

Cultivating Innovative Consciousness of Graduate Students by Collective Classroom Observation and Assessment with Teacher

—Taking Inner Mongolia as an Example of Collective Classroom Observation and Assessment

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Abstract - Compared with the national collective classroom observation and assessment, the collective classroom observation and assessment together with teacher pay more attention to cultivating the innovative consciousness of graduate students, which can contribute to promote the growth of graduate students, and help them to improve their professional literacy. In this research, we mainly focused on how to cultivate the innovation consciousness of graduate students by collective classroom observation and assessment with teacher and analyzed it from the two aspects of the geography education master and geography theory of curriculum and instruction master.

Index Terms - collective observation and assessment with teacher, graduate students; cultivating innovative consciousness, geography education master, geography theory of curriculum and instruction master

Because the graduate students gain more knowledge than undergraduate students, especially the theory of geography and education and psychology, they also want to teach better under great pressures, which causes them getting on the podium facing much challenges different from the undergraduate students. How to become powerful like the longer seniority teachers accumulated rich teaching experiences is a big trouble afflicting many persons. Many measures have been taken to solve the problem before, for example, microteaching in training teaching skills in school, short-term education practice in middle school, which are common methods. But there is a defect that these methods all solve the preset problems and they can not cultivate the graduate students the abilities of solving instantaneous problems. While the way of collective observation and assessment with teacher provides such a platform that plays a strong role in promoting graduate students rapidly turning into a real teacher by learning, refining and summed up in the real classroom.

Collective classroom observation and assessment is a research activities between teachers, in which the participants mutually provided their teaching informations, collected and shared the classroom informations, and based on the abundant informations, they dialogued and reflected on the issues of common concerns with others, so as to improve classroom teaching, and to promote the professional development of teachers. In fact, collective classroom observation and assessment with teacher is the classroom observation, diagnosis and evaluation, and is also a kind of activities which can greatly improve the teaching way of the teaching-research group and cooperation of teaching-research culture team, including the conference center link before class, classroom observation, after-

school review in three stages.

1. Introduction

Collective observation and assessment with teacher in Inner Mongolia Normal University College is a activity organized by profession Xu Bao-fang who is in charge of the Teacher Education Research Central. It is managed once a week between with grade 2012 and 2013 of geography education master and geography theory of curriculum and instruction master, and it takes Teacher Education Research Central as a platform, uses some observe the relevant tables as a tool, and consider 100 famous teacher style reticulums as the carrier. The activity of the object are the teaching behavior of teacher including questioning behavior, responding behavior, using media behavior, creating situation behavior and the studying behavior of students including answering questions behaviors and putting forward problems. Topics discussed are the advantages and disadvantages of classroom teaching behavior in these high quality classes. At present, we only payed more attention to knowledge point whether be scientific or not, the media is applied proper or not, and how to create a comfortable classroom phenomenon, and then discussed the various possibilities of their development and change and the factors of this development and change of substance behind the design. The main function of this activity is through mutual discussion of graduate students own, explanation of teacher, to analyze the classroom instructional behaviors of high quality courses, thus copying and recreating quality behavior, especially solving various instantaneous problems in classroom, in order to improve the teaching behavior of graduate students. This activity plays a great role in cultivating innovation consciousness of graduate students.

2. The Classroom Observation and Results Analysis

A. The main content of classroom observation

In September 26, 2013, profession Xu and his graduate students observed the “regional differences of a natural disaster” in a classroom of Tian Lou 310. Qin Fulai is the teaching teacher from Beijing fourth middle school, and the

teaching time is 36 minutes and 40 seconds. The main content of this lesson is through group to discuss the differences occurring the flood disaster between the Nile and Yangtze river in the middle or lower reaches by digital planet.

B. The classroom observation and results analysis of geography education master

Geography education master is mainly aimed at evaluating the advantages and disadvantages of teachers in teaching content, teaching organization and teaching strategy, and they also mainly focus on the evaluation of teaching content, especially on the knowledge points giving detailed and systematic reviews. For example, the largest advantages of this class is the design for group discussion, fully reflecting that students are playing a main body and teacher is a leader. But there is a biggest problem in the classroom that is the teacher respond to students without timely when student answered. For example, when students explained the differences occurrence reasons of the flood disaster between the Nile and Yangtze river in the middle or lower reaches, they just said that because the differences of the two regional flood control measures caused the disaster different from each other, and the afflicted body in China is bigger than that of in Nile, and the better economic conditions caused Chinese a great losses. Mr Qin did not give students the correct physical answer, and explained due to the short time they must go directly into the next link. When assessing the class, geography education master directly pointed out that student' answer is wrong, the size and losses caused by disaster related to the disaster grade, and affects on people, and not related with flood control measures. The conclusion is the result of group discussions, if the teacher did not corrected timely, the whole group would misunderstand the problem until be corrected. At last, geography education master gave the right clearly explanation on how to analyze this problem.

C. The classroom observation and results analysis of geography theory of curriculum and instruction master

Geography theory of curriculum and instruction master assessed the course mainly concentrated in the part of theory on whether it realize the three-dimensional objects of geography or not, and usage frequency of media, and so on. For example, in this lesson there are many the rational knowledge, mainly analysis reason on the regional differences of the same natural disasters in the knowledge; Training students' ability of operating by digital planet independently in skills level; cultivating students the difference consciousness of geography in emotion and attitude and values. They gained solid theoretical knowledge relatively, while it seems large and empty and no binding to the teaching content itself.

3. The Significance of Collective Classroom Observation and Assessment with Teacher

Geography education master and geography theory of curriculum and instruction master for training direction is not consistent, so the evaluation of the same class would produce so much differences. And because of the nature of geography itself across the social sciences and education science,

geography teachers need to have a solid professional basis, and also need to have excellent education theory. So in the limited time for studying, it is particularly important to the different directions of the students studying together, with the contribution of each other's wisdom, sharing each other's thinking, which can promote the in-depth thinking of graduate students, and lay a solid foundation for the future teaching on the rostrum.

When discussed in class, everyone talked about the common topic, combined with his own research specialty focused, and then were in-depth analysis. Two kinds of different thought collision sparks between geography education master and geography theory of curriculum and instruction, and in the process, they benefit much by mutual discussion, and realize the complementary advantages, and overcome weaknesses, and continuous innovation by repeatedly asking. For the same topic in-depth discussion, they can analyze the teacher how to develop the process in classroom teaching, and what is worth learning, which behavior can be improved through the promotion of the instance, which is proper, how to design, what is the teaching effectiveness, what is the relationship between performance and behavior, etc. These behaviors may give participants a deeper impression, and contribute to the different directions of the students progress by researching common questions and solving problems, and then assuming their own teaching on how to carry on the teaching design, and on how to innovating.

After the assessment of graduates in different directions, profession gave them the comments timely and proposed their the advantages and disadvantages when assessment, and at last advised them to retain the advantages, to correct the insufficiency. Thus there is twice comments in the limited time, which can deepen the impression of the participants. Finally graduates captured new problems, and made innovation based on it. Because education has a strong hysteresis effect, such innovation consciousness can not be accomplished at one stroke train together, which needs to set up long and stably. In all, it is very important for graduates in different directions to observation and assessment with teacher.

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