

# *Construction of “TPACK+V” Education Model in Advanced English under the Concept of Holographic Education*

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**Keywords:** Holographic education, TPACK+V, hybrid teaching

**Abstract:** In the context of the construction of “new liberal arts”, Advanced English should be equipped with new integrated features. Combined with the concept of holographic education, starting from the four levels of TK, CK, PK, and VK, the design idea of “five modes” (proceduralization, modularization, theme-based, case-based, hybrid) is proposed based on the study of the whole process of online and offline teaching. The study is conducted to locate the entry point, theme selection and key elements extraction of curriculum values in each teaching link, and explore the hybrid education model by selecting typical chapters in the textbook. A systematic mode for value education will be conducive to promoting the course development, and offer reference to the fellow teachers.

## 1. Introduction

General Secretary Xi Jinping has stressed that “The establishment of moral education should be the central link”, “The curriculum system should be improved, and the problem of the interplay between various types of courses and ideological and political courses be solved, so that all types of courses can go in the same direction”, “The key lies in teachers, to give full play to their enthusiasm, initiative, and creativity.” “The Chinese people are striving for the realization of the Chinese dream of the great rejuvenation of the Chinese nation. They need to draw wisdom from history and learn from the strengths of civilizations of various countries.”. Tian Hongfen (2021) argues that value education must be integrated with specific subject teaching content in order to reflect its life edification and value-led significance. As a core course at the senior level of English major, Advanced English covers a wide range of content, including linguistics, literature, culture, society, education, geography and science, and is one of the courses in which English majors are most closely connected to western ideology and culture, and which are most susceptible to foreign influences, so it is urgent to strengthen education on cultural confidence and ideological education.

## 2. Problems of Value Education in Foreign Language Courses

The uniqueness of foreign language courses in China has led to the development of curricula and teaching materials that focus on foreign language culture. In the midst of the tide of value education, how to effectively input values in foreign language courses has become an important issue that

foreign language teachers must face. The number of domestic research papers on the value education of specialized courses has increased year by year since 2017, and the relevant research papers can be broadly divided into theoretical elaboration, application and response, summary and evaluation, and literature research (She Shuanghao, Zhou Wei, 2020).

### **2.1. More application exploration than theory identification**

In recent years, the quantity and content of the various types of literature reflect that the research on value education has always focused on how to implement concepts and policies into specific teaching practices. However, there is a tendency for the existing research to emphasize practice over theory and action over reflection. It shows that there are more practical analysis and less theoretical elaboration; more thinking about action countermeasures and less analysis of value and meaning; more research on specific operations and less research on inner laws. In other words, there are relatively few research results on the theoretical basis and characteristics of value education; insufficient research on its connotation, value, essence and subject and object of value education; and even less research on its laws of operation and development. In addition, there is still a need for in-depth research at the theoretical level on how to scientifically position value education, deal with the relationship between curriculum and values, and how to deal with the effective connection between value education and the “discipline system” etc.

### **2.2. More research on public foreign languages than on professional disciplines**

Take English as an example. The total number of articles obtained was 1,845; the search period was from 1 January 2017 to 15 August 2022, including 2 articles in 2017, 32 in 2018, 148 in 2019, 511 in 2020, 634 in 2021 and articles in 2022. The number of articles ranges from blended teaching, output orientation, etc. to teaching reform, instructional design, and exploration of development models, etc. A search of the joint themes of “value education”, “Advanced English” shows that there are only 12 papers, including 3 in 2020, 4 in 2021 and 5 in 2022. The studies involved are basically in current status of teaching, selection of teaching contents, teaching forms and evaluation methods. There are basically zero field studies on the value education model of the Advanced English course from several aspects such as the overall framework, educational objectives and teaching design, and the current output is relatively blank in terms of substantial results, with more space and possibilities for exploration in this area.

