

## Technology-Enhanced Teacher Preparation and Professional Identity in Chinese Normal Universities: A Qualitative Case Study of Zhejiang Normal University

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**Abstract:** This paper examines the practical preparation of pre-service teachers at Zhejiang Normal University (ZJNU) through qualitative analysis of field observations, informal interviews, and administrative practices at the Teaching Training Center. Drawing on research about Chinese teacher education and normal universities, the study connects local practices to broader theoretical debates. The conceptual framework is based on Hayhoe & Li's analysis of the normal university as a hybrid institution, Li's exploration of the Chinese model of teacher education, Wu's discussion of Confucian meaning-making in pedagogy, Chou & Spangler's idea of multiple Chinese education models, and Liang, Kidwai, & Zhang's study of Shanghai's teacher policies (Hayhoe & Li, 2010; Li, 2012, 2016; Wu, 2014; Chou & Spangler, 2016; Liang, Kidwai, & Zhang, 2016).

Findings indicate that ZJNU employs a resource-intensive and technologically advanced system that continues to emphasize traditional teacher virtues. The Teaching Training Center features a Physical Education Motion-Capture Laboratory, Educational Technology Coding and Robotics Laboratory, Micro-Teaching Laboratory Zone with fifty-one rooms, Handwriting Training Studio, Smart Classroom Integration Laboratory, and a 5G Education Joint Innovation Laboratory. These facilities support a four-stage practicum that guides student teachers from structured observation to extended school-based practice, closely integrated with national teacher certification and recruitment systems.

The paper argues that ZJNU epitomizes China's hybrid teacher-education model, which blends Confucian humanist formation, practical training, and technological modernization (Li, 2012, 2016). The program fosters professional reflection through micro-teaching recordings, supports lesson study via teaching-research groups, and aligns practice with local education bureaus. However, conversations with international students uncovered concerns such as restricted access to formal teacher-training programs, insufficient preparation for intercultural classrooms, limited inclusion of foreign pre-service teachers, and a disparity between ZJNU's high-tech infrastructure and the low-resource environments of many partner countries.

The study concludes that ZJNU's model offers valuable insights for educational administration and management, particularly in strategic investment in practice infrastructure, careful organization of practicum stages, and effective use of information systems for supervision and feedback. Recommendations include expanding cultural competence training, offering optional ICT workshops for international students, providing bilingual interfaces for main platforms, and increasing attention to inclusive education.

**Keywords:** Teacher education; normal universities; China; Zhejiang Normal University; micro-teaching; practicum; Confucian pedagogy; educational administration; teacher preparation

[ Photo 1: An overview of the facilities available in the ZJNU Teaching Training Center building.]



**Figure 1: ZJNU Training Center**

## I. Introduction

Teacher quality shapes learning outcomes, school improvement, and educational leadership. In China, teacher education grows from the tradition of normal universities, which hold a dual mission. They train future teachers for basic education and also pursue research and academic excellence. Hayhoe and Li (2010) describe the normal university as an institution that combines ideals from classical Confucian academies and modern research universities. This hybrid identity gives teacher-education institutions both moral and academic responsibilities (Hayhoe & Li, 2010).

Zhejiang Normal University (ZJNU) is a key provincial normal university that carries this dual mission. The university prepares primary and secondary school teachers through structured professional programs that integrate subject knowledge, pedagogical theory, and extensive practical experience. A central component of this preparation is the Teaching Training Center, a purpose-built complex with specialized laboratories, flexible micro-teaching rooms, and digital support systems.

Li (2012, 2016) argues that the Chinese model of teacher education rests on Confucian humanism, practical wisdom, institutional diversity, and close ties between education and society. The model developed through a century of reform and now operates as a hybrid system that includes normal universities, comprehensive universities, in-service training centers, and state licensing schemes (Li, 2012). ZJNU's Teaching Training Center reflects these ideas. It merges traditional elements such as handwriting training with advanced facilities such as robotics labs and 5G-enabled classrooms.

Theoretical work on Chinese pedagogy further clarifies the significance of such a center. Wu (2014) describes Confucian pedagogy as a process of "speaking in the place of the sages," which means linking present teaching to inherited moral and linguistic resources. This emphasis on meaning-making and reflection appears in ZJNU's heavy use of micro-teaching videos and feedback sessions. Chou and Spangler (2016) argue that no single Chinese model exists, but a range of "Chinese education models" that respond to global and local pressures. ZJNU's system fits this description because it adapts national policies and global technology trends to the regional context of Zhejiang Province.

