

	<p>ISSN: 3056-9680 (Online)</p> <p>Journal of Public and Private Issues: JPPI</p> <p>Journal homepage: https://so17.tci-thaijo.org/index.php/jppi</p> <p>E-mail: jppissues@gmail.com</p>	
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Developing management guidelines for constructing curriculum of Chinese history subject for vocational college at Shangrao City Xinzhou secondary professional school, China

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ARTICLE INFO

Article history:

Received: August 6, 2024

Revised: November 10, 2024

Accepted: December 18, 2024

Keyword:

management guidelines; history course; management; vocational colleges

ABSTRACT

This article aimed to study (1) the problems of teaching Chinese history subjects for vocational colleges. The article also aimed to investigate the need for guidelines specifically designed for Chinese history subjects in vocational colleges. (3) To construct guidelines for creating a curriculum of Chinese history subjects for vocational colleges. The sample was 300 secondary students. They were selected by random sampling. The instrument for collecting data was a questionnaire. We analyzed the data using descriptive statistics and content analysis. The research results were found as follows. The issue of students' reading content in history classes not aligning with their historical knowledge base is a significant concern. This demonstrates that there are significant challenges in terms of content consistency. 2) Students rated their desire for more history communication time at school at a high level. This emphasizes the need for more interactive and immersive learning opportunities in history education. 3) The constructed guidelines encompassed eight essential topics: General Provisions, Management System, Teaching Objectives and Requirements, Course Settings, Evaluation and Testing, Teaching Methods and Approaches, Teaching Management, and Supplementary Provisions. Expert evaluations confirmed the validity and applicability of these guidelines, suggesting their potential effectiveness in addressing the identified challenges in managing and improving the history curriculum at Shangrao Xinzhou Secondary Specialized School.

Introduction

The efficacy of secondary history education depends significantly on the quality and management of its curriculum. Despite efforts to standardize history education, the Ministry of Education found many intermediate schools lack comprehensive history courses, leading to widespread historical knowledge gaps among students (NPCSC, 2022, pp. 9-10). The recent introduction of mandatory history courses in secondary vocational schools highlights the urgent need for robust curriculum standards and effective teaching methods. Current research reveals inadequacies in curriculum standards and a dearth of comprehensive studies on secondary history education in China.

This study focuses on developing and implementing curriculum management in secondary history education, addressing fragmented standards and practices in vocational schools that prioritize specialized disciplines over comprehensive history education. It aims to offer theoretical insights and practical solutions to enhance curriculum management, benefiting educators, policymakers, and researchers involved in secondary education reform. By exploring research gaps and building on previous studies, this research aims to provide a comprehensive analysis of curriculum management in secondary history education, both domestically and internationally.

The primary objective is to assess the theoretical and practical significance of curriculum management in secondary history education, analyzing aspects such as system design, implementation strategies, monitoring and evaluation practices, and resource allocation. The study will recommend improvements to curriculum standards and management practices, contributing to ongoing reform efforts in secondary education in China.

This research paper presents a detailed examination of curriculum management in secondary history education, focusing on system design, implementation strategies, and resource management to enhance education quality. We expect the findings and recommendations to inform policymakers, educators, and researchers, facilitating global improvements in secondary history education.

Objectives

1. To investigate problems of teaching Chinese history subjects for vocational college.
2. To investigate the needs for guidelines for Chinese History Subjects for Vocational College.
3. The goal is to create guidelines for developing a Chinese history curriculum for vocational colleges.

Literature Review

The literature review in this research article explores various aspects of history curriculum implementation and reform in the Chinese education system. The studies cited cover a range of topics, including:

Curriculum Implementation and Textbook Development: Wang Minyan's (2021) research focuses on the challenges and strategies for implementing the 2020 edition of the history standard in secondary schools, particularly addressing student motivation and textbook preparation.

Cultivating Craftsmanship in History Teaching: Ren Jinhua (2021) investigates how to foster craftsmanship in history teaching within vocational colleges and universities, aiming to enhance student competitiveness and promote educational innovation.

Core Literacy and Curriculum Change: Zheng Lin (2023) interprets the 2022 edition of the Compulsory Education History Curriculum Standards, emphasizing the development of students' core literacy and the transformation of history curriculum approaches.

