

Enhancing Teacher Professionalism Through “Same Course Diverse Designs” Open Classes

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Abstract: The Same Course Diverse Designs (SCDD) model originated in China as a teacher professional development approach aimed at enhancing classroom instruction through comparative lesson study and collaborative learning. In the Chinese context, this model has been shown to be effective in strengthening teachers’ pedagogical knowledge and reflective capabilities. Since 2012, the SCDD model has been implemented in Malaysian Chinese National-Type Primary Schools (SJKCs) and has been well received by teachers. However, no research has been conducted to examine its implementation and effectiveness in the Malaysian context. This study investigates how the SCDD Open Class model is implemented in Malaysian SJKCs. The research is guided by Constructivist Learning Theory and adopts a case study approach. Data were collected from one full video transcript of an SCDD event, 182 teacher survey responses, and 20 interviews with two experts and eighteen participating teachers. Thematic analysis was conducted using ATLAS.ti 25 to organize and analyze the data. Findings indicate that the SCDD Open Class model in Malaysia consists of six main sessions, namely lesson preparation, open class, group discussion, gallery walk, reflection presentation, and interaction session. Collaborative learning was embedded in each session, while the comparison element encouraged teachers to reflect more critically on teaching practices. Teachers identified the open class session as the most effective in promoting professional learning, while small group discussion was perceived as the least effective. The survey results further showed that 89.6 percent of teachers felt their understanding of reading instruction had improved, and 92.9 percent expressed a willingness to adjust their daily teaching practices. These results demonstrate the program’s effectiveness in connecting professional development with instructional change. This study highlights the strengths of the SCDD Open Class model and identifies areas for improvement, particularly in the use of evaluation forms and the structure of small group discussions. The findings provide practical insights for enhancing future teacher professional development programs in Malaysian SJKCs and similar educational settings.

Keywords: Malaysia; Teacher Professional Development; Open Class; Chinese Language; Reading Instruction.

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I. INTRODUCTION

In recent times, the Malaysian government has placed greater emphasis on enhancing teacher quality. This is evident in the Malaysian Ministry of Education’s (MOE) initiatives, such as the National Education Blueprint 2013–2025, which highlighted the need for a professional shift in the teaching profession (MOE, 2013), its promotion of continuous professional development among active teachers (MOE, 2018), and its push for broader implementation of Professional Learning Communities (PLCs) (MOE, 2019).

The issue of teacher professional development (TPD) has become increasingly important in today’s education systems. According to the Organisation for Economic Co-operation and Development (OECD, 2009), TPD refers to the enhancement of a teacher’s competencies including skills, knowledge, and professional characteristics through various developmental

activities. Darling-Hammond, Hyler, and Gardner (2017) describe effective TPD as efforts that result in better instructional practices and improved student performance. Karaseva (2017) further argued that TPD goes beyond skill enhancement, requiring teachers to integrate new learning into their teaching routines to drive educational improvements and foster positive societal change.

However, transforming teacher beliefs and classroom practices remains a major hurdle in educational reform. Pan (2013) emphasized the need to disrupt existing teaching schemas to enable teachers to process and adopt new pedagogical concepts, thereby discarding outdated approaches.

The Same Course Diverse Design (SCDD) model offers opportunities to reshape existing instructional beliefs and promote fresh educational ideas. Prior research by Li (2009b) and Chen (2010) showed that SCDD events encouraged participants to analyze how different teachers utilize the same

teaching materials, organize their lessons, and achieve learning goals. More recently, Cai (2024) stressed that collaborative engagement in SCDD activities should involve identifying shared lesson features, acknowledging variations in instructional techniques, and fostering deep reflection to strengthen TPD outcomes.