Liang, Kidwai, and Zhang (2016) show through the Shanghai case that strong teacher systems rely on clear standards, staged practicum, teaching-research groups, and targeted professional development. ZJNU shares many of these features, though at a provincial rather than municipal scale. The Teaching Training Center operates as a hub where these elements converge.

This research paper builds on a guided visit to the Teaching Training Center, led by Teacher X with support from Teacher Y. The visit formed part of a course in Educational Administration and Management and involved

international master's students in Comparative Education. Observations, note-taking, and dialogue during the visit provided a rich picture of how ZJNU structures practical preparation for pre-service teachers.

The paper has two main aims.

- ◆ First, describe the practices and facilities at ZJNU that support pre-service teachers' skill development, such as micro-teaching, technology-supported learning, handwriting training, smart classroom simulations, and school-based practicums.
- ◆ Second, analyze the administrative and managerial structures that support these practices, including reservation and platform systems, teaching-research groups, national teacher certification, recruitment by local education bureaus, and policies regarding international student access.

[Photo 2: Picture displaying the number of facilities available in the Teaching Training Center.]



Figure 2: availability of facilities

## II. Method

### 2.1 Research design

The study employs a qualitative descriptive design, focusing on detailed descriptions and interpretations of observable practices, institutional arrangements, and spoken interactions. No statistical analysis is included in this paper. Instead, the research utilizes thick description, direct quotations, and thematic organization.

This approach satisfies the course requirements for a qualitative research paper and aligns with the tradition of case-oriented research in educational administration. Such research views institutions as complex social environments where policies, facilities, and human interactions intersect.

### 2.2 Site and naming of laboratories

The Teaching Training Center at Zhejiang Normal University features over seven thousand facilities, eighty-nine laboratories, and fifty-one micro-teaching rooms for pre-service teachers. Teacher X explained during a briefing that the various laboratories serve distinct functions:

- ◆ Physical Education Motion-Capture Laboratory: This provincial-level facility uses cameras and digital devices to analyze body movement, supporting physical education and smart sports instruction.
- ◆ Educational Technology Coding and Robotics Laboratory: Primarily for Educational Technology student teachers, this lab allows them to develop coding skills and program Alpha humanoid robots to respond to Mandarin voice commands.
- ◆ Micro-Teaching Laboratory Zone: Consisting of fifty-one small classrooms equipped with cameras, microphones, and control panels, this area supports micro-teaching practice, enables recording, and offers instant playback for reflection.
- ◆ Handwriting Training Studio: Equipped with parallel writing boards, mounted cameras, and a digital submission system, this studio provides training in chalkboard writing, penmanship, and Chinese brush calligraphy.



**Figure 3:** A glance at the chalk writing training

#### Smart Classroom Integration Laboratory

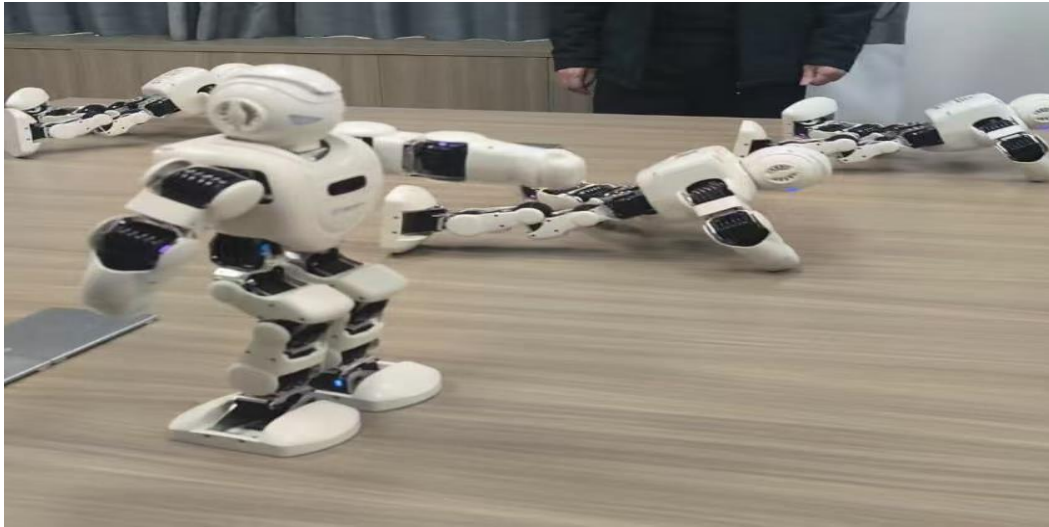
A room equipped with forty personal smart-board desks, scanners, printers, and desktop computers. It simulates a modern primary or secondary classroom, with each teacher station integrating essential hardware and classroom management software.



