Construction of Teachers' Etiquette Course to Cultivate Student Teachers' Quality

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Abstract

Background and Aim: Nowadays in China, the problems with teachers' etiquette behaviors are increasing more and more. The level of teachers' etiquette literacy will affect the effect of education. The teachers' etiquette course refers to a course about the applied discipline which studies the specific operation and application of etiquette theory in teachers' daily teaching work. It can improve the student teachers' quality effectively. The objectives of this article are to study the background information related to the development of a teachers' etiquette course and to develop a teachers' etiquette course to improve student teachers' quality, for year 2 student teachers at the Hubei University of Science and Technology.

Materials and Methods: The researcher studied the literature about the development of the teachers' etiquette course to cultivate student teachers' quality in many aspects, such as curriculum development process, components, implementation, and evaluations, and studied student teachers' quality from the textbook, academic documents, and related researches. The researcher also interviewed the four teachers as the sample was derived by simple random sampling method from eight teachers who teach etiquette courses at the university. The instrument of this study is a teacher's interview questions about teachers' etiquette course construction.

Results: From the study found that 1) The course components consisted of principle, objective, content, instructional strategy, material, and evaluation. 2) The teachers' quality was composed of 1, the Teacher's external image;2, Teachers' language;3, Teachers' characteristic behaviors;4, Teachers' professional ethics in working. After this, the researcher designed and completed the curriculum components of the teachers' etiquette course, then sent them to five experts for quality evaluation with an IOC value of more than 3.51, and interrater reliability value of more than 0.5, and revised the curriculum components according to experts' suggestions.

Conclusion: The teachers' etiquette course based on an experiential cooperative learning approach will foster student teachers' etiquette quality effectively. This course is in accordance with government policy and social needs. It also encourages other researchers and teachers to further develop teachers' etiquette teaching methods and etiquette courses.

Keywords: Student Teachers' Quality; Teachers' Etiquette Course; Experiential Cooperative Learning Approach

Introduction

In today's China, there are some uncivilized behaviors among our teachers and students. Among them, the behaviors against etiquette behavior are increasing more and more. The lack of etiquette among student teachers makes it necessary to put etiquette education of student teachers on the agenda. The Outline of China's Education Reform and Development states: "The hope of revitalizing the nation lies in education, and the hope of revitalizing education lies in teachers.

Etiquette education for student teachers is helpful to cultivate good etiquette literacy and will lead to future work. Therefore, student teachers' etiquette education is indispensable content in the quality training of student teachers. (Fang, L., 2011) Teachers are disseminators of human civilization. The level of teachers' etiquette literacy will not only directly affect the effect of education, but also the effect of the whole society to spread human civilization. The teachers' etiquette course has strong operability, which can accurately describe and regulate the language, words and deeds, and standard operation, so as to improve the student teachers' quality. (Xiaoping, G., 2016)

Research Questions
1. What is the background information focusing on curriculum components of teachers' etiquette courses to improve student teachers' quality?
2. How to develop teacher's etiquette courses to improve student teachers' quality?

Research Objectives
1. To study the background information related to the development of teachers' etiquette courses.
2. To develop teachers' etiquette courses to improve student teachers' quality.

Literature Review

Teachers' etiquette course is an applied discipline that studies the specific operation and application of etiquette theory in teachers' daily teaching work and official business activities. It integrates ideological cultivation, interpersonal application, and operational skills. Teachers' etiquette course is a compulsory course for primary education majors to improve teachers' professional quality. The purpose of setting up teachers' etiquette courses is to cultivate student teachers' professional etiquette qualities. The teaching is aimed at student teachers who major in education in the second year of university.

The course content consists of four components,
1) Teacher's external image, includes the personal appearance, dress code, facial, expression;
2) Teacher's language, including that in the classroom, in writing, in phone calls;
3) Teacher's characteristic behavior, including actions in the office, in the meeting, in visiting;
4) Teacher professional ethics in working, includes ideology, teaching attitude, and work style.

