

Application research of guided inquiry teaching mode in the teaching of Introduction to Educational Studies

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Abstract: Introduction to Education is an important course to cultivate students' comprehensive knowledge of education, and traditional teaching methods are often difficult to arouse students' interest in the subject and in-depth thinking. The guided learning model can integrate the goals of self-directed learning and in-depth investigation, update teachers' teaching concepts, change the status quo of students' passive acceptance of knowledge, stimulate students' learning initiative, and exercise students' ability to explore and cooperate. However, the application of the guided learning programme to the teaching of Introduction to Education is not without challenges, such as students' insufficient understanding of the subject and the effect of independent learning.

Keywords: Guided learning programme; Introduction to education; Learning outcomes; Engagement

1. Guided Learning Programme

An introductory plan is a widely used instructional design tool in course instruction that guides students in their independent study and preparation prior to class in order to better participate in classroom activities. It usually contains elements such as learning objectives, an outline of the course content, independent learning tasks and problem guides to provide students with a clear learning route. In terms of learning objectives, students are guided to understand the course goals and learning expectations. The focus of instruction is clarified to enable students to preview and study with purpose. In the area of Course Content Outline, outlines the theme and core concepts of the lesson. Provide a course framework to help students make sense of the logical structure of the course content. In terms of independent study tasks, encourage students to independently study the material before class to build up the necessary basic knowledge. Provide references, web resources, etc. to support students' in-depth understanding of the course topics. In terms of problem-guidance, targeted questions are asked to guide students' thinking and discussion.

2. Introduction to Education Course

As an introductory course for education majors, the Introduction to Education course plays the role of guiding students to gain an in-depth understanding and study of the field of education. It not only provides students with a broad framework of educational knowledge, but also enlightens their understanding of educational philosophy, policy and practice. Firstly, in terms of introduction to the subject and the building of basic knowledge. The Introduction to Education programme provides students with a comprehensive understanding of the discipline of education and helps them to build up the foundation and theoretical framework of the discipline, which is an important starting point for training professionals. Secondly, in terms of educational thinking and professionalism. Through Introduction to Education, students are able to come into contact with different educational ideas, theories and methods, and develop the core literacy of the education profession, including knowledge of educational ethics and educational psychology.

3. Problems in the application of the guided study teaching model in the teaching of Introduction to Pedagogy

3.1 Aspects of student preparation

Insufficient preparation of students. Students' insufficient preparation for the guided study plan due to insufficient time, insufficient motivation to learn and insufficient understanding of the task requirements affects the classroom effect. First of all, as a teaching tool that guides students to learn independently and prepare in advance, the guided study plan has certain requirements for students' independent learning ability and time management ability. However, in practice, we find that many students do not make full use of the guided study plan, and

one of the main reasons for this is that students are not well prepared. Students' lack of preparation is reflected in several aspects. On the one hand, there is insufficient time. Due to heavy class workload or other activities, students often cannot spare enough time to prepare for the contents in the guided learning programme. This sense of time urgency will lead to students going through the motions in their previews and failing to understand and think deeply. On the other hand, there is insufficient motivation for learning. Some students are not interested in certain subjects or topics and therefore lack the motivation to study them in depth. In this case, even if the guided study programme is designed brilliantly, it is still difficult to attract students' attention, resulting in poor pre-study results.

3.2 Difficulty of task design

The difficulty of task design makes it difficult to meet the needs of all students. There are big differences in students' learning abilities and backgrounds. Some students need more guidance and support, while others feel that the guided learning programme is too simple. The purpose of using guided learning programmes is to guide students to learn independently and develop their independent thinking and problem-solving skills. However, in practical application, the implementation of guided learning programmes faces many problems, among which the difficulty of task design is particularly prominent. Task design is one of the key aspects of the guided learning programme. An excellent introductory programme should stimulate students' interest in learning and guide them to actively explore knowledge through reasonable task design. However, in reality, due to the large differences in students' learning abilities and backgrounds, designing a task that is neither too simple nor too complex is often tricky for teachers. For some students, the tasks in the guided learning programme are too simple, resulting in a lack of a sense of challenge in the process of completion and hence boredom in learning.

