

The Construction Mechanism of Teacher Workshops Based on “Internet Plus” Mode*

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Abstract—Teacher workshops that rely on the "Internet plus" model need a complete safeguard mechanism to escort. In the face of a series of problems, famous teachers actively participate in the construction of online teaching, and the "Internet plus" teaching method is used as the main path to create an excellent education ecology between the "Internet plus" teaching mode and famous teachers and students. In addition, this also promotes the operation and construction mechanism of mutual integration and resource sharing among the three.

Keywords: “Internet plus”, teacher workshops, construction path, construction mechanism

I. INTRODUCTION

Driven by national ideas and Internet technologies, "Internet + traditional industries" has become the norm in society. The openness and sharing characteristics of the Internet have combined it with various fields in society, resulting in more new industries. In a more beneficial environment, "Internet + New Age Network Education" is bound to become a new form of education in the new era, and the construction of famous teacher studios based on the "Internet +" model has also become one of the hot topics. A famous teacher, Wang Jiaojiao, Jilin, believes that under the new situation, the Teacher Workshops have a variety of operating modes. [1] Another famous teacher, Zeng Chengjin, Fujian, believes that "Internet +" provides thinking assistance for the construction of the Teacher Workshops. [2] It can be said that "Internet +" is participating in the reform of future education and has become an important form of education to promote educational change." [3] Based on this, this article intends to explore the connection model between "Internet +" and teacher workshops.

II. ANALYSIS OF "INTERNET +" AND THE OPERATION OF TEACHER WORKSHOPS

The online education mode based on "Internet +" is a supplement and subversion to the traditional classroom education mode, [4] which provides convenience for

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education, but also has many problems. Incorporating "Internet +" as the main operating mode into the teacher workshops, and making "Internet +" better serve the current education is a question worth pondering.

First of all, the operational body of the existence of teacher workshops relying on the "Internet +" model is not the same, and the quality is of varying quality. There are mainly three forms of network teacher workshops: one is responsible by the education administrative department, such as "Nanjing Famous Teacher Workstation Network Platform", "Ningxia Education Cloud-Famous Teachers", "Zhengzhou Famous Teacher Network Studio", etc. Second, it is self-built by elementary and middle schools, such as the "Teacher Workshops of Jiangxi Normal University Affiliated Middle School"; third, it is a studio formed by some famous teachers, such as "Solid Footprint — Li Li Teaching Workshop", "Liu Xiangfeng Teaching Workshop" and so on. In terms of the above-mentioned forms, the network teacher workshops built by the education administration department are mainly based on the education public service platform of the province, city, county (district) as the carrier, covering all types of education at all levels, including primary and secondary schools, early childhood education, and vocational education. It has relatively complete platform design and use functions, serves a wide range of audience, and has relatively comprehensive and high-quality resources. However, its shortcomings are also obvious. The quality website is scarce, the design and function of the section are sole and same, and lack of innovation, which can't make people impressed and its content is relatively shallow. A significant number of websites exist in name only. When the audience opens the link, most of them are "zombie" websites. All these have a direct impact on the service quality and publicity effect of the network teacher workshops.

Affected by the school's lack of famous teacher resources, "difficult to have famous teachers, difficult to retain famous teachers" and other conditions, the number of self-built online teacher workshops in primary and secondary schools is very small, which has become a key factor restricting the development of school teacher workshops. At the same time, affected by the old thinking of closed self-supporting, most of the teacher workshops still stay in the traditional mode of offline activities, failing to achieve the interconnection and sharing of teaching resources, experience, and results,

limiting the development and growth of the workshops to small circles. The self-built online studio by the famous teacher is the mainstream trend of the current development, but it also has the most problems, which are mainly reflected in the following aspects: first, there is no dedicated website platform of its own, and the communication channels are mostly personal blogs, Weibo, and WeChat public accounts. Secondly, due to the limitation of personal technology, they tend to be relatively rough, lacking characteristics, vitality and depth. Thirdly, the content published is mostly reprinted articles, lacking innovation, and can't extract their own successful personality teaching experience into professional teaching theory, publicity and display. In this respect, the enthusiasm of the famous teachers for creating online studios has been hit, and it can't attract more teachers to pay attention to it, and as a result, the practical significance of sharing, win-win and common growth can't be achieved.