Constructivism theory

Constructivism is a learning theory that affirms that knowledge is best gained through a process of action, reflection, and construction. The constructivist framework relies on the learners to be in control of their own acquisition of knowledge and encourages the instructor to serve as a facilitator. (Jonassen, 1993). Constructivism, a view of learning in which learners use their own experiences to construct understandings that make sense to them, rather than having understanding delivered to them in an already organized form, is an important factor in this shift (Eggen and Kauchak, 1997). Constructivism is a learning theory that holds that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer, 2005).

In conclusion, constructivism believes that learning for learners to construct new knowledge through their own experience, analysis, and reflection, rather than passively accepting it.

The characteristics of constructivism include the following items: (1) Learners construct their own understanding. (2) New learning depends on current understanding. (3) Learning is facilitated by social interaction. And (4) Meaningful learning occurs within authentic learning tasks.

Student-centered teaching theory

Student-centered learning is an approach to education that focuses on the individual learner's needs. This type of learning puts the student at the center of the learning process and gives them a voice in what they are learning. (Lynch, M., 2022)

Student-centered learning (SCL) is a teaching method that focuses on creating connections with students' interests and the things they learn in school. (Team Renton Prep, 2022)

Student-centered principles are listed as five general statements (Alexander and Murphy, 1994); (1) Students' prior knowledge influences learning. (2) Students need to think about their own learning strategies. (3) Motivation has a powerful effect on learning. (4) Development and individual differences influence learning. And (5) The classroom's social context influences learning

Curriculum Development model

1. The Tyler Model: Four Basic Principles

Tyler, R.,'s (1949) technical-scientific model is one of the best known. Tyler published "Basic Principles of Curriculum and Instruction", in which he outlined an approach to curriculum and

instruction. Tyler's model is deductive; it proceeds from the general to the specific. Furthermore, the model is linear; it involves a certain order or sequence of steps from beginning to end. Those involved in curriculum inquiry must try to; (1) Determine the school's purposes, (2) Identify educational experiences related to purpose, (3) Organize the experiences, and (4) Evaluate the purposes

2. The Taba Model: Grassroots Rationale

Taba, H., (1962) believed that a curriculum should be designed by its users. Teachers should begin by creating specific teaching-learning units for their students and then build to a general design. Taba advocated an inductive approach rather than the more traditional deductive approach of starting with a general design and working toward specifics; (1) Diagnosis of needs. (2) Formulation of objectives. (3) Selection of content. (4) Organization of content. (5) Selection of learning experiences. (6) Organization of learning activities. (7) Evaluation and means of evaluation.

The key difference between the Tyler model and the Taba model is that the Tyler model of curriculum is a linear model that contains four concepts, whereas the Taba model of the curriculum contains a long process of curriculum development, including seven steps. Both models are used in curriculum development. Synthesizing these two models, the researcher obtained the following six steps for developing the teacher etiquette course: (1) Construct Principles, (2) Formulate Objectives, (3) Select Content, (4) Select Instructional strategy, (5) Choose media and resources, and (6) Construct Evaluation Instruments

Experiential Cooperative learning approach

1. Experiential learning approach

Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

Experiential learning is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, the Year 2021, para. 2).

Experiential learning is a constructivist learning theory defined as 'learning by doing'. The learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis, and synthesis (Bartle, 2015).

In summary, experiential learning is a methodology in that students learn by their own experience to form a new and continuously iterated theory or knowledge after reflection.

The steps of Experiential Learning Approach should follow the below four steps:

Step1: Gaining Experience
Step2: Reflection on Experience
Step3: Abstract Conception Forming
Step4: Appling the Conception

Cooperative learning approach

Johnson (1989) believed that cooperative learning must have five elements: (1) Individuals' positive interdependence, (2) Individuals' direct communication, (3) Individuals' mastery of the materials given to the group, (4) Individuals' cooperative skills, and (5) Group strategies.

A cooperative learning approach is an educational approach that aims to organize classroom activities into academic and social learning experiences. There is much more cooperative learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds (Chiu, M. M, 2008).

Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. Cooperative learning strategies

offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life**. (**Rigacci, A.,,2020**)**

The common steps of the Cooperative Learning Approach should follow the below four steps:

For STAD steps, listed as

Step 1: Planning activities and assigning students to groups.

Step 2: Planning for improvement points, and group rewards.

Step 3: Team study.

Step 4: Quizzes, evaluation, and grading.

For group investigations, the steps are:

Step 1: Identify activities, and assign students to groups.

Step 2: Assist students in cooperative planning.

Step 3: Monitor student work in groups.

Step 4: Evaluation to provide individual and group feedback.

For Jigsaw II, the steps are:

Step 1: Identify the study area and resource, and assign students to groups.

Step 2: Develop expert worksheets, Introduce and explain procedures.

Step 3: Monitor the study in the groups.

Step 4: Evaluation to provide individual and group feedback.

Integrating the above steps, the researcher synthesized the steps of cooperative teaching as follows:

Step 1: Group forming and Identifying activities and resources

Step 2: Introducing the procedures and allocating resources.

Step 3: Monitoring the study in the groups.

Step 4: Evaluation to provide individual and group feedback.

Experiential Cooperative learning approach

In the newly created student teachers' etiquette course, the comprehensive learning implementation steps integrating experiential learning and cooperative learning mainly include the following four steps:

1) **Students grouping and resource allocation**. Group according to a certain method, and explain the teaching task and group cooperation structure; allocate teaching resources the students need.

2) **Supervised experiential learning.** Supervise learning and provide intervention assistance, and cooperate with group members to experience learning preset goals and specific experiences.

3) **Achievement evaluation and experience extraction**. Evaluate the learning situation of the team, summarize the results and evaluate the performance, review the experience of the whole learning process, including the objectives, processes, methods, and results, and extract the experience to form the theory and new experience.

4) **Test and application of theory and experience**. Designate new learning or implementation, test the theory and experience summarized above, and actively develop the theory and experience.

Student teachers' quality

Student teachers' quality refers to the comprehensive performance of professional characteristics moral thinking, behavior norms, and personal quality formed by the student teachers through systematic etiquette course learning and training, using etiquette knowledge to improve their own quality. It is the basic driving force to determine the goal of quality-oriented education and the basic factor to realize educational evaluation. In this study, student teachers' quality includes the following four aspects:

1. Teachers' external image refers to the professional image that teachers need to present to the public due to their professional requirements. It includes dress, accessories, makeup, expression, and postures (walking, standing, sitting, lying).

2. Teachers' language refers to teachers' standardized usage of language and writing in work, study, and life. Teacher language includes oral language, such as life language, classroom language, telephone language, and written language such as blackboard writing, letters (email) writing, and document writing. The most basic requirement of a teacher's language is civilized and polite.

3. Teachers' characteristic behavior refers to the behaviors that directly display the results of manner to others, such as the teacher's standing posture, sitting posture, walking posture, squatting posture, gesture, and expression. This explicit behavior has a strong sensibility and intuition, and it has the characteristics of both habit factors and teaching strategies.

4. Teachers' professional ethics refers to the codes of ethics and codes of conduct that teachers and other educators must abide by in educational and teaching activities. As a teacher, we should have good moral concepts, noble sentiments, and excellent qualities.

The evaluation of the student teachers' quality is separated into two parts: (1) Learning achievement before and after the implementation of the course, which is evaluated through a test paper, and (2) Student teachers' etiquette behavior before and after the implementation of the course. It is evaluated through an observation form.

Reconstruction of teachers' etiquette course

Based on some theories of course development, the researcher constructed the new course structure, and the structure of teaching course generally includes the following six factors:

1. Constructing Principles. This is the first component of course development. It provides a theoretical and philosophic basis for the course, to help people understand norms, values, moralities, and philosophies, that will benefit teachers, students, and the whole education system. In this research, the principle changed from a teacher-centered approach to a student-centered approach.

