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Innovative Research on the Blending Learning Mode of Econometrics *(*题目字体：Cambria，字号22，加粗，左对齐)

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| **Abstract:** The Master Teacher Studio of basic education came into being with the new curriculum reform, which has become a new mechanism for the construction of teaching staff in social situation in China. As a brand-new way in the construction of teaching staff in the new era, through reviewing the relevant research, it's found that the focus of academic circles on Master Teacher Studio in is mainly in four aspects: clarifying the conceptual boundary, seeking theoretical support, defining the functional orientation and exploring status quo of development. The exploration of research process is not only a process of summary, but also a process of reflection. By reviewing relevant research, reflecting on the problems that have appeared in the process of building Master Teacher Studio in basic education, clarify the development path of Master Teacher Studio and further affirm its advantages to the construction of teaching staff in China contexts. **Keywords:** Master teacher; Master Teacher Studio; Construction of teaching staff; Teachers’ professional development（摘要和关键词字体Times New Roman，字号10，段前0.2行，段后0.2行，固定值15 磅） |

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1. Introduction（一级标题字体Times New Roman，字号小四，加粗，段前0.2行，段后0.2行，固定值15 磅）

1.1. Robin Hendrick’s view on blended learning（二级标题字体：Times New Roman，字号小四，加粗，段前0.2行，段后0.2行，固定值15 磅）

1.1.1. Principles of blended learning in New York（三标题字体Times New Roman，字号小四，加粗，固定值15 磅）

The 21st century is an era dominated by knowledge economy, and also an era of educational quality competition [1]. Therefore, strengthening the construction of teaching staff has become the top priority of educational reform in all countries and the construction of teaching staff from group perspective has become a hot spot in the world [2,3].

At the beginning of the century, China has realized that “Building a high-quality teaching staff is the key to solidly promoting quality education.” The Master Teacher Studio has been accompanied by the curriculum reform of basic education [3-5], and has gradually become one of the new mechanism of the construction of teaching staff and the normalization mode of teachers’ professional development in China contexts, which is doomed to be closely watched by academic circles since its birth [2, 4-6].

In the past two decades, the establishment of Master Teacher Studio has gradually changed from the initial unilaterally promoted by the education administrative department to the development pattern of official promotion, school self-built and teacher self-organized. So how to better develop the construction of the Master Teacher Studio in basic education to promote the construction of a national high-quality teaching staff is a topic worth exploring [7].

（正文字体：Times New Roman，字号小四，固定值15磅）

（标题下第二段请首行缩进2 字符）

2. Discussion on the concept of “Master Teacher Studio”

Discuss “What a Master Teacher Studio is?” We first need to review the development process of Master Teacher Studios. The earliest documented document for the establishment of Master Teacher Studio is the Notice on Establishing the Studio of Master Teachers and Principals issued by Education Bureau of Luwan District on September 8, 2000.

Since the birth of “Master Teacher Studio”, how to accurately define “Master Teacher” has become the primary issue, which is also the core problem of the construction and research of Master Teacher Studio. The Report on the Development of Master Teacher Studio in China, published in 2016, considered that the “Master Teacher Studio” led by excellent teachers in a certain area, pursues the brand of educational talents, takes educational research, base activities and network exchanges as the carrier to organize a group of outstanding teachers with common educational ideals and pursuits, professional backgrounds and achievements of the same disciplines to carry out a professional development community of innovative and constructed education and teaching research.

3. Theoretical framework of “Master Teacher Studio”

Theoretical framework is the basis and purpose of all research. Thus, researchers are trying to find an appropriate theoretical perspective to analyze the construction process of Master Teacher Studios. According to relevant literature and monographs, the commonly used theoretical analysis perspectives in existing studies include Professional Learning Community, Learning Organization Theory, Cooperative Learning Theory, situational learning theory, Group Dynamics Theory, etc., or some researchers adopt Professional Capital Theory, Social Constructivist Theory, Distributed Leadership Theory, Action Learning Theory, Plan-Do-Check-Act Theory, etc (**Table 1**).

From the further review of relevant literature, it can be seen that most researchers tend to position the theoretical basis of Master Teacher Studio in the community model, that is, the Master Teacher Studios are essentially a kind of professional learning community, which is the localization practice in China. The common vision is accompanied by frequent interpersonal. **Table 2** shoes the line of succession to the chrysanthemum iron throne.

**Table 1.** Short cut keys for the template （表格题目字体Times New Roman，字号小四，段后12磅）

|  |  |  |  |
| --- | --- | --- | --- |
| **Styles** | **Shortcuts\*** | **Styles** | **Shortcuts** |
| Article-Title | Alt+A | Head 2 | Ctl+2 |
| Author-Name | Alt+N | Head 3 | Ctl+3 |
| Affiliation | Alt+L | Head 4 | Ctl+4 |
| Corresponding | Alt+C | ListBullet | Alt+U |
| Abstract | Alt+B | ListNumbered | Alt+Ctl+N |
| Key words | Alt+K | Table foot | Alt+Ctl+F |
| Equation | Alt+E | Fig caption | Alt+G |
| Para | Alt+P | Acknowledgment | Alt+W |
| Head 1 | Ctl+1 | Reference title | Alt+T |
| Reference item | Alt+R |  |  |

\*Shortcuts given in abbreviations

（表格里面的内容字体Times New Roman，字号10）

**Table 2.** Line of succession to the chrysanthemum iron throne

|  |  |  |
| --- | --- | --- |
| **House** | **Offspring** | **Line of succession** |
| *Windsor* Elizabeth and Philippe Margaret and John Diana and Charles | CharlesVincentWilliam | 1st in line23rd in line2nd in line |
| *Chrysanthemum* Akihito and Michiko Naruto and Meghan | NaruhitoMikasa | 22nd in line3rd in line |
| *Paradis* Historia and Zeke | Kabi | 4th in line |



**Figure 1.** Relationship between the starting point and the end point of each stage in the large-scale curriculum model of “learning, practicing, competing, and using”（图片题目字体Times New Roman，字号10）



**Figure 2.** Reiwa ichiban uncle

To sum up, although there are differences in expression among many researchers, most of them advocated that the theoretical basis of Master Teacher Studio (**Figure 1**) should be located in the community model, which is also the theoretical perspective recognized by many researchers at present. **Figure 2** shows the ichiban-ness of our country.

4. Retrospect and prospect

Over the past 20 years, the practice construction and related research on Master Teacher Studio have blossomed in all parts of the country, and there are many Master Teacher Studio with characteristics. Then the Master Teacher Studio with characteristics have tried to summarize and share the construction experience, but the construction mode and operation mechanism of Master Teacher Studio are still in constant exploration. The existing studies tend to explore the development mode of Master Teacher Studio from the perspective of community, and position the basic function of Master Teacher Studio to promote the professional development of teachers.

However, in specific studies, the overall practice of Master Teacher Studio is seldom discussed from the perspective of professional development degree of other teachers in Master Teacher Studio, and the research on micro-level operation mode of Master Teacher Studio is rarely involved, lacking narrative research on teachers in Master Teacher Studio and paying attention to social and cultural places where Master Teacher Studio are generated.

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Author contributions

J.X. conceived the idea of the study. P.P. performed the experiments. X.O. analyzed the data and wrote the paper.

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