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Abstract

This study is aimed at solving the long-standing problem of the teacher-centered teaching model in Chinese universities. To change the situation from dull, inefficient theory learning, to promoting students' knowledge building, fostering ways of thinking in teaching career with a creative new teaching model, and improving preservice teachers' teaching ability. Transformative learning theory is the theoretical basis of this study. The teaching model includes interactive lecturing, educational narratives, instructional simulation, reading reports, video presentation, self-reflection project ?200?, net-based learning resources, and assessments. (HRK / Abstract übernommen)

Signature

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