



On the Construction of the Course “Instruction of Academic Planning for Normal Students” in Chinese Normal Universities

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Abstract: The course “Instruction of Academic Planning for Normal Students” is the core content of academic planning education for normal students. Due to the current lack of academic planning for normal students in China, the absence of academic planning education for normal students, and the need to implement the reform policy of teacher education, it is very necessary to build this course. The content of the course should include four parts: understanding the environment, understanding learning, seeing the future clearly, and learning to plan, with emphasis on practical teaching.

Keywords: Normal students; academic planning; curriculum construction

In the past 20 years, China has carried out three rounds of teacher education reforms. The results of the first and second rounds are not satisfactory, and the third round is underway. The main reason for the poor effect of previous reforms is the long-term lack of teacher culture in Chinese normal schools. Therefore, this reform must pay attention to the construction of teacher culture. One of the powerful measures is to build the course of “Academic Planning Guidance for Normal Students”.

1. The Necessity of Curriculum Construction of “Instruction of Academic Planning for Normal Students”

1.1 Deviations in the academic planning of normal students

For mature and scientific higher education, academic planning education is not an urgent task; because the school and teachers’ academic arrangements should provide students with comprehensive, basic and scientific academic planning. But in most normal universities in China, this situation is almost non-existent.

1.1.1 Lack of correct guidance in normal schools

First of all, most Chinese normal colleges lack a teacher culture, which leads to unclear and unresolved awareness of teacher professions and no scientific and clear learning goals. Secondly, the talent training program is often unreasonable, and the educational professional courses and subject professional courses are unreasonably set up, resulting in students unable to design a reasonable academic plan according to the talent training program. Thirdly, most extracurricular activities are not closely related to professional development, and lack of teacher characteristics, which makes it impossible for students to formulate scientific and reasonable extracurricular activity plans on this basis. Fourth, most teachers do not understand or are interested in normal education and basic education, and often mislead students in academic guidance; this leads to confusion in students’ thinking when making academic plans.

1.1.2 Insufficient knowledge of normal students

The above-mentioned problems existing in Chinese normal universities have further caused most normal students to lack teacher awareness, do not understand the talent training plan, let alone its shortcomings, and are unable to integrate it with their own academic planning; leading most normal students to education They don’t care about development, they don’t understand the profession of teachers, and they don’t understand the characteristics of teacher education.

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They cannot make scientific and reasonable academic planning on this basis. A number of surveys have shown that even for free teacher students from key normal universities, there are only a small number of people who are really willing to engage in the teaching profession, and there are problems such as “diversified motivation for admission, simple self-awareness, weak initiative in career planning, and insufficient motivation for learning”. [1], the situation of normal normal students can be imagined.

1.2 The absence of academic planning education for normal students

1.2.1 Course teaching situation

In the early 1990s, a few normal colleges and universities in China offered the course “Ideological Cultivation of Teachers’ Students”, which contained some content on the pre-employment career planning of normal students[2], but this course quickly disappeared. After 2007, all ordinary colleges and universities have opened the course of “College Students’ Career Development and Employment Guidance”, but this course of most normal colleges lacks the characteristics of teachers, and the main content is career planning [3]. Since 2011, many normal colleges have opened the “Teacher Professional Development” course, the main content is also post-employment development. Other educational courses generally do not involve the academic planning of normal students.

1.2.2 Other aspects

In terms of extracurricular activities, many normal colleges and universities in China also organize life planning education activities, but most of them have little to do with the teacher profession [4] and seldom pay attention to academic planning [5]. Teachers’ daily guidance to students pays more attention to academic planning, but it is fragmentary, superficial, and lacks teacher characteristics [6]. There are 6 books on the life planning education of normal students, such as “Career Planning and Development of Normal Students”[7], but they also mainly focus on career planning, with little or no academic planning involved. There are also very few papers about the career planning of normal students, of which there are only 2 papers devoted to the academic planning of normal students. One of the journal papers briefly described learning concepts and methods[8], and one master’s thesis was about postgraduates in education[9].

1.3 The need to implement teacher education reform

1.3.1 The starting point for the construction of teacher culture

The core document of the first round of teacher education reform, “Standards for the Certification of Teachers’ Professionals”, in the fourth aspect of the “Second, Graduation Requirements” section “Learning to develop” also specifically put forward requirements for the career planning of teacher students. However, no specific measures were proposed. The earlier “Opinions on Vigorously Promoting the Reform of Teacher Education Curriculum” paid more attention to the construction of teacher culture, but did not put forward mandatory requirements. Therefore, under the current circumstances, in order to truly promote the reform of teacher education, the most direct and effective measure is to conduct a centralized and compulsory education for teacher students’ academic planning-setting up special courses as a breakthrough in the construction of teacher culture. After waiting for the construction of teacher culture to achieve certain results, we can promote reforms in other areas.

1.3.2 Possible ways to set up courses

How to offer the course of “Academic Planning Guidance for Normal Students”? The best way is for the Ministry of Education of China to formulate a policy that clearly requires normal colleges to be opened. But judging from the current situation, this is unlikely. Therefore, it is up to the teachers’ colleges and their teachers to find solutions. Under the current circumstances, it is obviously the best way to set up the course of “Academic Planning Guidance for Teachers’ Students”, but there are also difficulties in concepts and teachers; therefore, a compromise approach can also be adopted, such as the “Career Planning and Employment Courses such as Guidance, Ideological and Moral Cultivation and Legal Foundation, and Teacher Professional Ethics are integrated, and a series of lectures or public elective courses can also be offered.

