

# Investigating Practice-Oriented Courses in Teacher Education: Deficiencies, Challenges, and Methodological Approaches

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**Abstract:** *Practice-oriented courses in teacher education are critical determinants of teaching effectiveness, curriculum quality, and talent cultivation standards. Designed to foster practical knowledge and applied competencies through authentic educational settings, these courses are inherently situated and context-dependent. Given their pedagogical significance, there is an urgent need for deeper inquiry into the implementation processes of such courses. This study systematically reviews existing deficiencies, defines the research scope, identifies core challenges and focal issues, and outlines the methodological framework for investigating teacher education practice courses, thereby providing a foundational reference for future empirical and theoretical work in this domain.*

**Keywords:** Teacher education, Practice-oriented courses, Practical knowledge, Curriculum implementation, Pedagogical research.

## 1. INTRODUCTION

Teacher education practical courses refer to courses such as educational internships, educational research, micro teaching, and educational studies. These courses include on campus and off campus teaching practices, corresponding to the professional skills module, educational internship module, and in class practice module in the talent cultivation plan. The main purpose is to cultivate students' ability to analyze and solve educational problems, improve educational literacy, and enhance the professional level of education and teaching. The construction of practical courses is directly related to the quality of teacher education talent cultivation and has become a hot research topic in recent years. However, there are still some shortcomings in the process research of teacher education practical courses.

## 2. THE PROBLEM

Process evaluation refers to the evaluation of the implementation process of a determined plan, providing feedback information to the plan maker and identifying potential problems during the implementation process. The process evaluation of teacher education practice courses is related to the quality of classroom teaching, curriculum construction, and teacher education professional talent cultivation. Research on teacher education practice courses has been a hot topic of concern for experts and scholars in recent years, mainly reflected in the following aspects:

### 2.1 At the policy level:

As early as 2011, the country issued the "Teacher Education Curriculum Standards (Trial)" (Teacher [2011] No. 6), which clarified that teacher education should adhere to a practical orientation and strengthen the practical aspects of education; In 2016, the "Opinions on Strengthening the Education Practice of Normal University Students" (Teacher [2016] No. 2) was issued, which proposed to build a rich system of practical content, improve practical forms, and enhance the multi-party participation in educational practice assessment and evaluation system; In 2017, the "Implementation Measures for the Certification of Teacher Education Majors in Ordinary Higher Education Institutions (Interim)" (Teacher [2017] No. 13) was once again issued, emphasizing output orientation, focusing on the learning outcomes of teacher education students, and evaluating the quality of teacher education professional talent cultivation by comparing it with the core competency requirements of teacher education graduates; Continuous improvement emphasizes the comprehensive and full process evaluation of teaching in teacher education majors, and applies the evaluation results to teaching improvement, promoting the continuous improvement of the quality of talent cultivation in teacher education majors. In 2018, the government also issued the "Opinions on Implementing the Excellent Teacher Training Plan 2.0" (Teacher [2018] No. 13), which believes in promoting the management of the entire process of educational practice, ensuring clear requirements before

internships, supervision and guidance during internships, and assessment and evaluation after internships. From various documents, it can be seen that national policies emphasize the importance of practical courses, reform the evaluation methods of practical courses, and adhere to process evaluation. However, the operation of process evaluation is vague.

## **2.2 At the practical level:**

Shihezi University, Hanjiang Normal University and other schools have conducted practical explorations in accordance with the requirements of teacher education professional certification, and have respectively formed achievements such as "Research on the Curriculum System of Teacher Education Practice from the Perspective of Teacher Education Professional Certification" (Danaguli Bolati et al., Teacher Education Forum, January 2020) and "Research on the Reform Path of Teacher Education Curriculum Based on Teacher Education Professional Certification" (Yao Yanxin, Journal of Hanjiang Normal University, August 2021). Shihezi University has restructured the curriculum and content system of teacher education courses; Hanjiang Normal University, starting from the observation indicators of teacher education professional certification and comparing with its own problems, proposes to build a "student-centered" teacher education curriculum content system, establish an "output oriented" teacher education curriculum practice platform, and improve the "continuous improvement" teacher education curriculum evaluation mechanism. This achievement emphasizes the importance of process evaluation, but unfortunately, there is no further elaboration on process evaluation. From the perspective of practical achievements, these explorations have focused on the construction of a practical curriculum system, the path of teaching reform in practical courses, and the development of teaching content for teacher education practical courses. Although the importance of process evaluation has been recognized, there has been no systematic research on the process evaluation of practical courses.

