

# *The Construction and Implementation of Classroom Teaching Based on the Curriculum Standards of Teacher Education*

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**Abstract:** Classroom teaching for teacher education plays an essential role in the cultivation of professional teachers. Constructing classroom teaching based on the curriculum standards of teacher education is as beneficial for rectifying the problems existing in the current classroom teaching of teacher education as it is necessary for cultivating professional teacher. An instructor is supposed to construct his or her teaching in conformity with teaching objectives, teaching contents, teaching approaches as well as teaching evaluations. Besides, the implementation of classroom teaching based on *the Curriculum Standard of Teacher Education* can be achieved by applying the teaching mode of backward design.

## 1. Introduction

With the acceleration of the professionalization of teachers in China, classroom teaching for teacher education curriculum has received increasing attention and become the center of talent cultivation for specialized teachers in universities. In June 2011, the Ministry of Education issued *the Teacher Education Curriculum Standards (Trial)*, which provides a standard framework and working ideas for the construction of teacher education curriculum in universities. Subsequently, *the Notice on Implementing the Spirit of the National Conference on Undergraduate Education Work in the New Era* was issued in August 2018, clearly proposing that "all courses should be thoroughly reviewed in terms of teaching content, 'water courses' should be eliminated, 'gold courses' should be created, academic challenges should be reasonably increased, course difficulty should be increased, and course depth should be expanded to effectively improve the quality of curriculum teaching." The focus of teacher education curriculum reform has also been pushed from the curriculum level to the classroom teaching level. Here, this article will conduct a preliminary exploration on the construction and implementation of classroom teaching for teacher education curriculum based on curriculum standards, in light of the requirements of the Teacher Education.

## 2. Necessity Analysis of the Construction of Classroom Teaching for Teacher Education

*The Teacher Education Curriculum Standards* reflect the basic requirements of the state for the

establishment of teacher education courses in teacher education institutions, and serve as an important basis for developing curriculum plans, teaching materials and resources, conducting teaching and evaluation, and recognizing teacher qualifications. Therefore, to a certain extent, it has the authority and binding force of law and plays a guiding and normative role in the classroom teaching of teacher education courses. The construction of classroom teaching based on curriculum standards is necessary to achieve consistent development in teaching, learning, and evaluation in classroom teaching, and to promote the current reform of teacher education curriculum teaching and improve the quality of classroom teaching.

## 2.1. Current Problems in Classroom Teaching for Teacher Education Curriculum

Since the implementation of the *Curriculum Standards*, universities have made progress in the construction of teacher education curriculum, such as breaking through the traditional "three major subjects" curriculum structure of normal education, adding multiple required and elective courses for teacher education, and improving the academic status of teacher education curriculum. However, the classroom teaching of teacher education curriculum becomes a focus of teaching reform nowadays as there still are many the problems, among which the most prominent issues is that teachers' awareness and ability to teach according to the standards are obviously insufficient, and there are many teaching processes that are out of touch with or even contrary to the requirements of the *Curriculum Standards*. These teaching problems or issues are mainly manifested in the following four aspects.

Firstly, the teaching goals are single or even absent. The teaching goal is the starting point and destination of teaching activities, and it is also the yardstick to measure teaching effects and teaching quality. Affected by the "knowledge-based" teaching concept, many teachers focus on subject knowledge teaching, treating knowledge goals as the sole teaching goal in classroom teaching, while neglecting ability goals and emotional attitude values goals. This kind of teaching phenomenon is still common in current university classroom teaching. In fact, in order to standardize classroom teaching in teacher education curriculum and overcome the blindness and randomness of teachers' teaching, the *Curriculum Standards* sets up three major curriculum goal areas, namely educational beliefs and responsibilities, educational knowledge and abilities, and educational practice and experience. It proposes nine specific curriculum goals and 34 basic requirements. These "curriculum goals" and "basic requirements" are important references for teacher education curriculum teaching. However, unfortunately, many teachers lack the awareness and ability to teach according to the standards in reality. Before class, they do not seriously study these "curriculum goals" and "basic requirements", nor can they combine them with textbook content to design multi-dimensional classroom teaching goals. Some teachers even have no goals at all when they teach, talking about various topics at will, wandering around in their lectures, just like stepping on watermelon rinds, slipping wherever they go, and "water classes" are thus created.

