



The Challenges and Paradigm Shift in Promoting Teachers' Professional Development through Public Courses

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ARTICLE INFO

Keywords

public courses
teacher professional development,
evidence-based practice

Published

01 March 2026

ABSTRACT

As a distinctive teaching-research activity in China's basic education, public courses have played an important role in promoting teachers' professional development. However, in practice they have gradually acquired tendencies towards formalisation and performance, which undermine their essential function as pedagogical research. By tracing the institutional evolution and functional transformation of public courses, this paper points out the real-world dilemmas they currently face in facilitating teacher reflection, student participation, and the functioning of teaching-research communities. The study analyses the underlying causes from four aspects: evaluation mechanisms, teacher psychology, professional support, and school culture. On this basis, it proposes a paradigm-shift path oriented towards evidence-based practice. This path advocates a problem-oriented, evidence-based, and collaborative inquiry model of teaching research, and, through conceptual renewal, process restructuring, and ecological empowerment, aims to transform public courses from instructional showcases into in-depth research activities, making them a truly effective platform for teachers' professional development.

1. Introduction

Public courses, as a distinctive teaching-research activity in China's basic education, have played a significant role in fostering teachers' professional growth since their inception in the 1950s. With the evolution of the educational landscape, public courses have gradually differentiated into three basic functional types: demonstration-oriented public courses, which focus on presenting advanced concepts and methods; seminar-oriented public courses, aimed at diagnosing problems and disseminating experience; and competition-oriented public courses, designed to stimulate vitality and select outstanding practitioners (Cheng & Qin, 2025). In terms of specific forms, public courses can be further divided into school-level public courses, teaching-research-group public courses, competition courses, demonstration courses, seminar courses, etc., constituting a diverse array of implementation modes.

Citation: He, W. (2026). The Challenges and Paradigm Shift in Promoting Teachers' Professional Development through Public Courses. *Journal of Adaptive Learning and Psychological Growth*, 1(2), 01-12.

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<https://doi.org/10.64744/hcafed.2026.290>.

As an activity that integrates teaching demonstration, discussion and exchange, and lesson evaluation and reflection, public courses provide teachers with platforms for observation and learning, experience sharing, and professional dialogue. From the perspective of professional development, the complete cycle of a public course includes lesson preparation, teaching delivery, observation, and post-lesson discussion (Hu, 2006). During lesson preparation, instructional design pushes teachers to deeply understand teaching content and student characteristics; the teaching session tests teachers' classroom organisation and adaptability; and observation and discussion offer opportunities for multi-perspective reflection and collaborative improvement. A successful public course cycle can often become a critical event in a teacher's professional growth, profoundly triggering their sense of professional identity and well-being.

However, the realisation of the actual value of public courses is constrained by multiple factors. Particularly in current educational practice, a certain degree of functional deviation has emerged. Some public courses over-emphasise the perfection of teaching procedures and the display of skills, while relatively neglecting in-depth exploration of authentic teaching problems, gradually evolving into “teaching performances.” Large-scale shows affect all participating parties to varying degrees: for the teacher delivering the lesson, the preparation process is time-consuming, exhausting, yet yields limited substantive professional gains; for observing teachers, they often find the lessons “impressive but unteachable,” struggling to transfer those polished examples to their own regular classrooms; for students, they become props to support the teacher's performance, while their real learning confusions and sparks of thinking are not fully respected or displayed. These phenomena collectively reflect the practical bottleneck of public courses in promoting teacher development.

At present, China's basic education is deepening competence-oriented curriculum reform, which imposes higher demands on teachers' professional capabilities. Teachers are expected not only to possess subject knowledge and teaching skills, but also to have the capacity to research teaching and engage in continuous improvement. Against this backdrop, how to enable public courses to return to their essence as pedagogical research, transcend formalised performance, and truly become a professional platform that drives teachers to become reflective practitioners—so as to better meet the needs of teacher professional development in the new era—has become an urgent issue requiring in-depth investigation.

