

Reform Conception of Music Teaching Theory Course in Normal Colleges and Universities Based on the Course-Certificate Integration

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ABSTRACT

The document "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education" points out the need to increase the efforts of curriculum construction and reform, enhance students' vocational abilities, and integrate the knowledge, skills, and professional qualities required for vocational positions into relevant professional teaching. Based on the good results achieved in promoting the integration of curriculum and certification in the field of document and vocational education, this article first analyzed the relevant data of 100 students in a certain normal university on the curriculum objectives, curriculum content, curriculum resources, curriculum teaching mode, and curriculum assessment issues of subject teaching theory through a survey questionnaire. In view of this data, the article adopts the concept of "course card integration" to propose reform ideas in three aspects of the course "Subject Teaching Theory (Music)" offered by teachers colleges: the first is the "Internet plus" music education professional online learning platform, the second is "the third mock examination in one" teaching mode of case teaching, task driven, and flipped classroom, and the third is the diversified assessment and evaluation forms. The aim is to promote the unity of course content and certificate assessment content, help students obtain teaching qualifications, and meet their future career development needs.

Keywords: *Course-certificate integration, Normal colleges and universities, Subject teaching theory, Reform conception.*

1. INTRODUCTION

Since the Ministry of Education of the People's Republic of China issued the newly revised "Compulsory Education Art Curriculum Standards (2022 Edition)" document, new regulations have been made on educational goals, curriculum content, and curriculum implementation, posing new challenges to the professional competence and teaching level of music teachers. Therefore, in the context of the increasingly prominent demand for excellent teachers, the reform of subject teaching theory courses is urgent and important for music education majors to obtain teacher qualifications and meet their career development needs.

The course-certificate integration is an exploration and practice of deepening education and teaching reform in accordance with the

"Several Opinions on Further Strengthening Vocational Education Work" issued by the Ministry of Education and seven other departments. It is based on a career-oriented talent cultivation model and has gradually become the core of connecting vocational education system and labor employment system in the context of the new era. From a macro perspective, "course" represents the cultivation of professional talents, "certificate" represents the requirements of vocational positions, and "course-certificate integration" refers to the integration of professional talent cultivation and vocational position requirements; From a micro perspective, "course" represent professional courses, "certificate" represent vocational examinations, and "course-certificate integration" refers to the integration of professional courses and vocational

examinations.¹ From the research literature of scholars on the course-certificate integration, a large part of them are in the field of vocational education disciplines, and the course-certificate integration mostly involves exploring and analyzing a certain curriculum system, teaching reform and practice, and talent cultivation mode, and providing reform suggestions and suggestions, which are generally consistent in the path. For example, in the article, He Jing formulated and analyzed teaching plans based on the course-certificate integration, and proposed issues to be noted in the planning process. Taking the international trade practice major of Zhejiang Finance Vocational College as an example, Zhang Anping and Fang Hua explored the reform of the "course-certificate integration" talent training model based on career orientation and proposed suggestions for implementing the reform of the "course-certificate integration" talent training model. In addition, Zhao Limin and Liu Peng summarized the relevant research results of the "course-certificate integration" teaching mode in higher vocational education, and for the first time proposed to moderately expand the "course-certificate integration" teaching mode in higher vocational education to undergraduate education. Both Liang Xiaoli and Cao Li have applied the concept of "course-certificate integration" to the field of preschool education. Li Xiaojie also proposed in his master's thesis to introduce the existing model of "course-certificate integration" in vocational education into social sports majors in universities in Fujian Province, and provided corresponding suggestions for the problems that will arise. The above literature indicates that the concept and system of "course-certificate integration" have achieved significant results, and research on "course-certificate integration" has begun to shift towards education in different disciplines, with its application fields becoming increasingly widespread. In the era of the epidemic, the phenomenon of "difficult employment" for college students and "labor shortage" in enterprises coexist, with sharp supply-demand contradictions and a disconnect between students' learning and application, fully indicating that there are problems in the talent cultivation and teaching modes of colleges and universities.² Nowadays, higher

education institutions have shifted from "comprehensive and research-oriented universities" to "applied universities", focusing on the construction of applied undergraduate programs and the cultivation of applied talents, which are more in line with society and meet the demand for applied talents. The promotion of the concept of "course-certificate integration" in undergraduate colleges has also been well adapted to the goal of cultivating applied talents, thereby improving the employment rate and career needs of students.

