

The Problems in the Application of CBL in the Teacher Education Curriculum

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Abstract

The teaching method of CBL is helpful to the ability of solving the practical problems of education and teaching. It is also helpful to the effective combination of basic knowledge and teaching practice. The application of CBL in teacher education curriculum needs to pay attention to the selection of appropriate cases, the case-based design, the role of students and the role of teachers.

Keywords

CBL; The teacher education curriculum; Application; Problems.

1. Introduction

The teacher education curriculum should have the practice consciousness and pay attention to the education teaching realistic question, manifests the education teaching practice to the teacher's new request. In the application of the CBL teaching method, the choice of cases should accord with the curriculum standard of teacher education. The curriculum standards for teacher education reflect the basic requirements of the state for the establishment of the teacher education curriculum in teacher education institutions which include the formulation of curriculum programs for teacher education. The development of teaching materials and curriculum resources and the development of teaching and evaluation are the basis for the accreditation of teachers.

The CBL teaching method is a case-based, problem-based, student-centered, teacher-led group discussion teaching method. The teacher education curriculum should have the practice consciousness and pay attention to the education teaching realistic question. This is similar to the teaching idea of the CBL teaching method. The application of CBL teaching method in the teacher education curriculum should pay attention to the following problems.

2. The Problems in the Application of CBL in the Teacher Education Curriculum

2.1. The Selection of Appropriate Cases

The application of CBL teaching method in teacher education curriculum should consider that the choice of cases should conform to the standards of the teacher education curriculum. The curriculum standards for teacher education reflect the basic requirements of the state for the establishment of teacher education curriculum in teacher education institutions, which include the formulation of curriculum programs for teacher education, the development of teaching materials and curriculum resources and the development of teaching and evaluation. At the same time, the selected cases should fully consider the students' basic knowledge level and their understanding level of educational theory.

The case must contain explicit or implicit knowledge of the subject so that students can deepen their understanding of the theory and practice of education and teaching through discussion of case-based design issues. The case can be the case of solving the actual teaching and learning

problems provided in the links of teacher education courses, or the case of teaching and learning found by students with the help and guidance of teachers. It can also be a case that the teacher chooses according to the relevant factors such as actual teaching problems, students' cognitive level, learning content and so on.

2.2. The Case-based Design

After the selection of cases, the selected cases should be conducted in-depth research, according to the teaching purposes and theme design issues. Problem is an unattainable goal or difficult situation faced by an individual. According to the clarity of the question, the question can be divided into clearly defined question and vaguely defined question. A clearly define problem is one in which the initial state of the problem, the target state and the path from the initial state to the target state are clearly defined. The vaguely defined problem is that the initial state and the target state of the problem are not clearly defined on at least one side. The vaguely defined problem has great uncertainty.

The problems of case-based design in teacher education curriculum mainly focus on the vague problems and supplement with the clear problems and actively seek various feasible ways to solve the problems of education and teaching. The creation of problem situation should accord with the key and difficult points of the teacher education curriculum. Based on the existing level of students, it have a certain degree of difficulty. It is close with education and teaching practice and with a certain degree of practicality.

The vast majority of problems are vaguely defined problems with no fixed solution or process. The teachers need to seek and use for reference different ways to solve the practical problems of education and teaching, in order to achieve the goal and requirement of improving the teaching ability of teacher education curriculum. In the evaluation, effectively solving the problem is to achieve the goal.

Based on the case-based question, the ultimate goal is to solve the actual problem which the education teaching may encounter in order to achieve the goal and the request of the teacher education curriculum.

2.3. The Role of Students

The application of CBL teaching method in the teacher education curriculum should pay attention to the subject status of students. It should be emphasize that students are not only learners, but also cooperators and explorers, so as to arouse the enthusiasm of students.

The application of CBL teaching method in the teacher education curriculum includes five aspects: setting objectives of the curriculum, designing problems based on cases, setting up cooperative learning groups, exploring communication, evaluating and reflecting.