2. The Evolution, Controversies and Evidence-Based Turn of the Public Course

System

Public courses, also known as “observation teaching,” are defined as “purposeful, organised professional activities of teaching research and teaching exchange involving multiple participants (experts, leaders, colleagues, and peers)” (An, 2013). The development of the public course system in China has undergone continuous evolution and functional transformation. In the 1950s, public courses mainly served as demonstration activities for normal education, focusing on the transmission of basic teaching skills. After the 1980s, with the advance of teacher professionalisation, they gradually developed into important vehicles for in-service teachers' professional growth, shouldering multiple functions such as teaching exchange, experience sharing, and problem discussion. Entering the 21st century, against the backdrop of the new curriculum reform, the functions of public courses further expanded, not only becoming platforms for displaying teaching achievements, but also being entrusted with the mission of disseminating new curriculum concepts and exploring paths for teaching reform (Zhu & Qin, 2008). Meanwhile, with

the development of information technology, new forms such as online public courses and video public courses have broken through spatial and temporal constraints, enabling broad sharing of high-quality teaching resources (Zhang & Chen, 2013). This process shows that public courses have continuously adjusted their positioning in response to the demands of educational development.

At the academic research level, the mechanisms through which public courses promote teacher professional development have been explored from multiple angles. From the perspective of teaching practice, public courses directly enhance teachers' instructional design and implementation skills. Studies have shown that public courses can stimulate teachers' internal drive for growth and promote knowledge expansion and skill refinement (Hu & Chen, 2022; Zhu & Qin, 2008). In this sense, public courses create a dialogic space that helps teachers construct professionalism between regular lessons and ideal lessons. From the perspective of action research, public courses are essentially a cyclical process of “based on the classroom, researching the classroom, and improving the classroom” through the practical path of “teaching—lecturing—evaluating—improving—re-teaching,” helping teachers transform individual puzzles into collective issues and generate localised practical knowledge through collaborative reflection (Hu, 2006). From the perspective of demonstration and leading, public courses—especially demonstration-type ones—assume the mission of bringing cutting-edge concepts such as core competencies and large-unit teaching from text to practice, serving as “models” and playing a role in concept dissemination and behavioural modelling at regional and disciplinary levels. These studies reveal, from different angles, the potential pathways through which public courses promote professional development, providing theoretical grounds for their functional interpretation.

However, research has also pointed out that public courses face numerous controversies and challenges in promoting teacher professional development. Different scholars have analysed various facets of public courses, mainly focusing on the following aspects. First, some public courses have an excessive tendency towards performance, undermining the authenticity and emergent generation of teaching. Teachers meticulously orchestrate back-stage teaching processes and pre-rehearse front-stage teacher-student interactions, reaching a tacit “production team conspiracy” with observers, ultimately presenting a classroom scene that meets evaluation expectations (Cheng & Qin, 2025). Second, overly quantified evaluation criteria may distort the intrinsic value of public courses. Public courses are often linked to professional title assessment, performance evaluation, school reputation, and other interests, which compel teachers to be inevitably driven by utilitarian logic, even placing the disciplinary management of student discipline, sitting posture, and other details at the core of classroom teaching, permeating every moment inside and outside the classroom (Lin & Yan, 2024). Third, the post-lesson discussion tends to be superficial and lacks consensus. Observing teachers, due to interpersonal concerns or pressure from professional authority, tend to avoid in-depth discussion and professional contention, making it difficult for the discussion to touch upon core teaching issues and failing to fully exploit the platform function of public courses as collective study and collaborative improvement (Duan & Xiong, 2023). These critical analyses help us comprehensively understand the complex problems in public course practice and provide important references for improving public course practice.

To address these problems, existing research has proposed reform paths for public courses from different angles, such as advocating a shift from a “showing orientation” to a “research orientation,” with real teaching problems as the driving force; advocating the reconstruction of the evaluation system to strengthen process-oriented and developmental evaluation (He & Cai, 2013); and exploring new organisational forms such as “one topic, one lesson” and comparative lessons

(Zheng & Wu, 2022). Although these explorations provide localised experiences for innovation in public courses, most of them focus on reforming a single link or a single aspect, and have not yet formed a systematic and holistic restructuring of the mechanism through which public courses promote teacher professional development. Therefore, how to transcend the “performative” dilemma and make public courses return to their pedagogical research essence has become an urgent issue that needs in-depth discussion.

