School-based Training based on a Shared Perspective

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Abstract：In the context of the rapid popularity of the sharing economy, scholars have gradually begun to pay attention to topics related to shared education. Problems existing in current school-based training include overemphasis on form, neglect of effectiveness, and lack of emphasis on the subjectivity of participating teachers. Introducing "sharing" thinking into school-based training aims to provide a new idea of teacher training that focuses on school teachers, everyone gets what they need, and everyone gets what they gain, thereby promoting the professional development of teachers.
Keywords: sharing, school-based training, teachers

Introduction

The concept of "sharing" is developed from the sharing economy in the economic field. In the context of the "pan-Internet" era, everything from "shared bicycles, shared apartments, shared cars, shared parking, shared spaces, shared power banks, shared nursing homes" to even the recent "shared dormitories" newly launched by a university are all The embodiment of sharing economy. Professor Ding Gang believes that the sharing economy has the effect of weakening ownership rights and strengthening usage rights. Under the sharing economic system, people can rent the resources they own to others for a fee, so that underutilized resources can be used more effectively, thereby Make the overall utilization of resources more efficient.[1] Correspondingly, when it comes to issues related to education and training, sharing also includes the meaning of weakening ownership rights and strengthening usage rights to a certain extent. This study places school-based training from a sharing perspective and uses modern multimedia equipment and the Internet to build a teacher training platform. It is intended to enable teachers to share their own knowledge through a specific platform and be able to choose their own The required knowledge and experience will be of some help to them in their future education and teaching work.

1. Training from the perspective of "sharing"

1.1 "Sharing" in the economy

In 2015, the book *What's Yours is Mine* by American scholar Tom Slee was published. In the book, Slee defines the sharing economy as: "A new economic trend that uses the Internet to match customers with service providers in order to complete various real-world transactions, such as short-term apartment rentals, car services, or Housekeeping services, etc. Therefore, some people think that the sharing economy refers to an economic system in which assets or services are shared between individuals through the Internet platform for free or for a fee.[2]

The innovative model of shared use is to share the right to use items, such as cars and bicycles, through technology platforms, bringing more valuable social benefits to people, increasing the efficiency of using items, reducing waste,

promoting the continuous improvement of products, and promoting Digest the surplus goods caused by society's overcapacity and over consumption. This model provides people with the opportunity to transcend the restrictions of ownership to enjoy products and services that do not belong to them. It brings huge benefits while greatly saving resources such as money, space, and time. It can be a local form of face-to-face sharing, or it can also be used to connect, gather, and form communities through the Internet, thereby matching items or individuals that can meet exchange needs, and turning "point-to-point" mutual satisfaction needs into A "many-to-many" platform. In short, people can share different things with others by simply displaying their goods or services online. It can give birth to a new economic model of "what's mine is yours".[3]

Usually, in economics, it is believed that the reason why resources can be shared is that resources are surplus for some people and scarce for others. Once the two parties are matched, a sharing economy is created.[4] The keywords often involved in this are surplus, demand and matching. In addition to the simple use of products, our "sharing" also involves the enjoyment of services, which can be introduced and used as a reference in teacher training.

1.2 School-based training from the perspective of "sharing"

Extending economic "sharing" to school-based training, it can be explained that in the school teacher training system, the knowledge, experience and skills possessed by individual teachers pass certain access rules and use media platforms such as the Internet to realize teachers' Sharing and exchange of knowledge and experience, so as to achieve the common enjoyment of resources and experience among teachers.

Looking at the elements of the teacher training system from a "shared" perspective, there is knowledge or skills and experience that individual teachers already possess that are valuable and different from other colleagues. This is the "remaining" module content; Correspondingly, individual teachers must also have aspects that are weaker than other colleagues. When the content in this aspect is recognized by the teacher and is eager to learn and acquire, it will form a "demand" module content that the training subject is willing to accept; once it is "remaining" The experience resources are adapted to and connected with the teacher's "needs" content, that is, the two contents are well "matched", and the "shared" training process can be carried out accordingly.

