

The Construction of the Off-campus Field of “Five Education Integration”

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Abstract: “Five education integration” and “learning field construction” are two important parts of education in the new era that need to be paid attention to. This project intends to carry out research on the innovative design of the construction of the five-education integrated learning field through a large number of literature queries, interviews, and investigations to analyze the requirements of “Five Education Integration”, choose a suitable learning field, study the construction of home-school cooperation in Taiwan and the cooperation between Japanese schools and private schools, combine the psychological characteristics of students’ cognitive development and social status, and design a home-school that utilizes advanced. This paper determines the main content and direction of the research design: using the advanced “family committee-style” home-school cooperation model, taking the idle off-campus institutions and social places after the double reduction as the basis, and the psychological understanding of “education integration” as the basis for curriculum design.

Keywords: Five Education Integration, Off-Campus Learning Field, Home-School Cooperation, Off-Campus Institutions, Physical and Mental Development.

1. Introduction

The research on “Five Education Integration” has been very popular in recent years. Because this concept has been emphasized recently in China, there is no foreign research on it. There are 6 books in the collection of “Five Education Integration” in the National Library of China. The earliest is “Research and Study Travel: Moisturizing Childhood in Five Education Integration,” edited by Jin Ying in 2020. The five education in the three stages of elementary and high school has published a book. The most recent one is Fu Xiaoqiu’s “Integrated Education Model with Aesthetic Education and Five Education” in 2022. Searching for “Five Education Integration” on HowNet, we got 726 documents, and there are 115 documents in the core journals. The current academic research hotspot has shifted from studying the connotation of the five education and the relationship between the five education to how to implement the five education integrated education. From the research results, the academic community has thoroughly analyzed the connotation, current situation, and basic practice framework of the integration of five education, but there is insufficient research on the optimization of practice paths.

The research interest of “Learning Field” is not high, but the research time is long. The National Library of China uses 170 Chinese books and 5 foreign language books to search the collection of “Learning Fields”. Among them, the research content is very extensive, involving economics,

psychology, social sciences, and many other aspects, but there is no research on how to develop the integration of five education in the learning field. There are a total of 295 results in CNKI's search for "learning field", and its research content is also extensive. The main focus recently is the study of the online learning field, and the research on the connotation of the learning field is earlier. Tools to achieve different educational purposes, likewise, have not been used to achieve the research on the integration of five education. To sum up, how to optimize the practice path of the integration of five education is the next direction of educational research. The learning field, as an educational tool, may become a breakthrough point in the practice research of the integration of five education. Therefore, this paper hopes to use a large number of domestic and foreign literature. Inquiries and interviews with front-line teachers to study how to help the five-education integration to better practice development in the off-campus innovative learning field.

This paper is mainly divided into four parts. Firstly, it introduces the basic concepts and requirements of the five-education integration. Secondly, it explains the reasons for the location of the learning field, and then it preliminarily determines the operation and management innovation mode of the field. Finally, it analyzes the psychology of the five-education integration concept. The foundation of learning will lay the foundation for subsequent curriculum design. In theory, this research can aid in the optimization of the practice design method of the integration of five education and the innovation of the learning field's form. In practice, it can better mobilize social resources and help students develop better physically and mentally.

2. "Five Education Integration"

2.1. An Introduction

"Five education integration" is a newly emerged term. The concept of the integration of five educations originated from the important idea of simultaneous development of five educations put forward at the 2018 National Education Conference, but the integration of five educations is different from the simultaneous development of five educations." In essence, it is a further deepening and development of the idea of five educations. Compared with the simultaneous development of the five educations, the integration of the five educations not only emphasizes the coordinated development of the "five educations", but also pays more attention to the deep integration of the "five educations".

2.2. Requirements for the Integration of Five Education

Based on its connotation, the requirements of "integration of five education" are divided into two aspects. First of all, we should comprehensively develop morality, intelligence, physique, beauty and labor. At the same time, due to the word "integration", we must abandon the previous disciplines, or the fragmentation of the content of physical and mental development, and adopt an organic cross way to achieve more comprehensive development in these aspects. At the same time, it puts forward innovative needs for educators' curriculum design and overall planning of education, as well as the development of creative courses and research-based courses. Secondly, to highlight the individuality of each student and cultivate a person with a complete and healthy personality and full of emotional integrity, educators need to master the knowledge of educational psychology.

To meet the requirements of "integration of five education", this article will also integrate the concept of "three comprehensive education" proposed by General Secretary Xi Jinping, that is, full education, all-round education, and whole-process education. All-person education refers to the "four-in-one" education mechanism composed of school, family, society, and students. How to continue education in the social environment and family environment is what educators need to consider, using social resources to strengthen family School cooperation can help "Five Education

Integration” [1]. The whole process of educating people means that the school carefully arranges ideological and political education from the beginning of each semester to the end of each semester, from the weekend to the winter and summer vacations. This is the shaping of students’ personalities, thoughts, and emotions, helping them to become a “whole person”. This kind of penetrating spiritual education needs to consider the characteristics of students’ physical and mental development and conduct overall design from a developmental perspective, which poses a greater challenge to the arrangement of educational content. At the same time, education on weekends and during winter and summer vacations still requires coordination and cooperation with parents and society [2].