Numerous studies have reported the use of the SCDD model in language instruction settings within Chinese schools. Examples of texts used in these open classes include “Xu Beihong’s Aspiration to Learn Painting” (Chen & Tang, 2018), “Brush Master Li” (Meng, 2023), and “The Bird That Took a Boat Ride” (Cai, 2024). These studies generally indicate that the SCDD model contributes to teacher reflection and professional growth. However, the majority of these works are based on small-scale case studies, which limits the ability to generalize their findings. Therefore, additional research is necessary to examine the model’s effectiveness in broader contexts.

When the SCDD open class model was introduced to Malaysian Chinese National-Type Primary Schools (SJKCs), teachers generally responded with enthusiasm. This is in contrast to the often-reported lack of engagement with PLC initiatives in the same context. The model’s popularity is reflected in various media reports, which highlight the voluntary participation of teachers and their positive feedback on the events’ value for professional learning. Nevertheless, due to the absence of comprehensive studies, there is still little understanding of how the SCDD model is implemented and whether it yields meaningful outcomes in Malaysian schools.

This lack of evidence leads to several important research questions: How are SCDD events organized in Malaysian SJKCs? What influence do they have on teacher professional development? To answer these, a more in-depth and systematic investigation is required.

II. LITERATURE REVIEW

Same Course Diverse Designs (SCDD, 同课异构) is a specialized form of Lesson Study (LS) that emerged in China in the early 2000s. The primary aim of SCDD is to introduce diversity and personalization in instructional approaches to improve the effectiveness of teaching and, ultimately, foster student development (Du, 2022). Rooted in the LS framework, SCDD adopts a comparative research methodology to explore different teaching designs for the same content.

Li, (2009a) identified several essential components for successful SCDD implementation: (1) the same lesson topic or text must be used to allow for meaningful comparisons; (2) a comparative research lens should be applied; (3) micro-teaching should be incorporated; (4) collaborative work among teachers is vital; and (5) real instructional challenges must be addressed through the process.

Wang (2022) elaborated that “Same Course” reflects a shared instructional philosophy, unified objectives, and similar teaching materials, while “Diverse Design” refers to the variability in pedagogical strategies, lesson planning, and instructional methods. The former provides a consistent baseline, while the latter fosters instructional creativity. Zhang (2022) added that the thoughtful selection of content, varied

instructional approaches, and attention to learners’ experiences are key to achieving quality outcomes through SCDD.

These conditions echo the principles of comparative research defined by Xu, Tu, Qiao and Xu (2010), who stated that such research must include: (1) at least two comparable cases; (2) shared fundamental characteristics; and (3) significant contrasts. SCDD satisfies these by requiring at least two public lessons on the same content and curriculum standards, enabling in-depth comparisons as each teacher brings unique pedagogical interpretations. This comparative process fosters a professional learning environment centered on reflection and dialogue.

According to Wang (2008), reflective practice is a cornerstone of the SCDD approach. Teachers are encouraged to first evaluate how they interpret curriculum expectations and reading materials. They then examine the logic and coherence of their lesson designs, followed by assessing how closely the actual teaching outcomes align with the intended objectives. These reflective processes are closely related to the concepts of pedagogical content knowledge (PCK) and critical self-reflection.

Li (2009a) described SCDD as a practice in which different educators teach the same topic using varied instructional approaches. The discrepancies between their lessons are then examined to determine their underlying rationale and instructional effectiveness. Teachers then reflect on these findings to refine their teaching strategies.

Liu (2011) highlighted that SCDD contributes meaningfully to teacher development by revealing how varied methods can produce different outcomes even when the same content is used. Xiao (2008) suggested three main benefits of SCDD for teacher growth: (1) deeper engagement with content materials; (2) a stronger focus on student diversity and learning needs; and (3) the promotion of reflective practices that lead to ongoing instructional improvement.

Empirical research has shown the positive impact of SCDD on teacher reflection and growth. For instance, Chen and Tang (2018) examined an SCDD event featuring the text “Xu Beihong’s Aspiration to Learn Painting”, where teachers noticed five key differences across lessons: learning goals, teaching ideologies, use of materials, instructional techniques, and text interpretation.