To transcend the performative dilemma, it is necessary to inject new theoretical vitality into public courses. In this context, evidence-based practice provides an apt theoretical perspective for the paradigm shift of public courses. Evidence-based practice emphasises that educational decisions should be based on the organic integration of “best research evidence, educators' professional wisdom, and learners' specific contexts.” Its core spirit—evidence-based, problem-oriented, and collaborative improvement—is highly compatible with the inherent demand of public courses to return to pedagogical research (Deng, 2022). Under the evidence-based perspective, the reconstruction of public courses should strive to achieve three key shifts. First, shift from experience-driven to evidence-driven, grounding instructional design and evaluation in the analysis of multidimensional evidence such as students' learning traces, teacher-student interaction records, and learning outcome samples. Second, shift from individual talent shows to collective collaborative inquiry, making public courses into activities of professional learning communities centred on authentic teaching problems. Third, shift from one-off events to continuous improvement cycles, strengthening the organic connection among pre-class evidence-based design, in-class evidence-focused observation, and post-class evidence-based reflection (Zhou et al., 2026). These three shifts not only echo the professional role expectation of teachers as “reflective practitioners,” but also provide theoretical possibilities and practical frameworks for the systematic reconstruction of public courses. Based on the concept of evidence-based practice, this paper will further analyse the decline of the core mechanisms of teacher professional development in public courses and their underlying causes, and propose an actionable reconstruction path.

3. The Decline of Core Mechanisms of Teacher Professional Development in Public Courses

(1) Marginalisation of Teachers as Reflective Practitioners

Teachers, as professionals in education and teaching, are active agents who, through “reflection-in-action” and “reflection-on-action” in complex and dynamic educational contexts, continuously generate, test, and develop their practical knowledge, and thereby improve teaching and achieve professional growth (Schön, 1983). However, the “performative” tendency of public courses systematically inhibits this reflective practice process, to some extent causing teachers to be absent from key professional development arenas.

First, the requirement for “pre-action reflection” during lesson preparation is weakened or even replaced. Instructional design often becomes a prescribed task that executes the collective will of the school's teaching-research group or the plans of external research experts. If the teaching design determined by an external team differs greatly from the teacher's own teaching habits, the teacher may feel at a loss and can only passively accept and implement external arrangements, speculating and guessing the preferences of the audience as much as possible. Their personal teaching understanding and creative thinking are thus somewhat obscured (Ma & Xu, 2008). Consequently, lesson preparation is degraded from a professional, pre-emptive reflective activity

to the memorisation and rehearsal of a given script. Second, “reflection-in-action” during teaching delivery is inhibited. “Reflection-in-action” is the teacher's core ability to solve problems and adjust strategies intuitively and promptly when facing the “swampy lowlands” of instructional uncertainty (Schön, 1983). To ensure the smooth flow of the classroom process, impromptu generation based on the actual classroom situation is often regarded as a risk, leaving little space for teachers to exercise on-the-spot decision-making. Some public courses, in order to create an obstacle-free teaching process, even deliberately conceal real classroom awkward silences (Lu, 2019). Finally, the post-lesson evaluation session, which should serve as professional dialogue based on teaching facts, does not effectively fulfil the function of “reflection-on-action.” Under the performative tendency, evaluators and the teaching teacher often reach a tacit understanding, either engaging in technical debates over trivial details or offering one-sided evaluations of the teaching teacher, with the discussion lacking reflection on real issues and an atmosphere of equal collaborative deliberation. If the evaluation session paid more attention to students' authentic learning processes, then teachers' reflection-on-action would more easily touch upon the construction of genuine practical knowledge.