In the process of setting objectives of the curriculum, the learning objectives of teacher education curriculum are defined including knowledge objectives, skill objectives and quality objectives. In the aspect of designing problems based on cases, the problem of case-based design should consider students' cognitive level, students' educational probation and educational practice experience and students' problems found in their own learning practice. In the process of setting up cooperative learning groups, students are divided into groups and assigned tasks according to their learning ability and communication skills. In the process of exploring communication, the students fully express their opinions and suggestions in the exploration and communication section. In the process of evaluating and reflecting, the teachers should ensure the effective implementation of student self-evaluation and student mutual evaluation. In all process, the teachers should ensure that students as the main role.

2.4. The Role of Teachers

In the teacher education curriculum standards (trial), it mentions that the teachers are reflective practitioners in the study of their own experience and improving the process of teaching behavior to achieve professional development. The role of teachers should be clear in the application of CBL teaching method in teacher education curriculum. The teachers should shift their attention from how to teach to how to promote students' active learning. The teachers provide help and support to the students.

The application of CBL teaching method in the teacher education curriculum includes five aspects: setting objectives of the curriculum, designing problems based on cases, setting up cooperative learning groups, exploring communication, evaluating and reflecting.

In setting objectives of the curriculum and designing problems based on cases, the teacher is the planner. According to the curriculum objectives of teacher education, the teacher makes clear the learning objectives of the teacher education curriculum based on the CBL teaching method and provides the students with a clear goal and the standard which must be achieved. In the process of setting up cooperative learning groups, the teacher is the organizer. The teacher organizes the students into groups and determines the specific task division of each member. In the process of exploring communication, the teacher is the consultant who provides consultation and support in finding materials, talking about problems and discussing solutions. In the process of evaluation and reflection, the teacher is the critic. In all process, the teacher is the supervisor and the encourager. Finally becomes the cooperator and the promoter of the students' learning.

3. Conclusion

According to the standards for the teacher education curriculum issued by the Ministry of Education, the teacher education curriculum should guide the future teachers to participate in and study the basic education reform, actively construct educational knowledge and develop practical ability. The teacher education curriculum should guide future teachers to discover and solve practical problems and innovate teaching models, forming their own teaching style and practical wisdom. The opinion of the ministry of education on strengthening the educational practice of normal school students points out that the educational practice of normal school students is an important part of the curriculum of teacher education and a necessary link of the teacher training. In the opinions of the ministry of education on the implementation of the excellent teacher training plan. It is proposed that the teachers should take the implementation of the excellent teacher training plan as the key to promote the reform of student-centered teaching methods and carry out practical teaching throughout the whole training process. It is a general trend to renew teaching ideas and innovate teaching methods in the reform of teacher education curriculum. The application and exploration of the CBL teaching method in the teacher education curriculum is in line with the requirement of the diversification of teaching models and helps to find and solve the practical problems in education and teaching.

The application of the CBL teaching method in the teacher education curriculum is helpful to deepen the theoretical teaching and consolidate the theoretical knowledge of education and teaching, stimulating students' learning motivation and helping students face the difficulties and challenges in the process of education and teaching. This will improve their own teaching and education ability. The opinions of the State Council on comprehensively deepening the reform of the construction of the teaching staff in the new era once again emphasize that the hundred-year plan should be based on education. The education plan should be based on teachers.

Educational practice is an important part of the professional education curriculum for normal school students and a key link to improve the quality of teacher training. The teacher education

curriculum provides the theory foundation and the instruction method for the education practice. The application of CBL teaching method in the teacher education curriculum can stimulate students' learning interest and arouse students' enthusiasm, promoting students' continuous thinking and improving students' ability to analyze and solve practical teaching problems. In order to solve the problems in the case, students need to consult the data, sum up and sort out the knowledge and skills they have learned, which is conducive to the cultivation of students' independent learning spirit. The isolated knowledge can be turned into a whole knowledge chain and the learning can be put into practice.

References

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