## **2.3 Theoretical level:**

As early as 2007, Professor Li Kongzhen pointed out the importance and theoretical basis of practical courses in the article "Content that cannot be ignored in teacher education curriculum: Practical Courses" (Curriculum, Textbooks, Teaching Methods, September 2007). Teacher Li Dan emphasized in "On the Curriculum Reform of Pre service Education for Teachers with a Development Orientation towards Practical Knowledge" (Curriculum, Textbooks, and Teaching Methods, April 2011) that integrating course content with practical problems and increasing the development of potential courses should be emphasized. In his article "Teacher Education Professional Knowledge: Generation, Accumulation, and Curriculum Transformation" (Education Research, July 2021), Professor Zhou Bin believes in the relationship between the generation of teacher education professional knowledge and curriculum construction, emphasizing the importance of practical courses. Teacher Ding Xue analyzed the impact of process evaluation on the teacher-student relationship ("Analyzing the teacher-student relationship in process evaluation from a field perspective", Heilongjiang Education, June 2021). Theoretical research mainly focuses on the shift of teacher education curriculum towards practical courses, the impact of process evaluation on teacher-student relationships, and the impact of process evaluation on students' learning engagement, without in-depth research on the process evaluation of teacher education practical courses.

Looking at the current research status, there is a focus on policy guidance rather than practical operation in the study of teacher education practice courses; Emphasize theoretical research over practical testing, etc. To address the issues of insufficient emphasis on process evaluation of teacher education practice courses, unclear evaluation content, simple evaluation methods, single evaluation subject, and unclear differentiation of evaluation, the research focuses on constructing a process evaluation system for teacher education practice courses, developing process evaluation criteria, and constructing a process evaluation model for teacher education practice courses.

## **3. THE SIGNIFICANCE AND VALUE OF RESEARCH ON PROCESS EVALUATION OF TEACHER EDUCATION PRACTICE COURSES**

The process evaluation of teacher education practice courses focuses on the evaluation of classroom teaching process, changing the previous summative evaluation as the only evaluation basis, and achieving a combination of summative evaluation and process evaluation; Pay special attention to the evaluation of the teaching process, achieve timely feedback and improvement, in order to improve the quality of classroom teaching and talent cultivation. This study has theoretical and practical significance.

### **3.1 Theoretical significance**

The process evaluation of teacher education practice courses often relies on the personal experience of teachers, with a high degree of randomness and arbitrariness. It lacks systematicity and scientificity, and has not formed a standardized operating paradigm and evaluation model. Based on the examination of the process evaluation of teacher education practice courses, this project will construct a process evaluation model, system, and plan for teacher education practice courses, and improve the theory of process evaluation for teacher education practice courses.

### **3.2 Practical value**

This research mainly focuses on the construction of teacher education practice courses, classroom teaching, and teaching feedback. In practice, it has the following value: firstly, it promotes the scientific evaluation content, diverse evaluation subjects, and reasonable evaluation methods of teacher education practice courses, which is conducive to improving the quality of practical teaching in the classroom; The second is to establish a process evaluation system and model for teacher education practice courses, achieving consistency in "teaching, learning, and evaluation", which is conducive to improving the quality of teacher education practice course construction; The third is to promote the implementation of the certification concepts of "student-centered, output oriented, and continuous improvement" in teacher education majors, focus on the teaching process, timely feedback on students' learning problems and improvement suggestions, stimulate students' intrinsic learning motivation, and help improve the quality of talent cultivation in teacher education majors.