(2) Instrumentalisation of Students as Meaning-Makers

A “perfect” public course requires considerable effort from both teachers and students. To ensure compact lesson links and precise answers, students' thought processes, discussion directions, and even specific responses are often pre-designed or covertly guided. In some public courses, before the lesson, students are assigned different small tasks and must prepare and rehearse answers in advance, creating a false atmosphere of active classroom interaction and high student participation.

During the lesson, students should be active knowledge constructors, and authentic classroom interaction should be filled with immediate, emergent thinking collisions and emotional exchanges. However, when cooperating with the teacher to complete a teaching performance, the teacher, through carefully designed questions and exaggerated body language, guides students, creating a surface-level lively but 实质上 constrained interactive illusion. The teacher's close control over students' learning processes actually deprives students, to some extent, of the opportunity for independent inquiry and experiencing cognitive conflicts, concealing students' authenticity as independent thinking individuals and confining their thinking activities within a predetermined track, thereby limiting the free flow and construction of knowledge.

In such a classroom, what students actually learn and to what extent is no longer the key issue; the focus is on how to present a perfect knowledge structure and interpretation within one lesson, and to show the judges an idealised process of knowledge being accurately acquired. The inevitable confusions, silences, errors, and debates that occur in student learning become “noise” to be eliminated. Teachers may overlook or quickly bypass those moments of stumbling or awkward silence, yet it is precisely these moments that often contain the most authentic and valuable educational opportunities. The reason why Teacher Yu Zhengqiang's “error study” lessons are so valuable is precisely that he treats students' common errors as teaching resources, guiding students to gain insights about life beyond knowledge (Guo, 2008). Unfortunately, although the final classroom presents a smooth, interlocking, and unruffled visual effect, the cognitive and emotional needs of students as whole individuals are often neglected, and the essence of education—nurturing the whole person—is thus lost.

(3) Functional Attenuation of the Teaching-Research Community in Lesson

Evaluation

As a core form of school-based teaching research with Chinese characteristics, the ideal state of public courses is to build a professional learning community that shares wisdom, tackles teaching challenges, and promotes collective professional growth through collective lesson preparation, classroom observation, and collaborative reflection. However, as “performative” public courses become increasingly prevalent, the functions of the community gradually become superficial.

First, for observing teachers, the experience they gain is difficult to transfer. A good public course should help observers grasp the deep-level principles behind instructional design and the logic of contextualised decision-making, truly enabling teachers to achieve deep construction of practical knowledge. If the public course presents a highly polished and meticulously scripted model, observers see an idealised classroom model detached from the complexity of normal teaching, often falling into the frustration of “the lesson is brilliant, but I still don't understand it,” and may even undermine their own teaching confidence. Some research has pointed out that if public courses lack students' authentic learning processes, teachers are prone to fall into the trap of “lacking their own thinking and understanding, merely reciting a memorised lesson plan” (Hu & Di, 2022).

Second, the post-lesson discussion easily becomes formalised. Studies by Ma and Xu (2008) revealed the differing effects of lesson evaluation based on varying motivations. Teachers driven primarily by extrinsic motives such as professional title advancement, compared to focusing on improving their professional competence through a single lesson, pay more attention to whether they can obtain satisfactory professional titles. When school management systems excessively link public courses to external benefits such as evaluation, merit selection, and promotion, it is hard for teachers not to view public courses as arenas for competing for honours and resources, repeatedly polishing their performance to present a lesson “with no apparent faults.” The evaluation then easily degenerates into a praise meeting for the teacher's acting skills, or pointless elaboration on insignificant details. As a result, teachers develop cautious and defensive attitudes, the discussion lacks focus on real issues, and the evaluation naturally fails to trigger deep cognitive conflict and reflection for either the listeners or the presenters. The dialogical understanding necessary for reflective practice becomes difficult to achieve, and the culture of the teaching-research community tends towards conservatism and utilitarianism.

4. Deep-Seated Causes Constraining Public Courses in Promoting Teacher

Professional Development

To address the performative tendency in public course practice and systematically promote a paradigm shift, it is necessary to deeply analyse the underlying structural dilemmas. These dilemmas are intertwined and collectively constitute the deep soil for the functional alienation of public courses.