Absence of History Teaching and its Consequences: Han Pei (2021) examines the lack of history education in secondary vocational schools, highlighting the causes, consequences, and the need for a holistic approach to curriculum development.

Teaching Strategies and Core Literacy: Additional studies explore strategies for cultivating core literacy in history, optimizing teaching strategies at the high school level, and implementing layered teaching approaches in secondary vocational schools.

Adopting a more systematic approach could further strengthen the literature review, which already provides valuable insights into various aspects of history education. This would involve clearly defining the research questions, conducting a comprehensive search across multiple databases, using standardized criteria for article selection and quality assessment, and synthesizing the findings in a structured manner.

Such a systematic approach would enhance the rigor and comprehensiveness of the literature review, providing a stronger foundation for the research and facilitating the identification of clear research gaps and future directions.

Conceptual Framework

Based on the findings of the literature review, the researcher has established the following conceptual framework for this study:

The primary objective is to develop guidelines for managing Chinese history curricula in vocational colleges, ensuring alignment with the Chinese context and responsiveness to the needs of both the labor market and students. This framework takes into account various factors influencing curriculum development and emphasizes the cultivation of knowledge, values, and skills necessary for China-related careers among students.

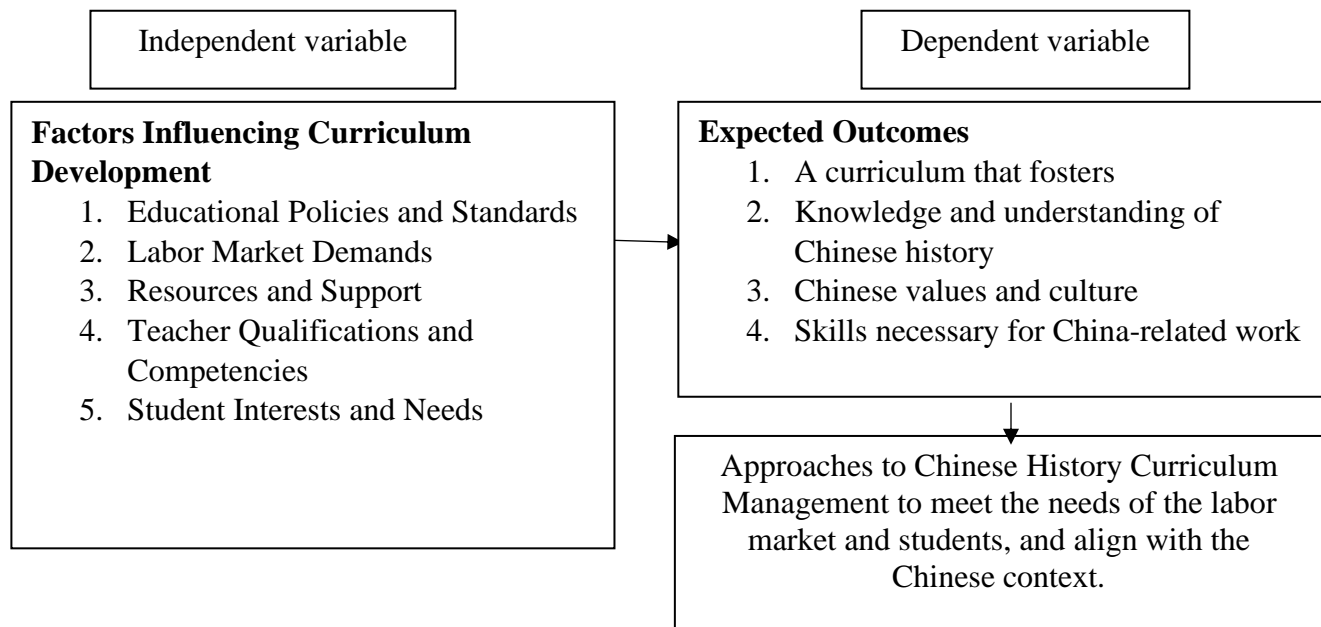


Figure 1. Conceptual framework

This conceptual framework illustrates that the research focuses on developing a curriculum management approach that considers various factors influencing curriculum development. The ultimate goal is to create a curriculum that effectively fosters knowledge, understanding, values, and essential skills in students.

Methodology

Populations

This study was conducted on the students of Xinzhou Secondary Specialized School in Shangrao City. The population of this research project is 1200 secondary school students.

