

# Inquiry on Self-narrative of Building an Interactive Platform between Teachers and Students Based on Blog

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**Abstract.** Educational narrative research believes that teachers consciously retell educational stories which could cause awakening, which is conducive to the transformation of teachers' practice. This article recapitulates those educational stories in the education reform by a teacher educator, who carries out teaching reform, builds a blog platform, strengthens the interaction between teachers and students, and promotes the growth of normal students. To explore those stories meaning, the author analyzes and thinks from the application awareness, ability, environment, and teaching team of using educational information technology about teacher educators, and carries out self-professional dialogue with the dual identity of the practical and rational subject.

## Introduction

Educational narrative research believes that teaching is an important life state of teachers. Teachers consciously retell and rewrite the teaching and learning stories that can lead to awakening and change, which is conducive to the transformation of teachers' practice. Teacher educators use the method of self-education narrative to present the exploration and innovation of individuals in teaching practice, which can promote their transition from the practice field to the theoretical field, from the experience to the seeker, and explore the meaning behind the educational story of self-experience.

## Narrative Subject: Self-introduction

Now, I am a teacher in a local college of higher education, mainly engaged in subject-based teaching courses in pre-employment teacher training. Fifteen years ago, I was a Chinese language teacher in a normal middle school. From a teacher in the basic education stage to a teacher educator, my own experience is prompting me to think. How to make the normal growth of normal students in the pre-employment training stage, and promote them to become the explorers and practitioners of the basic education curriculum reform in the near future, and even become the leader. For this reason, I am constantly trying in teaching.

## Practice Tells: My Teaching Reform Story

### Origin: Make the Interaction More Extensive

My teaching reform was carried out in the course of "Organization and Management of Classroom Teaching". This is an elective course for students in the direction of education. To learn this course, normal students need to master not only theoretical knowledge but also learning to use it. A lot of content requires students to think and practice after learning how to carry out effective questions and guidance? In order to enhance the teacher-student interaction and promptly answer questions, I first used the e-mail and QQ to answer questions, and then applied for a blog, and communicated with students in comments.

### Opportunity: Let Subjects Become Driving Force

After taking the teaching task of the course for two years, I applied for a school-level teaching reform project, that is, the teaching mode reform of "Organization and Management of Classroom Teaching" based on the online platform. In combination with the teaching thinking of the previous two years, I have planned the subsequent teaching reform. For example, I reformed the classroom

teaching mode to provide students with a platform for self-growth and exercise, expanded the depth, breadth and effectiveness of teacher-student interaction through the blog platform, and explored an effective professional growth path for normal students. Therefore, in the classroom teaching, I adopted the teaching method that students narrate and teachers comment, which innovates classroom teaching mode, exercises students' practical ability and improves students' thinking level. After classroom teaching, the blog platform was opened to expand the space for teachers and students to follow up students' growth and development. After clearing my thoughts, I re-applied the blog address and named it "Our Extracurricular Platform" to further develop the extracurricular exchange through the online platform and the teaching experiment of teacher-student interaction.

#### **Action: Make the Content Richer**

After the blog platform was built, I divided the blog posts into eight categories according to different contents. First, the assignments were synchronized with the teaching progress, and the mid-term and final examinations were conducted for students to consult. Second, I will record some thoughts produced when talk with students during class and after class. Third, I upload information related to education and teaching organization and management, expand students' horizons, and gradually awaken students' awareness of education and teaching information. Fourth, the contents of the chapters of the textbooks are organized in sections for everyone to share. Fifth, it presents the lectures simulated by students in the classroom, photo materials to exchange and share, excellent homework and papers and job search experience. Sixth, it is subject competition, and the notification of the relevant teaching skill competition activities is uploaded. Seventh, it is about internships, showing students' experiences, testimonies, and teacher comments in specific practices. Eighth, it presents personal follow-up articles.

#### **Feedback: Make Communication More Diverse**

As the content of the Blog platform becomes more and more abundant, students gradually participate in it, communication begins to diversify, and teacher-student interaction is more convenient. Students talk about their thinking and feedback through post-text comments and small notes. For example, there is a message saying "Thank you for sharing the highlights of our usual class in the blog, and answering our questions. Because I have been entangled in postgraduate studies and work since I was a junior, thank you for giving us some advice." in the blog post of "About the postgraduate study". In the blog post "You must know this by heart", there is a message saying "It is your words remind me that I am used to imitate other teachers when I teach class before, that is, even if I just started, I have to work hard to set up my own style as simulate others can never do the best." Besides, those who have graduated and become primary and secondary school teachers also communicate with us on the blog. There are also some visitors who have never met each other and have left valuable suggestions.

### **Meaning Exploration: Thinking Behind the Story**

The narrative of self-experience allows the narrative of experience to give a voice to silent personal knowledge. The story in the narrative is directed at the individual teacher, but the experience and feelings, thinking and epiphany can provide an open space for the listeners and readers of the story. They can use their own way to understand and experience to get insights, and thus get inferential meaning. The teaching practice of teacher educators not only conveys their individual education and teaching concepts, but also influences the formation of the educational concept of normal students. The teacher educator individually consciously uses modern information technology in teaching practice to promote the effective interaction of teachers and students, which educational significance is worth considering.

