and evaluation are relatively insufficient.

Thirdly, the content of teaching practicum courses lacks specificity and is out of touch with the kindergarten curriculum and the actual needs of kindergartens. The outstanding performance is that only general aspects are pointed out (such as conservation activities, educational activities, etc.), and even some colleges and universities still use the content of primary education practice courses (such as teaching activities, class teacher work), and most of them are presented in a "leading" way. The subordinate key points of the key areas are not listed, nor are they arranged and organized according to the time series of the implementation of teaching practicum courses. Therefore, to some extent, it is not conducive to practical operation.

Fourthly, the implementation of teaching practicum courses does not provide systematic guidance content and methods, and the guidance given to interns is only based on the personal experience of the instructor. Interns can receive more guidance in areas that the instructor focuses on, while others may be neglected.

Fifth, the evaluation standards for teaching practicum courses are not specific and clear, and most of them use summative evaluations instead of formative evaluations. In the process of teaching practicum, interns rarely get systematic and targeted evaluation and feedback.

2.2. The implementation of relevant policies has challenged traditional educational practicum.

The MOE of China implements the standards of teacher education curriculum as a concept. The concept of standard is practical-based education, and practicum is the key to education, which reflects the emphasis on practical education and is a supplement to education on the university campus. It underscores that teachers should have the practicum experience of observing teaching practicum, the experience of participating in teaching practicum, and the experience of

researching teaching practicum. It regulates the minimum hours and credits for educational practicum. These policies highly agree with the educational value of experience and the embodiment of the basic concept of "practice orientation." This complements the knowledge courses, considered the theory courses, and expands the extension of students' development resources. Depending on MOE's policy, the requirements of professional standards for preschool teachers vary. The professional quality of qualified kindergarten teachers has been translated and stated in three dimensions. It even identifies 62 abilities of high-quality preschool teachers. It elucidates professional development and teacher spiritual development. It is the professional criterion and basic code of conduct for kindergarten teachers. It is the first guide or handbook for the professional development of kindergarten teachers. It could be considered that the promulgation and implementation of the "Professional Standards" not only regulates the entry benchmarks of kindergarten teachers and the training behavior of kindergarten teachers but also characterizes the professional image of kindergarten teachers.

3. Related Concept Elaboration

3.1. Teaching practicum

Throughout history, the definition of practical-based education has roughly gone through a dialectical development process: mastering basic teaching skills, developing educational wisdom, applying theory, developing skills, and developing teachers' practical knowledge. However, due to differences in politics, economy, culture, education, and educational research among countries in the world, countries have different vocabulary to translate internships. For educational internships, the most frequently used terms in the world are practice teaching, field experience, and teaching practicum. All of these refer to placing normal students in the real context of practice. The instructors from colleges and universities and the instructors from the practice base cooperate to guide them to observe, teach, reflect, and research. Accreditation of Teacher Education: Teacher Education considers educational practicums to be conducted on-site, in a school administrative center, or in the school community to gain field experience, which may include classroom observation, instructional tutoring, administrative or teacher assistants, and participation in school activities.

Regarding the definition of teaching practicum, different scholars have different understandings and definitions. This research identified the definition in macro- and micro-context. In a macro-context teaching practicum, the influencing factors are apprenticeship, trial teaching, and various teaching practicum activities. The teaching practicum is in the pre-employment training stage and the induction training stage. In a micro context, teaching practicum refers to teaching practicum activities in the pre-employment training stage. Teaching practicum is to regard teaching practicum as a subject, which is the same as the subject of basic education and teaching methods.

From the above analysis of the definition of a teaching practicum, it can be concluded that the teaching practicum contains the following key features:

Firstly, teaching practicum is an important part of teacher education. It is an important and compulsory comprehensive practice for teacher educators to guide interns to observe, participate in, and research teaching practicum in a purposeful, planned, and organized manner, both actively and consciously.

Secondly, a teaching practicum is a practical course that takes place in a real-life practice field. Thirdly, a teaching practicum is a course in which interns focus on training their educational and teaching abilities, the main purpose of which is to connect field experience and make interns combine their working experience with educational theory and practice to cultivate interns' professional ability to deal with educational and teaching practice. It helps to deepen their understanding and cognition of professional knowledge and integrate their perceptual and rational understanding of the teaching practicum. As a result, they can consolidate professional concepts and improve their abilities. Fourthly, a teaching practicum is a practical course for colleges and universities to cooperate with the practical base to cultivate pre-service teachers. Fifthly, teaching practicum has the function of developing educational practical ability through practice and reflection on practical experience.