Secondly, some teacher workshops lack the escort of working mechanism and guarantee mechanism. Judging from the current situation, some online teacher workshops established are not to meet the vast number of famous teachers for the strong desire to share resources, but are set up to meet the requirements and inspections of higher education administrative departments. Therefore, although there are some relevant working mechanism settings in the actual operation process, there is a lack of detailed management methods that can be based on, for example, whether there is a management review agency, whether there is a special person in charge and special funds, whether to set up work tasks, job requirements etc. The existence of these problems will cause teacher workshops to be unable to have a clear understanding of its goals, value orientation, etc., which will not make it a platform to help famous teachers make progress. The self-built online studio by the famous teacher lacks the corresponding rules, regulations and guiding ideology. There are no rules for what to publish, who to publish, who to regulate, etc. How can people give play to the leading role of "reflection + growth" of famous teachers and create a platform for mutual support and cooperation? Most of the famous teachers do not have clear goal planning for this. The education administration department's guarantee mechanism for online teacher workshops needs to be further improved, especially in terms of funding guarantees. Although special business funds have been allocated in policy, due to the lack of corresponding document support in the implementation of specific activities, the approval procedures are cumbersome. etc., the activity funds can't be guaranteed. The self-built online studio by the famous teacher has encountered the dilemma of no funding support and no policy support. The establishment of the online teacher workshops has become a personal matter of the famous teachers, without the financial and policy support from the superiors and the school. Under the siege of cost, time and energy, online teacher workshops go into a dilemma of confusion.

Thirdly, as a double-edged sword, network information technology makes the training of teacher workshops formalistic. During the "13th Five-Year Plan" period, higher

requirements were put forward for education modernization and informatization. In order to improve the information technology capabilities of famous teachers, promote education fairness at the starting point of education, and comprehensively improve the quality of education, various regions have issued corresponding network information technology training policies. This has a good promotion effect on improving the construction level of the online teacher workshops, but also exposes some problems. For example, every school has some irregular network information technology training every year, but most of them are implemented by top-down administrative orders of the education administrative department and schools, with obvious sense of accomplishing tasks. In terms of training content, it is not guided by the actual needs of famous teachers. There exists the formalism that emphasizes form over demand and emphasizes theory over practice. In terms of training personnel requirements, all famous teachers are required to participate; categorized and targeted training methods are rarely adopted. Famous teachers can't choose courses based on their actual needs. The passive indoctrination education makes many famous teachers regard training as a mere formality. Although the training content involves the use of online media and tools, due to the short training time, the large amount of content, and the lack of practical operations, there is a gap between the training goals and the actual training results. Many famous teachers still do not understand the network technique after participating in the training; therefore, the training is of little significance. For many famous teachers, in addition to simply using the basic functions of WeChat, QQ and other online media, they still don't know how to create a personalized online teacher workshop. Many famous teachers are therefore reluctant to create their own online studios.

III. THE CONSTRUCTION PATH OF TEACHER WORKSHOPS UNDER THE "INTERNET PLUS" MODE

At present, most of the teacher workshops are government actions. They are set up by the education authorities. In fact, there are three parties for jointly management: the Education Department, the Education Bureau, and the schools where the leading teachers teach. This easily leads to a series of problems such as poor management, unclear responsibilities, and unclear goals in the operation of the teacher workshops. It is inevitable that there is "formalistic" suspicion, thus making it difficult for teachers to make a difference. In view of a series of problems arising between "Internet +" and teacher workshops, the following will now discuss some feasible construction strategies.

A. *The seamless connection between famous teachers and "Internet plus"*

"Internet +" stepping into the classroom teaching not only provides new opportunities for the development of the studio, but also brings new opportunities and challenges to the famous teachers. Under this new opportunity and challenge, famous teachers play a leading role in classroom teaching,

actively respond to and participate in "Internet +", and use the convenience brought by "Internet +" to break through their own limitations while also provide students with new knowledge, seize the students' interests and invigorate the classroom, and improve the quality and efficiency of teaching.

First, online learning is an important way of learning in today's information age. Through online learning, famous teachers can understand the persistent pursuit of famous teachers in other disciplines, share the rich and high-quality educational resources, benefit themselves as well as students through teaching, accumulate richer teaching experience for themselves, increase their unique personal charm, and promote the growth of famous teachers to a higher level. It is necessary to use the convenience, timeliness, and freedom of the Internet, and choose a reasonable online or offline teaching method based on the actual situation of itself or the studio, so as to answer students' doubts and correct assignments in time, so that students can understand their mistakes in a timely manner, think about where they are wrong, why they make such mistakes, how to correct them in a timely manner; this method can also guide students out of their wrong region timely, make them realize their errors and mend their ways, quickly and effectively improving the quality and efficiency of students' learning. Efforts should be paid to guide students' autonomy in the teaching process, actively participate in classroom teaching to interact with teachers, encourage students to bravely express their views, and introduce things that are both interesting and closely related to knowledge on the Internet into classroom teaching so as to stimulate students' interest in autonomous learning and create an autonomous and efficient learning space for students.

