

Tailored Curriculum Design for Chinese Lessons under the 'Double Reduction' Policy

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Abstract

Referring to the substantive phenomena such as the heavy burden and the decline of enthusiasm faced by primary school students in primary school Chinese learning, and under the promotion and inspiration of the "double reduction" policy for primary and secondary school students, the author explores a framework-based allocation method for primary school Chinese learning tasks, combines game design elements to encourage students in their study instead of exerting punishments, which can activate students' enthusiasm to achieve the effect of reducing burden and increasing efficiency.

Keywords

Chinese 'Double Reduction' Policy; 'Assignment management'; 'Immersive curriculum design'; Chinese class.

1. Introduction

With the development and construction of society and economy, the focus of all walks of life on personnel training has been increasing dramatically in China. The pressure of competition has penetrated from universities to primary and secondary schools, which moral education and cultivate interest in learning and thinking ability should have been paid more attention to. Due to the fact that educational resources are unable to expand to fulfill the demand in the short term, mixed sources of pressure caused by 'the competition of educational resources between schools' and 'the gap between students' families' is superimposed on the majority of primary and secondary school students. In order to solve the problem, the ministry of education in China has taken the lead in promoting the work of "double reduction" in primary and secondary schools. 'Double Reduction' policy refers to ease the burden of excessive homework and off-campus tutoring for students undergoing compulsory education. (Yang & Zhou, 2021) Teachers at all levels refer to the specific work requirements of "double reduction" and take practical measures to implement the management of compulsory education school homework.

2. Presenting Immersive Concepts

Psychologically, flow is defined as the feeling that the individual's mind is fully engaged in a certain activity, which occurs with a high degree of excitement and fullness. This sense of excitement and fullness can be considered an "immersive experience.". When in this special state, the body will actively call on visual, auditory, tactile, olfactory and other sensory elements, concentrate on observation and analysis, and actively face the current challenges or goals, and master the required skills. (Csikszentmihalyi, 1991)

Edutainment is a typical case similar to the application of immersion experience in life, but when we anchor the goal in the management of Chinese homework in the promotion of "double reduction", we need to define "immersion experience" accurately, which leads to the top-level homework design framework of "immersion".

In order to connect the "immersion" top-level homework design framework to primary school Chinese teaching, three necessary conditions are needed: the challenges that students will face

need to match their own abilities, the process of designing experience needs to have a clear teaching or moral education goal throughout, and students need to get timely feedback when they complete or are completing a certain link. (Smolcic & Katunich, 2017) Therefore, through the design of this framework, we can seek a more effective means to improve students' homework completion effect, language comprehensive ability and other educational guidance effects including moral education in the learning process.

3. Extending the Immersive Framework Concepts

Initiation of the immersive framework

Based on the basic work requirements of double reduction, this immersion homework design aims to avoid students' mechanical and ineffective training. By setting up a background for the Chinese lesson thoroughly, students are encouraged to accumulate, actively use, activate knowledge, help others and eliminate plagiarism every day to obtain planet puzzles and honor points for themselves. (He, 2013)

Immersive Framework Applied in Chinese language lesson for primary schools		
Background theme setting: 'The great exploration of language planet'		
Definition of currency system used in the theme: Puzzle: Puzzle is a real object achieved by completing basic tasks and it is used to unlock premium challenges and class achievements Star: Star can be obtained by completing puzzles, attaining class activities such as public speeches and story telling competitions and forming study groups. It can be used to swap honor points. Honor point: Honor point is a virtual recorded counter links to rewards and titles. Heart sticker: Heart sticker helps to promote positive learning environment rather than exerting punishments on students.		
Framework structure		
Core curriculum goals	Fostering positive learning atmosphere	Sustainable stimulating loop