In the perspective of curriculum theory, teaching practicum is a comprehensive practice course in higher-normal colleges and universities, depending on the above research and analysis of the definition of teaching practicum. It is an important part of teacher education courses in accordance with basic education courses and teaching method courses. Therefore, this research will analyze the teaching practicum in combination with the curriculum theory and comprehensively express the overall appearance of the teaching practicum from the objectives, content, implementation, and evaluation of the teaching practicum curriculum. The following four basic questions from Dewey's curriculum research are used to analyze the current research status of teaching practicum courses: what educational goals should schools achieve? What educational experiences are provided to achieve these educational goals? How can we effectively organize these educational experiences? How can we be sure that these goals are being met?

3.2. The handbook of teaching practicum courses

Since teaching practicum is a course for cultivating normal students to form independent education and teaching abilities, it seems to be able to express the overall appearance of teaching practicum more comprehensively by analyzing teaching practicum in combination with curriculum theory. The following is an analysis and definition of the handbook for teaching practicum curriculum design based on four classic questions. The first question is what educational goals the schools should achieve. The second is what educational experiences are provided to achieve these educational goals. The third is how to effectively organize these educational experiences. The fourth is: how do we make sure that these goals are being met? Therefore, the design of the handbook of teaching practicum courses is a plan for each component of the curriculum, which is determined under the guidance of certain educational concepts and value orientations in accordance with the needs of teacher education development as well as the needs of the actual social environment and the development of normal students. A set of documents that focus on what goals the teaching practicum course should achieve, what content to provide, how to organize and implement, and how to evaluate. This is a theoretical course, an ideal design for teaching practicum, and it can also be considered the goal that teaching practicum should pursue, belonging to the ideal curriculum in the form of a handbook.

Based on this, the handbook on teaching practicum

curriculum design for pre-secondary education majors in this study refers to a program designed for concentrated teaching practicum. The planning and arrangement of course objectives, course content, course organization and implementation, and evaluation, and sometimes also the organization and arrangement of learning materials, time, space, and environment, grouping, and guidance methods, which are consistent in forming teaching practicum curriculum standards.

3.3. International consensus: The practical handbook is a new concept in the reform of the higher education teaching practicum system.

10 journals of higher education and other documents aim to improve the teaching level of undergraduates and adhere to the principle of "based on this." Referring to the reform measures and reform trends of higher education in various countries in the world, the evaluation and certification model oriented by students' learning outcomes as the form of a practical handbook has developed the most rapidly and is gradually being valued by education reforms. From the analysis of the above literature, the application of outcome-based education in the field of education has been very extensive. Many colleges and universities have successfully implemented practical handbooks in the evaluation of higher education. The successful experience of these colleges and universities can provide a reference for this research. For example, the nursing major at Henan University draws on the handbook of the practicum model in the process of cultivating applied talents and embeds it in the practical teaching of the bidding and contract management workshops. Taking the handbook as the starting point of the practical teaching implementation of the workshop, the teaching design and implementation are carried out with students as the center, and the handbook is effectively measured through the process and result, the two-level attainment evaluation, and finally the continuous improvement based on the evaluation results. This is a typical example of the successful application of a practical handbook to practical teaching in China. It provides successful guidance and practical examples for preschool education majors to explore the organizing, implementing, and evaluating of teaching practicum courses centered on learning outcomes, which have been clearly clarified in the practical handbook.

For normal school students, it is the first time teaching in the real environment of kindergarten. They are in the pre-service teacher training phase, learning to take on the role of teacher. However, at this stage, the objectives and evaluation of the teaching practice are designed and planned by the individual teacher education institutions. The unclear objectives and the lack of evaluation indexes make it impossible to evaluate the expectations of the teaching practice system planning, no matter the practice objectives or the evaluation results. It is impossible to know the degree to which the intern really activates the educational expertise, and it is impossible to grasp the degree to which the objectives of the teaching practice are achieved. Considering the above reasons, it is time to establish practical manuals for teaching practicum in pre-school practicum courses and clearly state the expected learning outcomes of teaching practicum. In the handbook, the framework of student outcomes should be clearly defined: the design of curriculum objectives, content, implementation, and evaluation. It should be clear that normal