Secondly, the teaching content is outdated, and there is a lack of integration between disciplines. The problem of outdated teaching content in teacher education curriculum has long been criticized. As to this teaching problem, the Ministry of Education clearly demanded in *the Opinions on Vigorously Promoting the Reform of Teacher Education Curriculum* that the socialist core value system should be organically integrated into curriculum materials, select course contents that are of great value to cultivating excellent teachers, incorporate cutting-edge knowledge of disciplines, education reform, and latest research results into teaching contents, especially timely absorb new achievements in child research, learning science, psychology, information technology. However, the contents of teachers' teaching materials have not been updated for a long time, and teachers' lesson plans or PPT teaching courseware have remained unchanged for years. Simultaneously,

influenced by disciplinary thinking, teachers regard the subjects they teach as forbidden areas, and they are used to explaining the textbook from beginning to end. The teaching content is limited to the narrow space of the subject they teach, lacking the absorption and integration of relevant disciplines and academic frontier knowledge. Teacher professional practice shows that "modern teacher education needs to cultivate innovative talents, so that the teaching content should change from a closed knowledge system to an open knowledge system to reflect the rapid development of science and technology and changes of the times. It is necessary to constantly update the teaching content and integrate human universal values and cutting-edge discipline knowledge with the latest developments in pedagogy into the process of teacher education." [1] Therefore, teachers must pay attention to integrating and updating the content of their teaching.

Thirdly, the teaching method focuses on knowledge transfer, while students lack independent practical experience. Affected by the "knowledge-based" teaching concept and disciplinary thinking, in order to let students accept systematic disciplinary knowledge, teachers tend to use lecture methods to teach, pursuing to transfer as much disciplinary knowledge as possible to students within a unit of time. However, "the purpose and pursuit of university classrooms are not simply to impart and repeat existing knowledge or mechanically explain recognized theorems, formulas, and principles; nor are they to rigidly issue 'standard answers', but rather to further discover new knowledge, create new knowledge, invent new technologies." [2] The biggest drawback of lecture methods centered on knowledge transfer is that it deprives students of opportunities for independent practice, experience, and innovation. Moreover, according to the viewpoint of constructivism, students use their existing knowledge and experiences to independently construct knowledge during learning activities. If knowledge is not internalized into students' own knowledge structure through their personal practice, experience, and reflection, it is difficult for them to truly understand and apply it.

Fourthly, teaching evaluations are not scientific or comprehensive. Some researchers have analyzed the development history of classroom teaching evaluations in China over the past 30 years and pointed out that "current classroom teaching evaluations focus too much on teachers' 'teaching' and neglect students' 'learning'; they emphasize the transmission of knowledge but ignore the improvement of students' abilities, the understanding of processes and methods, and the cultivation of emotional attitudes and values; they pay more attention to the methods used by teachers in teaching rather than the characteristics of students' knowledge construction and neglect the cultivation of students' practical abilities." [3] These shortcomings are also common in the classroom teaching evaluations of teacher education courses. For example, when evaluating student learning, teachers still rely on traditional paper-pencil tests and lack the use of process-based or performance-based evaluation methods. The evaluation subjects are limited to teachers, while students are treated as objects being evaluated. This one-way linear evaluation method between teachers and students tends to be arbitrary and simplistic, making it difficult for the evaluation results to objectively and correctly reflect the actual level of students.