Samples

The sample of the study was a random sample of 300 secondary school students. The sample group will be taken from the Taro Yamane formula (Yamane, 1973). The respondents were involved in the whole

process of learning the curriculum standard of history subject, setting the curriculum objectives, selecting the curriculum content, organizing and implementing the curriculum, and evaluating the curriculum for secondary school students in Shangrao City through random sampling technique. They were involved in the process of implementing the history subject curriculum for secondary school students and were able to make some monitoring and evaluation of the effectiveness of the implementation of the curriculum, in addition, the three experts will be used in the focus group discussion sessions.

Theory Testing and Development

This research has the potential to both test and develop theories related to Chinese history curriculum management in vocational colleges, particularly within the rapidly changing economic and social context of China.

Theory Testing

This study can apply existing theories, such as learning theories or curriculum management theories (Wiles & Bondi, 2015), to a new context. It can examine whether these theories continue to effectively explain and predict phenomena observed in the management of Chinese history curricula within Chinese vocational colleges. Moreover, the research can test the relationships between various factors influencing curriculum development (e.g., educational policies, labor market demands) and instructional outcomes (e.g., student knowledge, values, and skills), as predicted by these theories.

Theory Development

If the research findings reveal that existing theories cannot fully explain the observed phenomena, or if new relationships not addressed by existing theories are discovered, this study presents an opportunity to develop new theories or refine existing ones to be more comprehensive and aligned with the Chinese context. For instance, if cultural factors are found to play a crucial role in developing Chinese history curricula, this research could lead to the development of a new theory emphasizing the significance of cultural factors in curriculum management.

Integration of Theory and Practice

The testing and development of theory in this research will not only contribute to theoretical understanding but also lead to the development of more effective curriculum management approaches. By applying theoretical knowledge to curriculum design, development, instructional practices, and evaluation (Kennedy, 2016), this research can bridge the gap between theory and practice.

Results

Table 1. Problems in the teaching of Chinese history subjects in higher vocational colleges for students.

Questions	n=300		Level of problems
	\bar{X}	S.D.	
1. Your homework is too busy. As a result, your daily history reading time is too short.	4.76	0.57	Highest
2. Your history reading is carried out at the request of teachers and parents to complete the task.	4.65	0.74	Highest
3. Your school and class do not have regular history-sharing sessions.	3.23	1.30	Middle
4. When you're studying history, encountering a favorite history movie can inspire you to study history.	4.61	0.77	Highest

Questions	n=300		Level of problems
	\bar{x}	S.D.	
5. The biggest challenge you encounter when doing history exercises is that you don't accumulate enough historical material and have difficulty understanding the material.	4.60	0.77	Highest
6. You're in a history class where y·ou'll be using the learning model given to you by your teacher, rather than using your ideas.	3.35	1.09	Middle
7. You are in a history class where you can read about history but are not willing to explore the content in more depth.	4.67	0.71	Highest
8. You are reluctant to express your understanding after studying history.	3.35	1.31	Middle
9. You're in a history class, and you don't feel the teacher's "core problem" with the historical material.	4.67	0.70	Highest
10. You're in a history class and you don't get a sense of the teacher's innovation in what they're teaching.	4.64	0.79	Highest
11. You're in a history class and the readings assigned by the teacher don't satisfy your stock of historical knowledge.	4.76	0.58	Highest
12. You're in a history class and you're not happy with the teacher's instruction.	3.58	1.28	High
13. You don't have enough time for historical knowledge outside of school hours.	4.58	0.78	Highest
14. You are unable to read the 3-5 history books assigned by your teacher each month outside of class time books outside the classroom.	4.54	0.88	Highest
15. When you do independent history study outside of school hours, you often have trouble concentrating.	4.63	0.74	Highest
16. You do not understand the content of the historical material well when practicing history outside of school hours.	3.66	1.03	High
17. Your teacher is unable to provide guidance when you are doing independent history study outside of school hours.	4.55	0.86	Highest
18. You are not satisfied with the current modern educational resources for history classes.	4.65	0.75	Highest

Questions	n=300		Level of problems
	\bar{X}	S.D.	
19. You do not understand the content of the historical material well when practicing history outside of school hours.	3.66	1.03	High
20. You are not satisfied with the current modern educational resources for history classes.	4.65	0.75	Highest
Total	4.33	0.87	High