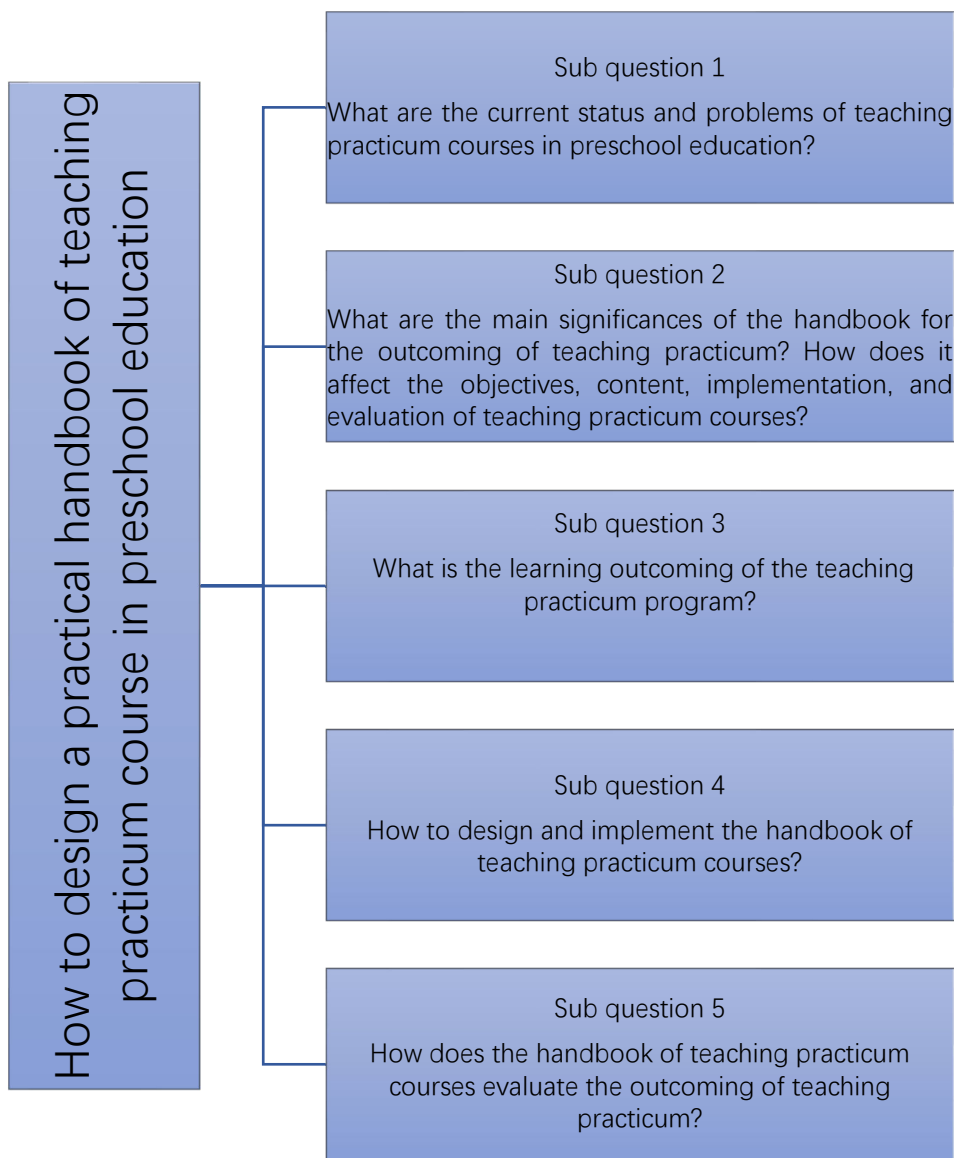
students should have an internship after their teaching, and it should also be clear how the design of the course content and implementation should promote the interns to achieve the corresponding expected learning outcomes.

practice in preschool education. The core problem of the research is how to design practical manuals for teaching practice courses. To support this core question, we have developed five sub-questions.

The structure of the research question (below)

4. Preliminary Formulation of Practical Manuals for Teaching Practice in Preschool Education

4.1 This paper focuses on the practical manual of teaching



Sub-question 1: What are the current status and problems of teaching practicum courses in preschool education?

Sub-question 2: What are the main implications of the handbook for the outcome of the teaching practicum? How does it affect the objectives, content, implementation, and evaluation of teaching practicum courses?

Sub-question 3: What is the learning outcome of the teaching practicum program?

Sub-question 4: How to design and implement the handbook for teaching practicum courses?

Sub-question 5: How does the handbook of teaching practicum courses evaluate the outcomes of teaching practicum?

A handbook-oriented preschool education professional

education practice course determines the education practical course. The relevant practical handbook is a complex and systematic project as well as a creative work. Therefore, clear thinking is needed, as is a scientific research process. This study gathered professionals from all walks of life, such as experts, scholars, field practitioners (including kindergarten principals, kindergarten practice instructors), etc., to ask, "What are the 'core competencies' of teaching?" The process of forming a consensus, continuously clarifying educational needs, establishing needs, and their sequence. At the same time, standards are used to design the learning outcomes of preschool education professional education practice courses, such as emphasizing kindergarten teachers' teaching ability, professional reflection ability, professional development

ability, etc. In the process of integrated application of qualitative and quantitative professional standards and industry experience knowledge, optimize and enhance the learning results of educational practice courses and make them professional and scientific.