(1) The Baton Effect of Evaluation Mechanisms

The evaluation results of public courses are often directly linked to teachers' professional title promotion, merit evaluation, performance appraisal, and other core interests. This highly utilitarian external connection transforms the nature of public courses from intrinsically driven professional development activities into extrinsically driven resource competition. When public courses bear “high-stakes” evaluation functions beyond teaching research itself, their objectives inevitably shift.

The focus of teachers and schools changes from “how to promote teaching understanding and improvement through this lesson” to “how to ensure this lesson wins in the competition.” When public courses primarily serve management functions such as “assessment” and “appraisal,” their research essence is easily overlooked, and teachers, in pursuit of honours, fall into the trap of “performance” and “showmanship” (Li & Zhang, 2019). If evaluation criteria overemphasise the fluency of teaching, the visual appeal of techniques, and the completeness of the process, they will guide teachers towards pursuing superficial “perfection” rather than the authentic processes of learning and teaching, thereby encouraging performative lessons (He & Cai, 2013). This “baton effect” of evaluation fundamentally distorts the original purpose of public courses as teaching-research activities.

(2) The Theatrical Pressure on Teachers

At the individual psychological level, teaching in front of an audience inherently creates strong theatrical pressure. Facing the scrutiny of peers, leaders, and experts, teachers naturally tend to avoid risks and seek safety. Presenting a thoroughly rehearsed and guaranteed-flawless “familiar lesson” is far less psychologically burdensome than presenting an unpolished, uncertain lesson. Ma and Xu (2008) vividly reveal the impact of this anxiety state on teachers: excessive anxiety about the influence on professional title assessment inclines teachers to choose safe, predictable performance modes. Moreover, in a cultural atmosphere that emphasises perfect presentation, teachers may deliberately avoid real generative problems and cognitive conflicts in the classroom for fear of exposing “flaws” or “awkward silences.” Lu (2019), analysing classroom atmosphere in public courses, pointed out that teachers' excessive pre-setting of scenarios and exaggerated body language to create a good atmosphere are behavioural responses under such pressure. This psychological pressure suppresses the openness and experimental spirit necessary for teachers as reflective practitioners.

(3) The Hollowing-Out Dilemma of Professional Support

During the preparation stage of public courses, external guidance from teaching researchers and expert teams plays an important role. However, if the guidance overly focuses on refining teaching techniques and processes, it may deviate from its original intention of professional support. Common guidance often concentrates on how to enrich teaching methods and enhance classroom expressiveness, while relatively neglecting the in-depth exploration of the teacher's individual teaching experience and lacking conceptual guidance and equal discussion on fundamental teaching issues. This approach ignores the essential meaning of public courses as an important process of teacher professional growth, and tends to position public courses as meticulously crafted display pieces. While such practices may improve the visual appeal of the lesson, they fail to help teachers develop the ability to independently analyse teaching situations and creatively solve problems. Shan and Liu (2015), reflecting on the training of master teacher studios, warned that if mentors and teachers form a unilateral power relationship of “scrutinising versus being scrutinised,” or if the responsibility for reflection is wholly shifted to teachers, professional support risks becoming superficial and may even undermine teachers' professional confidence. Effective guidance should be professional collaboration based on equal dialogue and focused on actual teaching puzzles, aimed at stimulating teachers' own reflective awareness and promoting the development of their professional judgment, rather than replacing teachers' independent thinking and practice with external opinions.

(4) The School's Branding Aspiration

At the school level, public courses often bear additional functions beyond teaching discussion,

becoming important means to demonstrate school educational achievements, highlight teaching-research levels, and compete for reputation and resources within the region. A successful, especially award-winning, public course is often regarded as a school's brand asset. This branding aspiration drives school administrators to invest substantial resources in polishing and packaging public courses, sometimes even mobilising the whole school for repeated rehearsals. In this process, the research function of the public course often gives way to its publicity function. The teaching teacher becomes an actor representing the school's image, and students become extras performing in the show. The school is more concerned with whether the final “effect” of the public course can win honour for the school, rather than what development the teachers and students achieve through the authentic teaching process. The utilitarian orientation at the organisational level resonates with the baton effect of evaluation mechanisms, further reinforcing the performative nature of public courses, detaching them from regular teaching, and deviating from the original purpose of promoting the quality of daily teaching through teaching-research activities.