2. The content and form of the course “Instruction of Academic Planning for Normal Students”

If the course of “Academic Planning Guidance for Normal Students” is offered separately, then its theoretical teaching should take the form of cases, discussions, and debates in addition to general lectures. This course should pay special attention to practical teaching and adopt various forms to stimulate students’ initiative and enthusiasm.

Introduction Planning your university

The content includes: (1) Normal students’ academic development cases; (2) The significance of teacher students’ academic planning; (3) The content and form, methods and requirements of this course study; (4) The basic format of the academic plan. The practical teaching method is: students visit seniors and ask them how they feel about academic planning.

Chapter One Understanding the Environment

Section 1 Understanding the education industry

The content includes: (1) the important value of education; (2) the types of education and schools; (3) the current problems of education; (4) the development prospects of future education. The practical teaching method is: students visit various educators and ask them their views on the development of the education industry.

Section 2 Understanding the profession of teachers

The content includes: (1) the type of teacher profession; (2) the characteristics of teacher profession; (3) the level of teacher profession; (4) the development of teacher profession. The practice teaching method is: students visit the teachers around and ask them about their feelings and opinions about the teaching profession.

Section 3 Understanding Teacher Education

The content includes: (1) the nature of teacher education; (2) the history of teacher education; (3) the content of teacher education; (4) the problems of teacher education; (5) the development of teacher education. The practical teaching method is: students visit teachers and seniors of the school and ask them about their feelings and opinions on teacher education.

Section 4 Know the major

The content includes: (1) the nature of the profession; (2) the history of the profession; (3) the training plan; (4) the professional issues; (5) the professional development. The practical teaching method is: students visit professional teachers and seniors and ask them about their feelings and opinions about the profession they are teaching (learning).

Section 5 Know the school and the area

The content includes: (1) The development history and educational characteristics of the school’s departments; (2) The organizational structure and teaching facilities of the school’s departments; (3) The teaching activities of the school’s departments; (4) Past student development; (5) The characteristics and resources of the area where the school is located; (6) The characteristics and resources of the hometown. Practical teaching methods are: students visit the school, visit the teachers and seniors of the school, and ask them about their feelings and opinions about the school’s departments; field visits or online inquiries about the basic situation of the school area and parents.

Chapter 2 Understanding and Learning

Section 1 Understanding the development standards

The content includes: (1) Practicing teacher’s ethics; (2) Learning to teach; (3) Learning to educate; (4) Learning to develop. The practice teaching method is: students visit the school teachers, senior seniors, or primary and secondary school teachers, and ask them about their understanding of the quality of normal students.

Section 2 Understanding the learning system

The content includes: (1) Credit system; (2) Graduation requirements; (3) Study evaluation system; (4) Study reward and punishment system. The practical teaching method is: students visit senior seniors and ask them their feelings and opinions about the learning system.

Section 3 Understanding Theoretical Study

The content includes: (1) Educational professional course study; (2) Subject professional course study; (3) Other course study; (4) Extracurricular theoretical study. The practical teaching method is: students discuss the curriculum of the major, put forward the key, non-key and need for supplementary learning content, and develop a curriculum learning plan and an extracurricular theoretical learning plan.

Section 4 Understanding practical learning

The content includes: (1) skills training; (2) technological innovation; (3) internship; (4) organization service; (5) career development. The practice teaching method is: students discuss the content and form of extracurricular activities

of the major, propose activities that must be participated, create characteristics and carry out independently, and develop an extracurricular practice learning plan.

Section 5 Understanding Teacher Qualifications

The content includes: (1) Introduction to the teacher professional qualification system; (2) Written examination of the teacher professional qualification examination; (3) Interview for the teacher professional qualification examination; (4) Other related professional qualifications. The practical teaching method is: students read the relevant materials of the teacher qualification exam, interview seniors who have taken the exam, and develop a preliminary exam preparation plan.

Chapter 3 Seeing Development

Section 1 See clearly the entrance examination

The content includes: (1) Introduction to postgraduate education; (2) Postgraduates majoring in education; (3) Features of postgraduate exams; (4) Preparation for postgraduate exams. The practical teaching method is: students visit teachers or seniors who have experience in postgraduate entrance examinations and make a preliminary postgraduate entrance examination plan.

Section 2 See clearly employment application

The content includes: (1) Unit and position; (2) Channels and policies; (3) Written examination preparation; (4) Interview preparation. The practical teaching method is: simulated job fairs.

Section 3 See clearly education entrepreneurship

The content includes: (1) education industry; (2) policies and systems; (3) social education; (4) online education. The practical teaching method is: students visit seniors or teachers with educational entrepreneurship experience, and try to teach entrepreneurship forms such as family education, and draw up an educational entrepreneurship plan.

Chapter 4 Learning to Plan

Section 1 Learn to know yourself

The content includes: (1) my pursuit; (2) my personality; (3) my interests; (4) my ability; (5) my living area; (6) my social relations. The practical teaching method is: use psychological measurement tools to test your own psychological characteristics, and ask people around you to talk about your own characteristics.

Section 2 Learn to plan your studies

The content includes: (1) Choosing learning objectives; (2) Making a learning plan; (3) Taking safeguard measures; (4) Cases and problems of academic planning. The practical teaching method is: students write academic planning books.

Section 3 Implement your plan

The content includes: (1) The teacher summarizes the learning situation of the semester and the writing of the student's study plan; (2) Recognizes the outstanding academic plan; (3) Makes suggestions for students to implement the academic plan. Practical teaching methods are: students reflect on their course learning and academic planning, and improve their learning attitudes and methods.

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