

School-based curriculum construction-an important way to build digital learning resources

Zhang Chao

Institute of Education and Science, Tianfu New District, Sichuan Province, Chengdu 610213, Sichuan, China

Abstract: *Based on the perspective of learning-oriented social construction, this paper points out that learning-oriented social construction needs the change of learning mode, and digital learning is a new way of learning adapted to the requirements of this era, it can truly realize everyone, time and place to learn. A prerequisite for digital learning is to have digital learning resources, the current majority of primary and secondary schools in the basic education curriculum reform in the development of school-based curriculum, after appropriate adaptation, can become an important curriculum resources in digital learning. Primary and secondary schools' school-based curriculum has other digital learning resources incomparable advantages, it has the advantages of norms, systems, easy to accept, easy to spread, etc, for promoting primary and secondary schools' school-based curriculum become digital learning curriculum, we should select the curriculum appropriately, edit it scientifically, and attach great importance to curriculum implementation assessment and update.*

Keywords: *School-based curriculum, Digital learning*

1. Introduction

With economic globalization developing, the 21st Century's competition of comprehensive national strength of all countries is more intense than ever, the competition of economy, politics and culture basically is the competition of talents, and the competition of talents is manifested in the construction of learning society, Sweden, Japan and other developed economies in the development history shows that: a mature learning society will inevitably give birth to a high-level civilized society and country.

As early as twenty years ago, China put forward the strategic deployment of building a learning society, but for various reasons, the construction of learning society is slow, one of the important reasons is that the learning mode is traditionally backward, in order to cope with the demand for talents in economic globalization, the implementation of the talent power strategy, we must advocate to adapt to the current rapid development of information technology, information dissemination means increasingly advanced learning methods, in order to truly realize everyone, time, everywhere can learn. Digital learning is an advanced learning method that comes into being under this situation, it takes digital curriculum as the resource base and computer network as the communication carrier to meet the diverse and personalized learning needs of residents, and it is the combination of physical education and virtual education, traditional education and network education.

2. The school-based curriculum is an important curriculum resource for digital learning

2.1 The meaning of the school-based curriculum

The prerequisite for the implementation of digital learning is to build a library of digital learning curriculums in order to realize "scholars have their lessons". In addition to adult education courses from the community and training courses from industry, another important way to do these courses is to source school-based courses from primary and secondary schools.

School-based curriculum refers to the school in response to the interests and needs of students, combined with the school's traditions and advantages, make full use of the school and community curriculum resources, independent development and implementation of the curriculum. Dr. Zheng Jinzhou of East China University believes that the so-called school-based, one is for the school, the other is in the school, the third is based on the school. That is, the school-based curriculum refers to the

improvement of school practice, to solve the problems facing the school as the direction, by the school organization staff to discuss, analyze and prepare an effective implementation plan. The school-based curriculum referred to in this paper mainly focuses on a series of curriculums developed by the school to solve the problems in the actual work of the school and are applicable to parents and community residents, including curricula developed directly by the school for parents and community residents in order to build a beneficial educational environment, as well as courses developed by the school for the education of students and applicable to parents and community residents, as well as quality education courses for students outside the school.

2.2 The type of school-based curriculum

The school-based curriculum developed by primary and secondary schools can be divided into public safety curriculum, extracurricular quality education curriculum, civilized etiquette course, history and culture curriculum, regional characteristic curriculum, health course, mental health course, art characteristic course, family education course, learning method education course, homework tutoring course, game course Residents' courses (such as safe physical exercise courses, ball games courses, etc.), courses for out-of-school social practice for primary and secondary school students (such as extension training courses, agricultural technical practice courses, science courses, etc.); Technically, it can be divided into single video courses, three-divider courses, animation courses, 3D courses, holographic technology courses.

2.3 The advantages of school-based curriculum as digital learning resources

First of all, the school-based curriculum is developed by school organization teachers, community representatives (some even students), its developers have a high level of cultural literacy, the development of the curriculum has a more comprehensive knowledge, understand the development of the curriculum involved in cutting-edge knowledge and basic knowledge, and more familiar with the development of the curriculum applicability and targeted, developers and audiences of the learning distance is relatively short, these advantages make the school-based curriculum has norms, systems, targeted, easy to accept and other advantages.

