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Reverse Instructional Design in Chinese Language Teaching: Endogenous Logic and Practical Pathways

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ABSTRACT

Reverse instructional design in Chinese language teaching is a teaching model aimed at the development of students' core literacy. Its endogenous logic and practical pathways are closely connected, together forming an innovative teaching strategy. This paper explores the endogenous logic and practical pathways of reverse instructional design in Chinese language teaching, aiming to promote the comprehensive improvement of students' core literacy in Chinese through a method that starts from learning outcomes and plans the teaching process in reverse. The paper first elaborates on the connotation of reverse instructional design; secondly, it deeply analyzes the three endogenous logics of reverse instructional design; finally, based on the design of teaching activities, it proposes practical pathways. Reverse instructional design in Chinese language teaching, through its endogenous logic and practical pathways, provides a new perspective and method for Chinese language teaching, which helps to closely integrate teaching goals with what students actually acquire, and promotes the innovation and development of Chinese language education.

KEYWORDS

Reverse Instructional Design; Endogenous Logic; Practical Pathways.

1. OVERVIEW OF THE CONNOTATION OF REVERSE INSTRUCTIONAL DESIGN

The reverse instructional design model was proposed by American curriculum and teaching experts Wiggins and McTighe. This design model is based on the concept of“starting with the end in mind”following the sequence of “goals → assessment→instruction”, which is the opposite of our traditional sequence of "goals →instruction →assessment," hence the term“reverse”. In reverse instructional design, content is regarded as a means to achieve goals, rather than the ultimate goal itself[1].

2. THE ENDOGENOUS LOGIC OF REVERSE INSTRUCTIONAL DESIGN IN CHINESE LANGUAGE TEACHING

2.1. Deep and Broad Theoretical Logic: Application of UbD Theory in the Chinese Language Domain

The deep and broad theoretical logic of reverse instructional design in Chinese language teaching, especially its application in this field, mainly relies on the Understanding by Design (UbD) theory. UbD theory emphasizes planning teaching activities in reverse from expected outcomes, with the core being “understanding” rather than just “knowing”. That is, students are expected not only to master knowledge but also to apply it to practical situations, forming a deep level of understanding. Initially,

teachers need to determine the deep understanding that students should achieve at the end of the course, which includes not only the memory and comprehension of Chinese language knowledge but also the ability to use this knowledge for critical thinking, creative expression, and cultural understanding. Following this, after setting learning objectives, teachers need to design assessment methods to measure whether students have achieved this deep understanding. Finally, based on learning objectives and assessment methods, teachers design specific learning activities that help students gradually build knowledge, develop skills, and ultimately reach a deep level of understanding.

2.2. Profound Historical Logic: The Spiral Ascent of Teaching Design Achievements

Reverse instructional design in Chinese language teaching, based on the UbD theory, shows a historical logic of a continuously spiraling upward teaching design process. This design is not only rooted in profound educational philosophy but also integrates the theoretical achievements of modern educational psychology, cognitive science, and educational evaluation. Initially, reverse instructional design emphasizes planning teaching activities in reverse from the final learning outcomes, requiring teachers to deeply consider the deep understanding students should achieve at the beginning of the design. This deep understanding includes not only the memory and comprehension of Chinese language knowledge but also the ability to apply knowledge to practical situations, forming critical thinking and creative expression abilities. Furthermore, reverse instructional design advocates for assessment first, that is, determining how to assess students' learning outcomes before designing teaching activities. This assessment method can not only fully and accurately reflect students' mastery of course content but also provide timely feedback and guidance for teaching activities. Additionally, reverse instructional design emphasizes the cyclical iteration of teaching, meaning teachers need to continuously reflect, adjust, and optimize teaching design to adapt to the ever-changing educational environment and student needs.

2.3. Distinct Practical Logic: The Backward Pressure of Subject Core Literacy on Teaching Design Reform

The distinct practical logic of reverse instructional design in Chinese language teaching is reflected in the backward pressure of the cultivation of subject core literacy on teaching design, which requires teachers to shift from the traditional knowledge transmission model to a student-centered teaching model focused on student ability development. In the teaching process, the primary task of teachers is to deeply understand the core literacy of the Chinese language discipline, including the ability to understand and express language, the depth and breadth of thinking, cultural cognition, and the cultivation of aesthetic emotions. Teachers should take these literacies as the foundation and goal of teaching design. When planning teaching activities, teachers should not only consider students' mastery of basic Chinese language knowledge but also focus on cultivating students' higher-order abilities such as critical thinking, innovative expression, and cultural understanding. Reverse instructional design requires teachers to clarify the core literacy goals that students should achieve through learning before the course begins, and then design assessment methods and teaching activities based on these goals.

3. PRACTICAL PATHWAYS OF REVERSE INSTRUCTIONAL DESIGN IN CHINESE LANGUAGE TEACHING

3.1. Analyze Curriculum Standards and Set Goals with the End in Mind

One of the practical pathways to achieve reverse instructional design in Chinese language teaching is to deeply analyze curriculum standards and set teaching goals with the end in mind. This process requires teachers to have a comprehensive and profound understanding of the curriculum standards and to transform these standards into specific, clear, and operable teaching goals. Curriculum

standards usually include the overall requirements of the discipline, knowledge system, ability objectives, and values. Teachers need to start from these macro guiding ideas and consider students' actual situations, including their cognitive abilities, learning preferences, and interests, when setting teaching goals. This helps to ensure that teaching goals are targeted and meet students' personalized learning needs, ensuring that goals are challenging and in line with students' actual abilities. At the same time, teaching goals should be comprehensive, covering not only the mastery of knowledge and skills but also the cultivation of students' thinking processes and problem-solving methods, as well as the positive shaping of students' emotions, attitudes, and values.

3.2. Focus on Assessment Evidence and Transform the Teaching Evaluation Model

The second practical pathway to achieve reverse instructional design in Chinese language teaching is to focus on assessment evidence and transform the traditional teaching evaluation model. This pathway emphasizes clarifying the basis and standards of evaluation at the beginning of teaching design to ensure that the evaluation process can truly and comprehensively reflect students' learning outcomes and ability development. The collection and application of assessment evidence require teachers to shift from a single exam score to a diversified evaluation method, including but not limited to students' classroom participation, homework performance, group cooperation, project results, self and peer evaluation, etc. In this process, teachers first need to determine the dimensions and standards of evaluation based on teaching goals. These evaluation standards should be specific and clear, guiding students on how to achieve the expected learning outcomes. Secondly, teachers need to design evaluation tools and methods that can effectively collect assessment evidence.

3.3. Base on Assessment to Promote Learning and Design Teaching Activities

The third practical pathway of reverse instructional design in Chinese language teaching is to base on assessment to promote learning and design teaching activities, which profoundly reflects the guiding and motivating role of assessment in the teaching process. The core of assessment to promote learning is to integrate assessment into every link of teaching, making it a driving force and direction for promoting student learning, rather than just a means of detecting learning outcomes. In this process, teachers first need to design assessment standards and tools with guidance based on teaching goals and subject core literacy. These assessment standards should clearly reflect the knowledge level, skill mastery, and thinking ability that students should achieve in the learning process. Secondly, teachers need to design teaching activities based on these assessment standards, ensuring that each activity can specifically cultivate students' certain abilities, such as reading comprehension, text analysis, creative writing, and oral expression. These activities should be interactive, exploratory, and open, encouraging students to actively participate, think positively, and express themselves bravely, thereby continuously improving their Chinese literacy in practice.

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