"Discipline Teaching Theory (Music)" is a course designed for students majoring in music education, which includes classroom teaching process, teaching organization form, student learning evaluation, teacher teaching evaluation, teaching behavior and teaching design, and teacher professional development. The nature of the course is to provide continuous and comprehensive professional training for students majoring in music education in terms of educational concepts and teaching abilities, and to proficiently apply theory and practice, knowledge and skills in practical teaching practices.³ Through the study of this course, one can apply theory and practice, knowledge and skills to practical teaching. However, there is relatively little research on the teaching theory of music discipline in China, and the course names in colleges and universities are not unified, mostly focusing on the teaching theory of music discipline and music curriculum and teaching theory. In existing research, Jiang Shanshan has analyzed the educational theory of music discipline in normal universities, elaborated on the current situation of music discipline teaching theory from five aspects, and provided suggestions for its development. However, there is more specific research on teaching theory in other disciplines. For example, Chu Zhiming analyzed the necessity of constructing a "course-certificate integration" curriculum system against the background of the new liberal arts, as well as the main difficulties encountered in its implementation. He adopted the educational concept of "course-certificate integration" to optimize and reform the curriculum. In addition, it is to provide relevant suggestions for promoting the reform of the subject teaching theory curriculum. From the perspective of cultivating outstanding teachers, Chen Hongmei

1. Zhang Anping, Fang Hua, Practice and Reflection on the Career oriented "Course Certificate Integration" Talent Training Model: Taking the International Trade Practice Major of Zhejiang Financial Vocational College as an Example [J]. China Higher Education Research, 2008(11): 58-60.

2. Zhao Limin, Liu Peng, The Moderate Implementation of the Teaching Model of "Integration of Course

and Certificate" in Undergraduate Education [J]. China University Teaching, 2011(07): 24-26.

3. Subject Teaching Theory (Music) - Course Introduction <<http://c.snnu.net/c/312001/3249ba6b-cd2b-4bf9-9dc0-9f5f0095988d>>

proposed the implementation of a "case-driven — task-oriented" teaching mode for Chinese language teaching theory, which has reference significance for music teaching theory.

Although the problems that arise in the teaching of music subject teaching theory courses are reflected in other subject teaching theory courses, there are even more problems due to the particularity of music courses. The reform concept of music subject teaching theory not only has theoretical significance, but also can promote the reform of music subject teaching theory in reality, thereby providing some inspiration for building high-level teachers.

2. SURVEY AND RESEARCH

2.1 Subjects

100 students from a provincial-level undergraduate normal university in East China participated in this survey and research. All 100 students belonged to the 2020 music class, with 67 girls and 33 boys. The school offers subject teaching (music) courses for students majoring in musicology (teacher education), enabling them to proficiently master theoretical knowledge and skills in the field of music, while applying them to teaching practice and meeting their career development needs. The aim is to cultivate music teachers who are adaptable to the needs of socialist modernization construction in China and promote comprehensive development through five educations.

2.2 Measurement Tools

The questionnaire used in this study is divided into four parts, namely, understanding of teacher qualification exams and subject teaching courses, searching for course learning resources, teaching methods of teachers, assessment forms and evaluations. The questionnaire consists of 13 items and uses the test retest reliability method to measure reliability. The same questionnaire was measured twice in the same study subject. Previous studies have shown that it has good reliability.

2.3 Data Collection and Analysis

The researcher introduced the questions in the questionnaire into the questionnaire star official account in order. After obtaining the consent of the

teacher and students, the entrusted teacher shared the link in the class group, and the students filled in the questionnaire before class. The researchers collected a total of 100 questionnaires and finally organized 99 valid questionnaires. Then the researcher used the statistical results and detailed data of the questionnaire star official account to carry out descriptive statistical analysis and correlation analysis on the results.

