

## THE PRACTICE OF TEACHING IMPROVEMENT FROM "COMPREHENDING" TO "EXPLORING"

Qingpu Experiment Research Institute

Short description of the Thematic Afternoon: organizers, aims and underlying ideas

**Organizer:** Qingpu Experiment Research Institute was founded in 1997 and located in Qingpu District Teacher Training College, with staff from the teaching department and other departments of the college. It is one of the first 5 educational research bases of Shanghai general education system, and the first head of institute is Lingyuan Gu. At the beginning of its establishment, the institute took the guiding role of education research in the practice of education reform, explored and developed the experience of mathematical education reform in Qingpu, and promoted its theoretical value and applied value as the purpose, and took the responsibility of serving education reform, grassroots and teachers. Over the past 20 years, from cooperating with Shanghai Academy of Educational Sciences in carrying out action education research and reforming the teacher training paradigm to launching new class experiments and leading the teaching of deep learning, Qingpu Experiment Research Institute has been actively exploring new methods, technologies and operation modes of education research; led and assisted schools in the district to undertake a number of research projects set up by Ministry of Education and Shanghai and won the first prize of curriculum teaching reform and research results and many other ministerial and municipal awards; cooperate with domestic and foreign institutions for research and exchange at domestic and international conferences.

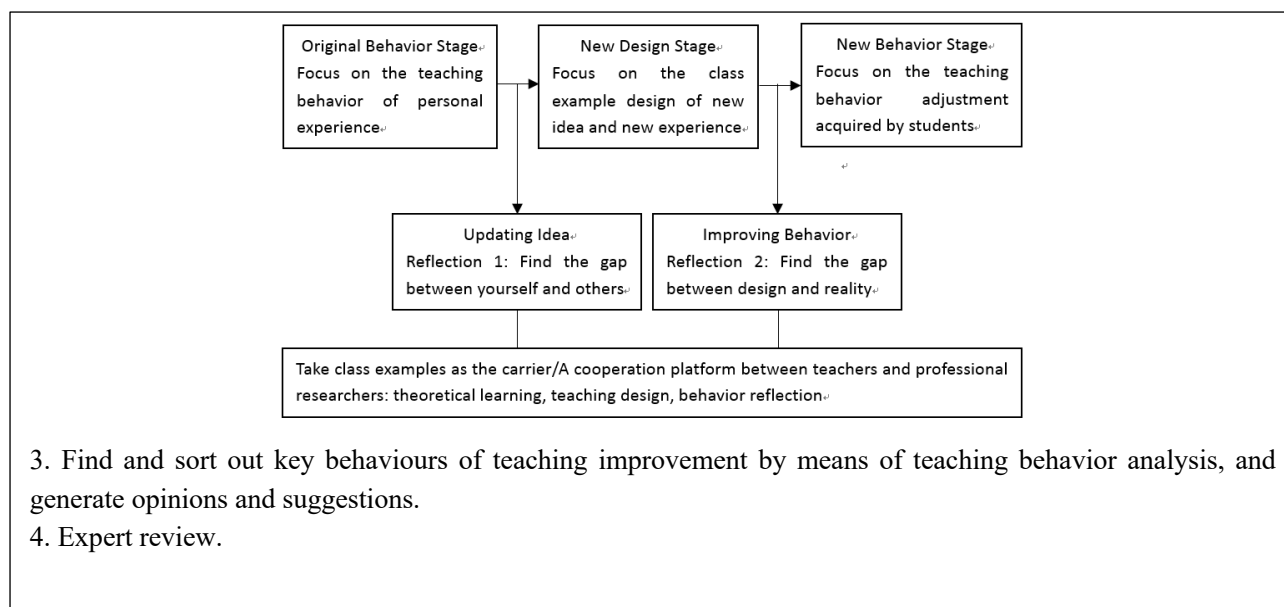
### Aims

1. Show the mathematics class teaching and research activities with Chinese characteristics and school-based.
2. Show the New Class of Qingpu Experiment -- The Practice of Teaching Improvement from "Comprehending" to "Exploring";
3. Show Qingpu Experiment -- The paradigm of school-based research in teachers' action education.

### Underlying ideas:

1. To establish a community of teachers, staff developers and professional researchers to cooperate in teaching improvement practice by lesson studies.
2. With the characteristics of "professional guidance" and "behavior follow-up", carry out the teaching improvement practice of "three concerns and two reflections" which integrating theoretical learning, teaching design and behavioral reflection.

The "three concerns" consists of three stages: focus on the original behavior stage of personal experience, the new design stage of the class example which is under the new concept, and the new behavior stage acquired by students. "Two reflections" consists of two rounds of professionally-led cooperative reflections that connect the activities of the three stages: reflecting on the gap between existing behaviors and advanced concepts and experiences, and completing the leap of updating concepts; reflecting on the gap between ideal teaching design and students' actual acquisition, and completing the transfer from idea to behavior. As shown in the picture.



**Planned structure:**

| Planned timeline | Planned activity   | Working format /Responsible person             |
|------------------|--|--|
| 14:00-14:05      | Explain: The Practice of Teaching Improvement from “Comprehending” to “Exploring”  | Mini Talk/Zhu Lianyun                          |
| 14:05-14:53      | Video demonstration: “The Properties and Application of Linear Function” Class teaching section and Student Modelling activity section | Video / Qian Haiyan、 Xu Xiankai                |
| 14:53-15:53      | On-site demonstration: Discussing lesson reflectively and teaching improvement analysis  | Class Observation/ Xiao Caifeng、 Ban Liya etc. |
| 15:53-16:23      | Expert review  | Review /Xu Binyan、 Wang Hua、 Wang Jie          |