All-round education refers to making full use of various educational carriers, including comprehensive student evaluation, integrity education, etc., and integrating ideological and political education. These contents can be used as the carrier of the integration of five education. The main purpose is to cultivate students’ mental health and shape their excellent qualities. Overall, to meet the requirements of “Five Education Integration”, innovative research on the learning field can start from three points: 1. Make full use of social resources to provide space and cultural resources for the learning field; 2. Strengthen home-school cooperation and provide a better management model for the learning field; 3. Deeply analyze the effects of five education on students’ psychological development, and provide ideas for the design of courses in the learning field.

3. Selection of “Learning Field”

Due to the limited resources of school teachers and teaching, the selection of learning fields should be done outside the school, which makes up for the lack of resources and strengthens the cooperation between the school and society on the other hand, so as to achieve full education.

The main basis of the learning field can be set up in educational institutions that are idle or reduced in size and business content after the double reduction. Some private schools in Japan are equivalent to after-school tutoring institutions in China, but now the cooperation between private schools and administrative schools has become the innovation and development of Japanese education. According to the analysis and comparison, China's experience with Japan's example is as follows: the combination of administrative education and private education. One of the reasons Japan develops cooperation between private school education and administrative education is that Japan hopes to develop “individualized education”. Educational enterprises should cultivate children’s viability based on school education, provide natural experience and social experience projects, creative experience activities, and learning support projects to develop problem-solving skills rather than blindly training skills for entrance exams. These contents coincide with the requirement of “Five Education Integration” to “highlight the individuality of each student and cultivate a person with a complete and healthy personality and a healthy and full of emotions”. Japan’s school education is the main body, but private school education is gradually integrating into Japan’s social education system and becoming an important part of lifelong learning. Different private schools have different themes, and the curriculum settings of each theme are based on the school’s teaching content. On this basis, students can choose the part they want to improve through their own personality, so as to go to different private schools for self-improvement learning [3].

The zero-start policy and double-reduction policy are essentially to reduce the burden on students, gradually transform exam-oriented education, and reduce utilitarian learning. However, if after-school tutoring institutions do not focus on improving students’ test scores as they used to, but instead help students achieve personalized and lifelong education like Japanese private schools and help schools expand the breadth of education, such institutions may be able to develop[4]. At the same time, social and cultural places such as museums, nature museums, and urban planning museums can be used as auxiliary bases for learning fields. Taiwan has done a good job in this

regard. Taiwan chooses different off-campus study bases according to the characteristics of different grades. At the same time, students can reserve venues through the app, and various off-campus study venues. It is very rich, and there are websites that provide real-time information and activities of various venues. The utilization of these social resources and the development of management models are worthy of the education sector's use in the practice of "Five Education Integration".

Lingzhou National Elementary School in Kaohsiung City creatively built an "English Village"—several simulated scenes specially set up for English teaching: a natural garden, a small supermarket, a subway station, and a studio. These places are flexible learning fields where students can roam for more comprehensive development. In the natural garden, there are various common animal and plant models or images for students to call directly in English. In the small supermarket, a variety of daily necessities are dazzling, and students can learn to shop in English and improve their oral English communication skills. In subway stations and studios, students can learn to use some polite expressions and learn to give up their seats to the elders. In the above scenarios, every student must pass the test. If they can't pass this time, they will come again next time. Because students are very interested in this teaching place and learning method, they are often able to pass the test before they graduate from primary school[5]. This example has a high reference value for future research in the innovative field of integrating five educations. Later, when designing the field content, you can consider imitating various life scenes, and let the students get a comprehensive development step by step in an interesting way to pass the check-in. After the location of the learning field is determined, its management mode also needs to be considered. On the one hand, the original working mode of the off-campus learning field needs to be changed in order to cooperate with the school. On the other hand, full education requires the participation of parents. The update of the cooperation model is also a part of the off-campus field innovation that needs to be considered.

4. Strengthening "Home-School Cooperation"

From the perspective of developmental psychology, family education is very important for the development of children. Cooperation between schools and parents is indispensable for cultivating children's "five educations" in the whole process. In addition, this article considers the field of off-campus learning. In the part of the school that teachers cannot control strongly, the responsibility of parents is also particularly important. Due to the large social and cultural differences between countries, this article will take the model of home-school cooperation in Taiwan as an inspiration to think about how to strengthen home-school cooperation to help students better develop their five education in off-campus learning fields.