5. Reconstruction Paths of Public Courses under the Evidence-Based

Orientation: Concepts, Processes, and Ecology

To counteract the performative tendency in public course practice and promote their return to the authentic value of promoting teacher professional development, a systematic paradigm shift is urgently needed. Evidence-based practice, with its core characteristics of evidence-based, problem-oriented, and collaborative improvement, provides an apt theoretical perspective and practical framework for the reconstruction of public courses, transforming them from display activities into deep professional inquiry activities.

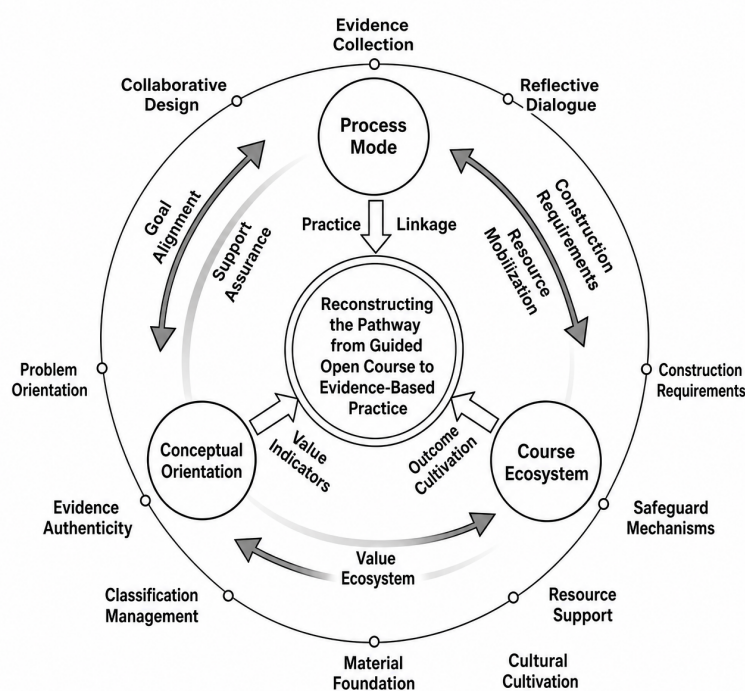


Figure 1. The reconstruction path of public courses under the evidence-based orientation: concepts, processes, and ecology

(1) Orienting by Evidence-Based Research to Clarify the Value Coordinates of Public Courses

Conceptual transformation is the starting point for change in public course practice. First, the goal setting of public courses should establish a problem-oriented approach, so that they truly originate from teachers' real confusions and challenges encountered in daily teaching, rather than merely administrative tasks or display requirements. Each public course should have a clear research question, for example, “How to implement effective differentiated questioning in large-class settings?” or “How to design continuous assessment in unit-based teaching?” Public courses should be consciously returned to professional inquiry from talent shows, and the process should become a collective action research cycle centred on specific teaching problems.

Second, an evidence-based teaching-research culture should be promoted. Public courses are a complete process of evidence production and use. During lesson preparation, instructional design should be based on the analysis of students' pre-test data, a review of relevant educational theories, and reference to best-practice evidence. During observation and discussion, the discourse should be grounded in empirical data collected from classroom observation—such as student dialogue records and samples of learning outcomes—thereby replacing evaluation based on subjective impressions.

Finally, a classification management mechanism that aligns functions with evaluation should be implemented. Different types of public courses should be paired with differentiated evaluation criteria. Demonstration-type lessons should focus on evaluating the advancement of teaching concepts, the transferability of practical models, and the clarity of theoretical explanation; seminar-type lessons should emphasise the authenticity of the questions raised, the depth of the discussion process, and the practical significance of emergent insights; competition-type lessons should significantly increase the weight of evidence-based examination of students' learning processes and outcomes in the evaluation. Through classification management, the functions of various public courses become clear, avoiding value alienation caused by mixed objectives.