**Figure 4:** A picture of the Smart Classroom Integration Laboratory

#### 5G Education Joint Innovation Laboratory

An innovation lab co-established by China Unicom and ZJNU. It supports experiments in 5G-enabled remote teaching, virtual meetings, and real-time collaboration between universities and schools. These names reflect the functions outlined by Teacher X and Teacher Y and appear as subheadings in the findings section.



**Figure 5: Educational Technology Coding and Robotics Laboratory with Alpha.**

### 2.3 Data collection

#### Observation

Structured field notes were collected during the visit. The researcher documented the spatial layout, types of equipment, demonstration activities, and the instructors' verbal explanations. Special attention was given to the sequence of student experiences across different rooms, as well as to explicit comments regarding administrative procedures such as room booking and assessment.

#### Informal interviews and dialogue

After each demonstration, students asked questions. Teacher X encouraged this by saying, "Now we go outside for a brief discussion. People can ask questions." Students from diverse teaching backgrounds participated, raising topics such as the connection between university coursework and school-based practicum, special needs education, support for struggling student teachers, access for international students, cultural sensitivity, and post-graduation teacher employment. Teacher X responded in detail, often asking Teacher Y for clarification in Mandarin before translating the answer into English. Selected exchanges appear in the findings section as direct quotations that show how administrative and professional issues are handled.

#### Integration of scholarly literature

The analysis integrates findings from the visit with key scholarly works on Chinese teacher education. The main sources include Hayhoe and Li (2010) on normal universities; Li (2012, 2016) on the Chinese teacher-education model; Wu (2014) on Confucian pedagogy; Chou and Spangler (2016) on Chinese education models; and Liang, Kidwai, and Zhang (2016) on Shanghai's teacher system. These works inform the interpretation of the ZJNU case within broader debates on quality, equity, and professionalism in teacher education.

### 2.4 Approach to analysis

- ◆ Data analysis followed a simple thematic process. Field notes and interview excerpts were read multiple times, and segments relating to similar issues were grouped. As a result, four themes emerged. Facilities and resources for teacher preparation.
- ◆ Teaching practices and staged skill development.
- ◆ Supervision, feedback, and assessment.
- ◆ Administrative support, access, and challenges.

These themes organize the findings section and guide this research by using descriptive notes and themes rather than statistics.

#### Findings

##### Theme 1: Facilities and resources for teacher preparation

ZJNU has made significant investments in both physical and digital infrastructure for teacher training. Teacher X began the visit by stating that the center has "more than seven thousand facilities" and "eighty-nine labs, including fifty-one micro-teaching rooms provided for student teachers." This large scale aligns with national efforts to improve teacher quality by offering resource-rich training environments (Li, 2016; Liang et al., 2016).

#### ◆ Physical Education Motion-Capture Laboratory

The group mainly viewed this lab through photographs during the briefing. Teacher X described it as a provincial Physical Education (PE) lab focused on smart education and technology. Cameras and motion-capture devices record learners' movements during sports activities. Instructors then analyze these data to provide feedback on posture, accuracy, and safety. This setup reflects Liang et al.'s (2016) observation that Chinese systems employ detailed performance data to inform teaching.

#### ◆ Educational Technology Coding and Robotics Laboratory

The visit began in the coding and robotics lab. Teacher X described it as "a lab particularly for student teachers in Educational Technology. Through coding, they guide how the robots perform different actions." Teacher Y demonstrated this by greeting an Alpha robot with the phrase "Nǐ hǎo Alpha." The robot stood up, replied "Nǐ hǎo, wǒ jiào Alpha," and followed commands in Mandarin.