2. Formulating Objectives. Learning objectives are statements that clearly describe what students are expected to achieve as a result of instruction. A learning objective is student-centered and thus fixates on what they will get from the course. Though highly specific in nature, it is broadly defined as a statement that precisely outlines the desired outcomes or terminal behavior that learners should achieve by the end of the course. The constructed objective is to let the students learn the teachers' etiquette knowledge and the high quality of teachers' etiquette behaviors.

3. Selecting Content. Teaching content refers to the sum of materials and information generated dynamically during the interaction with student teachers in the teaching process to realize the teaching purpose, the knowledge and skills imparted to students by the school, the ideas and viewpoints instilled by the school, and the habits and behaviors cultivated by the school.

The constructed course content consists of four topics: (1) the Teacher's external image, which includes the personal appearance, dress code, facial expression, makeup, and hair, hand; (2) the Teacher's language, which includes oral in classroom speaking and in the phone call, in public and in private, in writing; (3) Teacher's characteristic behavior, includes actions in office, in the meeting, in visiting, in working time; (4) Teacher professional ethics in working, includes ideology, teaching and communication attitude, work style.

4. Selecting Instructional strategy. Each teaching mode has its own operating procedure, which specifically determines the tasks to be completed in each step of teaching, and what student teachers do first and then. The essence of the operating procedure is to deal with the implementation of the teaching content in the time series by student teachers. In this research, the researcher adopts the experiential cooperative learning approach which is the integration of experiential learning and cooperative learning. It is based on constructivism and student-centered theory. Its steps are: Step 1, Student grouping and resource allocation; Step 2, Supervised experiential learning; Step 3, Achievement evaluation and experience extraction; Step 4, Test and application of theory and experience.

5. Choosing media and resources. Teaching resources are various conditions that can be used for the effective development of teaching, including teaching materials, case studies, films, pictures, and courseware.

The researcher selects the textbook named "Teacher Etiquette Code", by Jin Zhengkun, published by China Renmin University Press, 2011. The content of this textbook is more scientific and comprehensive than the current one. It added the teacher's language part missed in the current textbook, refined the content of culture as thinking and ethics, and sorted and classified the external image contents, to make the contents complete and meet the latest social requirements.

6. Constructing Evaluation Instruments. As different teaching modes accomplish different teaching objectives and use different operating procedures, evaluation methods, and standards are also different.

Based on the objectives that the researcher wants to achieve, the researcher constructed the following research instruments to evaluate the student teachers' quality; (1) Student-teacher learning achievement test paper. (2) Student teachers' observation form. And (2) a Satisfaction questionnaire

Conceptual Framework

The research title "Construction of Teachers' Etiquette Course to Cultivate Student Teachers' Quality" was designed with the Conceptual Framework as followed;
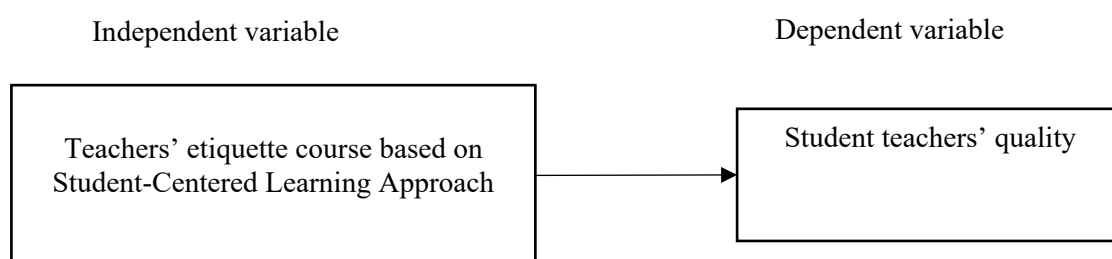
Independent variable   Dependent variable

| Teachers' etiquette course based on Student-Centered Learning Approach | → | Student teachers' quality |

Figure1 Conceptual Framework

Methodology

Phase 1 Study the background information and existing problems of the teachers' etiquette course to cultivate the student teachers' quality at Hubei University of Science and Technology Study background information in the aspects of:

1. Government etiquette education policy
2. Present the situation of the teachers' etiquette course in terms of objectives, content, structure, teaching strategy, media and resources, evaluation, etc.
3. Problems in the implementation of teachers' etiquette course
4. Student-centered teaching theory
5. Student teachers' quality
6. Course development process and course components

The sample of this research in phase 1 is 4 expert teachers teaching teachers' etiquette courses derived by random sampling from 8 teachers to give an interview about the teachers' etiquette course.