According to Table 1, the total is 4.33 at high level. It can be seen from the table that your homework is too busy. As a result, your daily history reading time is too short and question 13, You're in a history class and the readings assigned by the teacher don't satisfy your stock of historical knowledge at the highest level ($\bar{X} = 4.76$, S.D. = 0.57). Next question 9 In history class, you can read about history but are reluctant to delve into it, and question 11: You're in a history class, and you don't feel the teacher's "core problem" with the historical material at the highest level (=4.67, S.D.=0.70). Next question 20 You are not satisfied with the educational resources available for your modern history class at the highest level (=4.65, S.D.=0.75).

Table 2 Needs in the teaching of Chinese History subjects in Higher Vocational colleges for students.

Questions	n=300		Level of Needs
	\bar{X}	S.D.	
1. You want to do regular daily history study after school hours.	4.52	0.82	Highest
2. You would like to read extracurricular history books such as "Ziji Tongjian" and "History of Warring States" at school.	3.70	1.08	High
3. You would like to get more history exchange time at school and have frequent history exchange sessions.	4.87	0.50	Highest
4. You want to improve your skills in grasping themes in reading historical materials.	3.82	1.21	High
5. You would like to have your teacher help you with questions you don't understand while studying history.	4.58	0.80	Highest
6. You want a history reading program developed by a history teacher.	4.60	0.82	Highest
7. You would like to be guided by your history teacher in your history class and to be able to express your views and opinions through reading historical materials.	4.57	0.81	Highest
8. You hope that in history class, there can be group interaction to motivate students to be more proactive in expressing their true feelings about their history	4.53	0.86	Highest

learning, and to enhance their ability to perceive history.			
9. You would like to see teachers in history classes have more in-depth discussions with students about historical events.	4.53	0.81	Highest
10. You want to incorporate interactive stories, scenarios, and other lesson plans into your history learning.	3.97	0.98	High
11. You wish teachers would design more "core questions" in history classes.	4.63	0.74	Highest
12. You hope that in history classes, teachers need to reform and improve what they teach.	4.52	0.90	Highest
13. You get history homework assigned by your teacher.	4.65	0.71	Highest
14. You want to add literature, science, etc. to your history studies.	4.59	0.83	Highest
15. You want schools to reduce the amount of after-school homework students have to do so that students have more time to study history after school.	4.19	1.02	High
16. You want to get better at history.	4.52	0.87	Highest
17. You want to write a summary of your knowledge after you've finished studying history.	4.60	0.75	Highest
18. You want evaluations and feedback on your history assignments.	4.60	0.75	Highest
19. You would like your teacher to include more advanced teaching technology resources in your history class to achieve better learning outcomes.	4.82	0.50	Highest
20. You would like the school to provide instructional support and curriculum-building guidelines for teachers in the course History.	4.58	0.81	Highest
Total	4.57	0.83	Highest

According to Table 2, the total is 4.57 at the highest level. It can be seen from the table that in question 3, You would like to get more history exchange time at school and have frequent history exchange sessions, with an average score of ($\bar{X} = 4.87$, S.D. = 0.50). Next is question 19 You would like your teacher to include more advanced teaching technology resources in your history class to achieve better learning outcomes the highest score ($\bar{X} = 4.82$, S.D. = 0.50). The question 13, You get history homework assigned by your teacher at the highest score ($=4.65$, S.D.=0.71).

The constructed guidelines encompassed eight essential topics: General Provisions, Management System, Teaching Objectives and Requirements, Course Settings, Evaluation and Testing, Teaching Methods and Approaches, Teaching Management, and Supplementary Provisions. Expert evaluations confirmed the validity and applicability of these guidelines, suggesting their potential effectiveness in addressing the identified challenges in managing and improving the history curriculum at Shangrao Xinzhou Secondary Specialized School.

Discussions

Some scholars define disciplinary practice as the act of engaging in discipline-specific activities using its concepts and methods. Subject practice, seen as the explicit manifestation of subject literacy, involves students participating in inquiry activities, constructing knowledge, and applying subject-specific thinking methods. Discipline practice integrates psychological processes and problem-solving skills within the discipline's framework, emphasizing practical applications in real-world scenarios.