The key to promoting "sharing" into the training of school teachers is to fully respect teachers' subjective wishes and learning needs as training subjects, and to use teachers' interests as the standard to satisfy teachers' desire to make independent choices and freely participate in training. In this regard, Professor Ding Gang proposed "shared education" and briefly summarized it as "get what you need, learn for yourself"[5]. Therefore, this kind of school-based training with "sharing" as the main line is essentially a private form of applicable education, which means that it must deeply meet the individual needs of participating teachers and emphasize the group of teachers participating in the training. Each individual in the system has "acquisition", "surplus" and "needs", so that the appropriate "matching" between the two can be completed. In this kind of training, people do not seek possession, only sharing. Everyone can become a provider of educational resources, and everyone is a user; everyone can be a teacher, and everyone can be a disciple. "Need" and "like" become the highest imperatives for participants to make choices.[6]

2.Advantages of "sharing" applied to school-based training

2.1 High utilization rate of training resources

The way of thinking of the sharing economy is to share idle items, that is, excess surplus, through leasing and other methods. In essence, it splits resource ownership and usage rights, aiming to maximize the benefits of resources, thereby reducing the waste of resources, that is, improving resource utilization. In other words, in school-based training, the "residual" knowledge that teachers themselves originally possessed exists as idle items in the economic field. They are rented at low prices (or specific training points) on the campus network platform. The "barter" exchange method splits the ownership and use rights of teachers' original knowledge and experience, improves the utilization rate of their "residual" knowledge, and maximizes the benefits of group teachers.

2.2 Connectivity of training platform

Robin Chase , the founder of Zipcar and GoLoco , as a pioneer in the field of optimizing social idle production capacity, once said: "This is the meaning of the existence of the Internet, to provide people with a platform to share social idle resources."[7] The sharing economy actually tends to be a transaction intermediary rather than the transaction itself. The trading platform will directly bind the supply side and the demand side, thereby establishing a specific connection. In such school-based training guided by "sharing", individual teachers participating in the training are not only the main suppliers of "surplus" experience, but they also inevitably have their own learning desires and development needs, both of which are important to each participant. They all coexist in training teachers. In terms of the separation of the two, the general school will bear the important responsibility of building and maintaining a knowledge, skill and experience sharing platform, so that teachers on the supply side and the demand side can establish a more stable and reliable network through the campus network platform shared by the school. Study the supply relationship between the connection and communication function of the campus "sharing" platform can also better ensure the stability, security and broadness of the "sharing" of teacher-teacher experience on actual school-based training issues.

2.3 Sustainability of training

Some people have suggested that the sharing economy makes full use of idle items, which not only improves resource utilization but also meets the needs of sustainable development. Then we believe that in teacher training in the sense of sharing, the "residual" experience of individual teachers can be repeatedly rented (or used) and shared among teacher colleagues through the campus network platform. The increasing utilization rate of individual teachers' remaining "experience" means that more and more teacher users need to participate in the investment, and at the same time, the sustainability characteristics of the remaining resources are also achieved.

3. Application of "sharing" in school-based training

Robin Chase, known as the originator of the sharing economy, once mentioned in her book the core points of the everyone-sharing model: the first point is to use excess production capacity (sharing assets) to achieve actual economic benefits; the second point is to Science and technology allow us to build a sharing platform and make sharing simple and easy; thirdly, individuals are influential collaborators. Some people summarize it as "developing" excess capacity, "creating" a sharing platform and "realizing" everyone's participation.

3.1 "Developing" excess production capacity

Production capacity in the economic field is the sum of existing production capacity, production capacity under construction and planned production capacity. The so-called excess production capacity means that the sum of production capacity is greater than the sum of consumption capacity. The so-called "excess capacity" refers to the "surplus" experience (resource) ability that supply-oriented teachers themselves already possess, and their learnable value is very high, and the possibility and effectiveness of sharing are high. In fact, this is not completely consistent with the "surplus" knowledge (experience or resources) mentioned earlier. Excess production capacity is more inclined to ability. It is the content of knowledge and experience that individual teachers have firmly mastered originally. Processing and the ability to interpret outwardly . Therefore, participating individual teachers can only develop "surplus" experience content and share it with other teacher colleagues if they have "excess capacity."

In the first stage of "developing excess production capacity", it mainly refers to the individual work of participating teachers. Its main content is to explore and find the existing knowledge and experience of each participating teacher, and to develop and produce it (i.e. The process of "exploiting excess production capacity"), forming specific documents and materials for learning and communication such as videos, text images, etc., can ultimately meet the "sharing" requirements of sharing, communication, and circulation among school teachers.

3.2 "Creating" a sharing platform

In the second stage of "creating a shared platform", it points to the joint efforts of the school, teachers and all relevant participants, which is more of the efforts made by the school and organizational levels. In fact, such a sharing platform is a campus LAN platform built on the Internet. Its existence can satisfy individual teachers to log in, create, upload and share their valuable knowledge and experience; it can also satisfy other teachers and colleagues to log in and conduct research. Learn related content and some sharing and exchanges between teachers and teachers.