### **2.3. Insufficient breadth and depth of nurturing elements**

Although the current literature search shows that there is a large amount of literature on practical exploration, the analysis of specific cases shows that the distillation of nurturing elements is incomplete, not deep enough and not extensive. The curriculum of professional education should be “deeper and more humanistic in terms of the knowledge of the profession, industry, country, international, culture and history”. At the same time, the current state of the subject curriculum remains stuck in a disconnect between nurturing and education. Modern instructional design theory emphasises the need to design instruction to facilitate meaningful learning for learners (Sheng Qunli, 2010), which is highly compatible with the requirements of value education. However, for a long time, curriculum and pedagogy have been more concerned with “nurturing talents”, focusing on the cultivation system of subject knowledge and competence and the study of practical pathways. Value education emphasize the unity of “nurturing people” and “nurturing talent”, so it is urgent to clarify the companion relationship between nurturing people and nurturing talent from the perspective of curriculum and pedagogy (Hu Jiehui, 2021).

## 2.4. Limitations in the scope of nurturing practice

At present, the teaching ideology of “no boundaries in the education of people through value education” has not been fully implemented, and there are still many misconceptions about how to educate people in the subject. Since the promotion of value education into the discipline nationwide, many teachers have struggled to find the appropriate mode of integration, and teaching has been reduced to the play of explicit values, which is considered to be a futile trouble in terms of teaching “nurturing talents”. The fundamental reason for this is that teachers do not fully understand and accept the spirit of the subject. Nurturing should be whole process and holistic. Teachers have to focus on developing more classrooms, breaking away from existing forms, and enhancing education through the second, third and fourth classrooms to realize education out of the classroom, out of the school, and out of the country, which is a truly comprehensive and multi-dimensional environment for students.

## 3. Philosophy of Value Nurturing

As Canadian education scholar Michael Fullan said, “The success or failure of educational change depends on what teachers think, which is so simple and so complex”. In order to achieve the transformation from “subject teaching” to “subject education”, teachers must first change their own philosophy.

### 3.1. Holographic education

“Holographic education” refers to the fact that all the information in the space and time involved in the growth process of the training target can become a source of information for education and play a nurturing role. It is based on the fundamental task of establishing moral education, and on the basis of the subject curriculum. It is a solution to the problem of separating the “five educations” and co-ordinating the cultivation of the five educations. It is also a solution to the problem of emphasising knowledge teaching over subject education. According to some experts, disciplinary holographic education requires teachers to have four major qualities: firstly, pure ideological quality, including political, ideological, moral and mental aspects; secondly, profound professional quality; thirdly, broad cultural quality, so as to educate people with culture; fourthly, heavy educational quality, treating education as a study and pursuing education as an art, showing the heaviness of education (Zhang Qing, 2020).

The classroom model of holographic education requires effective participation of teachers and students in the classroom. To build a whole-person nurturing classroom, teachers are required to use advanced education and teaching concepts, make reasonable arrangements for teaching content and structure according to teaching objectives, and transform the teaching resources collected and collated into actionable teaching and learning behaviours, so the choice of teaching methods and teaching resources has a crucial impact on the success or failure of the classroom. In terms of teaching methods, there is the discussion method, which is based on verbal transmission of information, the demonstration method, which is based on direct perception, and the inquiry method, which is based on guided inquiry.

### 3.2. The “TPACK+V” framework

The concept of TPACK (Technological Pedagogical Content Knowledge) is currently widely referred to. It consists of three types of knowledge, namely subject content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK). Scholars at home and abroad

agree that TPACK is an important indicator for measuring the teaching ability of university teachers in the information age and is a knowledge that teachers must master. The conceptual framework of “TPACK+V” is proposed based on the background of the curriculum value education, where V refers to “Value” education and VK aims to incorporate knowledge of values into the necessary knowledge base of teachers. Therefore, the “TPACK+V” framework=CK+PK+TK+VK, which is abbreviated as 4K, is a comprehensive system of multiple knowledge perspectives, and is the basic framework for putting values into subject teaching design under different perspectives.

The current domestic research on TPACK is divided into two main categories: teacher development and curriculum construction. Domestic research on the integration of TPACK theory with the field of education has focused on blended teaching, information-based teaching, and teaching design, with emphasis on teaching reform and curriculum resource construction, and basically zero on the integration with curriculum thinking and political education.

