

# **Research on the Construction of a Comprehensive Evaluation Model for the Practice Teaching of Full-time Master of Education in China**

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**Abstract:** Under the guidance of the outcome-oriented education (OBE) theory, this study adopts the grounded theory as the research methodology, uses the Nvivo14.0 software as the analysis tool, and carries out a procedural three-level coding analysis of the selected literature. The key elements are extracted, and a comprehensive evaluation model for the practical teaching of full-time Master of Education in China is constructed. The model covers six core dimensions: the adequacy of practical teaching preparation, the ability of education and teaching practice and management, research, and innovation, the adaptability of practical participation, communication and collaboration and leadership, and ethics and social responsibility. In further refinement, the model is divided into 16 main categories and 43 subcategories, aiming to provide a comprehensive and systematic analysis framework for thoroughly evaluating the practical teaching of full-time Master of Education.

**Keywords:** Full-time Master of Education; Practice Teaching; Comprehensive Evaluation Model; Grounded Theory; Nvivo14.0

## **1. Introduction**

As an essential part of the higher education system in China, the full-time professional degree of Master of Education undertakes the important task of training high-quality teachers. With the deepening of educational reform, higher requirements are put forward for the practical teaching ability of postgraduates with master's degrees in education. In August 2023, the National Steering Committee for Postgraduates of Master's Degree in Education issued the Guiding Training Program for Full-time Postgraduates of Master's Degree in

Education (Revised) and the Basic Requirements for Practical Teaching of Full-time Postgraduates of Master's Degree in Education [1]. It is pointed out that the training objectives of a full-time Master of Education include three primary contents: having feelings of morality, professional knowledge, and five professional abilities. Among them, the practical ability of education and teaching and management ability, as the core of the five professional skills, highlight the importance of practical teaching in the training process of a full-time Master of Education.

At present, there is a heated discussion about the "integrated" and "centralized" mode of full-time Master of Education practice teaching, which has formed a specific research basis on how to implement practice teaching scientifically [2]. However, in the stage of practical teaching evaluation, there are still many problems, such as unclear evaluation objectives, incomplete evaluation content, unscientific evaluation methods, and non-pluralistic evaluation subjects [3]. The existence of these problems not only affects the quality of practical teaching but also hinders the achievement of the training objectives of the Master of Education.

Based on this, this study is guided by the grounded theory, combined with the training requirements and connotation of the practice teaching of full-time Master of Education in China, using Nvivo14.0 software to carry out procedural three-level coding analysis and condense the key elements of specific related literature, and construct a comprehensive evaluation model of the practice teaching of full-time Master of Education in China. The purpose of this study is to ensure the high quality of practical teaching, to strengthen the advocacy of process evaluation, to help enhance the practical innovation ability and future career development ability of postgraduates, to improve the achievement of the training

objectives of Master of Education, and to promote the connotative development of postgraduate education [4].

In addition, it is significant to achieve the training objectives of the 2023 edition of the Basic Requirements for Practical Teaching of Full-time Master of Education Professional Degree Postgraduates and to improve the quality of domestic Master of Education training. The results of this study can not only provide a scientific theoretical basis and practical guidance for the evaluation of full-time Master of Education practice teaching but also provide a new perspective and method for improving the quality of Master of Education training.

## **2. Connotation of Constructing a Comprehensive Evaluation Model**

### **2.1 Theoretical Basis**

A solid theoretical foundation is needed to support the construction of a comprehensive evaluation model for the practical teaching of a full-time Master of Education. This study is mainly based on the following three theoretical foundations.

#### **2.1.1 Requirements for postgraduate training of master of education degree**

The professional degree of Master of Education in China began with the resolution in 1996, the pilot enrollment began in 1997, and the national unified examination began in 2010. The training goal of a Master of Education is to enable students to master modern educational theory, understand educational development trends and frontier issues at home and abroad, and have strong academic and teaching abilities, scientific research abilities, and management abilities [5]. To a large extent, the determination of the comprehensive evaluation scope and criteria for the practical teaching of postgraduates with master's degrees in education depends on understanding their training objectives' characteristics [6].

#### **2.1.2 The connotation of practical teaching of full-time Master of Education**

In-school training, educational study, educational probation, and educational practice are not only the four links of practical teaching for full-time Master of Education degree postgraduates but also the critical links of Master of Education training [7]. The integration of practical teaching is based on the

"double tutorial system" through the school tutors and industry tutors to design individual practical teaching plans and main inquiry questions, and the main inquiry questions run through the four links of practical teaching [8].