## **2.2. The Requirement of Professional Training of Teachers for the Construction of Classroom Teaching Based on Curriculum Standards.**

In order to better guide the professional training of teachers, the Ministry of Education issued *the Teacher Professional Standards (Trial)* for kindergartens, primary schools, and secondary schools in February 2012, emphasizing that they are "important basis for teacher training, admission, training, assessment, etc." The comparison of the text content between *the Teacher Professional Standards (Trial)* and that of *the Teacher Education Curriculum Standards (Trial)*, it is found that there is a correlation in terms of basic concepts, basic content, and basic requirements. For instance,

*the Teacher Education Curriculum Standards (Trial)* proposes three concepts, namely people-oriented education, practical orientation, and lifelong learning, and it sets up three target areas: educational beliefs and responsibilities, educational knowledge and abilities, and educational practice and experience. These target areas comprise 9 curriculum goals which are further broken down into 34 basic requirements. *The Teacher Professional Standards (Trial)* adheres to four basic concepts: "student-oriented education, morality first, competence-based education, and lifelong learning", and it proposes 13 standard areas from three dimensions: professional concepts and ethics, professional knowledge, and professional abilities. And there have been different basic requirements for kindergarten teachers, primary school teachers, and secondary school teachers. The basic requirements for primary school teachers reach 58 items while those for kindergarten teachers and secondary school teachers reach 61 items. These basic requirements of teacher education curriculum standards or teacher professional standards are important references for conducting classroom teaching in teacher education courses.

In a certain sense, teacher professional standards define the goal specifications for the professional training of teachers, while teacher education curriculum standards regulate the teaching content for such training. They both reflect the demands for the professional training of teachers. Building classroom teaching based on standards requires teachers to not only clarify what knowledge and skills students need to master according to curriculum standards and their actual situation, but also understand the significance of students meeting these standards and change their own teaching behaviors to promote students' achievement of these standards. [4] Therefore, teachers should study and deeply understand these basic concepts and requirements, enhance their awareness and ability to teach according to standards, improve the standardization of teaching objectives, content, methods, and processes in classroom teaching, build classroom teaching based on curriculum standards, and effectively improve the quality of professional teacher training.

### **3. Key Indicators for Constructing Classroom Teaching in Teacher Education Courses Based on Curriculum Standards**

Unlike traditional classroom teaching, teaching based on curriculum standards is a process where teachers determine learning outcomes for students according to the curriculum standards, design evaluations, organize teaching content, implement teaching, evaluate student learning, and improve teaching. [5] Constructing classroom teaching based on curriculum standards does not require teachers to search for a standardized teaching method or teaching model. Instead, it advocates that teachers should deeply understand the goals, content, and requirements of *the Curriculum Standards*, establish the teaching concept of "teaching according to the standards", learn to design teaching, standardize teaching, and innovate teaching according to the requirements of the Standards. To achieve this, teachers should focus on constructing classroom teaching based on curriculum standards around these four key indicators: teaching objectives, teaching contents, teaching methods, and teaching evaluations.

#### **3.1. Construction of Classroom Teaching Objectives**

B. S. Bloom, a famous American educator and psychologist, believes that a complete "taxonomy of educational objectives" should include the three areas of "cognitive domain", "affective domain", and "psychomotor domain". Correspondingly, *the Curriculum Standards* set up three major goal areas: "educational beliefs and responsibilities", "educational knowledge and abilities", and "educational practice and experience", with nine curriculum goals. However, these goals are relatively abstract and vague, thus cannot be directly used as teaching objectives for classroom teaching. Teachers should design scientifically reasonable, observable, operable, and evaluable

teaching objectives based on actual subjects such as subject contents and students' learning situations, to achieve the transformation of curriculum goals into teaching objectives. Given the similarity and alignment between the three major goal areas of *the Curriculum Standards* and the "three-dimensional objectives" of basic education curriculum teaching (knowledge and ability, process and method, emotional attitudes and values), teachers can draw inspiration from the design ideas of the "three-dimensional objectives" and select and integrate the nine curriculum goals in the three major goal areas of *the Curriculum Standards* into specific objectives of "knowledge and ability, process and method, emotional attitudes and values" according to teaching needs, thereby constructing a three-dimensional teaching objective for teacher education course classroom teaching.

