

COUNTERMEASURES FOR CONSTRUCTING A DUAL-TEACHER CLASSROOM MODEL BASED ON ENHANCING LEARNING POWER

Bai Peng

Shenyang Normal University, Shenyang, China

Discusses countermeasures for constructing a dual-teacher classroom model based on the enhancement of learning ability, focusing on how to effectively integrate online and offline teacher resources to promote the improvement of students' learning power. It also identifies common challenges in the implementation process and proposes corresponding solutions, aiming to provide guidance for educators to optimize the dual-teacher teaching model.

Keywords: dual-teacher classroom, collaborative teaching, learning ability, teaching model, capability improvement.

Introduction

In the current field of education, students, teachers, and educational administrators are facing numerous challenges. With the development of technology and the rise of the knowledge economy, students are required to master more knowledge and skills to adapt to the rapidly changing society and work environment. Against this backdrop, the importance of learning ability is increasingly highlighted. Learning ability is not just the capacity to acquire knowledge, but also includes critical thinking, problem-solving, self-directed learning, collaboration, and communication skills. However, the current educational models often focus on the transmission of knowledge, neglecting the cultivation of learning abilities. Therefore, how to effectively enhance students' learning capabilities has become a crucial issue for educational reform.

Given this context, the necessity of constructing a dual-teacher classroom model based on the enhancement of learning capabilities is self-evident. The dual-teacher classroom model is an innovative educational approach that combines online and offline education, involving both a lead teacher and a supporting teacher in the teaching process. This model not only breaks through the spatial and temporal limitations of traditional classrooms by offering more flexible and diverse learning resources but also allows for more effective attention to each student's learning needs through the interactive collaboration of dual teachers, providing personalized guidance and support. Therefore, building a framework for a dual-teacher classroom model aimed at enhancing learning capabilities, grounded in theories of educational psychology and instructional design, holds significant importance for improving the current state of education and enhancing students' learning abilities. This framework will take into account various factors such as students' cognitive development, learning motivation, and emotional attitudes, creating a more open, interactive, and personalized learning environment through the collaborative teaching of dual teachers, thereby stimulating students' interest in learning and proactiveness.

2. Theoretical Framework

The theoretical foundation for constructing the dual-teacher model

originates from multiple fields of education, particularly educational psychology and pedagogy. Educational psychology offers profound insights into students' learning processes, cognitive development, and theories of motivation, all of which are integral components of the dual-teacher model's design. For instance, Vygotsky's sociocultural theory emphasizes the crucial role of social interaction in the learning process, resonating with the interaction between teachers and students, as well as among students themselves, within the dual-teacher model. Bandura's social learning theory, especially the mechanisms of observational learning and imitation, provides theoretical support for the role of the assisting teacher in the dual-teacher model. Furthermore, Bruner's discovery learning theory also lays a theoretical foundation for the dual-teacher model, encouraging students to actively explore and construct knowledge under the guidance of teachers.

In terms of pedagogical theory, the dual-teacher model draws on constructivist teaching principles, emphasizing the social construction of knowledge and the active participation of learners. This model, by offering various learning paths and teaching strategies, supports individualized and differentiated learning, allowing all students to learn at their own pace and according to their interests. Simultaneously, it also harnesses the concept of blended learning, integrating traditional face-to-face teaching with modern online learning to enhance the flexibility and interactivity of the learning experience.

Regarding the enhancement of learning capabilities, the Self-Regulated Learning (SRL) model provides a robust theoretical framework. SRL emphasizes the learner's proactivity and self-control capabilities during the learning process, including setting learning goals, monitoring progress, evaluating the effectiveness of learning strategies, and adjusting learning methods^[1,p.93]. This model is particularly suitable for the dual-teacher mode, as the combination of online and offline elements offers students more opportunities for autonomous learning. The presence of dual teachers can provide the necessary support and guidance, helping students better practice SRL strategies.