#### **2.1.3 Comprehensive evaluation of the connotation of full-time Master of Education practice teaching**

The standard is the basis and criterion for constructing the evaluation model. Why to evaluate, what to evaluate, and what form to evaluate are the three dimensions of the evaluation criteria for the integration of "three exercises and one training" for full-time Master of Education in this study. Emphasizing process evaluation, we can know the direction and focus for the assessment according to the training objectives and contents of the Basic Requirements [9].

### **2.2 Theoretical Support**

OBE theory, outcome-oriented education theory, is an educational concept centered on students' learning outcomes. This theory provides a solid theoretical basis for the comprehensive evaluation model of practical teaching of the Master of Education and helps to build a more scientific, systematic, and effective evaluation model, thereby improving the quality of practical instruction [9]. In the construction of the integrated evaluation model of "three practices and one training" for a Master of Education, the application of OBE theory can help to clarify the following four aspects:

Clear learning outcomes: According to the OBE theory, the evaluation model needs to clearly set the specific outcomes of knowledge, skills, and attitudes that students should achieve in practical teaching integration.

Reverse design: The evaluation model should be constructed starting from the expected learning outcomes and reverse-designing the content and activities of practical teaching to ensure that students can effectively achieve these outcomes.

Continuous improvement: according to the feedback of students and the evaluation of learning results, constantly adjust and improve the content and methods of practical teaching to improve the quality and effectiveness of education.

Quality assurance: Ensure that the evaluation model can objectively and effectively reflect students' actual learning outcomes and also ensure the transparency and reliability of the

evaluation content.

### 3. Research Results

#### 3.1 Research Design

The design of this study is based on grounded theory, with the help of Nvivo14.0 software, the relevant literature is coded and analyzed, and the construction elements of the comprehensive evaluation model are

summarized from the actual practical teaching research data [10]. Firstly, 28 published literature on the topic of "Full-time Master of Education Practice Teaching" were retrieved from the CNKI database (see Table 1), and this literature was coded by open coding, spindle coding, and selective coding to identify and construct the evaluation index system.

**Table 1. List of Coded Documents**

| Name of the document                                                                                                                                                                     | Periodicals                                                          | Time of publication |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------|
| Dilemma and Relief of Full-time Master of Education Practice Learning                                                                                                                    | Science and technology in Chinese universities                       | 2022.12             |
| Practice teaching for professional degree postgraduates<br>Analysis of Functional Coverage Configuration of Educational Supervision                                                      | Academic Degrees and Graduate Education                              | 2023.07             |
| The Status and Mission of Comprehensive Universities in the Innovative Development of Education for Master of Education Degree                                                           | Academic Degrees and Graduate Education                              | 2023.06             |
| Challenges and Countermeasures of New Teachers in the Process of Role Adaptation under the Background of "Double New"                                                                    | Teacher Education Research                                           | 2023.09             |
| Research on the Training Mode of Practical Ability of Master of Education Course in Institute of Education, University of London                                                         | Hebei University                                                     | 2023.06             |
| A Study on the Satisfaction of Full-time Master of Education Graduate Students--a Case Study of S University                                                                             | Higher Education                                                     | 2023.03             |
| Construction of Education Practice Evaluation System for Master of Education in Chemistry under OBE Concept                                                                              | Chemical Education                                                   | 2023.06             |
| From "Practice Teaching" to "Embodied Learning Curriculum": An Integrated Development Approach of "Three Exercises and One Training" for Master of Education                             | Academic Degrees and Graduate Education                              | 2024.01             |
| Practice Effect and Optimization Strategy of Interdisciplinary Education Master Training in High-level Comprehensive University                                                          | Double first-class initiative construction                           | 2024.05             |
| Research on the Innovation of Education Master's Training Mode Based on the Perspective of Supply and Demand Matching                                                                    | Research on Graduate Education                                       | 2023.06             |
| Research on the Advanced Training Mode of Professional Master's Practical Innovation Ability Based on Competency-based Education Theory                                                  | Research on ethnic higher education                                  | 2023.11             |
| On the Factors of Cultivating the Practical and Innovative Ability of Master of Education                                                                                                | Education Watch                                                      | 2022.08             |
| Exploration of the Training Path and Practice of Practical Ability of Master of Education                                                                                                | Audio-visual Education Research                                      | 2024.04             |
| Research on the Existing Problems and Countermeasures of the Professional Quality of Master of Education Instructors — — Based on the Survey of Four Universities in L Province          | History, education, and science                                      | 2021.01             |
| Research on the Current Situation and Strategies of the Cultivation of Master of Education Degree Postgraduates-a Case Study of Education Management in a University in Jiangxi Province | Theoretical Research and Practice of Innovation and Entrepreneurship | 2021.07             |
| How to Train University Administrators in American Higher Education-Taking Professional Master's Degree as an Example                                                                    | Higher Education Research in China                                   | 2024.04             |