In the transformation of curriculum goals to teaching objectives, the correspondence between the curriculum standards and the established learning objectives after decomposition can generally be divided into three situations: one-to-one, one-to-many, and many-to-one. [6] These three types of correspondences are based on a correct analysis of the curriculum goals and teaching objectives. For example, in the teaching of "teaching design" content in *Pedagogy*, the curriculum goals in the target areas of "educational beliefs and responsibilities" of *the Curriculum Standards*, such as "1.1 Having correct student views and corresponding behaviors" and "1.2 Having correct teacher views and corresponding behaviors", and in the "educational knowledge and abilities" area, such as "2.2 Having knowledge and abilities to educate students", and in the "educational practice and experience" area, such as "3.2 Having experiences and experiences in participating in educational practice", all have requirements for "teaching design", but they are too abstract and general to establish a direct correspondence with classroom teaching objectives. Teachers can use substitution, decomposition, and combination methods to transform the teaching objectives from the three dimensions of "knowledge and ability, process and method, emotional attitudes and values" into the following curriculum objectives:

Objective 1: To explain correctly the conceptual connotation of "teaching design" in one's own words.

Objective 2: To select typical cases of famous middle school teachers' teaching designs, learn to analyze their advantages and disadvantages using the theory of "teaching design", and complete an analysis report.

Objective 3: To design a well-structured classroom teaching guide for a middle school subject text, ensuring that the content is correct, elements are complete, and format is standardized.

Objective 4: To enhance the awareness of teaching design, and develop good habits of carefully designing teaching through the study of typical cases of famous teachers' "teaching design".

Among the above four objectives, Objective 1 is directed towards the "educational knowledge and abilities" of *the Curriculum Standards*, focusing on the understanding and mastery of knowledge about "teaching design" (should know); Objectives 2 and 3 are directed towards "educational practice and experience", focusing on the cultivation of abilities in "teaching design" (should be able to); Objective 4 is directed towards "educational beliefs and responsibilities", focusing on teachers' teaching awareness, attitude, and responsibility (should be willing). These four teaching objectives are specific and clear, reflecting a multidimensional goal design that encompasses knowledge, abilities, emotions, attitudes, values, and are observable, operable, and evaluable.

### 3.2. Construction of Classroom Teaching Contents

Curriculum contents serve as the source and basis for teaching contents. *The Curriculum Standards* divides teacher education curriculum content into six areas in the form of "learning areas", with differences in contents between kindergarten, primary school, and secondary school.

For instance, the "learning areas" for secondary schools include the following six aspects: child development and learning; foundation of secondary education; secondary subject education and activity guidance; mental health and moral education; professional ethics and professional development; education practice. Each "learning area" also includes corresponding "recommended modules", which emphasize that they are "optional or combinable for teacher education institutions or learners, and can be compulsory or elective." This approach of organizing curriculum content in the form of "learning areas" and "recommended modules" changes the traditional pattern of divisional teaching in normal education, helps promote the integration of knowledge in teacher education curriculum content, and has a positive impact on the construction of teaching content.

From the perspective of an independent and complete teaching model, "good classroom teaching is not only the result of a teacher's professional learning in a particular subject, but also the result of overall professional learning and accumulation of general knowledge, as well as the result of a teacher's life experiences and training up to this point." [7] Based on the construction of teacher education curriculum classroom teaching in accordance with the curriculum standards, emphasis should be placed on two aspects in terms of teaching content: On the one hand, it is important to value the integration of teacher education curriculum content knowledge. Teachers should not limit themselves to teaching one chapter or section of a particular subject, but should integrate related knowledge from different subjects within the same "learning area", or even cross-disciplinary knowledge integration. For example, when it comes to the knowledge of "teaching design", different subjects such as pedagogy, psychology, educational technology, and subject teaching theory as well have dedicated chapters for introduction. If a disciplinary approach of teaching is employed, students will have to learn the same knowledge four times (although different disciplines may express it differently), which can easily lead to boredom. Therefore, teachers need to construct teaching content with the idea of "small classroom, big curriculum", putting in effort during lesson preparation, consulting and comparing the "teaching design" knowledge of relevant courses, and integrating and optimizing the "teaching design" knowledge from different disciplines into their teaching. On the other hand, it is necessary to strengthen practical teaching content and links. *The Curriculum Standards* adhere to the basic concept of "practice orientation" and requires that "teacher education curriculum should strengthen practical awareness and pay attention to real problems", "guide pre-service teachers to participate in and study basic education reform, actively construct educational knowledge, and develop practical abilities", etc. These concepts and requirements must be implemented through teaching contents. Therefore, when selecting and organizing teaching contents, teachers should not only carefully consider what they want to teach, but also focus on what students do, strive to arrange activities and practical links that match theoretical knowledge learning, so that knowledge learning, ability training, and cultivation of emotional attitudes and values can be effectively implemented.