Meng (2023) studied two open classes based on “Brush Master Li” within the SCDD framework. She compared the lessons in terms of their introductions, development, extensions, conclusions, and pedagogical implications. While one teacher emphasized engaging reading activities, the other spotlighted the artistic qualities of the text. These divergent emphases resulted in different learning effects. Meng’s analysis also noted useful takeaways such as the importance of linguistic accuracy, the role of unique instructional methods in capturing interest, and the need to cultivate problem-solving skills in students. However, her assessment was sometimes criticized for being fragmented and lacking a robust theoretical basis.

Cai (2024) explored an SCDD lesson based on “The Bird That Took a Boat Ride”, underscoring the importance of strictly adhering to the dual principles of “Same Course” and “Diverse Design.” He argued that genuine reflection must address not just the content being taught but also how the teacher guides the student’s learning process.

Despite these benefits, challenges in implementing SCDD in China have also been identified. Liu (2011) warned against superficial diversity that merely aims to impress rather than address actual student learning needs. Similarly, Sun (2012) criticized some teachers for deviating from curriculum standards under the guise of innovation, thereby compromising the model’s intent.

To mitigate such issues, Sun (2012) proposed that SCDD lessons should be grounded in three qualities: “real”, “refined”, and “innovative”. “Real” signifies meaningful engagement over performance-oriented displays, “refined” points to well-researched lesson designs that encourage inquiry, and “innovative” implies fresh insights that enhance both teacher learning and classroom practice.

Although the success factors for SCDD in China contexts are well-documented, its use in Malaysia has yet to be systematically studied. This research will apply the foundational concepts identified in existing literature to explore how the SCDD model functions within SJKCs.

In summary, the literature generally supports the idea that SCDD enhances teacher reflection and professional development. However, most studies are limited by their small-scale and case-specific nature, indicating the need for broader empirical investigations. Additionally, while researchers have outlined both effective practices and common pitfalls of SCDD, these insights will serve as a guiding framework for this study to examine its application and outcomes in the Malaysian educational setting.

III. RESEARCH DESIGN

According to Bostley (2019), a case study is a qualitative research approach that involves an in-depth investigation into a particular case, which may relate to a process, individual, household, organization, group, cultural practice, or national context. Singh (2006) similarly describes case study research as a method that allows for thorough exploration of a phenomenon, focusing on rich, subjective insights rather than generalizable, objective data. While this design provides a deep understanding of the case in question, its findings are typically limited to that specific context. Yin (2014) further emphasizes

that case study methodology is especially appropriate when studying contemporary events over which the researcher has minimal or no control.

Given that the SCDD open classes being studied had already occurred, the researcher was unable to influence the events directly. Instead, data collection was limited to gathering relevant documentation and conducting interviews with teachers who participated in the activities. This made the case study method a suitable choice for exploring the connection between the SCDD model and teacher professional development.

In selecting participants, purposive sampling was employed to ensure the inclusion of individuals with direct experience and relevant knowledge of SCDD activities. The study sample included two recognized experts in the field of SCDD, as well as 18 teachers who either earned the “Best Lesson Evaluation” award during the 2019 national-level SCDD event or had taken part in multiple school-based SCDD sessions.

The study also utilized video recordings from selected SCDD sessions, enabling the researcher to observe how the model was applied in practice. These recordings offered direct evidence of classroom implementation and allowed for a more nuanced analysis through their transcripts. One of the events analyzed was a school-based SCDD session with a complete video record.

In addition, survey forms were used to gather participants’ reflections on what they learned from different segments of the SCDD activities and their perceptions of the overall program impact. However, since many forms had been discarded, only data from three school-based events with preserved documentation could be analyzed. A total of 182 completed survey forms were collected and used as supplementary data to support the case study findings.