|                                                                                                                                                                                                                           |                                              |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------|
| Practice Exploration and Path Innovation of Teaching Practice Ability Training of Full-time Master of Education-Based on the Investigation and Analysis of H University                                                   | Teacher Education Research                   | 2022.03 |
| Full-time Master of Education Training: Subject Understanding and Professional Practice                                                                                                                                   | Research on Graduate Education               | 2023.10 |
| Construction and Practice of Integrated Training Mode for Full-time Master of Education                                                                                                                                   | Postgraduate training                        | 2020.12 |
| Exploration and Practice of Practical Ability Training of Full-time Master of Education Degree Postgraduates-Taking Qufu Normal University as an Example                                                                  | Postgraduate training                        | 2015.02 |
| Research on the Practice Teaching Mode of Full-time Master of Education Degree Graduates                                                                                                                                  | Teacher Education Research                   | 2012.03 |
| Practice-oriented Integrated Training of Pre-service and Post-service Master of Education                                                                                                                                 | Journal of Higher Education                  | 2023.03 |
| Exploration and Research on the Quality Assurance System of Postgraduate Courses                                                                                                                                          | Modernization of education                   | 2019.08 |
| Exploration and Reflection on the Comprehensive Reform of Graduate Education for Master of Education Degree in China                                                                                                      | Academic Degrees and Graduate Education      | 2014.02 |
| Research on the Construction of Evaluation Index System of Comprehensive Practical Ability of Master of Education in the New Era                                                                                          | Journal of Bingtuan Education College        | 2023.03 |
| Review and Prospect of Graduate Education for Professional Degree of Education in China                                                                                                                                   | Chinese Educational Science                  | 2017.02 |
| Practice teaching for professional degree postgraduates<br>Analysis of Functional Coverage Configuration of Educational Supervision<br>An Empirical Study Based on the Quality Inspection of Master of Education Training | Academic Degrees and Graduate Education      | 2022.07 |
| Construction and Practice of Practical Ability Training Mode for Professional Degree Postgraduates-Taking Full-time Master of Education in Harbin Normal University as an Example                                         | Research on higher education in Heilongjiang | 2014.09 |

### 3.2 Determination of Effective Characteristic Factor Index

#### 3.2.1. Open coding

The conceptualization standard is to select the original sentences related to "three exercises and one training" for a full-time Master of Education in the original text and to simplify and name them. After conceptualization, the

process of conceptualization and categorization is completed by connecting and comparing the conceptual nodes. This study uses NVIVO14.0 software to encode the original text data word by word and sentence by sentence, forming a large number of nodes presented in the form of lists. After merging similar concepts, this study has 950 nodes and 143 concepts. (See Table 2 for an example of open coding.)