### 3.3. Construction of Classroom Teaching Methods

Different teaching methods are often required in light with different teaching objectives and contents. Traditional classroom teaching tends to focus too much on theoretical knowledge, resulting in a prevalence of the lecture method. The Curriculum Standards propose the basic concept of "practice orientation", which will promote the reform of teaching methods in teacher education curriculum. "Practice-oriented teacher education does not simply increase skills training, but requires that the practical concept be fully reflected in the curriculum system. In the implementation of each course, emphasis should be placed on guiding normal students to actively engage in and rationally reflect on educational practice, and strengthen the substantive integration of practical experience, theoretical learning, and rational reflection." [8] To implement the concept

and requirements of "practice orientation", teachers should fundamentally change the traditional one-way lecture method in the classroom, which is teacher-centered, and strengthen dialogue and interaction between teachers and students in classroom teaching. They should empower students with the right and opportunity to learn actively in class, and strive to explore student-centered teaching models that emphasize autonomy, cooperation, and inquiry.

With the deepening of coordinating education between universities and primary and secondary schools, the integration process of pre-service education and in-service education in teacher education curriculum is accelerating nowadays. Some teaching methods that reflect the concept of "practice orientation", such as teaching observation, school experience, case teaching, theme discussion, micro-training, and small topic research, are constantly being applied to classroom teaching, which provides conditions and opportunities for the construction of teaching methods. For example, when teaching the content of "classroom management", students will only remember some concepts or principles at best, and their learning of knowledge will remain at a superficial level of memory, if a teacher simply lectures on the theoretical knowledge of classroom management. However, if the teacher comprehensively uses methods such as case teaching and school experience to elicit students analyze, discuss, and reflect on the experiences of typical cases, or provide opportunities for students to observe, participate in, and experience classroom management activities in schools, they will be well developed in their knowledge and ability of classroom management, as well as their professional emotions as teachers.

### 3.4. Construction of Classroom Teaching Evaluation

Teaching evaluation is an integral part of the classroom teaching process, and teachers use evaluation constantly in the teaching process, even if sometimes unconsciously. Richard J. Stiggins, an American evaluation expert, emphasizes that "the quality of any classroom teaching ultimately depends on the quality of evaluation used in that classroom. If evaluation can be well applied at the classroom level, learning will greatly improve." [9] With the continuous deepening of research on teaching evaluation, various types of teaching evaluation methods and models have gradually been employed, such as classroom display evaluation, student-centered classroom evaluation, subject interaction classroom evaluation, student self-evaluation of classroom learning, CIPP model for developmental classroom teaching evaluation, situational adaptability classroom teaching evaluation, etc. These diverse teaching evaluation methods and models provide a good foundation for constructing classroom teaching evaluation based on curriculum standards.

Based on the basic concepts of "people-cultivation-oriented, practical orientation, and lifelong learning" in *the Curriculum Standards*, the construction of classroom teaching evaluation based on the curriculum standards should be student-centered, focusing on students' learning, viewing each student from a developmental perspective, and emphasizing the clarity of goals and participation of the entire evaluation process. It is necessary to reform traditional paper-and-pencil testing methods, pay attention to the multidimensionality and openness of evaluation methods, and especially attach importance to process evaluation and performance evaluation that are compatible with the "practice orientation". Emphasis should be placed on the diversity of evaluation indicators and their motivational function in promoting students' comprehensive development. It is important to examine comprehensively factors such as students' knowledge, abilities, emotional attitudes, and values, so as to effectively achieve multiple goals in the classroom and reflect the richness and vitality of classroom teaching.