Secondly, the famous teachers can use the Internet to draw on the successful experiences and high-quality resources of others, and combine them with different preferences and common characteristics of different students to transform and innovate, find common points that attract students, bring students into the process of classroom teaching, and use flexibility teaching behaviors so as to create new highlights of teaching methods as well as more high-quality courses that students like. "Famous teachers are the providers and designers of high-quality learning resources". [5] They actively play their leading role in the development and teaching of teacher workshops, reflecting the effects of famous teachers and driving other teachers and students. While learning from others' experience through "Internet +" to improve themselves, famous teachers should also put their valuable experience and unique teaching mode accumulated in daily teaching on the Internet, in order to provide references for others and let everyone put forward valuable opinions and be open-minded to improve their own teaching skills. And in this way, famous teachers can learn from each other's strengths, serve as role models, learn from each other, make common progress, and benefit from each other, so as to better carry out teaching work and promote the development of the teacher workshops. "The guidance from famous teachers and the power of role models" [6] is an

important factor in the success of famous teachers. "Masters should record all kinds of classic activity videos in an orderly and sequential manner, fully reflect their personal education philosophy, teaching ideas, teaching personality, etc., and post them on the Internet for research by researchers or other famous teachers to observe and criticize", [7] so as to find the growth points and resonance points of famous teachers' teaching.

B. Famous teachers fully introduce "Internet plus" into the classroom

The overall introduction of "Internet +" to classroom teaching, the comprehensive Internet-based classroom teaching, and allowing full play to the advantages of "Internet +" are very important for current classroom teaching. Famous teachers bring different Internet models into the classroom and have achieved very good results. Some of the famous teachers use the excellent courses to improve the teaching effect and quality, increase the students' learning interest, learning initiative and self-confidence of the famous teachers, enhance the interaction in the classroom, and cultivate the students' ability to think and solve problems independently, showing the importance of excellent courses. For example, Jinhua Dongyuan Elementary School organized the city-level excellent course "Colorful STEM +", and Wei Chunyu Studio of Cangnan County Teaching and Research Office in Wenzhou City, Zhejiang Province organized a "tasting quality course, sharing a feast" teaching activity. Wu Ning and Feng Boqin put forward in their thesis that "'quality + sharing" is the soul of resource construction and the key to improving the availability of resources" [8]. Chen Xiaoqiong of South China Normal University also put forward in his dissertation a similar idea of "upgrading and transforming into high-quality resource sharing courses to achieve high-quality teaching resource sharing". [9] It can be seen that quality courses play a crucial role in the survival and development of "Internet +" teacher workshops and classroom teaching. There are also some famous teachers who have brought the knowledge surfing mode into classroom teaching, which has stimulated students' strong learning interest and desire and enthusiasm for knowledge. At the same time, it has also activated the classroom teaching atmosphere, which is more conducive to students' knowledge acquisition. Liu Li, a famous Chinese teacher in Baoguo Primary School, Pingfang District, Harbin City, Heilongjiang Province, introduced a knowledge surfing model into the classroom and achieved good teaching results. Tong Tiewa Teacher Workshop of Heishan Beiguan Experimental School organized students to carry out the "Fun Surfing of Ancient Poems" in their teaching to lead students to swim in the ocean of knowledge, which added some vitality to classroom teaching.

To supplement the shortcomings of the traditional teaching model, the online classroom model has also been brought into classroom teaching by many famous teachers. Famous teachers give lessons and students learn more freely, no longer being limited by the time and place of traditional teaching mode. For example, Ningxia Duan Yonghua Teacher Workshop combined with "Internet +", adding

micro-lecture video modules to her studio platform; students can choose to review and preview knowledge independently; in addition, many education departments also attach great importance to online classroom teaching. Jiangxi Province Educational resources public service platform includes "Jiangxi Teaching Cloud · Live Broadcast" and "Jiangxi Teaching Cloud · Classroom" (interactive online classrooms, prestigious school online classrooms) and other sections. The Ningxia Educational Resources Public Service Platform set up the "Online Classroom Teaching Case Rating" in the "Internet + Education" Application Competition for Primary and Middle Schools in 2019, which shows the degree of importance the education department places on online courses. China University MOOC (MU Course) National Excellent Course Online Learning Platform provides a good example for the online course of "Internet +" teacher workshops in elementary and middle schools. Of course, the dominant role of traditional classroom teaching is irreplaceable. As an effective auxiliary means, online classrooms break the time and space constraints of traditional classroom teaching to some extent, and can meet the knowledge needs of students in many ways.