The essence of disciplinary practice is encapsulated in four unities: theory and practice, truth (knowledge seeking) and value (education), particularity and universality, and individuality and sociality. History courses, guided by Marxist historical materialism, aim to understand global and Chinese historical development, preserve human civilization, and enhance humanistic literacy. They foster critical thinking, cultivate patriotism, and improve core competencies in history. According to curriculum experts, history discipline practice allows students to apply historical concepts and methods, enhancing subject thinking and core competencies through practical engagement and personal experience. It aims to develop students' ability to think like historians, making history education a practical endeavor to transform disciplinary understanding.

This approach guides students in tackling historical problems through exploration, collaboration, and creativity in real-world contexts. It emphasizes not only the acquisition and understanding of historical knowledge but also the application of subject-specific thinking methods and the cultivation of core competencies. By integrating subject knowledge with social life, theory, practice, cognition, and action, history education prepares students to engage critically with historical concepts and apply them meaningfully.

Wang Xin (2020) conducted a study on history education at Xilinguole Vocational College, comparing history curriculum standards between vocational schools and general high schools. He highlighted challenges such as inadequate teacher and student engagement and mismatches between teaching content and student needs. Despite the introduction of history courses in secondary schools across Hainan Province in 2019, the short duration of implementation has posed significant challenges to effective history teaching.

In summary, while history education faces implementation challenges in vocational schools, the focus remains on enhancing students' practical engagement with history through tailored approaches. Effective history education not only aims to impart knowledge but also to cultivate critical thinking and practical skills essential for understanding and applying historical concepts in real-world contexts.

Linking Research Findings to Existing Theoretical Frameworks

The findings of this study align with and support the theoretical framework used to develop the guidelines for managing Chinese history curricula in vocational colleges, particularly in the following aspects:

Importance of Integration: The research emphasizes the importance of integrating knowledge, skills, and values in curriculum design. This aligns with the integrated curriculum theory, which focuses on connecting content and learning experiences to enable learners to apply knowledge effectively in real-world situations (Wiles & Bondi, 2015).

Responsiveness to Learner and Societal Needs: The research findings indicate that curriculum development should consider both labor market demands and student interests. This resonates with the responsive curriculum theory, which emphasizes designing curricula that are aligned with the needs and context of learners and society (Ornstein & Hunkins, 2017).

Role of Teachers: The research underscores the importance of teacher qualifications and competencies in instructional management. This is consistent with effective teaching theories, which suggest that teacher quality directly impacts student achievement (Hattie, 2009).

Continuous Assessment: The findings highlight the necessity of continuous curriculum evaluation for ongoing improvement and enhancement. This aligns with the assessment for learning theory, which emphasizes the use of assessment to promote learning and development (Black & Wiliam, 2009).

Furthermore, the research findings point to the significance of cultural factors in developing Chinese history curricula. This could potentially lead to the development of new theories or the refinement of existing ones to be more comprehensive and relevant to the Chinese context.

Body of knowledge

According to the survey, students feel overwhelmed by homework, resulting in insufficient daily history study time. They also find that the reading materials provided in class do not meet their historical knowledge needs. Students expressed a strong desire for more in-school historical exchanges and frequent historical meetings, along with a preference for advanced teaching technology resources to enhance learning outcomes in history classes.

Based on the survey results and group discussion results, we identified the following points for historical improvement management.

1. Focus on the practicality and relevance of teaching content: Combine the content of history subjects with students' actual lives and social practices, guide students to apply historical knowledge to practical life, and enhance the effectiveness and pertinence of learning.