**Table 2. Open Coding Examples**

| Original statement                                                                                                                                                                                                                                                                                                                                                                                               | Conceptualization                                                                                                                                                                                                                                              | Categorization                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Establishing an "application-oriented" practical teaching curriculum system is necessary to cultivate excellent teachers who meet the expectations of primary and secondary schools.(AAA1)<br>This is likely to be closely related to the "practice-oriented" teacher education curriculum system and the "application-oriented" educational practice curriculum system established by H University.(AAA2, AAA3) | AAA1<br>Establishment of Application-oriented Practical Teaching System<br>AAA2<br>Practice-led Educational Curriculum System.<br>AAA3 Application-oriented Practical Teaching Curriculum System<br>AAA4<br>Focuses on the combination of theory and practice. | AA1:Application-oriented Teaching System.<br>(AAA1,AAA2, AAA3)<br>AA2:Effective combination of theory and practice.<br>(AAA4, AAA5)<br>AA3:Training objectives of practical teaching. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The training objectives of the Master of Education should meet society's needs and focus on the combination of theory and practice.(AAA4)</p> <p>This will enable students to move further into the field of their choice, develop the discipline leadership appropriate for success, and enhance their practice.(AAA5)</p> <p>On the one hand, teacher educators need to understand the training objectives.(AAA6)</p> <p>Most colleges and universities fail to form a clear goal plan in implementing the practical teaching of "three exercises and one training."(AAA7)</p> <p>Through clinical observation, analysis, and operation, students can acquire practical knowledge and skills lacking in books and classroom teaching.(AAA8, AAA9)</p> <p>Only 31.5% of full-time Master of Education students said they could participate in teaching and class management during their studies .(AAA10)</p> <p>Participate in the mediation of contradictions among middle school students and in the proposition and organization of mid-term and final examinations. (AAA11)</p> <p>Master of Education postgraduates find problems, study problems, analyze countermeasures, and accumulate and improve their professional knowledge and literacy structure in practical teaching .(AAA12, AAA13)</p> <p>.....</p> | <p>AAA5<br/>Cultivates students' theoretical and practical abilities.</p> <p>AAA6<br/>The training objective needs to be clarified.</p> <p>AAA7<br/>There is no clear goal planning for the practice teaching of " Three Exercises and One Training."</p> <p>AAA8<br/>Students are in the actual teaching scene.</p> <p>AAA9<br/>Learn knowledge and skills from the teaching process.</p> <p>AAA10<br/>Involved in the teaching and class management process.</p> <p>AAA11<br/>Participated in the whole process of student management.</p> <p>AAA12<br/>Students can find problems in practice.</p> <p>AAA13<br/>Students can find solutions to problems in practice.</p> <p>AAA14<br/>Students are improving their knowledge and literacy structure in practice.</p> <p>.....</p> | <p>(AAA6, AAA7)<br/>AA4:Understand the course implementation process.</p> <p>(AAA8, AAA9)<br/>AA5:Understanding the Student Management Process.</p> <p>(AAA10, AAA11)<br/>AA6:Find a Solution in Practice.</p> <p>(AAA12)<br/>AA7:Identifying Problems in Practice.</p> <p>(AAA13)<br/>AA8:Self-Reflection in Practice</p> <p>(AAA14)<br/>.....</p> |
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### 3.2.2 Spindle coding

The principal axis coding is obtained by comparing the differences in the meanings of the subcategories and summarizing the subcategories with similar meanings. For example, the meanings of the two subcategories, "the goal of improving practical skills" and "the

goal of practical teaching," both point to the "goal" of practical teaching, so the two subcategories are summarized into the main category of "the goal and the result are clear." Therefore, through the comparison and induction of 43 subcategories, this study has obtained 16 main categories (Table 3).

**Table 3. Spindle Coding Results**

| The main category             | Subcategory                                  | Category connotation                                                                                                                            |
|-------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Clear objectives and outcomes | Practical skill improvement goal             | When planning the practical teaching system, it is necessary to clarify what practical skills need to be improved for the Master of Education.  |
|                               | The training objective of practical teaching | When planning the practical teaching system, we should clarify the practical teaching training goal.                                            |
|                               | Knowledge acquisition objectives             | When planning the practical teaching system, we should clearly define what knowledge students should master and what level they should reach.   |
|                               | Practice teaching objectives                 | When planning the practical teaching system, we should make clear the overall teaching objectives and design a ladder-like goal-leading scheme. |
| Practice                      | Contents, methods, and                       | It is necessary to plan and design the teaching content, fully                                                                                  |