In summary, the study was based on data gathered from 20 interview participants, one full video transcript, and 182 survey responses. These diverse sources allowed for a rich, multifaceted understanding of the research questions, contributing to a well-rounded and detailed case study.

IV. RESEARCH FINDINGS

A. *The SCDD Open Classes Process*

The implementation of SCDD open classes in Malaysian SJKC is shown in Figure 1:

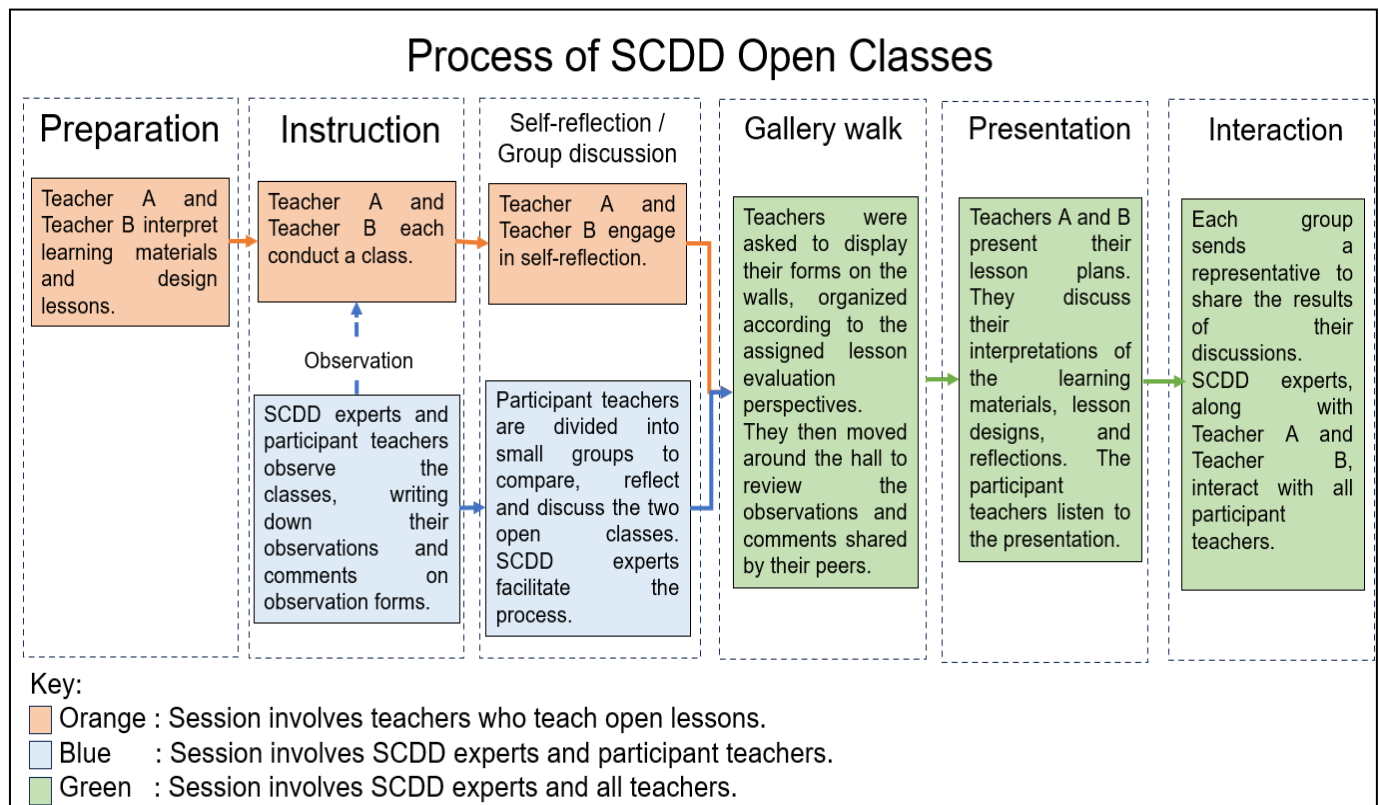


Fig 1. The Process of SCDD Open Classes.