Research designs are (1) Content Analysis by studying curriculum documents, research about curriculum components, and curriculum development process, including the educational philosophy, learning theory, instructional strategy, and the student teachers' quality. And (2) Interview questions for background information focusing on curriculum components of teachers' etiquette course by interviewing four expert teachers teaching teachers' etiquette course.

Phase 2 Develop the teachers' etiquette course based on a learner-centered approach

1. Study the curriculum development process
2. Develop the teachers' etiquette course based on a learner-centered approach
3. Analyze course components
4. Construct research instruments
5. Evaluate the course components and research instruments by the experts

The sample of this research in phase 2 is 5 experts to evaluate the teachers' etiquette course components of the teachers' etiquette course.

Research instruments for phase 2 are 10 lesson plans based on student-centered learning using an experiential cooperative learning approach:

The researcher analyzed the validity of the lesson plan using the IOC method. The validity value should be more than 3.51.

Table1: The criteria of the Mean score

Mean cores	Interpretation
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

The researcher analyzed the reliability of the lesson plan using an interrater reliability value should more than 0.5.

Data collection: Study information from the textbook, government documents, academic documents related to research, and interview forms to collect data.

Data analysis: Quantitative and qualitative data were analyzed using statistical procedures relevant to research objectives.

Results

The findings based on the two objectives were as follows:

1) Study the background information related to the development of teachers' etiquette course, found that the researcher gained knowledge and concept of developing course components consisting of principle, objective, content, instructional strategy, material, and evaluation; and student teachers' quality components was comprised of: 1. Teacher' external image; 2. Teachers' language; 3. Teachers' characteristic behaviors; 4, Teachers' professional ethics in working.

2) Develop teachers' etiquette course, found that components of the student teachers' etiquette course value evaluated by 5 experts obtained an average score of 4.77 (4.6- 4.8) of Reliability value. As Table 2 is shown below.

And the quality of the lesson plans was evaluated by IOC and interrater method. The IOC value average score of 4.64 (4.5-4.8) of Reliability value, and interrater value were between 0.54-0.91> 0.5. As Table 3 showed.

Table2: The Validity of Etiquette Course Components

Items		Mean	SD	Interpretation of appropriateness and consistency
Student Teachers' Etiquette Course	Principle	4.80	0.45	Very high level
	Objective	4.80	0.45	Very high level
	Content	4.80	0.45	Very high level
	Instructional Strategy	4.80	0.45	Very high level
	Material	4.60	0.55	Very high level
	Evaluation	4.80	0.45	Very high level

Table3: The Validity and Reliability of Lesson Plans

Lesson Plan	Content Topic	Mean	SD	Interrater Consistency (Cronbach's alpha)	Interpretation of appropriateness and consistency
Lesson plan 1	An Overview of Teachers' Etiquette	4.60	0.45	0.87	Very high level
Lesson plan 2	Teacher Image Etiquette (Dress Code)	4.60	0.42	0.75	Very high level
Lesson plan 3	Teacher Image Etiquette (Grooming Code)	4.80	0.55	0.85	Very high level
Lesson plan 4	Teacher image etiquette (Behavioral norms)	4.50	0.50	0.54	High level
Lesson plan 5	Teacher language etiquette (Civilized language)	4.50	0.50	0.58	High level
Lesson plan 6	Teacher Language Etiquette (Classroom language)	4.60	0.45	0.71	Very high level
Lesson plan 7	Teacher behavior Etiquette (Office etiquette)	4.65	0.40	0.72	Very high level
Lesson plan 8	Teacher s' behavior etiquette (Visiting Etiquette)	4.70	0.45	0.78	Very high level
Lesson plan 9	Teachers' etiquette (Conference etiquette)	4.80	0.35	0.54	Very high level
Lesson plan 10	Professional ethics of teachers	4.60	0.30	0.91	Very high level