|                                                               |                                                  |                                                                                                                                                                                                |
|---------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Planning and Risk Management                                  | resource allocation of planning practice         | communicate with the practice units, and establish a supervision and evaluation system to manage the whole process of practice.                                                                |
|                                                               | Develop a detailed internship plan               | We can use learning-practice-learning, do a good job in practice planning and risk management, ensure the effectiveness of resource allocation, and improve the effect of practical learning.  |
| "Double Tutor" System                                         | An off-campus tutor                              | Off-campus tutors can systematically design and effectively guide interns according to the four standards.                                                                                     |
|                                                               | In-school tutor                                  | In-school tutors can provide teaching guidance and practical training according to the four standards.                                                                                         |
|                                                               | "Four hases" good teacher                        | Four standards are the basic principles of the double-tutor system.                                                                                                                            |
| Theory + practice                                             | Effective combination of theory and practice     | Practice teaching should effectively combine theory with practice to meet the requirements of programmatic documents.                                                                          |
|                                                               | Application-oriented teaching system             | An application-oriented practical teaching curriculum system is essential for training for a Master of Education degree.                                                                       |
| Understand the process of education, teaching, and management | Understand the course implementation process     | Students can participate in and understand classroom teaching in primary and secondary schools, learn relevant knowledge and skills, and effectively deal with related matters.                |
|                                                               | Understand the student management process        | Students can participate in managing teaching practice and understand the whole process of primary and secondary education and teaching management.                                            |
|                                                               | Understand the home-school communication process | Students can participate in home-school communication and effectively face and solve the challenges of home-school cooperation.                                                                |
| Exploring the Frontier Issues of Education                    | Application of modern educational technology     | Students can learn the modern educational skills of digitalization and actively explore the application of academic practice in the digital technology era.                                    |
|                                                               | Frontier Issues of Educational Reform            | Students have modern educational concepts. They mainly explore the key and difficult points of educational reform and explore the reform plan for a new curriculum and new teaching materials. |
|                                                               | Innovation of teaching methods                   | Students can create teaching characteristics, design modern teaching methods, and fully mobilize classroom enthusiasm.                                                                         |
| Reflection and Research Consciousness                         | Identify problems in practice                    | Students can find problems from educational practice, become researchers of academic issues, and have a solid ability to dissect practical problems.                                           |
|                                                               | Self-reflection in practice                      | There is an urgent need for reflective teachers and students to form reflective habits in educational practice.                                                                                |
|                                                               | Find a solution in practice                      | Students can find solutions to problems from rich teaching activities and improve their teaching and research abilities.                                                                       |
|                                                               | Use research methods to solve problems           | Students can combine teaching with scientific research and have muscular scientific research strength and teaching ability.                                                                    |
| Research and innovation                                       | Improve data collection capabilities             | Students can collect data, complete relevant thesis writing in practice, and realize the effective combination of theory and practice.                                                         |
|                                                               | Enhance innovation capability                    | Practice teaching can improve students' innovative abilities, including scientific research innovation ability, education, and learning ability.                                               |
|                                                               | Improve data analysis                            | Students can solve problems found in practice through                                                                                                                                          |

|                                                               |                                                            |                                                                                                                                    |
|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | and interpretation                                         | scientific data analysis and interpretation.                                                                                       |
| Actively participate in off-campus practice                   | Proactive participation                                    | Students actively participate in extracurricular practical activities rather than passively.                                       |
|                                                               | Highly involved                                            | Guide students in participating in off-campus practice and improving their practical skills.                                       |
| Plan and use time effectively                                 | Reasonable arrangement of practical activities             | Students can flexibly and reasonably arrange practical activities outside school and learn relevant knowledge and skills.          |
|                                                               | Effective Planning Practice Time                           | Students can effectively plan their professional study and practice time to achieve an effective combination of the two.           |
| Environmental adaptability and problem-solving ability        | Environmental adaptability                                 | Students can adapt well to the practical teaching environment and quickly integrate into the working environment.                  |
|                                                               | Solve problems by independent thinking                     | Students have the ability to think independently and solve problems and can solve problems encountered in practice.                |
| Communication Ability and Intercultural Communication Ability | Understand the needs of others                             | Students can accurately grasp the cognitive and psychological needs of others in practice.                                         |
|                                                               | Express one's views clearly                                | Students have strong communication skills and can clearly express their personal views.                                            |
|                                                               | Effective cross-cultural communication                     | Students can communicate effectively with people from different backgrounds around them.                                           |
| Teamwork and Leadership                                       | Guide the team to achieve the goal                         | In practice, students can guide group members to achieve the goal of teamwork.                                                     |
|                                                               | Take on a leadership role                                  | Students can take on the role of team leader when necessary, leading members to complete necessary tasks.                          |
|                                                               | Demonstrate a spirit of collaboration                      | In teamwork, students can show the spirit of cooperation, unity, and friendship.                                                   |
| Teachers' moral quality and behavior norms                    | Comply with the code of professional conduct for education | Students should have perfect professional values, abide by the code of conduct of the education profession, and set an example.    |
|                                                               | Show a high standard of teachers' moral accomplishment     | Students have firm educational projects, good professional ethics, and perfect career ideals.                                      |
| Teachers' moral style                                         | Teacher's moral example                                    | Students have stable professional beliefs and accomplishments and can set an excellent example of teachers' morality in education. |
|                                                               | Positive impact                                            | Communicate smoothly with primary and secondary school students and create a positive image and influence through words and deeds. |
| Sense of Social Responsibility and Citizen Consciousness      | Social public service                                      | Students can actively participate in social and public services and have a high spirit of dedication.                              |
|                                                               | Civic awareness                                            | Students have civic awareness and consciously abide by the rights and obligations of citizens.                                     |
|                                                               | Social responsibility                                      | Students have a high sense of social responsibility.                                                                               |