## **4. RESEARCH OBJECT, KEY AND DIFFICULT POINTS, AND INNOVATIVE POINTS**

What to study, which are the key points and which are the difficult points, these are the core issues that need to be considered in the design of research projects.

This research project believes that the research object, key points, and difficulties are mainly reflected in:

### **4.1 Research object**

In response to the problems existing in the reform of teacher education practice courses, the research object of this project is determined to be:

#### **4.1.1 Construct a process evaluation system for teacher education practice courses.**

By conducting surveys on relevant teacher training institutions in China, we aim to draw on the successful experience of process evaluation of practical courses in teacher training institutions; Conduct interviews with renowned teachers in basic education and experts in curriculum and teaching theory. Based on the nature and objectives of different courses such as educational internships, micro teaching, educational internships, and educational research, clarify the goals, content, subjects, and methods of process evaluation for teacher education practice courses. Construct process evaluation systems for teacher education practice courses such as educational internships, micro teaching, and educational internships.

#### **4.1.2 Design scientific, reasonable, and feasible process evaluation criteria for teacher education practice courses.**

Based on the relevant theories of process evaluation, by soliciting opinions from relevant course experts and employers, the evaluation subject, evaluation object, and relevant stakeholders jointly participate in the negotiation to develop scientific, reasonable, and feasible process evaluation criteria for courses such as educational internships, educational apprenticeships, and micro teaching.

#### **4.1.3 Construct an evaluation model for teacher education practice courses.**

Based on the evaluation system and evaluation criteria for teacher education practice courses, summarize and condense the process evaluation model for teacher education practice courses. This model embodies both theoretical innovation and practical operation.

#### **4.1.4 Improve (revise) the standards for practical courses such as educational internships, educational studies, educational internships, and micro teaching.**

Select experimental classes for teaching experiments, conduct experimental testing on process evaluation systems, evaluation plans, evaluation gauges, teaching designs, and courseware, timely identify problems, summarize experiences, and continuously improve the curriculum standards for educational internships, micro teaching, educational research, and educational internships.

The above is the research object of this project, and the goals to be achieved through the research and practice of this project are: firstly, to construct a process evaluation system and model for teacher education practice courses that are in line with teacher education professional certification; The second is to design a scientific, reasonable, and feasible process evaluation plan and evaluation criteria for teacher education practice courses through practice and experimental comparison; Thirdly, through the research of this project, develop and design teaching designs and courseware based on process evaluation; The fourth is to continuously improve the curriculum standards and evaluation criteria for teacher education practice courses through the research of this project. Provide guidance for classroom teaching and curriculum construction of teacher education practice courses in the future.

## 4.2 Research focus, difficulties, and innovative points

Based on the content of the project and the intended goals, combined with the actual situation of the research, the key difficulties and characteristics of this project include:

### 4.2.1 Key and difficult points of the research

(1) Design scientific, reasonable, and feasible process evaluation criteria and construct evaluation models for teacher education practice courses.

Due to the large workload and difficulty in grasping the evaluation content of process evaluation, this research project designs scientific, reasonable, and feasible evaluation criteria and models based on the nature and objectives of different courses. This is the focus and difficulty of this research topic. The models constructed, developed, and designed in the research project can reflect certain theoretical innovations, meet the needs of classroom teaching, and can be applied to other practical courses. The experience formed can be promoted and replicated.

(2) Establish a process evaluation system for courses such as educational internships, micro teaching, and educational internships.

The process evaluation system for courses such as micro teaching, educational internships, and educational apprenticeships is the core content and one of the key and difficult points of this research project. Based on the nature and objectives of the course, the constructed process evaluation system will achieve accurate evaluation content and standards, clear evaluation content, diverse evaluation subjects, and diverse evaluation methods, changing the previous negative state of inaccurate process evaluation standards, unclear evaluation content, and simple evaluation methods. This evaluation system addresses the shortcomings of previous process evaluations of teacher education practice courses, achieving output orientation, meeting the needs of relevant stakeholders, and improving teacher education and training methods.