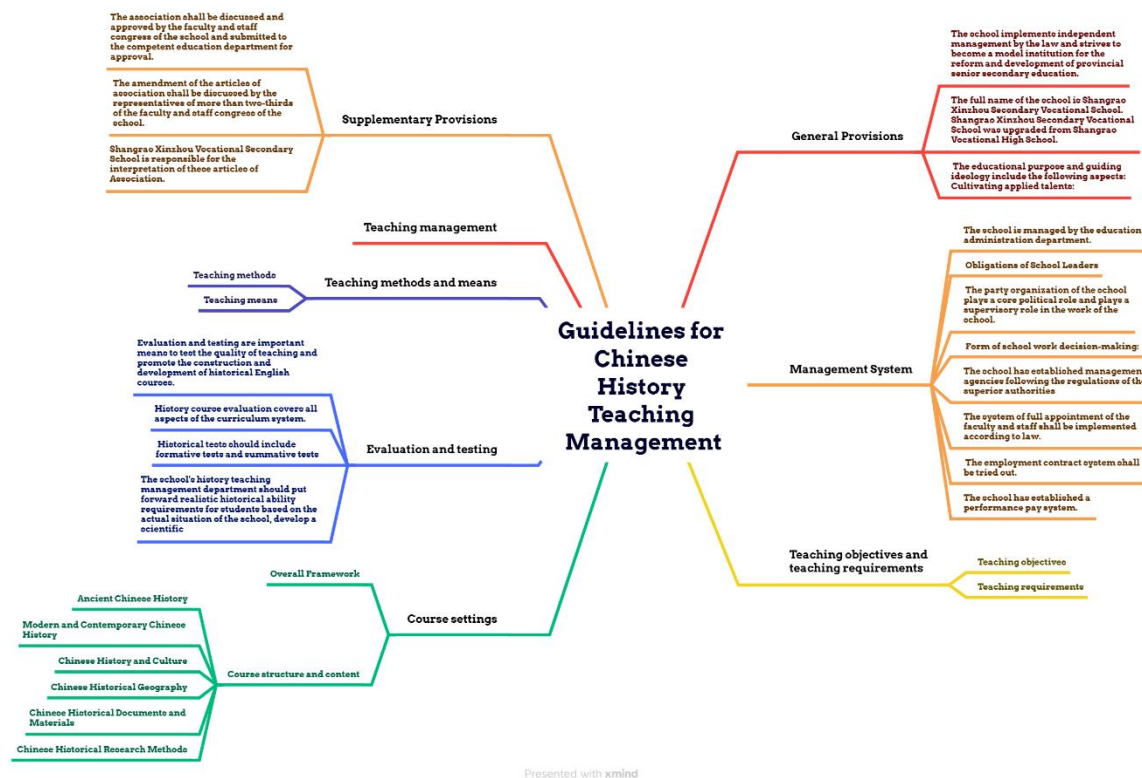
2. Diversified teaching methods: According to the characteristics and learning needs of students, use a variety of teaching methods, such as case analysis, group discussion, role-playing, etc., to stimulate students' interest in learning and improve teaching effectiveness.

3. Strengthen the construction of teaching resources: Reasonably allocate and utilize teaching resources, such as classrooms, textbooks, multimedia equipment, etc., improve teaching conditions, and create a good teaching environment.

4. Encourage students to participate in extracurricular activities: Organize students to participate in extracurricular activities and practical teaching related to history subjects, broaden students' horizons, enhance their practical abilities, and promote teamwork spirit.

5. Strengthen the construction of teaching staff: Cultivate teachers' teaching ability and professional quality, improve teachers' teaching level and teaching quality, and provide strong support for teaching management.

6. Establish a sound evaluation mechanism: Establish a sound teaching evaluation mechanism, regularly evaluate the teaching process and teaching effectiveness, identify problems make timely improvements, and improve teaching quality.



Suggestions

1. Create problem situations and integrate unit knowledge

In junior high school history classes, teachers should create problem situations, integrate unit knowledge, deepen learning, and achieve ideal teaching results. Large-unit teaching overcomes knowledge fragmentation, allowing teachers to design progressive teaching problems based on unit themes to stimulate students' interest in historical exploration and create high-quality classrooms.

2. Integrate unit content and establish a knowledge framework

In large-unit history teaching, teachers integrate content, highlight student engagement, establish knowledge frameworks, and support independent learning. To aid junior high students' understanding of complex historical knowledge, teachers use cognitive patterns and learning levels to organize resources effectively, enhancing overall history teaching quality.

3. Strengthen group cooperation and develop historical thinking

In history teaching, teachers encourage group cooperation based on students' characteristics to develop historical thinking and foster expressive confidence. For instance, using the unit "Early Exploration of Modernization and the Intensification of National Crisis," teachers guide group tasks that explore historical reasons and social significance, enhancing students' understanding and expression skills. Teachers benefit from large-unit teaching by aligning with historical norms and adjusting content to fit students' cognitive levels, ensuring a clear and comprehensive knowledge context.

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