#### **Awakening the Awareness of Teacher Educators in Using Educational Information Technology**

As a teacher educator, I have a certain awareness of the use of educational information technology. I can try to use the combination of classroom teaching and network platform to build a new teaching form. Through a variety of classroom teaching forms, teachers lead students to learn

theoretical knowledge, combined with case teaching and discussions to encourage students to obtain the conditional knowledge they deserve. At the same time, teachers use blogs to expand the channels and enrich the content of teacher-student interaction, and promote the generation of students' practical knowledge. With the continuous development of information technology, the learning environment of learners has undergone tremendous changes, and it is imperative to build a new type of teaching and learning. Teacher educators bear the training of teachers in the future. Their educational and teaching concepts and specific teaching methods not only affect the pre-employment growth of normal students, but also provide students with reference examples of teaching and play a useful leading role. Therefore, teacher educators should become the model for learners in the information age, and consciously use educational information technology in teaching design, implementation and evaluation, and teacher-student interaction.

### **Improve the Ability of Teacher Educators to Use Modern Educational Technology**

The improvement of the practical ability of teacher educators to use modern educational technology helps them to creatively carry out educational and teaching activities. Teacher educators should have the ability to use modern educational technology for information retrieval. Through the Internet, teachers pay attention to the development status and trends of teacher education at home and abroad, and obtain rich teaching resources to make it an integral part of teaching and promote the construction of the educational concept of normal students. Teacher educators should have strong multimedia production and application skills, so that multimedia, board and teachers can be properly combined. Expand classroom teaching capacity, enrich teaching content, and flexible teaching methods to promote the acquisition of professional knowledge and professional ability of normal students. Teacher educators should have strong multimedia production and application skills, so that multimedia, board and teaching can be properly combined. Teachers should expand classroom teaching capacity, enrich teaching content and methods to promote the acquisition of professional knowledge and professional ability of normal students. Teacher educators should also have the ability to use modern educational technology to communicate with students, so that normal students can get targeted advice timely. The information age provides a rich possibility for the transformation of education. Teacher educators can only let technology help teaching if they have strong ability to use information technology.

### **Create an Environment for Teacher Educators to Use Modern Educational Technology**

Institutions of higher learning should provide conditions for teacher educators to use modern educational technology for the education and teaching activities. To build a campus network, improve the network system for all kinds of education and teaching information transmission, and provide necessary material conditions for teacher educators to use modern educational technology to carry out education and teaching activities. Such an objective environment is conducive to promoting teachers' awareness to use modern educational technology. The school should also provide certain modern educational technology training and guidance for teacher educators, and provide certain help and support, which will encourage teachers to actively explore educational technology, and be able to continuously improve their practical use of educational technology under the guidance of professionals. This provides teacher educators with a subjective environment in which modern educational technology is used. While awakening their sense of use, they get the practical ability to use modern educational technology freely.

### **Establish a Teaching Team for Teacher Educators to Use Modern Educational Technology**

Forming a teaching team is conducive to better carrying out education and teaching reform under the modern educational technology environment. The teaching team based on modern educational technology should first have at least two professional teachers in the discipline, which can form an environment for discussion. In the teaching exploration of disciplines and the use of educational technology, different teachers have different thinking and understanding. It will stimulate more thinking in the process of discussion, which is conducive to the continuous advancement of teaching reform. Of course, if there are more professional teachers, their research and discussion will be more diversified. Secondly, there should be a teacher of education technology in the teaching team, then it will have technical support and guarantee for professional exploration.

Professional teachers have insufficient educational and technical skills for many times, so they often have ideas but cannot actually operate them. Maybe they can make some progress through personal learning and exploration, but it will affect the enthusiasm of teachers' teaching and exploration because of time and effort. If professional teachers with educational technology provide technical guidance and support, it will undoubtedly reduce the ideological burden and actual pressure of the subject teachers, and it is also beneficial for teachers of educational technology. Through the construction of the teaching community, the reform of the subject teaching based on modern educational technology will have multiple guarantees of personnel, technology and wisdom, which is conducive to its continuous development.

Teacher educators' training process for pre-employment teacher is actually the process of communication and dialogue with students. Effective pre-employment teacher training plays a pre-requisite role in their future excellence. Teacher educators explore the teaching reform in the process of teaching, and think about the educational significance contained in it through self-narrative. It is not only beneficial to the individual teacher educators from sensibility to rationality, but also allows them to carry out self-professional dialogue with the dual identity of the practical and rational subject. Besides, it is more conducive to organically combine research and teaching through its "narrative educational action research", thereby improving the educational responsibility and theoretical thinking ability of the teacher educators, and truly improving the quality of the pre-employment training of teachers.

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