➤ Lesson Preparations

As illustrated in Figure 1, two instructors were selected to deliver the open classes, one representing the host school and another appointed by the SCDD experts. Each teacher collaborated with their respective planning teams to prepare their lessons.

➤ Open Classes

During the event, the host school's teacher conducted the first open class, followed by the session led by the expert-assigned teacher. Participants observed both lessons and made comparisons. To guide the observation process, the expert formulated six core lesson evaluation dimensions: "Level of Cognitive Activity", "Level of Interaction", "Cultivation of Reading Interest and Ability", "Clarity of Instructional Structure", "Level of Practicality", and "Preferred Class". Each participating teacher was assigned one specific evaluation perspective and tasked with observing both open classes through the lens of their designated focus area.

➤ Self Reflection / Group Discussion

Following the lesson demonstrations, the instructors reflected on their teaching experiences. Simultaneously, The participating teachers take part in group discussions organized by their assigned lesson evaluation perspectives. Within each group, members take turns presenting their observations and insights. A facilitator leads the discussion, ensuring smooth communication and documenting the main ideas and key findings that arise during the exchange.

➤ Gallery Walk

The Gallery Walk session promoted collaborative learning by encouraging teachers to engage with feedback from groups focusing on various evaluation perspectives. Teacher's completed observation forms were displayed according to designated evaluation criteria using a gallery walk format. As they explored the comments shared by others, teachers frequently encountered new insights and were prompted to reflect more deeply. Reviewing observations across all six evaluation angles enabled them to gain a more holistic understanding of the open classes.

➤ Reflection Presentation

The instructors delivered presentations explaining their lesson planning processes and post-teaching reflections. Sato (2010) highlighted the significance of post-lesson reflection, stating that it should critically assess "what worked and what didn't" in terms of student learning, grounded in actual classroom observations. Similarly, Wang (2014) contended that effective reflection must move beyond merely describing teacher behavior to analyzing the reasoning behind instructional decisions. The presentation session offered open class instructors an opportunity to explain the core components of their lessons and the pedagogical thinking that informed their approaches.

➤ Interaction Session

During the interaction session, six representative teachers, each from a different evaluation perspective group, shared their insights and posed questions about the lessons. The open class instructors responded to these inquiries, creating a dialogic space for the exchange of ideas. Typically, the expert concluded the session by offering targeted feedback on each of the six perspectives. These expert insights clarified important issues and guided teachers to think more critically. This process aligns with Social Constructivism Theory, where a More Knowledgeable Other supports the learner's development within their Zone of Proximal Development.

B. Impact on Individual Teacher Professional Development

Table 1. Survey on the Effectiveness of the SCDD Program.

Survey Questions	Number of Teachers Who Agreed/Found It Beneficial			
	Session X 89 teachers	Session X 89 teachers	Session X 89 teachers	Session X 89 teachers
Did the open class in the SCDD program broaden your teaching perspective?	91.0% 81 teachers	100.0% 35 teachers	79.3% 46 teachers	89.0% 162 teachers
Did the evaluation form and group discussions provide valuable insights for you?	76.4% 68 teachers	100.0% 35 teachers	58.6% 34 teachers	75.3% 137 teachers
Did the lesson presentations and interaction session benefit your learning?	80.9% 72 teachers	97.1% 34 teachers	67.2% 39 teachers	79.7% 145 teachers
Do you agree that language instruction should focus primarily on reading education?	88.8% 79 teachers	94.3% 33 teachers	82.8% 48 teachers	87.9% 160 teachers
Do you feel that this training has improved your understanding of reading instruction?	89.9% 80 teachers	94.3% 33 teachers	86.2% 50 teachers	89.6% 163 teachers
Are you willing to adjust your teaching approach to prioritize the development of students' reading skills?	94.4% 84 teachers	100.0% 35 teachers	86.2% 50 teachers	92.9% 169 teachers