Secondly, school-based curriculum is mostly around student development, parents should pay attention to their children, we must learn to understand the children's school-based courses or directly learn to educate their children is very helpful courses (such as parent-child communication courses, homework counseling courses, etc.), which stimulates parents (community residents) to take the initiative to learn the motivation, open up the small hand to hand, promote the construction of learning-oriented family channels.

Third, the school-based curriculum can be transmitted to the home network terminal through the school website, home school pass, or uploaded to the community digital learning port or regional digital learning communication platform, to achieve sharing. In particular, the former communication channels, effectively achieve home school interaction, community and school interaction, so that schools become information centers for community learning, to achieve a win-win situation and common development of schools and communities.

3. The development of school-based curriculum

3.1 Collection of school-based curriculum resources

School-based curriculum resources refers to the basic materials that can be developed into school-based curriculum, in the process of school education and teaching, many work is trivial and scattered, but these trivial and scattered in the hidden work of the main line or vein, curriculum resources are trivial and scattered work. School work often pay attention to normative, because of the lack of curriculum awareness, the work of many living curriculum resources abandoned, so after several years of development, all the work of the school is only an increase in time, without brand and characteristics of the prominent.

School administrators and teachers must have a strong sense of curriculum, pay attention to the collection of daily work, pay attention to the daily work of the typical educational resources, and timely formation of documents, audio, video materials. In particular, school administrators need to identify a department that does this kind of work.

3.2 Selection and classification of school-based curriculum resources

Not all curriculum resources should be curriculum, curriculum should be based on norms, systems, integrity, which requires the selection of curriculum resources. In contrast to the characteristics of digital learning courses, school-based curriculum resources need to meet the following conditions in an alternative.

3.2.1 Typical

It is typical in a certain aspect of education, can reflect the main problems, play a role as a model.

3.2.2 Systemic

Have a complete structure of the causes, passages, results and meanings of an educational event, rather than just words.

3.2.3 Positive significance

It's a positive guide to the audience, not the other way around, and even the opposite material is meant to confirm the positive.

According to the selected curriculum resources, the classification is organized in order to form a formal course, but also facilitate the arrangement of information exchange platform.

3.3 The production and implementation of school-based curriculum

To choose the school-based curriculum resources, we need to organize experts, front-line teachers, computer technicians to make the school-based curriculum. General information can be produced into a single video course, if speeches and outlines need to be embedded, they can be produced into a three-screen course, and when the course is more creative, it can be made into an animation course. No matter what kind of production technology, it is important to embody the concept of student-centered curriculum production, which is conducive to the sustainable development of the course.

After the development of the school-based curriculum has a certain scale, the school should take the initiative to assume the responsibility of implementation, with the student's home computer as the learning terminal, establish a smooth home school Internet, formulate parent training plan, systematically train parents' family education, civilized etiquette, public safety, students' out-of-school quality, regional culture and other knowledge through the network.

3.4 Evaluation and updating of the school-based curriculum

Although the work of the school has a great stability, but the improvement and renewal of the school-based curriculum should be carried out at any time, to carry out the updating of the school-based curriculum, we must do a good job in the evaluation of the school-based curriculum.

School administrators and community educators should take the form of online surveys, questionnaires, individual interviews and other forms of consultation on the school-based curriculum applicable to digital learning, especially a sequence of systemic school-based courses, but also to consciously solicit opinions, and then organize curriculum makers and audience representatives to evaluate, improve or according to the development of the situation, and constantly update the school-based curriculum, in order to maintain the school information exchange platform for parents continued attractiveness.

4. Conclusion

School-based curriculum, as the most basic part of the national, local and school curriculum management system, it builds special schools, promotes the development of students' good personality, the effectiveness of more and more strongly let school administrators and teachers realize, but the social education function of schools as community intelligence resource centers is not understood by most education administrators. With the popularization of the concept of big education and lifelong education, I believe that more and more school administrators will gradually realize the role and important role of schools in social education.

In summary, schools should vigorously build school-based curriculum with social education value,

digitize it, promote the construction of learning families, and build a good home school collaborative environment for student development.

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