Planet puzzles can be downloaded from online sources, printed and cut into pieces by teachers. Each complete puzzle normally contains 4-9 pieces. Teachers only need to ensure that the number of puzzles issued in each batch is consistent to ensure fairness. After students have completed a puzzle, they can exchange it for honor points (one puzzle for "one star"). Every Friday, students can exchange the honor points they earned that week for the privilege of the next week's homework reduction. At the end of each month, students can also participate in the evaluation of "Top Ten Advanced Students in This Month's Class" and "Top Ten Progressive Students in This Month's Class", and receive awards and small gifts. At the end of the term, the class also has a general evaluation of the semester. With the honor points of one semester, the students run for the "Top Ten Advanced Students" and "Top Ten Progressive Students" of the semester, and receive honorary trophies and certificates. In this way, not only the students with good grades are willing to actively strive for honor, but also the underachievers are full of passion for learning.

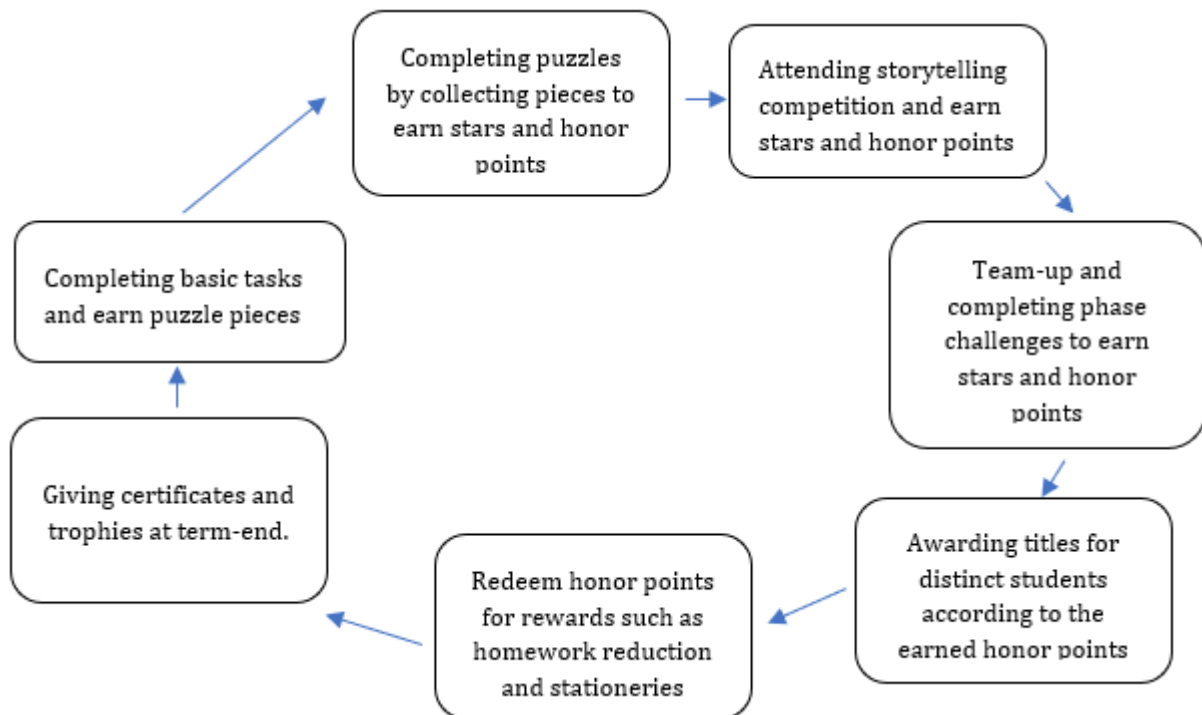


Figure 1. Sustainable Stimulating Loop

Meeting the core curriculum goals and more

In order to improve students' Chinese literacy, the methods for students to acquire basic knowledge mainly include three parts: to accumulate, actively use and activate knowledge every day, that is, to be able to complete Chinese homework on time and in accordance with the quality; to be able to use the new words and sentence patterns required by the class to make up stories and tell stories; and to actively participate in class storytelling competitions.

