

**A Case Study on Teaching Conception of Teachers:  
Perspective of Relationship between Teacher and Student**

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Abstract

China's economy has maintained high-speed growth for 30 consecutive years. Great changes have taken place in basic facilities and conditions of the school education, which has been involved with the transformation of teaching conceptions. In the context of new curriculum reform in the beginning of the millennium, the school teachers have been expected to change their teaching conceptions as "two subjectivities," "democracy and equality," and "scientific exploration," and so on. What kind of teaching conceptions are demonstrated in the school teacher's daily teaching? This paper conducted a case study in a primary school in Beijing city and employed the methods of interview and non-participant observation to collect the data. It is found that there is less change in teacher's viewpoints on educational knowledge and the teachers regard themselves as "monopoly" and "seller" of educational knowledge in the school and class. This traditional conceptions on educational knowledge have resulted in the singularization of the interaction between student and teacher, and played great impact on the construction and reconstruction of the relationship between student and teacher.