➤ The Effect of Open Classes on TPD

According to Table 1, the open class session was regarded by participating teachers as the most effective learning component of the SCDD event. On average, 89 percent of teachers across the three events agreed that the open classes broadened their teaching perspectives. Several factors contributed to this outcome. First, the expert-led lessons were grounded in various educational theories and principles of reading instruction, including (1) student centered strategies, (2) reading centered strategies, (3) the mother tongue teaching approach, (4) genre based text analysis, and (5) reading literacy (Wong, 2019; Kuek, 2019). As a result, the open classes delivered by the expert's representative often differed substantially from those conducted by school based teachers, thereby expanding participants' pedagogical horizons.

Second, the open classes served as a platform for translating abstract theoretical concepts into observable classroom practices (Wong, 2019). They allowed teachers to witness how educational theories could be applied in real time teaching, including teacher actions and student responses. Following the observations, participants were guided through a reflection process that aligned closely with their professional needs and daily classroom realities, which are key features of effective teacher professional development (Bransford, Brown & Cocking, 2012; Huang & Hsieh, 2022).

Table 1 outlines selected survey items and the corresponding feedback from teachers who took part in Events X, Y, and Z. Responses rated between 1 and 3 were interpreted by the researchers as indicating disagreement or a lack of perceived benefit. In contrast, ratings between 4 and 5 signified agreement or recognition of the program's value. The first three survey items focused on the teachers' perceptions of the usefulness of specific components of the program, while the final three items evaluated its overall effectiveness. The "Total" column in Table 1 shows the combined number and percentage of teachers across the three events who agreed with or saw value in each aspect. Altogether, 182 teachers responded to the survey.

➤ The Effect of Lesson Evaluation Forms and Group Discussion on TPD

Among the three core components of the SCDD event, the use of lesson evaluation forms and small group discussions received the lowest average effectiveness rating, with only 75.3 percent of teachers perceiving them as effective. These components require teachers to actively construct evaluative comments and apply their pedagogical content knowledge. Without anchoring their observations in a pedagogical content knowledge framework, teacher feedback may remain superficial, focusing solely on surface level or technical elements. Likewise, meaningful group discussions necessitate reflective dialogue and active engagement grounded in pedagogical content knowledge.

Two key challenges may have limited the effectiveness of these components. First, some teachers demonstrated passive attitudes toward professional development activities and were reluctant to engage in interactive discussions (Tay & Lim, 2025; Wang, Wong & Chong, 2019). One participant observed: "Some groups of teachers did not come forward to share their discussions... They were just chatting among themselves." This suggests that a minority of participants may prefer passive learning formats and struggle with collaborative reflection.

Second, a lack of sufficient pedagogical content knowledge among some teachers may have hindered their ability to engage in deep, meaningful dialogue. When teachers lack a strong foundation in pedagogical content knowledge, their comments tend to be general and lack analytical depth. To address this issue, the lesson evaluation forms should be revised. The current version may be overly simplistic and insufficiently supportive for novice teachers or those with limited pedagogical content knowledge. In addition, small group discussions should be carefully structured and facilitated. Where possible, each group should be supported by a Repeated Join Teacher who can help scaffold the discussion and guide reflection more effectively.

➤ *Improved Teachers' Understanding of Reading Instruction*

Table 1 shows that the program successfully influenced teachers' mindsets, deepened their understanding of reading instruction, and motivated them to improve their teaching practices. Historically, many Chinese language teachers in SJJKCs viewed teaching as a routine duty (Zhao, 2011; Kuek, 2019), with reading instruction narrowly focused on word recognition, as outlined in the KBSR Curriculum (MOE 2003). With increasing attention to international assessments such as PISA, the Ministry of Education began emphasizing reading literacy. The introduction of the KSSR curriculum marked a pivotal shift, as the DSKP explicitly positioned reading as the core of language instruction (Ministry of Education, 2015).