### 3.2.3 Selective coding

Based on in-depth analysis and comprehensive induction of the category connotation extracted from open coding and spindle coding, this study establishes six core categories around the core content of the "comprehensive evaluation system of practical teaching for full-time Master of Education in China" (see Table 4). It

includes "the adequacy of practical teaching preparation," "the ability of education and teaching practice and management," "the ability of research and innovation," "the adaptability of practical participation," "communication and cooperation and leadership," and "teaches morality and social responsibility."

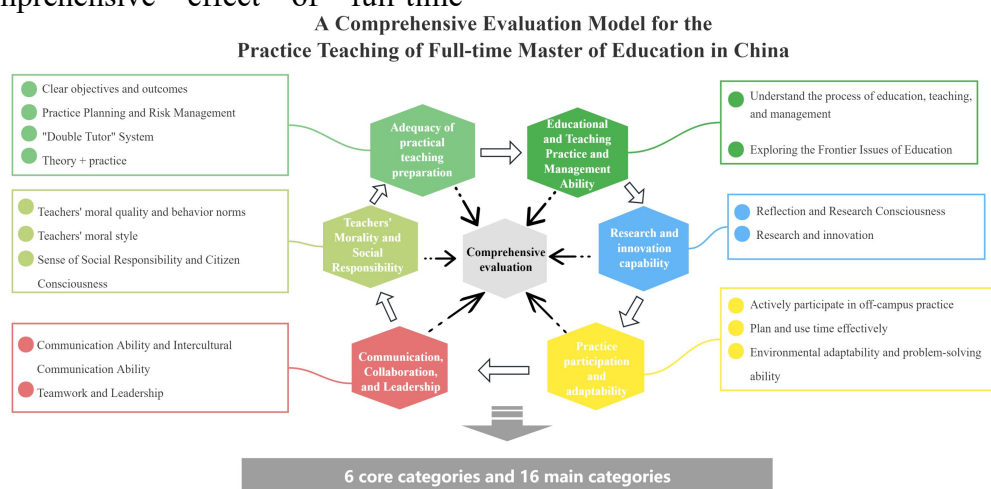
Table 4. Selective Encoding Results

| Core category                                            | The main category                                             | Category connotation                                                                                                                                                                                                                              |
|----------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adequacy of practical teaching preparation               | Clear objectives and outcomes                                 | In preparing for practical teaching, we should first clarify the practical objectives and the results we need to achieve.                                                                                                                         |
|                                                          | Practice Planning and Risk Management                         | Relevant parties should formulate a sound practice plan, predict the risks they may encounter, and ensure the smooth development of the practice process.                                                                                         |
|                                                          | "Double Tutor" System                                         | "Double Tutor" System (inside and outside the school) should carry out professional teaching activities and practice outside the school according to the four standards of teachers.                                                              |
|                                                          | Theory + practice                                             | The full-time Master of Education training program should pay attention to the effective combination of theory and practice and cultivate talents with a profound theoretical foundation and complete practical skills.                           |
| Educational and Teaching Practice and Management Ability | Understand the process of education, teaching, and management | In the process of probation, practice, and learning, students can deeply understand the whole process of education, teaching, and student management and have strong practical and management abilities.                                          |
|                                                          | Exploring the Frontier Issues of Education                    | Students also need to combine probation, practice, and learning, explore the frontier issues of education in practice, and be able to use scientific methods to solve problems.                                                                   |
| Research and innovation capability                       | Reflection and Research Consciousness                         | Students have the potential to become "reflective teachers" and can constantly improve their knowledge and literacy; at the same time, they should also have a sense of research and combine scientific research with teaching practice.          |
|                                                          | Research and innovation                                       | Students have perfect research literacy and knowledge structure and are brave innovators in scientific research and practice.                                                                                                                     |
| Practice participation and adaptability                  | Actively participate in off-campus practice                   | Students actively rather than passively participate in off-campus practice and actively combine professional knowledge with practice.                                                                                                             |
|                                                          | Plan and use time effectively                                 | Students can effectively use and plan limited time, arranging and using learning time, practice time, training time, and so on.                                                                                                                   |
|                                                          | Environmental adaptability and problem-solving ability        | Students can quickly adapt to the off-campus practice environment, and when they encounter problems, they can solve them efficiently based on their experience and knowledge.                                                                     |
| Communication, Collaboration, and Leadership             | Communication Ability and Intercultural Communication Ability | Students have strong communication skills and can communicate smoothly with primary and secondary school students. At the same time, they can communicate effectively with colleagues around them and people from different cultural backgrounds. |
|                                                          | Teamwork and Leadership                                       | In teamwork, students have a strong team spirit and can play a leadership role when necessary to help team members complete tasks.                                                                                                                |
| Teachers' Morality and Social Responsibility             | Teachers' moral quality and behavior norms                    | The most fundamental principle is to follow teachers' moral standards and code of conduct. Students should show higher moral quality and abide by teachers' codes of conduct.                                                                     |
|                                                          | Teachers' moral style                                         | Students have an excellent moral style and can positively influence primary and secondary school students, words and deeds.                                                                                                                       |
|                                                          | Sense of Social Responsibility and Citizen Consciousness      | Students will have a strong sense of social responsibility and civic awareness and actively participate in social and public services.                                                                                                            |