Teacher Y then instructed Alpha to sing and dance. After another "Nǐ hǎo Alpha," he reprogrammed the robot to perform exercise movements and clapping. He also tried a birthday song in English, which exposed the limitations of the current coding Alpha; it only understood commands in standard Chinese, as Teacher X explained. Student M and Student F also tested the robot by greeting it with "Nǐ hǎo Alpha" and "Zàijiàn Alpha," to which the robot responded in Mandarin each time.



**Figure 6: Alpha robots responding to the student's command**

This laboratory trains pre-service teachers to design interactive learning tasks that combine coding, robotics, and language, illustrating the intersection of language, technology, and pedagogy in Educational Technology programs. The experiments reflect Li's emphasis on practical and humanist integration in teacher education (Li, 2016).

#### ◆ Micro-Teaching Laboratory Zone

Room 2 was a standard micro-teaching room. Teacher X explained, "This is a micro-teaching room. It's essentially a classroom. We have fifty-one rooms like this for micro-teaching." Each room includes a teacher podium at the front, desks for students, and multiple cameras at both the front and back. The cameras simultaneously record the teacher and the class.

Teacher X described the process: a student teacher reserves a room online. During the micro-teaching session, cameras capture footage from various angles. Once the session ends, the recording is automatically uploaded to both the room computer and the central server. Student teachers can then review their performance, reflecting on gestures, voice, classroom management, and interaction with learners. During the visit, Teacher X recorded her own explanation as an example and played it back immediately for the group.

She emphasized the room's reflective function: "These recording labs are essential for student teachers who wish to see how their teaching appears. It's good for reflection." This practice supports Wu's (2014) argument that Chinese pedagogy involves ongoing self-examination and alignment with moral and linguistic standards, and it aligns with the importance of lesson study and reflective practice in Shanghai's teacher system (Liang et al., 2016).

Some micro-teaching rooms can accommodate three groups of students, while others are smaller. There are also individual practice rooms, where student teachers who prefer solo practice can book a space, record a trial lesson, and review it privately before group sessions.

#### ◆ **Handwriting Training Studio**

Room 3 focuses on handwriting. Teacher X asked the group to guess the room's purpose. Student H suggested, "Maybe testing handwriting skills." Teacher X agreed, explaining that the room supports handwriting development. She reminded the group that, even in the digital age, teachers in China still write on boards, and "the writing of teachers is important for everyone."

Chinese teacher preparation emphasizes three forms of writing: chalk on the board, brush for calligraphy, and pen. The Handwriting Training Studio focuses on chalkboard writing. Each board has a camera above it to capture the strokes as student teachers write. Through the platform, student teachers submit their handwriting as assignments, which instructors grade digitally and return with feedback.

The room still displayed samples from a previous short-term program for visiting student teachers. During the visit, participants explored the boards, wrote phrases, and observed how the system captured their work. The lab exemplifies how traditional skills and digital assessment tools coexist, showcasing the hybrid Chinese model (Li, 2012, 2016).

#### ◆ **Smart Classroom Integration Laboratory**

Room 4 featured a fully equipped smart classroom. Teacher X explained that this laboratory is intended "for training student teachers to integrate the most advanced facilities into their teaching." Each station was outfitted with a smart board, desktop computer, scanner, and printer, in forty stations in total, enough for every student in a typical class. Teacher X detailed common uses: student teachers prepare slides, scan exam papers or student work, print handouts, and display content on the smart board. A camera records interactions with the smart board and uploads footage for later review or assessment.

Student U asked Teacher X for clarification about specific devices, commenting, "This is like a printer. This is the podium." Teacher X explained that the item in front of each station is a central controller and that the scanner digitizes paper materials. She emphasized the importance of student teachers practicing with this equipment, stating, "Once you become a teacher, you start using such facilities to teach the kids."

This lab mirrors the digital environments common in many Zhejiang schools, reflecting the focus on modern technology emphasized by Chinese education policy and recent Shanghai reforms (Liang et al., 2016).

#### **5G Education Joint Innovation Laboratory**

Teacher X further described the 5G Education Joint Innovation Laboratory, co-founded by China Unicom and ZJNU. The lab enables remote teaching, online exchanges between universities and schools, and collaborative experiments in smart education. This collaboration highlights how teacher education institutions work with enterprises to implement national technology strategies and reshape educational practice, an example of institutional openness discussed by Chou and Spangler (2016) and Li (2016).

#### **Theme 2: Teaching practices and staged skill development**

Teacher X outlined a four-stage practicum for the Primary Education program, lasting four years, consistent with Li's model of progressive practice in Chinese teacher training (Li, 2012).