The construction of the dual-teacher model represents not only an innovation at the practical level but also an application and expansion of existing educational theories. By integrating these theories into the dual-teacher instructional design, it becomes more effective in addressing the current challenges faced by education, especially in enhancing students' learning capabilities. In this model, teachers are no longer merely transmitters of knowledge but become facilitators and guides of learning. Through the joint efforts of the dual teachers, a more supportive and challenging learning environment can be created for students, fostering their comprehensive development.

3. Construction of the Dual-Teacher Classroom Model

3.1. Model Design

The essence of the dual-teacher classroom model lies in integrating

traditional face-to-face teaching with modern online education, facilitated by the close collaboration between the lead teacher and the supporting teacher, to collectively enhance students' learning capabilities. This model can break the constraints of geography and time, allowing for a more balanced and efficient distribution of educational resources, and also provides more personalized learning support and guidance based on the diverse needs of students.

In the dual-teacher classroom model, defining the roles is crucial. The lead teacher typically is responsible for developing the course outline and delivering the core teaching content, either online or offline. They need not only solid professional knowledge but also the ability to effectively teach using digital tools. The supporting teacher, on the other hand, engages more with students after class, providing one-on-one tutoring for students' queries or leading discussions online to facilitate communication and collaboration among students. The role of the supporting teacher is more akin to that of a mentor or counselor, whose presence ensures that students receive more timely feedback and assistance.

The integration of teaching resources is also a significant aspect of the dual-teacher classroom model. This model encourages the use of a variety of teaching mediums and materials, such as video courses, interactive exercises, simulated experiments, and online discussion boards, to meet the needs of students with different learning styles. The diversity of these resources can not only enhance students' interest in learning but also help students understand and grasp knowledge from various perspectives.

To ensure teaching effectiveness, the dual-teacher classroom model places particular emphasis on the design of interaction mechanisms. By setting up online discussion areas, group assignments, interactive Q&A sessions, and other activities, it fosters interaction and communication among students as well as between teachers and students. This not only can enhance students' motivation to learn but also can improve their critical thinking and teamwork skills. Additionally, real-time interactions provide teachers with a window to observe and understand students' learning conditions, making teaching more aligned with students' actual needs.

The assessment and feedback mechanism is key to the successful implementation of the dual-teacher classroom model. By evaluating students' learning outcomes through regular quizzes, assignments, and project work, teachers can not only understand the effectiveness of their teaching and adjust their teaching plans but also allow students to be aware of their own learning progress and areas for improvement. Additionally, an instant feedback system, such as automatic grading for online quizzes and real-time feedback from both the lead and supporting teachers, can greatly enhance students' learning efficiency and motivation [1].

3.2. Teaching Strategies

In the dual-teacher model, the educational process integrates the expertise and resources of two teachers, providing students with a richer and more diversified learning environment. This model not only maximizes the advantages

of both teachers but also greatly stimulates students' learning motivation and engagement. To achieve these goals, the following effective teaching strategies can be adopted:

Flipped Classroom: In the dual-teacher model, one teacher can be responsible for creating online learning resources, while the other guides students in discussions and deepens understanding in the classroom. By having students learn basic knowledge before class through videos, reading materials, and other online resources, more class time can be devoted to exploratory learning, problem-solving, and in-depth discussions. This not only improves learning efficiency but also allows students to adjust their learning pace, enhancing their initiative and autonomy in learning.

Project-Based Learning: The dual-teacher model is particularly well-suited for project-based learning, where one teacher can focus on imparting theoretical knowledge, while the other guides students in applying theories to real-world projects. Through engaging in the entire project process, from design and implementation to evaluation, students can apply what they have learned to solve actual problems, and in the process, develop critical thinking, innovation skills, and a spirit of teamwork. Project-based learning encourages students to start from practical scenarios, reaching a deeper understanding and application through exploration and practice.

Peer Learning: In the dual-teacher model, peer learning can take various forms, such as group discussions, peer reviews, collaborative projects, etc. Both teachers can guide and participate from different perspectives, on one hand strengthening communication and cooperation among students, and on the other hand facilitating students' understanding and application from multiple viewpoints. Through this approach, students can discover new knowledge in the process of learning from each other, enhance mutual understanding, and improve problem-solving abilities.