In line with these developments, experts E01 and E02 designed the SCDD events to encourage teachers to reflect on the importance of reading literacy and to realign language teaching practices accordingly. After participating in the events, 87.9 percent of teachers expressed agreement with the experts' emphasis on reading. This suggests that when teachers are made aware of current educational trends and curricular demands, they are more likely to adopt instructional improvements.

Van Veen, Zwart and Meirink (2012) highlight that effective teacher professional development must be relevant to teachers' pedagogical content knowledge and contribute to its development (Bransford et al., 2012). Reflecting this principle, the experts guided participants to critically examine key issues in reading instruction, such as the mother tongue approach, genre based analysis, material selection, and strategies to foster student interest in reading. As a result, 89.6 percent of teachers reported an improved understanding of reading instruction, indicating that the reflective process effectively supported the development of their pedagogical content knowledge.

➤ *Encouraged Teachers to Improve Their Lesson*

The questionnaire also evaluated their willingness to reform classroom practices. The results revealed that 92.9 percent of teachers expressed a readiness to modify their daily instructional approaches. This finding suggests that the SCDD event not only enhanced theoretical understanding but also successfully inspired teachers to implement practical changes. Such a high level of willingness to act reflects the program's

effectiveness in bridging professional learning with instructional reform.

This finding aligns with established definitions and principles of effective TPD. According to the OECD (2009), TPD involves enhancing teachers' competencies, including their skills, knowledge, and professional attributes through a range of developmental activities. Darling-Hammond et al. (2017) further emphasize that TPD is effective when it leads to improved instructional practices and better student outcomes. Similarly, Karaseva (2017) highlights that TPD extends beyond the acquisition of new skills; it requires teachers to integrate new learning into their daily practice to drive meaningful educational reform and contribute to broader societal advancement. In this context, the teachers' strong willingness to modify their instructional methods demonstrates not only an increased capacity for professional growth but also a commitment to applying that growth in ways that benefit both their classrooms and the larger educational community.

V. DISCUSSION

A. *Individual Teacher Professional Growth*

This program emphasizes the importance of classroom instruction quality as a means to support teachers' professional development. It also aims to foster a school culture that values lesson study and collaborative lesson planning, ultimately enhancing the overall standard of teaching.

At the individual level, teachers who showed a positive attitude toward learning, openness to new ideas, or had participated in the program multiple times reported significant professional improvement. These improvements included greater motivation to teach effectively, changes in instructional beliefs, deeper pedagogical content knowledge, and stronger reflective skills to evaluate past lessons and plan for future teaching.

Although only a small number of teachers demonstrated such growth, they emerged as more capable and influential figures within their schools, playing a role in improving teaching practices. Those in leadership positions, such as heads of the Chinese language department, were able to guide their peers in enhancing instructional quality. Even without formal leadership roles, these teachers influenced others through their own teaching practices.

Nonetheless, despite their clear understanding of effective instruction and lesson design, their ability to implement these principles was often limited by challenges such as heavy workloads and insufficient support from school management.

B. *Highlights of the SCDD Model*

The results of this study show that experts effectively transmitted their pedagogical knowledge to teachers through the SCDD Open Class model. Several design features contributed to the success of this training method in conveying targeted teaching strategies:

First, the deliberate integration of specific educational philosophies and instructional approaches into lesson planning was a central feature of the SCDD initiative. During the planning stage, the expert team identified common challenges faced by SJKC Chinese language teachers in reading instruction, such as an overreliance on teacher-centered methods, a mechanical view of reading instruction, and lesson designs that failed to promote reading literacy (Kuek, 2019).