The purpose of the sharing platform we focus on here is to provide a connection between teachers on both sides of supply and demand. Teachers who play a supply-oriented role need to upload and share the "excess resources" they control on the platform - each Participating teachers log in through the platform access rules - read the content introduction and access permission (i.e. access conditions) of each module - select the corresponding module according to their own interests - pay the value of the experience content sharing as required (in The corresponding training points can be set in school-based training) - enter the corresponding module to learn and give feedback after completion.

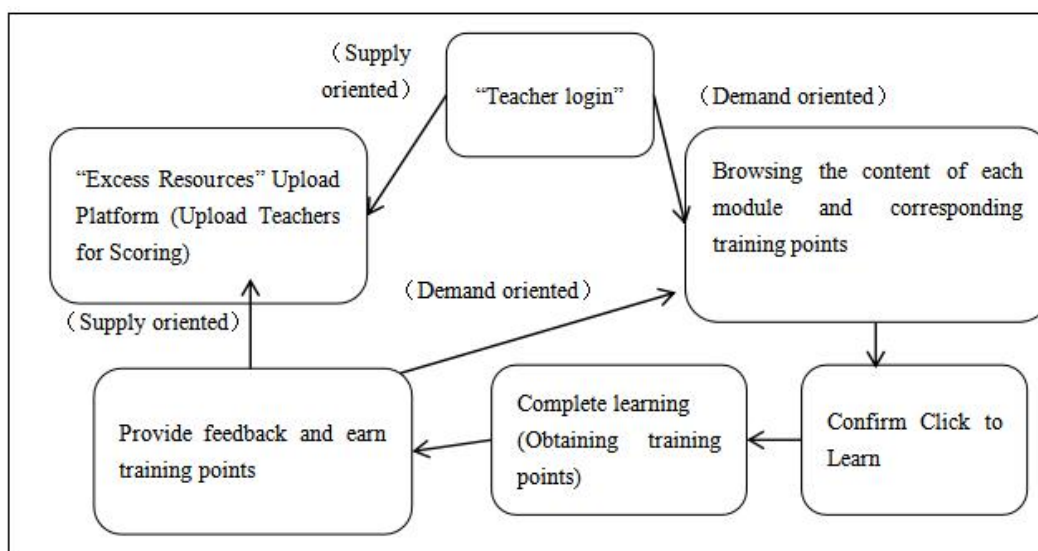The specific operation process is shown in Figure 1 below:

Figure 1 Application operation diagram of "sharing" in school-based training

3.3 "Realizing" everyone's participation

In the third stage of "realizing everyone's participation", the systematic focus of the entire training system returns from the responsible groups of the platform and mechanism to the individual teachers. The concept of "everyone's participation" in economics is transformed into "teacher-teacher participation" when applied to the field of education and training. This is the last link of shared training, and it is also the most important link. Whether it can be successful is closely related to the previous development results of "excess capacity" and the creation of a shared platform. This is where the data can be taken out to test the results. .

The key thing to consider in the "everyone participates" link is the individual development teachers involved. Educational training under the guidance of the "sharing" principle aims to lower the entry threshold, reduce teachers' learning costs, and strive to enable teachers to learn each other's strengths at less cost (capital), and at the same time contribute to the construction of the entire school's teacher team. contribution. In view of the school-based training requirements for school teachers to participate in the training, we can take some safeguard measures in this regard, such as the superiors stipulating the total time to participate in the school-based training; requiring the participating teachers to complete reflection after learning or form relevant texts and other materials. and submit, etc., to ensure the level of participation and sharing of the platform.

This article mainly discusses the school-based training of school teachers under the guidance of "sharing" and puts

forward rationalization ideas based on the school-based training mechanism. Therefore, in the model shown in Figure 1 above, we default to implementing a training points system for school-based training that teachers participate in, and the learning content of each module on the platform is linked to the training points that teachers will receive through participating in the training. Based on the scoring of learning and sharing, individual teachers will receive their corresponding training points for quantitative teacher evaluation. In this way, we will use training points to ensure the enthusiasm of teachers to learn from each other's experience. In the continuous "matching" of the sharing of "excess resources" and the "needs" of teachers, we will continue to strengthen communication, learning and communication between teachers.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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