Self-Regulated Learning: In the dual-teacher model, one teacher can be responsible for teaching learning strategies and methods, while the other assists students in applying these strategies to their actual learning. Guiding students to create a learning plan, monitor their own progress, and engage in self-reflection not only enhances their ability to learn independently but also helps establish a mindset of lifelong learning. Through this approach, students can learn how to effectively manage their learning process and adjust their learning strategies based on their personal circumstances, thereby achieving more efficient learning.

3.3. Technical Support [2]

Technology plays a crucial role in implementing the dual-teacher model, as it not only facilitates the sharing of educational resources and enhances teaching interaction but also makes teaching management more convenient. With the support of technology, the dual-teacher model can fully leverage its advantages, providing students with a more efficient and interactive learning environment.

Online learning platforms are fundamental to implementing the dual-

teacher model. Such platforms integrate various features like video courses, interactive exercises, online discussions, and resource sharing, which not only make it convenient for teachers to publish instructional content but also enable students to learn and interact anytime, anywhere. For instance, teachers can upload pre-recorded lecture videos for students to watch before class, allowing class time to be focused on discussion and application, greatly enhancing the flexibility and efficiency of learning.

The use of interactive tools greatly enhances classroom interactivity. Real-time Q&A systems allow students to pose questions instantly during class, with teachers able to respond quickly, facilitating immediate communication between teachers and students. Tools such as virtual whiteboards also make online teaching more visual and interactive, allowing both teachers and students to write and draw on the whiteboard together, improving collaborative learning [2, p. 83].

Data analysis tools are also indispensable in the dual-teacher model. These tools can collect and analyze students' learning data, such as login frequency, learning progress, and assignment grades, helping teachers to promptly understand each student's learning situation. Based on this data, teachers can adjust the learning content and teaching strategies, providing students with more personalized guidance and support.

4. Countermeasures and Recommendations

To improve the dual teacher model, enhancing collaboration between online and offline teachers is essential, facilitated by regular joint training and team-building activities to foster mutual understanding. The key lies in sharing and optimizing technology platforms and educational resources, investing in high-quality educational technology to ensure consistent learning experiences for students in any setting. Implementation strategies must consider educational background differences; urban schools can leverage abundant resources to promote the dual teacher model, while resource-limited areas may require government or NGO support to build infrastructure and expand the beneficiary group of the model [3, p. 78]. Furthermore, teacher training is crucial to adapt to dual teaching methods. Policy recommendations should include funding to improve infrastructure, especially in remote areas, and provide ongoing professional development opportunities for teachers. Clear policies and standards should guide the implementation of the dual teacher model, ensuring educational quality and equity. Encouraging cross-regional collaboration and experience sharing to promote best practices will accelerate the development of the dual teacher model. These measures will effectively enhance educational quality, promote equity, and achieve sustainable development.

5. Conclusion

The dual teacher classroom model, through the collaborative efforts of online and offline teachers, creates a diverse and interactive learning environment for students, significantly enhancing their learning capabilities. This model effectively combines the intimate interaction of traditional teaching with the

abundant resources of online education, allowing students to benefit from various teaching styles and educational resources, fostering personalized learning and the development of critical thinking skills. The implementation of the dual teacher model also encourages students to take an active role in their learning, enhancing their initiative and self-motivation.

In the realm of educational theory research, the exploration and practice of the dual teacher classroom model have provided new perspectives and empirical data for the development of educational theories. It highlights the application of technology in education and the transformation of the teacher's role, fostering in-depth discussions on educational innovation, teaching methods, and learning theories. Additionally, research on the dual teacher model has facilitated interdisciplinary communication and collaboration, offering robust theoretical support and practical examples for achieving educational equity and enhancing the quality of education.

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About the author:

Bai Peng – Associate Professor, Master's degree, Department Head, Shenyang Normal University (№ 253, Huanghe North Street, Shenyang City, 110034, China), e-mail: 65198788@qq.com

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