### **3.3. Comprehensive quality of teachers**

Based on this, whether from the perspective of “holographic education” or considering the relationship between the elements of “TPACK+V”, value education should be “all-round, all-process, all-classroom”. The teacher must be fully in charge and must have a comprehensive quality of education above and beyond the whole design of teaching and learning. The shift in the concept of education is preceded by the improvement and enhancement of the teacher’s philosophy, and teachers must achieve a metamorphosis of thought before the curriculum and teaching. Teachers have to integrate the curriculum, create authentic contexts, guide students through inquiry, collaboration, problem solving and project-based learning, focus on integrated literacy and improve the way students are assessed. The teacher is the most critical element before all teaching and learning activities are implemented. What teachers want to pass on to students, whether it is knowledge, quality, competence, thinking, etc., they must first be clear about the specific objectives and then think about the way they are to be achieved, taking whole elements into account.

## **4. The Construction of Value Education Model**

On the basis of the current situation of the construction of the foreign language course, the course team has developed a model for integrating the teaching and learning aspects of the course with the ideological education, combined with the concept of “holographic education” and the perspective of “TPACK+V”.

### **4.1. Clarify learning ideas**

Advanced English texts are long, focused and fragmented, and students often do not know how to begin their studies. After establishing a teaching model, teachers should communicate with students in a timely manner and guide them to understand the main points, ideas, ways and means of learning in the course in order to actively cooperate in the course and fully realize the value of the design. While students follow the ideas in implementing the design, it is also easy for teachers to implement the value points in the process and educate students implicitly.

### **4.2. Establish course framework**

In accordance with the guiding ideology of the outline, and the principles of holistic design, process design and systematic design, specific contents are selected to ensure that the themes are distinct, systematic and operable. The programme will focus on telling language stories, expanding

international perspectives, strengthening the advantages of foreign languages, expressing national sentiments and shaping a sound personality. The selective contents are intercoordinated and mutually-complemented.

#### **4.2.1. Process-based Teaching**

Under the guidance of the TPACK+V framework, all aspects of the course before, during and after the lesson should be “silently” embedded with VK education elements, so as to enhance students’ academic and professional qualities from multiple aspects and angles. The programme is designed to enhance students’ academic and professional qualities from multiple perspectives, exploring, sorting and summarising to ensure that the whole design is systematic and integrated. Teachers should therefore first of all have a pure ideological quality, master the main points and knowledge of the VK Civics elements, understand and study the main points of the programme in depth, combine it with the best content within the pioneering disciplines, concretise the objectives of the course, guide students to build personal qualities, strengthen their national sentiments, expand their international horizons, etc. Teachers are the source of the entire teaching design and dissemination of ideas, and are supposed to shoulder the central guiding role and fully implement the student-centred and nurturing teaching philosophy in real teaching.

#### **4.2.2. Modul-based Teaching**

The several teaching modules involved in the three stages of the teaching process (pre-course, in-course and post-course) is clarified, the basic teaching framework CK and the basic teaching methods PK determined in order to refine the teaching sessions set under each module, to plan the distribution of online and offline resources (TK), as well as the direction of value education. In the end, the basic nurturing points (VK) can be added into each session at right positions.

#### **4.2.3. Theme-based Teaching**

Combined with the outline, several modules (levels) that can be highlighted in Advanced English are sorted out, such as focusing on personality cultivation, family and national sentiment, international perspective, etc., and cutting through cultural contrasts and collisions to educate on core socialist values and traditional Chinese excellent culture. Under each teaching module, the teaching themes are refined, and the main ideological directions are identified according to the themes, and then focuses on targeted refinement according to the content of each lesson.

#### **4.2.4. Case-based Teaching**

Enough cases are arranged after combining the elements of values in each lesson, integrating the nurturing points, enriching the thinking reserves and expanding the thinking materials. In particular, cases involving the contrast between Chinese and Western cultures, while enriching the interpretation of the text, are permeated with Chinese cultural values. Therefore, students learn from the perspective of world civilisation and in the spirit of the concept and thinking of a community of human destiny.