##### ◆ **Year 1: Structured observation**

First-year students visit nearby primary schools biweekly, observing classroom environments and teaching practices as assigned by lecturers. They record their observations and share reflections, building awareness of school realities without teaching responsibilities.

##### ◆ **Year 2: Introductory group teaching**

Second-year students continue biweekly visits but begin teaching in groups on topics aligned with the class teacher. They participate in post-lesson discussions with teachers and university lecturers. Due to limited teaching slots, group teaching is emphasized.

##### ◆ **Year 3: Block teaching**

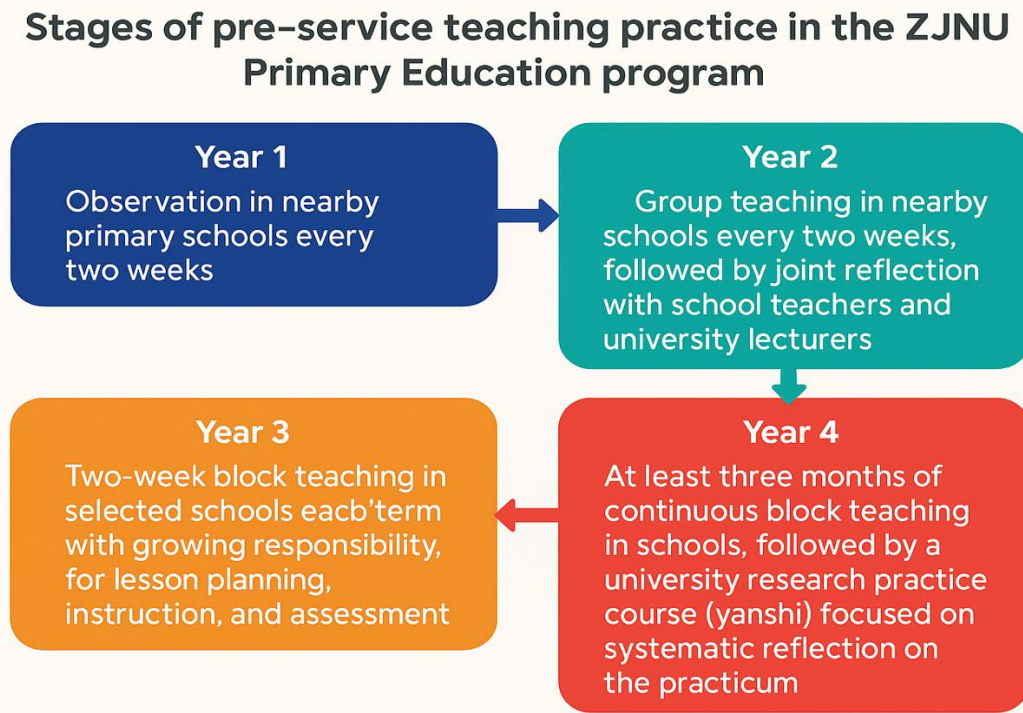
In the third year, students complete two-week blocks each term, handling lesson planning, teaching, and assessment for an extended period. These continuous practicums deepen their understanding of school routines and relationships.

##### ◆ **Year 4: Extended teaching practice and research course**

In the final year, each student completes at least three months of block teaching. Before placement, a faculty panel assesses if each student is "qualified to go to the field" based on previous performance. Afterward, students return to

the university for “yǎnshí”, a research practice course in which they reflect, report on their experiences, and connect their practice to theory and research questions.

Figure 7: Stages of pre-service teaching practice in ZJNU’s Primary Education program



**Figure 7: Stages of Pre-Service Teaching Practice in the ZJNU Primary Education Program**

This staged progression illustrates what Li (2012, 2016) calls the holistic and practical character of the Chinese teacher-education model, in which theoretical learning, practical experience, and research activity interlock.

#### **Theme 3: Supervision, feedback, and assessment**

Supervision structures at ZJNU operate on three levels.

##### ◆ **University supervision**

Each class in a teacher-education program has an academic staff member known as the “bānzhuren.” This person takes responsibility for the class throughout the program. Bānzhuren and other faculty members accompany students to schools, guide practicum activities, and observe teaching. During micro-teaching courses in the center, lecturers sit in small rooms, watch student teaching, and provide immediate feedback. Teacher X described this as an ongoing guidance process rather than a simple grading task.