First of all, parents' initiative should enhance. In Taiwan's home-school cooperation, the family committee is an organization independent of the school. It has a complete and independent management model. The purpose of the family committee organization is that parents and schools work together to cultivate talents with all-round development [6]. In mainland China, parents are generally passive when cooperating at home and at school because they are afraid that parents' initiative will be too strong and thus affect the guidance of professional education. Parents of different students should have the opportunity to have a voice so that their children can receive more personalized and complete developmental guidance. In 2013, Sweden's Meridian University and Zhejiang University once cooperated to study the model of home-school cooperation. Taking Hangzhou as a pilot, they created the "Parent Spokesman" model [7]. Although parents have the opportunity to speak out, this organization is still only one of the schools, and this model has not been well promoted. As far as the mainland is concerned, it is not realistic to establish such an independent family committee in the school, but the off-campus learning field may consider setting

up a family committee of a similar model. Such a family committee can also strengthen the school and the off-campus learning field domain connection.

Secondly, the model of home-school cooperation needs to be further improved, not limited to such forms as home visits and parent-teacher meetings. The specific settings of the Taiwan Family Committee are as follows: the internal organizations of the Family Committee include an activity team, a public relations team, a service team, a finance team, a night support team, a clerical team, and a love obligation team, etc., which participate in various management activities of the school, such as curriculum setting, textbook selection, teaching evaluation activities, student complaints, rewards and punishments, etc. In the school's large-scale activities or reception activities, the president must participate. Such a family committee model is relatively complete and mature, and the cooperation content is specific and practical [8].

As far as the mainland is concerned, the off-campus learning field may consider setting up a family committee on a similar model. Such a family committee can also strengthen the school and the off-campus learning field domain connection. The main base of each off campus learning ground can set up a family Committee, an activity group, an outreach group, a finance group, an editorial group, a love obligation group, etc., and set up a principal and two Vice Principals, who are elected by parents. Under the leadership of the leader, each group participates in various management activities of the base, such as the selection and contact of auxiliary bases, the selection of on-site teachers, the setting of on-site courses determination of on-site theme activities, etc.

5. Analysis of “Psychological Development”

How should the “Five Education Integration” course be set up in the off-campus learning field? Grasping the effect of five education on the development of students' mental health can determine the core idea of instructional design [9]. Moral education is the spiritual core of mental health. In addition to the traditional content of integrity, moral education also includes cognitive development (which can be reflected in Sternberg's moral dilemma), emotional regulation, and interpersonal relationships [10]. Therefore, when designing teaching, teachers can consider giving students sufficient space to cooperate and communicate with others and finally make judgments. In these processes, they can further develop their cognition, learn to respect and communicate, and build their self-identity and interpersonal identity, thus contributing to their psychological development.

Intellectual education is the basic guarantee of mental health. In modern education, intellectual education not only refers to the ability to “learn something”, but also to have the ability to actively learn, that is, from simple knowledge imparting to developing the mind and cultivating abilities. In the process of teaching design, teachers can design more links for students to actively think and ask questions, and use open-ended questions to prevent students' thinking from being limited to the choices given, such as giving a concept, allowing students to think about how to understand them. The process of active exploration is a demonstration of a positive attitude, which allows students to maintain the vitality of their thinking and the active development of their minds. Physical education is the functional basis of mental health. Traditional sports are about exercising a strong physique, but sports can also “cultivate the mind” and make students have tenacious qualities. Teachers can increase the challenges to a certain degree of difficulty in the process of teaching design, but they need to be within the student's proximal development zone. Let students exercise their minds and bodies under the challenge of physical and mental ability.

Aesthetic education has the connotation of mental health. Maslow believes that aesthetics is a high-level psychological need of people, which can enable people to continuously obtain the best peak experience [11]. This peak experience is a form of mental health. To a certain extent, aesthetic education uses the senses of students to generate emotional resonance. Teachers can add a suitable piece of music or pictures in the process of designing teaching, tell a moving story, or mix

fragrances in chemistry class. Through these methods, students can feel the stimulation, improve their aesthetic ability through thinking and feeling, and make their psychology satisfied and harmonious, so as to achieve health. Labor education is an important support for mental health. Labor is the basic operation of life. Teachers can increase students' learning of skill-based knowledge in teaching design, instead of only letting students learn conceptual knowledge. If students have the correct attitude and interest in learning labor skills, they will use positive emotions to learn, and in the process of excellence, train students to be hard-working and strong, improve their adaptability, and thus enhance their mental health[12]. The off-campus learning field takes "mental health" as the basic direction of teaching design when designing courses, and then combines the five education contents to carry out a detailed design to ensure the healthy development of students' physical and mental health.

6. Conclusion

This paper finds the direction of innovative off-campus learning and learning field by analyzing the core of "Five Education Integration". Choosing to use off-campus institutions that have been idle after the double reduction as the main base for off-campus learning areas, and social venues such as museums as auxiliary bases, making full use of social resources, promoting "three comprehensive education", and providing space and manpower for the construction of "five education integration". Strengthening "home-school cooperation", improving the management model of off-campus learning areas, and at the same time promoting "full education" through the integration of home education and school education to help students develop better. This paper analyzes the core essence of "promoting mental health" behind the "integration of five education", and provides ideas for curriculum design in off-campus learning fields. The current research is only a blueprint concept, and the specific operational feasibility and other aspects have not been refined. Subsequent research will make detailed arrangements for each step, find pilots, and conduct practical tests.

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