First of all, students can get a puzzle piece if they hand in all the homework they need to hand in that day. Secondly, if they want to get more pieces, students can try to insert traditional cultural elements into their stories and write stories about good people and good deeds. Those who meet the requirements can win a piece as well. In the comment stage, if you can take the initiative to read your own story to the students, or be praised by the teacher in front of the whole class, you can earn an additional puzzle piece and a star. This can not only strengthen students' memory of key words, but also improve students' writing ability and oral expression ability to a certain extent.

In addition, teachers can organize a weekly or monthly story competition in the class to improve students' courage and ability to use knowledge actively. Students who participate will be rewarded by stars, and those who have vivid stories and generous performances will win additional ones. Not only that, the class can also have a free combination of 'junior teacher' and 'apprentices' once a week. The 'junior teacher' and 'disciples' who have successfully formed a team can each get a star reward. At the end of the week, the teacher will reward each team with 1-3 stars according to the progress of the weak side. In the end, the combination of 'junior teacher' and apprentice with the most stars will also receive the "Best Master and Apprentice" award and small prizes. In this way, on the one hand, students with learning difficulties have made progress, and excellent students can constantly consolidate old knowledge and strengthen memory, on the other hand, both sides will learn to "help others". A sustainable and positive atmosphere of helping others has also been formed in the class. The whole class has been improved in both knowledge and moral accomplishment.

However, because students want to get more rewards, it is inevitable that there will be individual students who plagiarize because of their eagerness for quick success. For such students, the teacher can paste a small warning prompt of "self-completion" on the book of the copying party, and a small warning prompt of "copyright protection" on the book of the copied party, and then find both sides in private, give the students the opportunity to admit their mistakes voluntarily, and ask them to sign beside the warning prompt and agree to correct them. Those who make mistakes for the first time and take the initiative to admit them can be rewarded with a "love and courage sticker" and a puzzle fragment, so as to cultivate students' good habit of taking the initiative to admit their mistakes. Those who make the same kind of mistakes twice or more need to ask students to have a heart-to-heart talk to help them deeply realize the harm of plagiarism.

Every Friday, the class takes a certain amount of time for the homework reduction meeting. Teachers commend outstanding students, progressive students, encourage retrogressive students, affirm the shining points of retrogressive students, and put forward hopes for them; secondly, teachers can ask students of different levels to put forward their hopes for homework reduction and exemption, so as to achieve democratic decision-making. In short, when reducing or exempting, teachers should avoid letting students repeatedly do what they have mastered and avoid copying mechanically. If homework is designed in this way, from the student level, it can activate students' sense of competition and mutual assistance, enhance students' autonomous learning ability, improve the quality of students' homework completion, and strengthen students' ability to help each other. From the class level, it can improve the completion of the comprehensive homework indicators of the class, as well as the overall moral accomplishment and cohesion of the class.

4. Critical Thinking

Taking the design mentioned above as an example, when we introduce the designed immersive homework framework into primary school Chinese, with the interesting exploration and language planet as the background, we can get rewards through a specific trigger mechanism and exchange the corresponding honor and homework exemption rights. From the perspective of students, the small goal is to get points by completing high-quality homework and mutual aid behavior by themselves; the medium-term goal is to complete the established learning tasks through mutual aid channels and cumulative quality and quantity, so as to reduce part of the homework burden. From the teacher's point of view, the small goal is to hope that students can complete their homework independently and with high quality; the medium and long-term goal is to stimulate students' interest in learning and self-confidence indiscriminately, to avoid duplication of work and ineffective homework, so as to achieve the guiding direction of homework management in double reduction. Among them, the goals of students and teachers are completely consistent in the practical sense, which avoids the vicious circle caused by the traditional mode of assigning homework, in which students lack subjective initiative in order to cope with homework, and teachers assign more homework in order to punish students.