### 4.2.2 The characteristics and innovative points of this topic

This project mainly focuses on the problems existing in the process evaluation of teacher education practice courses, using comparative methods, survey methods, action research, literature review and other research methods. Its characteristic is to adhere to the action research paradigm of practice orientation. The project originates from the reform practice of teacher education pre service training, identifies problems in teacher education reform practice, condenses problems, and ultimately solves them. The second is to establish a process evaluation system, evaluation plan, and evaluation criteria, and transform the evaluation mode of teacher education practice courses: change the previous evaluation method of single evaluation subject, unclear evaluation content, and single summative evaluation.

The main content of the research project is to construct a process evaluation model and system for teacher education practice courses, as well as to develop and design evaluation criteria. The innovation of this project is mainly reflected in the research results, firstly, to construct a process evaluation system for teacher education practice courses; The second is to construct a process evaluation model for teacher education practice courses; The third is to design a scientific, reasonable, and feasible process evaluation plan for educational internships,

educational apprenticeships, educational research, and micro teaching; The fourth is to design and develop process evaluation criteria for teacher education practice courses.

## **5. RESEARCH METHOD FOR PROCESS EVALUATION OF TEACHER EDUCATION PRACTICE COURSES**

The main purpose of the research project is to address the shortcomings of process evaluation in teacher education practice courses, construct a process evaluation system, evaluation criteria, evaluation models, and revise curriculum standards. In order to achieve the research objectives and complete the research content, the following research methods will be adopted:

### **(1) Comparative method:**

Through theoretical analysis and survey research, compare the gap between the expected and actual process evaluation of teacher education practice courses, identify existing problems, and clarify research directions, content, etc. Standardize the spirit of national documents such as the "Teacher Education Curriculum Standards (Trial)", "Opinions on Strengthening the Education Practice of Teacher Education Students", "Implementation Measures for the Certification of Teacher Education Majors in Ordinary Higher Education Institutions (Interim)", and "Opinions on Implementing the Excellent Teacher Training Plan 2.0", and clarify the natural status assigned by the state to teacher education practice courses; Through investigation, discover the actual state of teacher education curriculum; Compare the two to identify problems and provide direction for the research topic.

### **(2) Action research method:**

This project focuses on the problems existing in the evaluation of teacher education practice courses, summarizes the problems, and solves them. Teachers are both researchers and actors in the research project. Researchers discover problems in the process evaluation of teacher education practice courses and promptly rectify them. Teachers conduct research in classroom teaching, always focusing on teacher education practice classes, observing and identifying problems, proposing effective corrective measures, and continuously improving research strategies.

### **(3) Survey and research:**

Various survey methods such as questionnaire surveys and interview surveys are used to discover good practices and successful experiences of other universities, and to grasp the problems and shortcomings of teacher education practice courses; Conduct interviews with experts and listen to their suggestions on the process evaluation of teacher education practice courses; Based on investigation and research, construct a process evaluation model for practical courses, establish an evaluation system for teacher education practice courses, and develop process evaluation criteria.

### **(4) Literature review:**

Through literature review, clarify the theoretical achievements related to the process evaluation of teacher education practice courses, discover the successful experiences, existing problems, and shortcomings of teacher education practice course evaluation in other universities, explore methods and measures for the process evaluation of teacher education practice courses in sister universities, and provide reference, inspiration, and theoretical basis for this research topic.

## **6. CONCLUSION**

The construction of teacher education practice courses is directly related to classroom teaching efficiency, course construction quality, and the quality of teacher education professional talent cultivation. Practice courses emphasize enhancing students' practical knowledge and training their practical abilities through practice, and have situational and on-site characteristics. Therefore, it is particularly important to increase the research on the process of teacher education practice courses. The research project will focus on constructing a process evaluation system, model, developing and designing evaluation criteria, and revising curriculum standards for teacher education practice courses.

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