2.4 Results and Discussion

Among the 99 valid questionnaires regarding whether to take the teacher qualification exam, 95.95% of students express willingness to participate, and 82.82% of students express difficulty in obtaining the teacher qualification exam. Regarding the cognitive issues related to the teaching theory of music, 26.26% of students are still uncertain or even unclear about what knowledge can be learned in the subject teaching theory course. However, 93.94% of students are aware that the subject teaching theory course can help in obtaining a teacher qualification certificate (see "Figure 1"). It can be seen that students have a positive attitude towards obtaining a teacher qualification certificate and the subject teaching theory course, but there are still students who have doubts about the nature and objectives of the course. In order to help students learn the course and obtain a teacher qualification certificate, as well as meet their future career development needs, it is extremely important to reform the music subject teaching theory course based on the concept of "course-certificate integration".

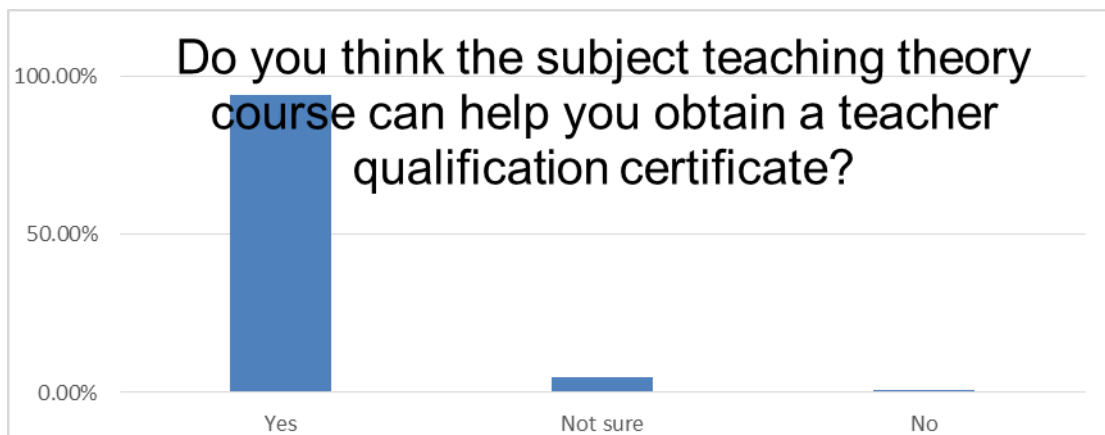


Figure 1 Course cognition.

In terms of course resources, teaching methods, course assessment and evaluation, 90.9% of students believe that excellent music course teaching cases on the internet after class are helpful for course learning, but 61.61% of students feel that they do not know how to search or even find it difficult to search. In class, 72.72% of students expressed a lack of passion for discussing issues with the teacher, and good interaction between the teacher and students is one of the best ways to promote knowledge and skills learning. However, in the two questions of the teaching mode (see "Figure 2"), the proportion of the four options (1. Teaching course directly, 2. Classroom learning cases, exemplary cases, classroom presentations, 3.

Students preview in advance, classroom presentation, teacher evaluations, 4. Teacher assigning tasks, students completing after class, classroom presentation) is normally distributed. Most students believe that imitating cases after class and displaying them in class are helpful for learning the course and obtaining qualifications. In the final question about the form of course assessment and evaluation, the main types of homework for this course are paper assignments and online quizzes, and 11.11% of students stated that the course assessment form is relatively single and has little effect on obtaining a teacher qualification certificate (see "Figure 3").