##### ◆ **School supervision**

Schools that host student teachers assign experienced teachers as mentors. These mentors observe lessons, give advice, and participate in assessments. For the three-month block practicum, local education bureaus coordinate placements across many schools in Zhejiang Province, and school-based mentors bear significant responsibility for daily supervision.

##### ◆ **Self-reflection through technology**

Micro-teaching recordings, handwriting submissions, and smart-classroom videos create opportunities for self-assessment. Student teachers schedule practice sessions, record performances, review footage, and submit evidence through digital platforms. Teacher X turned the visit itself into an example when she recorded her own explanation and projected it immediately afterwards. She encouraged students to use every presentation opportunity on campus to practice with smart boards and control panels, pointing out that in some thesis proposal defenses, students still struggle to switch to full-screen mode for slides.

These three layers of supervision reflect Shanghai’s professional standards model, where mentoring, peer observation, and self-reflection interact (Liang et al., 2016). They also reflect Wu’s emphasis on disciplined self-cultivation in teaching (Wu, 2014).

**Theme 4: Administrative support, access, and challenges****◆ Compulsory participation across colleges**

Teacher X highlighted that the course “Modern Educational Technology” serves as a mandatory subject for all student teachers in different colleges, whether they prepare to teach mathematics, history, Chinese language, music, or educational technology. Every student in a teacher preparation program attends sessions in the Teaching Training Center. This structure reflects the institutional diversity and integration described by Chou and Spangler (2016) and Li (2016).

**◆ Teacher certification and employment**

When students wish to join the teaching profession, they need a national teacher certificate. Teacher X explained that the certification process holds two parts: a written exam and an oral interview. Students in teacher-education programs often complete certification in their second or third year to avoid delays after graduation. Graduates then apply for jobs through the local education bureau recruitment and job fairs. Local bureaus call shortlisted candidates for interviews and sign employment contracts with successful applicants, then assign them to specific schools. This procedure reflects the rational and state-steered character of Chinese teacher systems as described by Li (2012) and Liang et al. (2016).

**◆ Access for international students and non-teacher programs**

Student F asked whether the practical training programs were open to people from other countries. Teacher X replied that the Teaching Training Center primarily serves current teacher-education programs and that international students are usually enrolled in programs such as Comparative Education rather than teacher preparation. She noted, “Teaching programs are not open for international students.”

Student B asked whether international students in Comparative Education could receive basic ICT training using the facilities. Teacher X answered that Comparative Education aims to prepare researchers and policy analysts, not classroom teachers, though she agreed that international students want to improve their ICT skills. She suggested the possible creation of voluntary sessions led by Chinese student teachers, similar to informal Chinese-language learning groups already in place.

**◆ Special needs education**

Student A asked whether ZJNU has programs for teachers of special needs learners. Teacher X responded that a special education program exists on another campus in Hangzhou. Main teacher-education programs include a single course on special needs, but specialists in special schools handle more complex cases. She described a diagnostic system that places some learners in special schools and others in regular schools, with agreement from parents and schools. This answer shows an awareness of inclusive education, though the depth of preparation within mainstream programs remains limited.

**◆ Support for struggling student teachers**

Student D asked what happens when a student teacher struggles with practical work in the final year. Teacher X replied that every practical course has its own evaluation and that the three-month practicum occurs only after a panel confirms readiness. Through three years of practice and feedback, students gain many chances to improve. Students who lack commitment face difficulties, but those who work hard tend to reach the required standard.

**◆ The gap between Chinese facilities and African school contexts**

Several questions touched on the transfer of Chinese training models to African countries. Teacher X shared that the university had submitted reports to the government on the idea of training STEM teachers for African countries. She pointed out a key obstacle. If governments in partner countries do not provide resources or mechanisms for employing such graduates, the model fails. She emphasized that training teachers is closely tied to an education system, its curriculum, culture, and material conditions. Li (2012) and Chou and Spangler (2016) remark on similar issues when discussing the internationalization of Chinese education models.