#### 4. The Implementation of Classroom Teaching in Teacher Education Courses Based on Curriculum Standards

Classroom teaching in teacher education courses based on curriculum standards is a type of teaching where the learning objectives stem from the curriculum standards, the evaluation design precedes the instructional design, and it focuses on the quality of students' learning outcomes. The "backward design of instruction" model proposed by renowned American curriculum and instructional experts Grant Wiggins and Jay McTighe embody such teaching principles, making it suitable for implementing classroom teaching in teacher education courses based on curriculum standards. The backward design of instruction model divides the classroom teaching process into three stages: firstly, determining the expected learning objectives; secondly, developing the means and measures to demonstrate that students have achieved the learning objectives; and finally, arranging various teaching activities, guiding the learning activities, and achieving the learning objectives. The design procedure is shown in the following Figure 1.

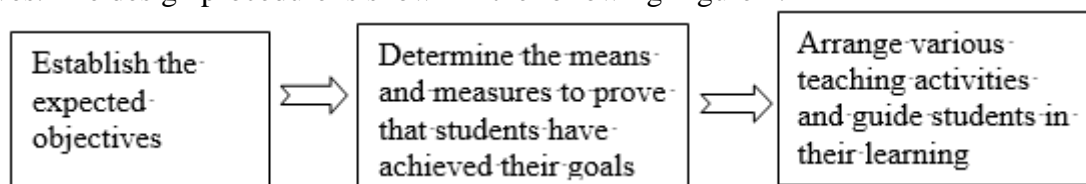


Figure 1: The Procedure for Backward Design of Instruction

In the first stage of the "backward design of instruction" model, teachers should conduct a thorough study of the "three major goal areas," "nine curriculum goals," and "34 basic requirements" in *the Curriculum Standards*. Based on the students' learning needs, they should define multiple learning objectives that meet the requirements of the curriculum standards and are suitable for students' learning needs. In the second stage, teachers should design students' learning evaluations based on the learning objectives so as to determine whether students have achieved the expected learning outcomes. *The Curriculum Standards* adhere to the basic concept of "practice orientation." Therefore, teachers should focus on selecting performance-based evaluations in their learning assessments. They should carefully design specific and feasible performance tasks around the learning objectives and develop scientific and effective performance scoring criteria. In the third stage, teachers need to arrange a clear teaching activity plan, including the selection and organization of learning experiences, as well as the selection of methods and strategies. Following the basic concepts of "people-cultivation-oriented, practice orientation, and lifelong learning" in *the Curriculum Standards*, teachers should emphasize the dominant position of students when arranging teaching activities. The contents should be close to students' lives and experiences, making it easier for students to engage in autonomous, cooperative, and inquiry-based learning.

In the teaching procedure of the "backward design of instruction" model, the BOCES Education Design Team (Centennial BOCES Standards-Based Education Design Team) in the United States proposed eight steps for standards-based teaching design in their "Instructional Design Handbook for Standards-Based Classroom Teaching".

- Step 1. Interpret content standards and determine learning objectives.
- Step 2. Arrange assessment tasks and design the assessment process.
- Step 3. Develop scoring criteria and create performance assessment tools.
- Step 4. Organize teaching content that aligns with learning objectives.
- Step 5. Select teaching strategies to help students achieve learning goals.
- Step 6. Implement the planned teaching.
- Step 7. Evaluate students based on standards.



Step 8. Reflect on the entire process and provide supplementary teaching.

By following these eight teaching steps, teachers can effectively design and conduct classroom teaching in teacher education courses based on curriculum standards.

## 5. Conclusions

Classroom teaching is the core link in talent cultivation in universities, and also the main position, principal channel, and chief battlefield for universities to create "gold courses" in the new era. The construction and implementation of classroom teaching in teacher education courses based on curriculum standards has become an important task in promoting the reform of teacher education curriculum teaching and the cultivation of professional teachers. Teachers should constantly update their teaching concepts, enhance their awareness and ability of "teaching according to standards" so as to better improve the quality of classroom teaching in teacher education courses and the level of professional talent cultivation for teachers.

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