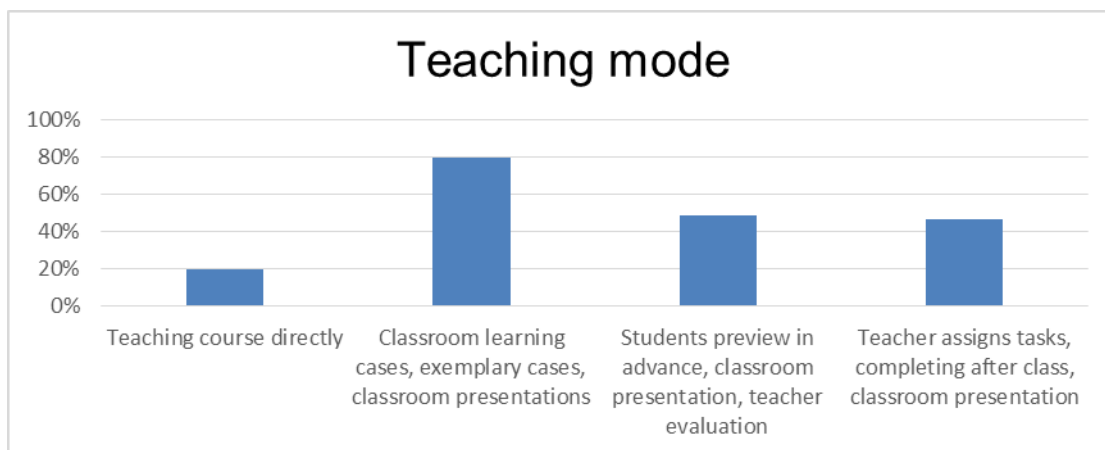


Figure 2 Teaching mode.

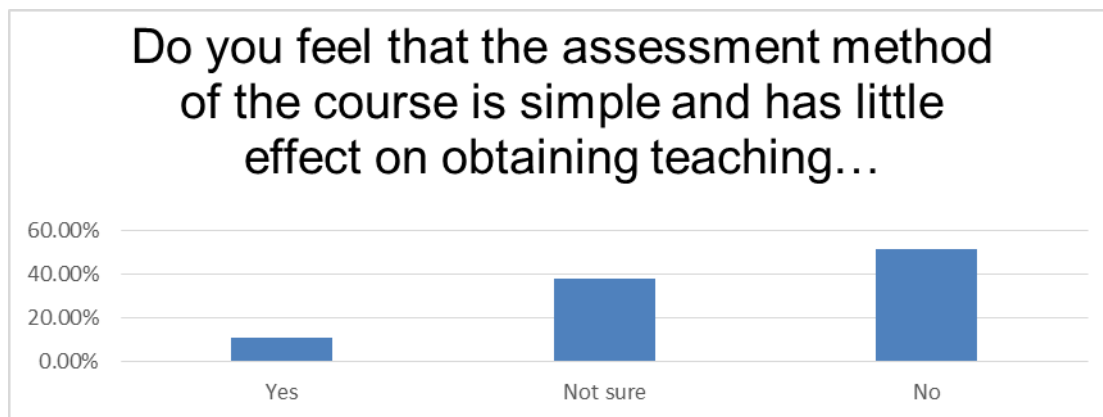


Figure 3 Assessment cognition.

Statistics show that there are three main problems in the current music teaching theory curriculum: 1. Insufficient uniformity of course learning resources; 2. Limited learning level due to in class teaching mode; 3. Single assessment and evaluation forms.

3. REFORM CONCEPTION ON THE MUSIC TEACHING THEORY COURSE

In response to statistical analysis, the authors intend to propose three major measures for the reform of the "Music Teaching Theory" course, in order to reduce or solve the problems that arise in the course, promote curriculum reform, and meet the requirements for students to successfully obtain teacher qualifications after learning the course.

3.1 Building a "Internet +" Music Education Professional Online Learning Platform

Since 2013, MOOC (Massive Open Online Courses) and blended learning have developed rapidly in China, becoming key words in the current field of higher education.⁴ In the era of the Internet, various teaching tools and online platforms have emerged, such as Xuexitong, Rain Classroom, China Primary and Secondary School Education and Teaching Network, NetEase Open Course Network, etc. The use of Internet learning courses has become more common throughout the country. To build an online learning platform through "Internet +", first of all, it is necessary to make good use of the Internet's characteristics of

"digital, mobile and big data". The "Rain Classroom" software developed by Tsinghua University has good reference significance for the construction of music online learning platforms. Its main functions of "not understanding" feedback and data collection analysis effectively solve the problem of teachers quantifying their understanding of students' learning outcomes, allowing teachers to adjust their teaching strategies and processes according to their learning atmosphere. In addition to its main functions, professional music subject knowledge and music education curriculum resources are one of the main problems. Most students find it difficult to find opportunities to practice outside of music teaching theory courses, and when participating in teacher qualification interviews, they can only achieve course learning and participate in teaching qualification exams by learning excellent teaching cases.