At the same time, famous teachers also adopt the mode of developing special knowledge topics. The famous teachers can effectively expand the students' scope of knowledge, strengthen the students' knowledge consolidation and strengthen the weak links through the network knowledge topics, so as to satisfy the students' desire for knowledge, stimulate their enthusiasm for learning and allow famous teachers to add their own teaching charm. Special knowledge topics are an effective means to strengthen and consolidate knowledge points, systematize knowledge, and make up for weak links. Yin Tong, a famous English teacher in the center of Bishan District of Chongqing City, gave a special lecture on grammar entitled "Close to the Actual Situation and Emphasis on Pragmatic Results, Promoting Study Through Teaching to Achieve Common Development" to accurately help students solve the problem of grammar. He Shuzhu, No.3 Middle School of Zhangzhou, Fujian Province, proposed in his thesis a topic review case of "cell proliferation", explored the construction of models, selected typical examples in core concept teaching and designed learning methods that conform to the cognitive law of students' knowledge structure so as to deeply understand the core concepts and build an efficient classroom for biological review in senior three". [10] Tan Zunjun of Liangxiang Affiliated Middle School of Beijing Normal University puts forward that "since basic knowledge is to be examined, basic knowledge needs to be sorted and organized to form a knowledge system, and the topic of knowledge is the best way of presentation. [11] These fully illustrate the extensive role that knowledge topics play in teaching.

IV. "INTERNET PLUS" AND THE OPERATING MECHANISM OF TEACHER WORKSHOPS

The teacher workshops under the "Internet +" mode adds a new model to the current education, which can effectively solve the constraints of traditional education in terms of time,

place and physical space. Teachers can impart knowledge, and students can receive education and learn knowledge more freely. They can even use mobile network devices to teach and learn anytime and anywhere, which is impossible under the traditional education model. The effective combination of the Internet and the traditional model of the teacher workshops not only preserves the advantages of the original traditional model, but also brings many advantages that the traditional model does not have, so that the traditional model of the teacher workshops can eradicate the old and foster the new as well as take on a new look.

A. Famous teachers rely on "Internet plus" to realize resource sharing

Relatively speaking, under the influence of the open spirit of the Internet, famous teachers and students who have different views on the same problem can emancipate their minds to the greatest extent in the course of teaching and the process of learning, so as to show their original views. Students also take the initiative to participate in the discussion of problems in the classroom; everyone participates and expresses their own opinions instead of following the herd, making the class lively. As is known to all, the update speed of the Internet is extremely fast. A new knowledge point or a new perspective can even spread to every corner of the world in one second. Therefore, under the influence of the Internet, famous teachers can receive new things, new academic ideas, new knowledge, cutting-edge technology, and unique and novel teaching methods timely, inject fresh blood into the classroom teaching in a timely manner, and keep it updated with vitality.

At the same time, the compatibility of "Internet +" also promotes the sharing of teaching modes of famous teachers. "Therefore, one needs to absorb everything critically to be successful; one needs to observe everything to be sapiential." [12] According to this, the teacher workshops under the "Internet +" model should also seek common ground while shelving differences, being compatible and inclusive, and adopting different perspectives, which will play a certain role in the development of the teacher workshops and classroom teaching. Resource sharing such as "professional co-construction, curriculum sharing, co-editing of textbooks, co-training of teachers, base sharing, and co-education of talents" [13], "course resource sharing for different cluster activities, talent resource sharing, and hardware resource interoperability sharing" [14] is another prominent feature of the Internet. This puts forward new requirements for the teacher workshops under the "Internet +" mode, and at the same time it brings a solution to resource problems. This feature is effectively integrated into teacher workshops, which is conducive to the mutual learning and communication between the studios, between the famous teachers, and between the students. While learning from each other's valuable experiences, they can also share their own secrets of success, thereby achieving resource sharing and mutual benefit and win-win result. Some studios have adopted the mode of sharing the famous teachers. The famous teachers teach in different studios, so as to make reasonable use of human resources and also achieve the

teaching purpose of the teacher workshops. There are also some studios that adopt a base-sharing model, which saves valuable physical space resource expenditures while meeting the needs of studio teaching, thereby achieving the goal of mutual benefit and win-win result.

