

On the Key Elements and Support of Teacher Training and Professional Development from the Perspective of in-Depth Assessment

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Abstract: In the age of internet, a series of action plans for teacher education and education information in China have put forward new requirements for teachers, it has also put forward new requirements for the model of teachers' in-service training and professional development. We discuss the Teacher Training and Professional Development under the background of internet from the perspective of in-depth quality evaluation in this paper: To combine the existing evaluation model of Teacher Training and professional development; To summarize the key factors of promoting teacher professional development from the perspective of Teacher Training Project output; To discuss how to make use of the pattern and characteristics of internet to provide support for the key elements of teachers' professional growth. It is expected to provide a good platform for the design and implementation of teacher training and professional development projects under the background of internet.

1. Introduction

As China's teacher training has entered a new stage of reform and development, the evaluation of teacher training is no longer satisfied with superficial evaluation such as satisfaction, it is more expected to evaluate the quality of teacher training from the perspective of promoting the effectiveness of teacher professional development. Therefore, this paper will discuss the teacher training and professional development under the background of "Internet" from the perspective of in-depth quality evaluation. We will discuss the following three issues in this paper: What is the model of in-depth evaluation of teacher training and Professional Development? What are the key factors to promote teacher professional development? And what support does Internet provide for the key elements of teacher training?

2. In-Depth Evaluation Model of Teacher Training and Professional Development

More scholars pay more attention to the impact of Teacher Training Project on teacher professional development. Borko et Al. (2010) believe that the purpose of teacher training is to

enhance knowledge (theoretical knowledge and subject knowledge) , improve practice (teaching practice ability) , and ultimately promote students' learning. According to Ingvarson, Meiers and Beavis (2005) , the effectiveness of teacher training should also include enhancing teachers' self-efficacy. He summed up an effective evaluation model of teacher training based on a large number of literature and project practice, the author thinks that the teacher training project should be produced in four aspects: the Teacher's theoretical knowledge, practical skills, the student's learning result and the teacher's self-efficacy. Among them, teachers' theoretical knowledge includes subject knowledge, teaching strategy and management strategy, and teachers' practical skills include organizing classroom teaching effectively, providing feedback in time, identifying students' needs, etc. Students' learning outcomes include active participation in class learning and improvement of their academic performance, while teachers' self-efficacy include improvement of their teaching ability and confidence in teaching.

3. The Key Elements to Promote Teachers' Professional Development

3.1 Element One: Content and Resources

Determination of the effectiveness of teacher training is the most important “training content”. The consistency of training or study content with teachers' needs is crucial to the effectiveness of teacher training. A large number of foreign studies have proved the consistency between the content and the needs of teacher training, there was a positive correlation with the improvement of teachers' theoretical knowledge and practical skills (Penuel, Fishman, Yamaguchi & Gallagher, 2007; Garet, Porter, Desimone, Birman & Yoon, 2001; Ingvarson et Al, 2005) . When the content of teacher training can be consistent with the internal or external needs of teachers, it can really stimulate the internal or external motivation of teachers for training. For example, training content related to teachers' real teaching situation, which can help teachers solve difficulties or problems in teaching practice and improve teaching effect, can not only stimulate teachers' intrinsic motivation for training, but also effectively promote the improvement of teachers' theoretical knowledge and/or practical skills, while the training content consistent with the policy of education and teaching reform or the policy of teacher evaluation can stimulate the external motivation of teacher training.

3.2 Element Two: Participatory Learning

Participatory learning is a kind of experiential learning, which emphasizes people-oriented, active participation of learners, respect for learners' learning subjectivity and personality development. Participatory Learning is favored by most trainers and is an effective way to promote teachers' professional development (Erawan, 2015) . Participatory Learning can change passive learning into active learning, which significantly affects teachers' knowledge level, teachers' practical skills and teachers' self-efficacy. In teacher training activities, shallow-level participatory learning can arouse teachers' enthusiasm and arouse their interest in learning through some intuitive strategies and tools, such as mental map, Matrix scoring table, ice-breaking activities, etc, turn passive learning into active learning. Through the effective design of training activities, teachers' training activities are combined with practical teaching problems to help teachers “learn by doing” based on activities and tasks, thus facilitating the transfer of knowledge and skills, to promote the combination of theory and practice of teachers, to enhance the ability of practical teaching.

3.3 Element Three: Practice Reflection in Teacher Training Projects

Although the teacher's theoretical knowledge is very important, but the pure theory is not enough, it is difficult to help teachers internalize the theoretical knowledge. As an adult learner, teachers' own practical knowledge and experience is a very important part of the system of teachers' professional competence. Then how to extract the teachers' practical knowledge? How to combine the new theoretical knowledge in the teacher training program with the teacher's practice? Practice reflection is an effective means to promote teachers' professional growth and enhance their practical skills. Through practice and self-reflection, teachers can enrich their narrative knowledge, reasoning knowledge and Interpretive Knowledge (MENA, 2016) . In the teacher training program, “practical reflection” can meet the two major needs of teachers. On the one hand, practical reflection can help teachers to solve the problems in the work situation. Through reflection, teachers find the problems and difficulties in their teaching practice, and further through personal reflection, teachers answer questions, peer exchanges and other means to solve the problem, enhance the teaching practice ability. On the other hand, practical reflection can help teachers combine theory with practice. Teachers can not only deepen and internalize the understanding of theoretical knowledge, but also make use of the theoretical knowledge to reflect on their own teaching practice, it can also improve teaching practice. Therefore, practice reflection is the key factor to promote teachers to improve their theoretical knowledge and teaching practice ability.

4. Key Elements of Teacher Training and Professional Development Supported by the Internet

4.1 The Support of “Internet” for the Elements of “Content Resources” in Teacher Training

“Internet” can help realize the sharing of high-quality resources, the pooling of collective wisdom, and the generation of resources and content. You can use the network platform, WeChat group, WeChat live broadcast, etc, to share the design and resources of on-site lectures and themed teaching tasks with everyone, and share the teaching examples of excellent teachers. At the same time, we can also make use of the network platform and APP to prepare lessons together to realize the collection of collective wisdom. We can generate generated resources and content in courseware, example and practical problem solutions through these tools.

4.2 Support of “Internet” for the Elements of “Participatory Learning”, “Practical Reflection” and “Peer Cooperation”

In teacher training program design and implementation, the three elements of “participatory learning”, “practical reflection” and “peer cooperation” are closely related. Through some Internet tools, the typical activities and strategies of teacher training can be integrated online, offline and on site. For example, a good teacher can share transcripts of his classroom teaching on the Internet. At the same time, Internet tools can also be used to carry out some cooperative activities, including self-analysis and reflection based on the teaching process, peer analysis and evaluation based on the teaching process, team research, cooperative lesson preparation or cooperative lesson evaluation, etc. In addition, we can also help teachers to solve the real problems in teaching practice through information technology, through case observation and discussion, problem solving through cooperation, with the guidance of famous teachers, help teachers to realize the precise teaching and research oriented to practical problems. Therefore, “Internet” can provide a collaborative, integrated and precise support for teachers' participatory learning, practical reflection and peer cooperation.

5. Conclusion

The traditional teacher training mode can not meet the new requirements of the new era, but how to reform the existing teacher training mode has been a difficult point in practice. “Internet + “ and education informatization 2.0 have put forward new requirements for teachers as well as new training methods, service models and paths for teacher training and professional development.

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