Under the rules of the above system, in order to get more points, students will independently learn the random bonus events arranged by teachers (including but not limited to textbook-related knowledge, historical stories), which is not only a way to promote students to integrate the new words and sentences involved in the textbook, but also a systematic method of Chinese learning. Through extra points, students are encouraged to seek advice modestly or actively help those in need, which not only corrects the learning atmosphere of the class, but also cultivates students to accept those students whose grades are not satisfactory with tolerance. They may be 'the late flowers that are about to blossom'. (Yang, 2018)

Core Curriculum Goals			
	Daily Tasks Understanding and Remembering key concepts.	Knowledge Application Concreting the understanding of key concepts and putting knowledge into use.	Premium Challenge Extend the understanding on key concepts and more which related to the unit topic.
Objects and Activities	Finish the Chinese homework on time and in accordance with the quality.	Use new words and sentences in Chinese to tell stories.	Complete the puzzle by collecting puzzle pieces and participate in weekly/monthly in-class storytelling competitions in conjunction with the content of the puzzle (related to current events or teaching requirements)
Rewards	Puzzle pieces	Puzzle pieces	Stars Honor points
Takeaway	-Take the initiative to improve the quality of job completion	-Strengthen memory -Accumulate writing ability	-Strengthen memory -Accumulate writing ability -Exercise speaking ability
Fostering Positive Learning Atmosphere			
	Team-up and progress as a whole	Personalized assignment	Correct academic misconduct
Objects and Activities	Underachievers are encouraged to take the initiative to seek help, and both those who participate in helping and those who initiate help are rewarded. The assessment period of each team is 7 days, and the assessment content is the number of puzzles obtained. You can only participate in one team at a time, and each team is limited to 2 people.	Redeem the obtained honor points for rewards	Prepare a warning sticker and paste it on the exercise book. Both parties recognize the mistake and sign to promise to correct it. For recidivists, private communication is the main way to ask about the situation, and then make a personal assistance plan.
Rewards	Stars Honor points	Homework reduction, Stationery rewards	Puzzle pieces Heart sticker
Takeaway	-Activate active learning and help each other -Create a sustainable learning atmosphere	- The experience of exploration and harvest is integrated into traditional learning tasks. - Encourage autonomous learning - Avoid repetitive work to affect learning enthusiasm, reduce burden and increase efficiency	-Early detection and intervention of cheating such as copying homework to ensure the strictness of the rules. -Respect students, reward instead of punishment

In addition, the rules can be adjusted appropriately to form a positive linkage with the current text, other subjects or the content that students are interested in. For example, adjust the setting of background, the way of addressing grades and the reward of special points to stimulate students' desire to learn, enhance students' sense of substitution, and enhance the application effect of the whole immersive homework framework design.

By implementing the design of the examples mentioned, students can gain additional benefits while consolidating their knowledge of the text. In the aspect of Chinese learning, it can promote the completion of homework regularly, quantitatively and with high quality, improve the ability of oral expression and encourage active learning. The influence brought by the sense of achievement and honor will gradually emerge with the implementation of the project, so that the class collective will form a positive atmosphere of solidarity and mutual assistance.

In the initiation stage, we can start from the local test on a small scale, so as to reduce the possible risks and accumulate feedback to explore more appropriate designs. It should be noted that immersion homework design requires students to have a certain understanding basis to interpret the rules and transform them into self-drive, so it may not be suitable for teaching in the lower grades. At the same time, when designing the framework, teachers need to have full control over the students' situation and teaching content, to ensure that the purpose and operability of the rules meet the basic teaching needs, and to regulate and control as timely as possible to avoid the failure design caused by lack of interest and vicious competition.

5. Conclusion

Immersion homework design makes children happy to learn, create and maintain the desire of sustainable growth through the design of homework rules, which is in line with the basic concept of Chinese curriculum standards and Dewey's theory of educational growth. Through the implementation of the carefully designed immersion homework framework, it will effectively solve the current problems of students' homework burden and enthusiasm, (Qi, 2021) and let students begin to develop the habit of autonomous learning, which may be a feasible way to implement homework management with low difficulty under the double reduction policy.

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