B. "Internet plus" and the professionalization of the famous teachers team

"Internet +" not only brings new opportunities to the teacher workshops, but also brings new challenges to them. Behind each opportunity is a new challenge that whether can be effectively combined with "Internet +" and achieved a breakthrough. Driven by "Internet +", it is not the "individual combat" of the teacher workshops, but the "cooperative operations" between teams and "fighting side by side" between teacher workshops to form a more advantageous "famous teachers' circle" and the studio alliance. Teacher Workshops Alliance has become a new trend of development today, putting forward new requirements for the development of famous teachers as well as teacher workshops. The famous teachers themselves use the Internet to learn, share, and help each other, which has also promoted the famous teachers to become more professional, and the teacher workshops have become stronger. "It is necessary to strengthen the interaction and exchange between teacher workshops, promote the exchange and collision of knowledge, and often carry out 'going out' and 'calling in' exchange seminars, giving full play to the 'axis, driving, radiation and leading role" of regional teacher workshops. [15] Based on this, there are also many teacher workshops alliances. Some autonomous and cross-regional alliances achieve sharing of high-quality resources and common learning and progress, such as the Zhejiang "Four Places and Seven Rooms" cross-city sports teacher workshop alliance. It is also organized by related departments, such as the "National Alliance of Teacher Workshops", which is a platform that integrates learning, sharing, and mutual assistance. Through the alliance, high-quality resources can be shared among various teacher workshops; teacher workshops can help and learn from each other. The participation of "Internet +" is more conducive to the development of the teacher workshops alliance, saving valuable time, more timely realizing resource sharing and more conducive to the development of resource-saving society.

C. The inclusiveness of "Internet plus" with famous teachers and students

When the Internet enters the classroom, not only the participation of famous teachers is required, but also the students, as the subject of teaching, must also actively use the Internet to learn new knowledge and interact with teachers in classroom teaching to make the classroom atmosphere alive, which is helpful to enrich the classroom teaching content and diversify the classroom teaching style so as to achieve the purpose of entertaining education, entertaining learning, and entertainment. "Internet +" as a kind of cloud education, it can be said that "a lot of students' senses are mobilized, the teaching is more vivid and

interesting, and students are able to see the content of teaching intuitively, thereby motivating students to learn." [16] Famous teachers can also combine the students' preferences to introduce classroom teaching content based on the students' interests, arouse students' curiosity, make them actively participate in teaching, and help improve the divergent thinking of students. Famous teachers and students form a close teacher-student relationship. Teachers can be both good teachers and helpful friends, which is more conducive to promoting the development of teaching. Studios and famous teachers should make full use of the convenience of "Internet +", and they need to communicate, exchange, learn, update and innovate in time.

Students are receivers of knowledge, and their role in classroom teaching can't be ignored. Classroom teaching requires students' participation, interaction with famous teachers, interaction between students, and learning to accept new things on the Internet. Students' participating in interaction makes the classroom teaching of famous teachers meaningful, makes classroom teaching more active, increases the learning atmosphere, and is more conducive to the transfer and learning of knowledge. The introduction of foreword knowledge and academic foreword to classroom teaching can arouse students' curiosity about knowledge, attract their attention, make them focus more on knowledge acquisition, let them integrate with the most advanced scientific and technological knowledge, and enrich the results of classroom teaching, which is also a way for famous teachers to learn by themselves and improve themselves. "The introduction of cutting-edge results has updated the teaching content and vivifies teaching activities It enables students to keep abreast of the latest developments and application prospects of the knowledge learned in the classroom." [17] Therefore, "It is necessary to build a team of mentors and students, strengthen the guidance function of famous teachers, and improve the awareness and ability of cooperation between mentors and students, students and students, so as to improve the cooperative teaching and research ability of the studios". [18] The "Internet +" model is one of the teaching methods produced in the new era. The teacher workshop has its own characteristics through the innovation of the network platform. Many well-known teachers in the studio have adopted novel teaching methods to enable students to better grasp new knowledge, and based on this, they can draw inferences about other cases from one instance and creatively study and apply. Therefore, incorporating the "Internet +" teaching model into the classroom is not only a new highlight of the teacher workshops, but also a new scaleplate for measuring the effectiveness of the teacher workshops construction. It can be said that "Internet +", famous teachers, and students are all indispensable in classroom teaching activities. The effective integration of the three is a perfect fusion between the teacher workshops construction model and classroom teaching.

V. CONCLUSION

To sum up, the operation and development of teacher workshops is a major and long-term research topic that requires the unremitting efforts of all sectors of society. The survival and development of the teacher workshops under the "Internet +" mode will surely usher in more opportunities and challenges. In the face of these new problems, famous teachers closely rely on the network teaching model to introduce the special subject knowledge and academic preface acquired by themselves into the classroom, thus making the education ecology more balanced. It can be said that the combination of teacher workshops and "Internet +" is one of the new teaching modes produced by its studio in the operation process. This construction mode has also promoted the teacher workshops to have a gorgeous turn as well as the continuation of the education ecology.

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