Therefore, in the learning platform, excellent teaching cases related to music subject knowledge and textbook matching should be added (teaching materials selected from People's Education Press and People's Music Press), as well as excellent music education theories and advanced music teaching methods and means at home and abroad (such as Dalcroze, Kodaly, Orff, American Comprehensive Music Perception, etc.). Students majoring in music education in various colleges and universities across the country and in-service music teachers in primary and secondary schools can log in to the platform, upload and share excellent teaching cases, and jointly explore knowledge and skills related to music education. A relatively complete music education online learning platform can basically meet the needs of students for written and interview music subject knowledge in teacher qualification exams, while providing excellent

4. Wang Shuaiguo, Rain Classroom: The Wisdom Teaching Tool in the Context of Mobile Internet and Big Data [J]. Modern Educational Technology, 2017(05): 26-32.

teaching resources in real-time for in-service music teachers.

3.2 "Three Modes in One" Teaching Mode

The "three modes in one" teaching mode refers to an open teaching mode integrating case teaching, task driven teaching and flipped classroom teaching. Case teaching can be traced back to ancient Greece and Rome, but its true formation and application as a teaching method occurred in the law and medical schools of Harvard University in the United States in 1910. With the successful application and implementation of case teaching by Harvard Business School, it has become a globally popular and considered a successful education model representing the future direction of education;⁵ Task-based approach is a language teaching method proposed by British Indian linguist Pau Lahu in 1983. Pau Lahu conducted a strong communicative approach experiment in Bangalore, southern India, proposing many types of tasks and designing the learning content into various communicative tasks, allowing students to learn by completing the tasks;⁶ The flipped classroom concept originated from the "Forest Park" high school in Rocky Mountains, Colorado, USA. Two chemistry teachers at the school used screen recording software to record Power Point presentations and teacher lecture audio while considering how to make up for students who were unable to attend classes due to illness. The produced videos were then posted on the website for use by absent students. In 2011, flipped classroom became a research hotspot, gradually becoming well-known to many teachers and becoming a new teaching model of global education concern.⁷

A sound teaching model is not only the logical framework of the teaching process, but also the basic element for the smooth progress of classroom teaching, making teaching twice the result with half the effort. In the written test of the music teacher qualification certificate, the main assessment is the knowledge and ability of the music subject, the design ability of music teaching, the implementation ability of music teaching, and the evaluation ability of music teaching. In the music

teaching qualification interview, the assessment is the teaching practice and comprehensive quality ability of students. Therefore, teachers should combine the written and interview content of teacher qualification certificates with the course content in music teaching theory courses, and shift their teaching focus to cultivating students' comprehensive qualities (such as problem-solving ability, language organization ability, improvisation ability, etc.). The traditional teaching methods of music pedagogy courses are mostly teacher lectures, demonstrations, case studies, etc., which leads to a deviation between theory and practice, insufficient practical teaching ability of students, and limited learning level of students, making it difficult to cope with teacher qualification interviews.

This teaching model is centered on case teaching, task driven teaching as the learning method, and flipped classroom as the teaching form. Among them, case teaching emphasizes the application of theoretical knowledge and the training of vocational skills, while task driven teaching emphasizes the understanding and mastery of theoretical knowledge, as well as the training and teaching of basic skills.⁸ By designing theoretical knowledge and teaching cases to form multiple task points, students can learn around the tasks, and the completion results of the tasks can be used to test and summarize the learning process, thereby changing their learning state and enabling them to actively construct, explore, practice, think, and apply; Through case teaching, it can promote the mutual transformation between teaching knowledge and teaching practice, improve students' thinking and problem-solving abilities, and provide more opportunities for teaching practice to stimulate their subjective initiative; Through the flipped classroom teaching form, students become the teaching subject, teachers become guides, and the classroom becomes a place for interaction between teachers and students, thereby reversing the tradition of knowledge transmission and internalization and the roles of teachers and students. Integrating the three teaching modes into one, it not only stimulates students' learning motivation, strengthens their understanding and mastery of knowledge, enhances their logical thinking and knowledge construction, but also effectively promotes the improvement of teaching effectiveness. At the same time, it has