**III. Discussion****◆ Linking ZJNU Practices to the Chinese Model of Teacher Education**

The ZJNU Teaching Training Center exemplifies core features of the Chinese teacher-education model as outlined by Li (2012, 2016). The substantial investment in micro-teaching rooms, handwriting studios, and smart classrooms underscores the emphasis on practical training and professional standards. The Center's four-stage practicum, from observation through extended teaching, demonstrates a holistic approach, integrating theory, practice, and research. Confucian values remain evident. Handwriting instruction, reflective analysis of teaching videos, and a focus on moral responsibility during practicums reflect Confucian self-cultivation and mindful speech (Wu, 2014). Thus, the Center serves both as a technical facility and as a space for students to develop professional identity.

Institutional hybridity, as described by Hayhoe and Li (2010), appears in the blend of traditional and modern elements: chalkboard writing, calligraphy, and research practice coexist with 5G innovation labs, robotics coding, and sophisticated information systems. ZJNU must balance these dimensions to enrich, rather than fragment, teacher education.

#### ◆ **Implications for Educational Administration and Management**

Administratively, several strengths emerge: reservation and platform systems allocate limited space effectively, ensuring all student teachers have ample practice opportunities; integrated data from recordings, handwriting, and evaluations support monitoring and quality assurance. The alignment of university practica with education bureau recruitment maintains consistency between training and employment, reflecting Li's (2012) "rational model." This close link offers valuable lessons for international administrators.

However, several challenges surfaced during the visit. First, international student inclusion and service to non-teacher programs remain limited. As Chinese universities globalize, centers like this must expand ICT and teaching workshops for diverse students while maintaining their core mission. Second, cultural competence preparation needs strengthening. Student P's concern about sensitivity to non-Chinese children in China revealed a curriculum gap; focused multicultural modules would address this and better align with global standards. Third, current training on inclusive education is insufficient, as a single special needs course does not adequately prepare teachers for diverse classrooms. Comprehensive integration of inclusive principles across coursework and practicum is needed. Fourth, reliance on advanced facilities raises adaptability concerns; educators trained on high-tech platforms may struggle in resource-constrained environments, especially abroad. ZJNU should consider "resource-plural" approaches that prepare teachers to work effectively with or without advanced technology.

### **IV. Recommendations**

Based on the findings and the literature, four practical recommendations follow.

1. Introduce structured cultural competence and global citizenship modules into practicum and micro-teaching courses. These modules should cover intercultural communication, teaching in multilingual classrooms, and anti-bias education, using case studies from Zhejiang and partner countries.
2. Offer optional ICT and teaching-skills workshops for international students and non-teaching programs. These workshops could include smart board operation, basic classroom technology usage, and micro-teaching practice, delivered by Educational Technology students under faculty supervision. This initiative addresses the interests expressed by Student B and others during the visit.
3. Enhance inclusive education content throughout the teacher-education curriculum. Instead of limiting it to a single course, integrate practicum tasks and micro-teaching scenarios that involve diverse learners, including those with disabilities or learning difficulties. Partnering with the Special Education program in Hangzhou would further enrich this area.
4. Develop training modules focused on low-resource pedagogy. These modules should prepare student teachers to adapt lessons in settings without advanced technology, utilizing local materials, peer teaching, and simple visual aids. This training will benefit both Chinese and international students working in diverse school environments.

### **V. Conclusion**

The Teaching Training Center at Zhejiang Normal University demonstrates how a normal university leverages its facilities, practicum structures, and administrative systems to prepare pre-service teachers for professional roles. The center houses a Physical Education Motion-Capture Laboratory, an Educational Technology Coding and Robotics Laboratory, a Micro-Teaching Laboratory Zone, a Handwriting Training Studio, a Smart Classroom Integration Laboratory, and a 5G Education Joint Innovation Laboratory. These spaces, supported by digital platforms and reservation systems, offer a rich environment for practice and reflection.

The staged practicum pathway, dual supervision from both university and schools, and the national teacher certification and recruitment system reflect the larger Chinese teacher-education model described by Li (2012, 2016) and illustrated in Shanghai by Liang et al. (2016). Simultaneously, discussions during the visit highlighted concerns regarding cultural sensitivity, inclusive education, international student access, and the gap between high-tech training environments and under-resourced school settings.

Regarding educational administration, the case of ZJNU highlights the importance of strategic investment in practical infrastructure and the need for policies that ensure such resources remain accessible, reflective, and adaptable to local and global needs. For student teachers, this experience, practicing in these labs, reviewing lesson

recordings, and following a structured practicum path, fosters confidence, skill, and professional identity. For international observers, the center provides a vivid example of how Chinese teacher education continues to evolve in a global context.

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