(2) Adopting Collaborative Inquiry as the Process Model to Optimise the Practical Chain of Public Courses

The implementation of concepts relies on a structured practical process. The traditional linear process of “preparation—teaching—observation—evaluation” should be reconstructed into a spiralling cycle of collaborative inquiry, highlighting its research attributes and collaborative learning functions.

The first stage is evidence-based collaborative design. Around the identified research question, a temporary research team is formed, comprising the teaching teacher, subject colleagues, teaching researchers, and relevant researchers. Together they analyse diagnostic data on student profiles, search for and evaluate relevant research literature and typical cases, and collaboratively design the teaching plan. At the same time, the key dimensions of classroom observation and data collection tools should be planned to make the observation more targeted.

The second stage is evidence collection focused on learning. The teaching and observation phases aim for the transparent production of teaching evidence. The teaching teacher may appropriately adopt explicit teaching strategies, briefly explaining the design intent and rationale at key decision points, so that the implicit thinking process becomes visible. The role of observing teachers should shift from “evaluators” to “co-researchers”; based on pre-lesson assignments, they

use professional observation tools to systematically collect evidence of students' learning processes relevant to the research question.

The third stage is dialogic reflection that promotes understanding. The post-lesson lecture should not be a recapitulation of the teaching process, but should focus on narrating pedagogical reasoning—that is, by using classroom transcript excerpts to explain unexpected events encountered, decisions made, the evidence (theory, student data, observations) on which those decisions were based, and the effects produced, thus presenting a complete professional judgment trajectory. The discussion should be guided by the moderator, focusing on the pre-determined research question, using the classroom evidence collected by observers as conversational material, and engaging in constructive professional dialogue. The aim is to deepen all participants' understanding of the teaching problem through the analysis of evidence, exchange of perspectives, and negotiation of meaning, collectively constructing contextualised practical knowledge.

(3) Empowering and Co-existing as Classroom Ecology to Solidify the Professional Foundation of Public Courses

The healthy development of public courses depends on the synergistic transformation of the external support system. It is necessary to build, from institutional, resource, and cultural aspects, a professional growth ecology that enables teachers to explore with peace of mind and courageously present real problems.

Institutionally, weaken utilitarian links and strengthen developmental orientation. Educational authorities and schools should gradually weaken the direct association between public course performance and professional title promotion, performance appraisal, etc. The focus of evaluation should shift from the brilliance of a single lesson to the teacher's professional performance throughout the lesson study process—such as ability to identify problems, skill in using evidence, depth of reflection, and contributions to the community. At the same time, teachers' professional autonomy and research time should be protected, avoiding the erosion of regular teaching by unlimited, repetitive rehearsals for the sake of creating model lessons.

In terms of resources, provide professional tools and build localised evidence databases. To lower the threshold for frontline teachers to engage in evidence-based teaching research, user-friendly professional tools should be developed and provided, such as classroom observation scales, student learning analysis tools, and evidence-based instructional design templates. More importantly, systematically build localised, tiered, and categorised teaching case and evidence resources. Collect and organise authentic frontline case archives that include real challenges and reflective insights, providing teachers with professional learning materials that are referable and analysable, helping them cope with complex teaching situations.

At the level of school organisational culture, reshape professional roles and cultivate a learning community. The role of professional supporters such as teaching researchers, experts, and master teachers should shift from judges and technical instructors to collaborators. Their main function is to raise valuable research questions, provide professional resources, build discussion frameworks, and facilitate in-depth dialogue among teachers. Ultimately, within schools and teaching-research groups, a professional community culture characterised by “academic trust, courage to experiment, and mutual growth” should be nurtured. Through institutional design and leadership modelling, candid and constructive professional exchanges should be encouraged, making public courses a regular platform where teachers support each other and collaboratively investigate teaching issues.

Acknowledgments

We are grateful to all respondents who participated in this study.

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