Discussion

According to the research objectives, the researcher developed the teachers' etiquette course using the curriculum development process and resolved the problems in the current course found that it consisted of principle, objective, content, instructional strategy, material, and evaluation based on curriculum development theories of Tyler, R., (1949) and Taba, H., (1962). This is consistent with Lau 2001, who stated that the Tyler model is the most famous modernist model of curriculum development that specifies the four main components of the curriculum: purposes, experiences, methods, and evaluation. Bhuttah, Tariq Mehmood (2019) stated that the model of Tyler is deductive, and linear and moves from general to specific. From beginning to end it entails a specific order of steps. Besides, prescriptive it shows what is done as well as what should be done by curriculum developers. He focused on the "nature and structure of knowledge, the needs of society as well as needs of the learner" which made Tyler's model "society centered".

Taba, H., emphasized the role of teachers in developing a curriculum. Tyler starts from the top but, unlike Tyler, Taba starts from the bottom with a grassroots approach. Taba's approach is a step-by-step plan following the behavioral approach to building a curriculum according to aims and objectives. Taba also advanced a method for clarifying what needs to be learned by the students (Costa and A. Loveall 2002).

The instructional strategy was an experiential cooperative learning approach that derived from the integration of an experiential learning approach and cooperative learning approach, based on a teacher-centered approach. This is consistent with the statements by the below researchers.

Experiential learning theory, derived from constructivism (Geelan, 1997), is based on the notion that learning occurs when students use hands-on, task-oriented activities and relate previous knowledge in a contextual way to real-life examples (Wenger, 2009). Experiential learning theory emphasizes the importance of participants learning by doing and reflecting on the experiences (Schwartz, 2013), and in accordance with the research on cooperative learning conducted by Robyn M. Gillies (2014), which has been published clearly demonstrates how it can be used to promote achievements in reading and writing, conceptual development in science, problem-solving in mathematics, and higher-level thinking and reasoning. It has also been shown to promote interpersonal relationships with students with diverse learning and adjustment needs and with those from culturally and ethnically different backgrounds. Johnson and Johnson (2000) argued there is no other pedagogical practice that achieves such outcomes. And also, Slavin (1996) emphasized that there is no doubt that the benefits attributed to cooperative learning are widespread and numerous and it is the apparent success of this approach to learning that has led to it being acclaimed as one of the greatest educational innovations of recent times.

Conclusion

Course development is the process of designing and constructing structures for formal education instruction. The main process consists of the below six steps: (1) Background information and problem investigation and planning. To define the principle to resolve problems and meet social needs. (2) Determining the course objectives. (3) Contents to select the contents to meet the defined objectives. (4) Instructional Strategies; That means selecting teaching methods. (5) Materials, Media, Resources. Used these for teaching the activities. And (6) Evaluation to evaluate the achievements, outcomes, results, abilities, and performance.

In the newly constructed course, the improvement actions are all made in response to the problems the researcher found. The new course is to be cultivated teachers' etiquette ability. Using this developed course will improve student teachers' etiquette quality significantly. It supports the government policy and social requirements for etiquette. It also inspires other researchers to research and study more pedagogical strategies for course development following the development procedure.

Recommendation

1. Students' interests and needs are considered very important. The course will be beneficial to students' learning for improving students' etiquette quality. The curriculum developed in this way is more suitable for the idea of students as the main body of learning and has achieved good results in actual learning.

2. As the main body of teaching, teachers can apply the course development process to their courses. The principles, objectives, content, instructional strategy, and evaluation method could be a good resource for implementation in their course.

3. Curriculum development has a broad scope because it is not only about the learners and the teachers, but also benefits to school and society. The development process learned is theoretical and systematic, and it can be used to develop other courses. It helps schools and teachers to develop the courses easier as the guidelines.

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