
On the Realistic Problems and Possible Countermeasures of the "Learning Guide Case"

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Abstract: The classroom teaching model mainly based on "learning guides" has changed the basic paradigm of traditional classroom teaching. In practice, there are problems with the "guided learning plan", such as weakening the unique curriculum understanding of teachers, alienating it into memorization plans, practice plans, or exam plans, and widening the gap between college students. In the face of the above problems, it is necessary to propose relevant countermeasures from the overall perspective of course practice, including the design, implementation, and evaluation of the learning guide plan.

Keywords: Study guide plan; Teaching mode; Course understanding

Currently, many new teaching models have emerged in the field of classroom practice in China, among which "learning guides" represented by Dulangkou Middle School, Yangsi Middle School, Donglu Middle School, etc. have increasingly attracted the attention of the practical and theoretical circles. A "study guide plan" refers to course resources or text materials characterized by various theoretical titles such as preview drafts, study guides, study cards, lecture notes, pre learning, study sheets, task sheets, self-directed learning texts, group discussion materials, and example problem plans. This model is based on the school's own understanding of the new curriculum reform concept and has become a model for implementing the new curriculum concept from bottom to top. This classroom teaching model, mainly based on "guided learning plans," has changed the basic paradigm of traditional classroom teaching. The inherent curriculum significance is at least reflected in the transformation from traditional lesson preparation to curriculum development, which brings about a change in the teacher's curriculum identity; The transformation of teaching mode from imparting knowledge to exploring and practicing teacher-student cooperation has brought about a shift in classroom teaching methods; Exploring the characteristics of school-based implementation of national curriculum; The construction of the school curriculum system, etc. To a certain extent, the guided learning case can be regarded as a representative of the phased achievements in promoting quality education in China and a significant event that marks the new curriculum reform of basic education. Undoubtedly, in-depth analysis of the practical problems of the "learning guide plan" and seeking possible solutions for improvement and improvement is not only a theoretical demand for examining China's curriculum and teaching research, but also a practical need to promote the "re starting" of the new curriculum.

1. Realistic Problems in the Practice of "Guided Learning Cases"

From the relationship between teachers and study guides, there is a tendency towards excessive homogenization in the practice of study guides. This tendency is manifested on the one hand, in the practice of basic education, there are a large number of educational explorations and reflections that directly adopt guidance plans from other regions to replace the implementation of guidance plans in our school, or blindly draw on and copy guidance plan texts with significant effects from other schools. During this period, although there were discussions or deliberations at the school level on which guidance plan would be more suitable for the development of our school's guidance plan, the results ultimately squeezed out the space and necessity for our school

teachers to carry out school-based innovation and exploration based on our school's curriculum and teaching practices, and thus forgot about our school teachers reflecting on the shortcomings of traditional classroom teaching based on their own classroom teaching practices and gradually seeking improvement in curriculum thinking. On the other hand, the study plans developed by the school's teaching departments and subject groups are promoted at the overall level of the school under the name of the subject teaching and research group. During this period, although there were collective discussions among teachers or school-based teaching research by the guided learning case research group, it is not difficult to find that the practice of guided learning cases overly relied on the will and will of excellent teachers, senior teachers, or school leaders, and ignored the unique teaching reflections and curriculum research of individual teachers in the process of promoting top-down administrative and authoritative orientation. The homogenization trend of guided learning plans in practice has made them a new version of "textbook" that oppresses teachers. While ignoring, replacing, and even banning teacher curriculum understanding, guided learning plans constantly reject differentiated, unique, and individualized curriculum understanding and reflection. "The guided learning case kidnapped teachers, kidnapped students, kidnapped the classroom, and students moved from being controlled by teachers to being controlled by the guided learning case, which did not change the containment of 'teaching' at all... The guided learning case became the main role of classroom teaching, and textbooks and texts retreated to the second line and became supporting role. Cooperation and exploration in the classroom only focused on the guided learning case, which was separated from the textbook, a carefully selected learning resource, and classroom teaching could not be discussed in depth. Instead, it was empty to return to Baoshan." [1] Behind the homogenization practice, it is not difficult to find that the traditional curriculum thinking focuses on goal orientation, efficiency priority, and content control of Taylor logic, and teachers are still excluded from guided learning. In addition to the learning plan, in fact, teachers have become the objects controlled, excluded and eliminated by the learning plan, and can only mechanically follow in the practice of the learning plan.

2.Possible Strategies for Improving the "Learning Guide Plan"

At the design level, the study guide should pay attention to the relationship between course elements. In the development, design, and compilation process of the study guide, relational thinking should be used to understand and comprehend the interrelationships between various course elements and course components. Regarding the course elements, Taylor explicitly stated that the curriculum design process should take into account three aspects: student interests and needs, research on contemporary social life, and suggestions from subject experts. [6] So, emphasizing the relationship between elements means that in the design process of the learning guide, at least the following three levels should be considered.

One aspect is the relationship between students and the study guide. This relationship category means that the development of learning guides cannot ignore the research on students' interests, needs, and current experiences. This research process is reflected in Dewey's fundamental idea of "textbook psychologization", in order to restore textbook knowledge and subject knowledge to students' experiences, lives, and expand into learning topics that students are interested in. The second aspect is the relationship between contemporary social life and learning guides. This relationship category means that the design of the study guide cannot be separated from the actual development and demands of contemporary social life, but rather needs to explore the curriculum

content of social needs, social life, and social development, and integrate it into the content of the study guide. The third aspect is the relationship between subject knowledge and learning guides. This relationship category means that the design process of the study guide should avoid a single disciplinary knowledge orientation, and focus on the interdisciplinary orientation and multidisciplinary perspective in the design of the knowledge content of the study guide, thereby weakening disciplinary barriers and category boundaries, in order to achieve the overall, rich, and open knowledge experience of students in the practice of the study guide.