### 3.3 Basic Framework of Comprehensive Evaluation Model

Based on the grounded theory coding analysis results, this study constructs a multi-dimensional and hierarchical comprehensive evaluation model (Figure 1), which includes the six core categories mentioned above. Each category is subdivided into several main categories and subcategories to comprehensively evaluate the comprehensive effect of full-time

Master of Education practice teaching in China. The model not only covers the preparation, implementation, and management of practical teaching but also includes a comprehensive evaluation of students' research ability, adaptability, communication, and collaboration ability, as well as ethics and social responsibility, which provides a thorough and systematic evaluation framework for the practical teaching of full-time Master of Education.



**Figure 1. A Comprehensive Evaluation Model for the Practice Teaching of Full-time Master of Education in China**

### 4. Discussion

The comprehensive evaluation model of practical teaching for full-time Master of Education constructed in this study is of great significance in improving the quality of practical teaching. First of all, the model provides a clear framework to help educators identify and measure the critical elements of practical teaching to ensure that teaching activities can meet the learning needs of graduate students with master's degrees in education more accurately. Secondly, by emphasizing the process evaluation, the model promotes continuous monitoring and timely feedback on the practice teaching process, which is essential to enhance the teaching effect and student learning outcomes.

In addition, the multi-dimensional evaluation system of the model can comprehensively evaluate students' practical abilities, including education and teaching ability, research and innovation ability, communication and collaboration, and leadership, which are

essential abilities for future teachers' professional development. However, in practical applications, the model may also face some challenges. For example, differences in practical teaching conditions and resources in different regions and institutions may affect the unity and applicability of evaluation criteria. In addition, implementing the evaluation model requires extensive involvement and support from faculty and administrators, which may require additional training and resource inputs.

In response to these challenges, future directions for improvement can include developing flexible evaluation tools to adapt to the needs of different educational settings, enhancing teacher training to improve their understanding and application of evaluation models, and establishing a continuously updated evaluation system to reflect the latest developments in educational practice and research.

### 5. Conclusion

The comprehensive evaluation model of full-time Master of Education practice teaching

constructed in this study provides a powerful tool for evaluating and improving the quality of practice teaching. Based on grounded theory, the model identifies the key factors affecting the effectiveness of practical teaching through literature coding analysis and integrates them into a multi-dimensional evaluation system. This model is not only helpful to the cultivation of professional degree postgraduates of the Master of Education but also provides a scientific basis for improving the quality of practical teaching of the Master of Education.

Although the model may face some challenges in practical application, it is expected to become an essential reference for improving the quality of full-time Master of Education practice teaching through continuous adjustment and optimization. Future research can further explore the model's applicability in different educational settings and assess its practical impact on the learning outcomes of graduate students in the Master of Education professional degree. In addition, as educational practice and theory continue to evolve, the evaluation model must be updated regularly to ensure its continued validity and relevance.

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