5. Case Teaching and Its Current Development Status in China [N]. China Reading Daily, 2003-08-06.

6. Dong Juchu, Introduction to Ye Shengtao's Thought on Chinese Language Education [M]. Kaiming Press, 1998.

7. Wang Hong, Zhao Wei, Sun Lihui, etc., The Design of Flipped Classroom Teaching Model — Analysis Based on Typical Cases at Home and Abroad [J]. Modern Educational Technology, 2013, 23(08): 5-10.

8. Chen Hongmei, Application of "Case-driven and Task-oriented" Teaching Mode in the Course of Subject-based Pedagogy from the Perspective of Excellent Teacher Training [J]. Journal of the College of Northwest Adult Education, 2021(04): 59-62+112.

important theoretical and practical significance for promoting the reform of the music subject teaching theory curriculum in normal universities.

Before class, teachers rely on teaching tools and online platforms to search for teaching cases, clarify task points, and publish them. Students use online self-directed learning to break down and record the teaching content, teaching objectives, teaching difficulties, teaching preparation, teaching process, blackboard design, and post class reflection in the teaching cases. Then, individuals

or groups explore and learn from them, completing the model or innovation of teaching cases. In class, students first present their individual or group works, and conduct collective discussions and peer evaluations, with teachers conducting evaluations, supplements, and expansions, and finally provide relevant guidance for students' actual teaching. After class, students need to summarize the subject knowledge and teaching methods of this lesson, and apply them to the teaching design of the next class's exploratory learning. The teaching design is shown in "Figure 4":

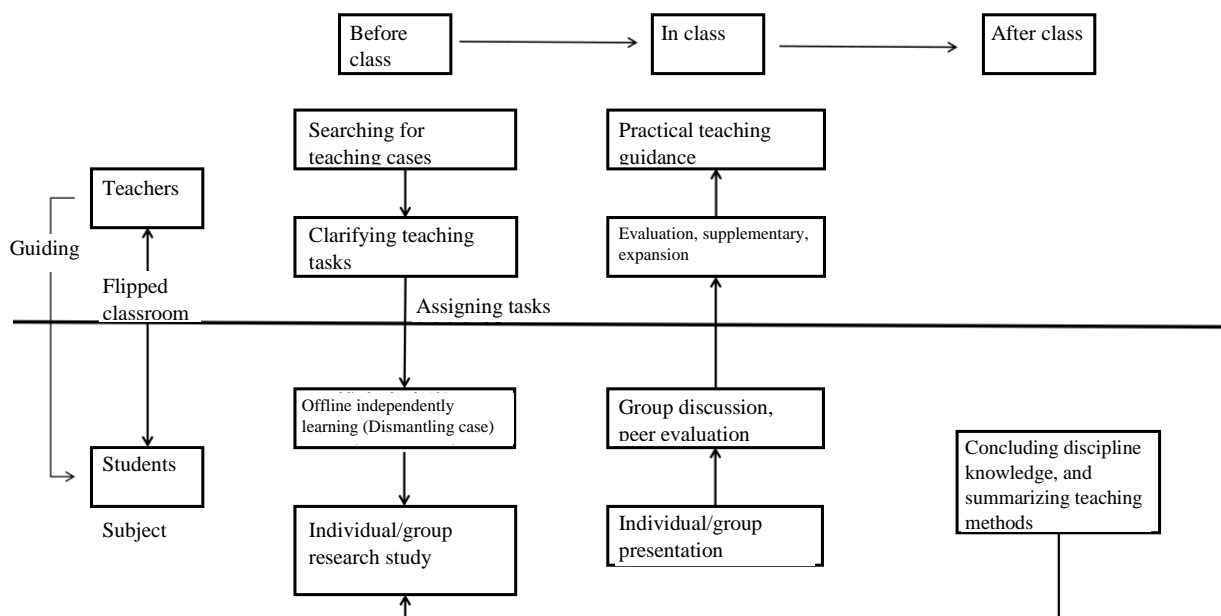


Figure 4 Teaching design.