3.3 Feedback on student learning

In terms of student learning feedback, although the guided learning programme can stimulate students' active learning interest, however, sometimes students' feedback is not timely or not detailed enough, which brings certain troubles to teachers. This situation makes it difficult for teachers to fully understand students' preparation before class, thus affecting their ability to fully grasp the teaching process and adjust teaching strategies in a timely manner. The timeliness of student feedback is a crucial part of the learning process. However, the design of guided learning programmes often focuses on inspiring students' independent learning, which may result in students' inadequate understanding of the pre-class tasks or their failure to complete the tasks within the specified time. Due to the lag in student feedback, teachers may not be able to quickly detect problems that students may encounter in their independent learning process, making it difficult to provide targeted guidance and support. Finally, the lack of detail in the feedback is also a problem. Students' feedback is not only a simple report on the completion of the task, but also an expression of the problems encountered during the learning process, confusion, and understanding of knowledge.

4. Strategies for the application of the guided study teaching mode in the teaching of Introduction to Pedagogy

4.1 Strategies for student preparation

The guided learning programme usually contains rich subject information and learning tasks, but some students may be troubled because they are unfamiliar with the structure of the guided learning programme or their subject knowledge is not well understood. In such cases, teachers may adopt targeted strategies, such as providing clear instructions on how to use the guidebooks and demonstration examples, to help students better understand and make use of the guidebooks. Secondly, students may have difficulties in planning their study time and task completion. Independent learning requires students to have good time management and task planning skills, but some students may face inefficiencies due to lack of experience or academic self-motivation. To cope with this challenge, teachers can teach students effective time management skills, provide advice on task decomposition, or even organise training courses on study skills to help students improve the efficiency and quality of their learning.

4.2 Strategies in terms of task design difficulty

On the one hand, teachers can adjust the difficulty by setting clear task objectives and stages. Setting clear learning objectives in the guided learning programme helps students understand the focus and direction of the tasks. At the same time, breaking down the tasks into different stages and gradually increasing the difficulty enables students to go deeper into the subject content step by step. Such a design helps to meet the academic needs of different students, not only does it not make some students feel overly pressurised, but also inspires students with a certain foundation in the subject to explore in depth. On the other hand, teachers can make skilful use of inspiring questions to guide students to think and discuss. In the task design, open-ended and thought-provoking questions can prompt students to think about the multi-faceted nature of the problem, thus increasing the difficulty of the task. This approach can stimulate students' active learning interests and develop their problem-solving abilities without making the task too steep in difficulty.

4.3 Strategies in terms of students' learning feedback

On the one hand, establishing open communication channels is an effective way to collect students' learning feedback. Teachers can encourage students to share their learning feelings, difficulties and suggestions by organising regular student symposiums, setting up online feedback platforms and opening feedback mailboxes. Maintaining good communication with students and making them feel that teachers care about their learning can help motivate students to participate more actively in the feedback process. On the other hand, responding to students' feedback in a timely manner expresses the importance of their opinions and provides clarification on the suggestions that may be adopted. Students expect attention and response from the teacher when they provide feedback, so responding to feedback in a timely manner is key to establishing an interactive learning environment. Teachers can respond by thanking students for their participation, explaining their understanding of their feedback, and clarifying the steps to be taken to increase students' trust in the feedback.

5. Conclusion

The use of guided learning programme gives students a wider space for independent learning. The application of the guided study programme teaching mode in the Introduction to Education course opens up an effective path for improving teaching quality and cultivating students' comprehensive literacy. In order to cope with the dilemmas and challenges, teachers need to deepen their teaching concepts, consolidate the students' subject foundation, create a good learning environment, and further improve the teacher training system. Only through continuous practice and optimisation can the guided learning teaching model better release its educational potential and provide students with a more in-depth and inspiring learning experience.

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