#### **4.2.5. Hybrid Teaching**

In the context of TPACK+V perspective, the course team focuses on the integration of “online resources and offline design” and develops a hybrid model of teaching, fully taking advantage of TK, promoting the natural integration of VK education elements in the course content. On the premise that the basic teaching and learning ideas are clear and agreed upon, “learning task sheets”

are issued classroom by classroom to guide students to take the initiative and explore their learning in conjunction with the pair of graded classes.

### 4.3. Clarify objectives of value education

According to the basic guiding ideology of the outline, the overall objectives of the advanced English course in value education are sorted out, three basic major themes of personality cultivation determined. Besides, the course team combines them with the 30 article categories, and further analyses in depth on the basis of each teaching process and online and offline teaching, and extracts the specific value objectives of the corresponding teaching activity content. Specific sheet of details are included.

### 4.4. Reconstruct teaching design

According to the design framework of value education, the teaching content is reconstructed, so a “summary table” is produced, covering items such as “contents—values education points—cases—teaching methods—teacher and student activities”, which is to address four core issues: what goals should be achieved (instructional goals), what educational experiences should be provided (instructional content), how to organise these experiences effectively (organisational processes), and how to determine that these goals are being achieved (evaluation of effectiveness), with the four dimensions being organically coordinated and mutually reinforcing.

## 5. Case Presentation

The design of the advanced English chapter is based on the innovative perspective of “TPACK+V”. On this basis, the VK element is introduced, combining the teaching objectives of the course and the whole process of nurturing people, integrating the “five modes” design and research ideas and methods, and exploring the “online + offline” hybrid mode of value education.

For example, Advanced English I\* Lesson 1 Face to Face with Hurricane Camille. This text is about how a family living on the coast of the United States fought the hurricane heroically and wisely. The contrast between the fierceness of the hurricane and the warmth of humanity reveals the central theme of “The catastrophe is ruthless while human are compassionate”. Therefore, the objectives of this course are to guide students to understand the theme of the text, to value the relationship between human beings and nature, to deeply appreciate the true feelings of human beings, and to understand their social values and responsibilities; at the same time, to pay attention to the development of appreciation of literary works and to enhance their humanistic qualities. On top of the objectives, questions related to the thematic objectives are designed with the help of text content explanations to inspire thinking and inquiry learning. Curriculum value thinking is an implicit ideological education that requires reaching out to students and investigating their thinking literacy in terms of attitudes, emotions and values. In addition, the course uses online topic discussions and offline questionnaires to find out what students think about news events, people’s experiences and social developments related to the course.

## 6. Conclusion

Value education in foreign language courses needs to consider the characteristics that distinguish foreign languages and literature from their disciplines. Language is closely related to culture and cognition, and from the perspective of functional discourse analysis, “any discourse has a value orientation, expressing or implying certain value criteria, and can therefore be examined from the

perspective of values” (Huang Guowen, 2020: 21). Advanced English is an important course at the senior level, and it is right that it should incorporate more nurturing elements in the intercultural field and appreciation to guide students’ thinking and enhance their humanistic power. Foreign language teachers should therefore be adept at uncovering the implicit value content behind language from a disciplinary perspective and guiding students to objectively approach and harness these value criteria, which will not only help to enhance learners’ language skills, but will also enhance their ability to think, understand and communicate across cultures, deepen their awareness of the differences between themselves and other civilisations, avoid negative influences and enable students to be guided by the idea of a community of human destiny which will promote exchange and dialogue among civilisations and mutual appreciation and development.

## Acknowledgements

This paper is one of the phased achievements of the 2022 College Research Project on Value Education from Qingdao Binhai University “Research on the Value Education Model of Advanced English from the Perspective of TPACK+V” (2022ZQ07), and 2022 Shandong Higher Education Research Project “Research on the Value Construction Model of a Hybrid Foreign Language Course Based on the Concept of Whole Person Education and the Standard” (22HER033)

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