To address these issues, expert representatives were guided to embed specific instructional philosophies and methodologies in their open class lessons. These included student-centered learning, reading-focused instruction, the mother tongue approach, genre-based text analysis, and the development of reading literacy (Wong, 2019; Kuek, 2019). Observing these lessons allowed participating teachers to see these theoretical principles applied in real classroom settings, thus reinforcing their practical relevance.

This integration of both educational theory and subject-specific methods aligns with the framework proposed by Bransford et al. (2012), who emphasized that effective TPD combines general pedagogical strategies (for example, cooperative learning) with discipline-specific content. TPD initiatives focused solely on general pedagogy often only improve technical teaching skills without deepening teachers' understanding of subject matter or student learning. In this case, the emphasis on reading-focused instruction, genre analysis, and the mother tongue method represented the kind of subject-specific knowledge necessary to enhance instructional effectiveness.

Second, the use of comparison was a defining feature of the SCDD model. As Huang (2022) explained, the "same" in SCDD refers to a shared foundation in curriculum design and instructional principles, while the "diverse" refers to differences in teaching styles, lesson structures, and instructional strategies. Xu et al. (2010) identified three conditions for effective comparative research: (1) involvement of two or more comparable units, (2) a shared foundation that allows for valid comparison, and (3) clearly observable differences. The SCDD program met all three criteria by featuring two open classes that used the same curriculum standards, lesson texts, and curriculum goals. These common elements formed the basis for valid comparison.

One of the lessons was designed and delivered by an expert representative who implemented research-based instructional principles, creating contrast with conventional classroom approaches. This allowed teachers to engage in meaningful comparative analysis of instructional effectiveness. When different methods were applied to the same text, differences in student engagement and lesson quality became more evident (Wang, 2008). This comparative analysis helped disrupt teachers' established instructional habits, enabling them to reflect critically and absorb new pedagogical insights (Pan, 2013).

The study also found that both experts and participating teachers perceived comparison as an effective method for stimulating reflection. Observing and analyzing differences between two lessons enhanced teachers' evaluative skills and helped them recognize characteristics of high-quality

instruction. As a result, teachers were more likely to adopt effective methods observed in the expert-led lesson.

Third, the use of structured lesson evaluation perspectives helped focus teachers' attention on key instructional elements within the PCK framework. The SCDD model employed six specific evaluation perspectives to guide classroom observation. Rather than focusing solely on teaching performance, teachers were encouraged to observe student learning processes (Sato, 2012; Kuek, 2019). In particular, three of the six perspectives: "level of cognitive engagement," "level of interaction," and "cultivation of reading interest and ability" were designed to highlight student outcomes during the lesson.

In their usual practice, many teachers engaged in surface-level, unfocused reflection, a tendency described by Wang (2014) as "rotational reflection," which often lacks depth and structure. In contrast, the SCDD model assigned each teacher a specific evaluation perspective, directing their attention to particular aspects of teaching and learning. Teachers then participated in group discussions with peers who had the same assigned focus.

This structured process supported more intentional, analytical, and systematic reflection. By concentrating on specific instructional elements, teachers moved beyond superficial feedback and developed a more critical understanding of how teaching strategies impact student learning (Wang, 2014).

In summary, if future teacher training initiatives aim to promote specific instructional methodologies, the SCDD Open Class model offers an effective framework for facilitating practical learning, critical reflection, and pedagogical improvement.

C. Future Research Suggestion

Based on the findings, future research should explore strategies to enhance the design and implementation of lesson evaluation forms and small group discussions in SCDD events. Specifically, studies could investigate how revised evaluation forms, aligned more explicitly with pedagogical content knowledge frameworks, impact the depth and quality of teacher feedback. Additionally, research should examine the effectiveness of structured facilitation methods in small group discussions, such as assigning Repeated Join Teachers as discussion leaders or incorporating guiding prompts to support reflective dialogue. These investigations would provide valuable insights into optimizing these components to support more meaningful teacher learning experiences.

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