3.3 Diversified Assessment and Evaluation Forms

The traditional assessment and evaluation system for music teaching theory courses often combines process evaluation and summative evaluation, and integrates simple two-way evaluation and reflective evaluation. The specific assessment measures for its course include regular grades (accounting for 60% of the total course score) and mid-term and final exam scores (accounting for 15% and 25% of the total course score, respectively). In addition, the main content of regular grades includes student classroom attendance and homework, and the mid-term and final exams are mainly based on current learning progress, mostly in the form of closed book written exams.

Course assessment and evaluation, as a crucial part of teaching activities, is one of the key factors in promoting teaching. Due to its particularity, the traditional curriculum assessment and evaluation model is no longer suitable for music teaching theory. The main shortcomings are as follows: 1. The final and mid-term assessment forms are relatively single and mainly based on written exams. 2. The assessment content is more theoretical than practical. 3. The exam results lack in-depth analysis.

Therefore, when conducting music teaching theory assessment, it is necessary to be guided by music teaching ability, with the teacher qualification certificate written test interview as a reference, and form a diversified assessment and evaluation form that integrates practice and theory. Specific measures are as following: 1. In daily grades, the score of the practical part should be

reflected. Teachers use a flipped classroom teaching mode to rate students' trial lectures and interactions with teachers in the classroom, which can be set as a separate score for students' classroom performance. At the same time, in group teaching practice activities, mutual evaluation is conducted between groups or individuals, and two-way evaluation is carried out between teachers and students to reflect the real teaching status and help teachers change teaching plans and strategies. 2. Periodic assessment replaces mid-term assessment, relying on a massive question bank of teaching tools and online exams, form a systematic set of test paper assessments. At the same time, teaching tools are used to digitize and digitize the statistics of assessment results. Teachers then conduct in-depth analysis of exam results and papers, and ultimately provide feedback to students. 3. In the final exam, the content of the teacher qualification exam can be set as a mixed online and offline assessment form. Students first complete the written test teaching design and case analysis part of the final exam online, and then present the content of the teaching design offline through trial lectures. The above specific measures are designed based on the nature of the curriculum and the assessment of teacher qualifications, while also complementing the assessment and evaluation system of traditional music teaching theory, thereby improving teaching effectiveness and quality.

With the advent of the Internet era, emerging music education teaching tools and online platforms continue to promote the reform and innovation of music teaching, by collecting, updating, and integrating new music teaching resources. The teaching mode of "three modes in one" mentioned above should also rely on perfect teaching tools and network platform. This teaching mode is based on the premise of the reform of teaching content, the improvement of student learning drive and the transformation of teacher-student identity. Through detailed and targeted task drive, students can explore and imitate excellent teaching cases independently, Finally, the presentation will be presented in class to truly combine theoretical and practical significance. On this basis, diversified course assessment and process evaluation are carried out to achieve a comprehensive analysis of student learning outcomes from multiple perspectives, thereby promoting the comprehensive cultivation of students' overall application abilities, fundamentally promoting the reform and development of music

teaching theory courses from the perspective of student learning.

4. CONCLUSION

Based on the concept of "course-certificate integration", the music teaching theory course and teacher qualification examination provide reference and directional guidance for the research of music teaching reform, while laying the foundation for entering the music teaching position and growing into excellent music teachers in the future. Therefore, reforming the music teaching theory course is a major issue in achieving the core value of subject teaching theory in pre-service training for teachers, while promoting the integration of theory and practice. The aim is to ensure the cultivation of high-quality composite teachers with a professional theoretical knowledge system of curriculum and teaching, as well as teaching practical abilities, and to promote the development of music education in China, in order to achieve the fundamental task of aesthetic education and moral education in compulsory education curriculum.

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