4.2 With the construction of kindergarten teachers in the new era and the advancement of the internationalization of teacher education, the learning outcomes of educational practice courses will also continue to change. In view of this, it is necessary to constantly collect feedback on the implementation and evaluation of educational practice courses and to timely adjust and revise the learning results of educational practice courses to reflect the needs of interns, the social needs of educational modernization, and the development requirements of preschool education as much as possible.

Through the combination of relevant literature, interpretation of policies, and in-depth study of "Professional Standards," especially the multi-dimensional construction path such as expert consultation suggestions, the future "learning outcomes" of preschool education professional education practice courses are preliminary determined and summarized as follows: the combination of five "core competencies" is the ability to organize and care for daily life, the ability to support and guide game activities, the ability to plan and implement educational activities, the ability to observe and evaluate children's development, and the ability to reflect on educational practice and learn. Each ability is an external comprehensive expression of basic conditions such as knowledge, skills, attitudes, values, and personality, which together constitute the learning outcomes of the undergraduate pre-university education professional education practice course.

Pre-school Education Undergraduate Pre-service Education Practice Course Learning Outcomes

A1. Ability to organize and care for daily life

B1-1: Ability to arrange and organize all aspects of daily life

B1-2: Ability to assist the instructor in class management and participate in formulating or planning class rules and daily affairs

B1-3: Ability to see the details and ordinary events of life and discover educational value or educational opportunity

B1-4: Ability to assist the instructor in doing the routine childcare and sanitation work in the class

B1-5: Ability to identify non-safety factors in daily life and reduce and prevent the occurrence of safety problems

A2. Ability to support and guide game activities

B2-1 Ability to set up the game environment and prepare the game conditions according to children's interests, age characteristics, development goals, etc

B2-2: Encourage children to independently choose game content, partners, and materials

B2-3: Ability to master the organization of the game and develop good game routines

B2-4: Able to provide support for children's performance in play activities to promote their language, cognitive, social, and other aspects of development

A3. Ability to plan and implement educational activities

B3-1: Able to design activity goals and activity plans according to the developmental level of children and the characteristics of courses in various fields

B3-2: Be close to children's life experience and choose activity content, materials, and resources

B3-3: Able to choose the form of organization and education method according to the characteristics and needs of children's learning

B3-4: Ability to respond to and guide children's learning status in the process of educational activities

B3-5: Ability to understand the basic elements of educational activity evaluation and discuss the characteristics and shortcomings of educational activities with others

A4. Children's developmental observation and evaluation skills

B4-1: Ability to determine the purpose of observation and select the content of observation according to the needs of children's learning and development

B4-2: Ability to choose appropriate observation methods and recording methods (for example, text, symbols, photos, audio recordings, video recordings, etc.)

B4-3: Ability to screen and observe the collected information, analyze, and evaluate children's developmental level and the suitability of the learning environment based on appropriate theories

B4-4: Ability to use the results of observation, analysis, and evaluation to provide feedback or improve childcare work (for example, curriculum design, evaluation, etc.)

A5. Reflection on Educational Practice and Learning Ability

B5-1: Ability to collect information about self-practice activities through multiple channels and conduct preliminary self-diagnosis and self-improvement

B5-2: Ability to initially use critical thinking methods to analyze and solve practical problems in kindergarten education and teaching

B5-3: Ability to communicate, share experience and resources, and exchange learning experiences with other teachers and internship peers

B5-4: Ability to judge their own strengths and weaknesses and make preliminary plans for their practical activities and career development

The establishment of the learning outcomes of the educational practice course not only helps to clarify the connection between the educational practice course and other teacher education courses but also helps to select and organize the content of the educational practice course and can be used as a basis for the implementation of the educational practice course. Basis, the reference criteria for the evaluation of educational practice courses.

5. Conclusion

With the continuous expansion and enrichment of modern curriculum concepts, the teaching practicum of pre-service teachers can be regarded as a comprehensive practical course with purpose, organization, plan, and rich content that aims to integrate all the learning experiences of prospective teachers. Since teaching practicum is essentially a comprehensive practice course with corresponding credits in the teacher education system, strategic thinking or vision research on its innovation and development should also be considered from the perspective of its course essence. Therefore, from the perspective of curriculum theory, this research has a certain theoretical contribution to the research field of preschool teaching practicum courses.

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