

Research on the Management System and Operation Mechanism of Chinese College P.E. Integrated Curriculum Construction

Wang Jing^{1*} and Jiraporn Chano²

¹Department of Physical Education, Henan University of Chinese Medicine, China

²Curriculum and Instruction Department, Faculty of Education, Mahasarakham University, Thailand

ARTICLE INFO

Article history

RECEIVED: 01-Jul-22

REVISED: 28-Sep-22

ACCEPTED: 21-Oct-22

PUBLISHED: 15-Nov-22

*Corresponding Author

Wang Jing

E-mail: 29590123@qq.com

Co-Author(s):

Author 2: Jiraporn Chano

E-mail: jiraporn.j@msu.ac.th

Citation: Wang Jing and Jiraporn Chano (2022). Research on the Management System and Operation Mechanism of Chinese College P.E. Integrated Curriculum Construction. Horizon J. Hum. Soc. Sci. Res. 4 (2), 163–168. <https://doi.org/10.37534/bp.jhssr.2022.v4.n2.id1170.p163>



ABSTRACT

The integrated curriculum of physical education is a kind of diversified curriculum on the grounds of epidemic prevention, and control normalization and interdisciplinary research.

Background: At present, the construction of an integrated physical education curriculum in colleges and universities in China is still in its infancy. In this paper, the author tries to solve this problem, there is a lack of a perfect management system and implementation standard in curriculum construction, operation mechanism and teaching paradigm.

Methods: In this paper, methodology such as literature as literature research, interviews, surveys, observation and other research methods are adopted.

Results: Based on the teaching effect and social practice, this paper puts forward the standard operating model of classroom teaching and assessment mechanism, the construction of a curriculum team, the management advantage of building an information platform and the innovation model of an integrated curriculum.

Conclusion: Undoubtedly, this kind of curriculum is in accordance with the rapid development of colleges and universities, which makes up for the insufficiency of the dimension of this research field and provides the feasible scheme and model for the management system and operation mechanism of integrated curriculum construction for Chinese college sports administrators.

Keywords: Chinese colleges and universities, college physical education, integrated curriculum, curriculum construction, management system, operating mechanism.

1. Introduction

The core of the integrated curriculum of physical education in colleges and universities in China is to adopt multi-dimensional teaching forms according to the characteristics of physical education. In the actual process of physical education in colleges and universities,

physical and mental training is regarded as the focus of education, and a variety of relative concepts are applied comprehensively. Traditional teaching mode, modern teaching mode, in-class training, out-class training, theoretical guidance, practical application, etc., join in the teaching content and method of other subjects selectively, in order to realize the connected teaching,

stimulate students' interest in learning, and promote students to master sports knowledge and skills. The integrated curriculum of physical education is diversified on the grounds of epidemic prevention, control normalization and interdisciplinary research. With the development and needs of the time, it will play a unique function and effective role.

However, at present, the construction of an integrated physical education curriculum in colleges and universities in China is still in its infancy. There is a lack of a perfect management system and implementation standard in curriculum construction, operation mechanism and teaching paradigm. The status quo of colleges and universities varies, and the relevant research is relatively weak.

Professor Algis (2021) addresses the development and implementation issues of the integrated curriculum with the aim to provide the concept of an integrated study program and discuss the opportunities for its application in educational institutions. Professor VanTassel-Baska (2017) explores the various facets of the model in conceptualizing curriculum, instruction, and assessment for advanced learners. The integrated curriculum model has been translated into a curriculum framework and sets of teaching units, as well as supplementary materials, in the areas of science, language arts, mathematics and social studies. Malcolm Thorburn (2006) analysis the consequences of teachers' curriculum decision-making on students' learning and assessment experiences, and on the development of their analytical abilities. And also reveal that the need for the inclusion of students' achievement evidence in subsequent evaluations of curriculum integration and teacher effectiveness. Professor He, et al. (2010) believes that colleges and universities should establish the necessary management mechanism for physical education curriculum development, and take this as a platform to establish a scientific and reasonable curriculum management system so that the physical education curriculum reform can really take root in colleges and universities, and schools can truly achieve development in curriculum reform. Professor Wei (2011) thinks colleges and universities should actively innovate the management system and operation mechanism and construct the management system with efficiency and supervision. Professor Wang (2013) believes that the scientific and humanistic sports management methods of colleges and universities shall meet the following four conditions: improving the scientific sports management of colleges and universities; reforming physical education courses to serve students'

fitness; strengthening the construction of teachers' ethics and style of study; adapting to the development of the socialist market economy.

On the basis of the previous research, the problems in the development of the sports integration curriculum are as follows: (1) There is a lack of scientific paradigm for the operating procedures and norms of the integrated curriculum. (2) How to build a team for curriculum construction and clarify the division of responsibilities to ensure the efficient and orderly operation of the curriculum. (3) How to set up the integrated information management platform of classroom teaching and examination reform with curriculum as the centre, and effectively improve the course operation effect and information management level. (4) How to innovate and develop the form of the integrated curriculum. Focusing on the above problems, this paper probes into the contents and methods of integrative curriculum reform of physical education in Chinese universities from two aspects: classroom teaching evolution and examination reform. This paper probes into the contents and methods of teaching reform of physical education in colleges and universities in China, probes into flexible and efficient innovative classroom teaching mode and scientific and reasonable management means of information-based examination, and in combination with social practice, ensures that high-quality courses can achieve better teaching effects.

2. Methodology

2.1 Literature Research Method

This method obtains data by investigating literature according to certain research purposes or topics to comprehensively and correctly understand and master the problems to be studied.

2.2 Interview

In this method, the interviewer investigates social phenomena by interviewing the interviewee.

2.3 Observational Method

Observational method is where the researcher directly observes the object of study with his senses and auxiliary tools according to a certain research aim, research outline or observation table.

2.4 Method of Investigation

Method of investigation is collecting materials about the realistic or historical situation of the research objects in a purposeful, planned and systematic way.

2.5 Interdisciplinary Research Method

Interdisciplinary research method is the use of multi-disciplinary theories, methods and results in the overall study of a topic in a comprehensive way.

3. Results

Through the field investigation of the management system and operation mechanism of sports integrated curriculum construction in more than 20 universities in China and interviews with 30 management personnel and teachers, the preliminary results of the management system and operation mechanism of sports integrated curriculum construction are formed.

3.1 Standard Paradigm for Establishing Classroom Teaching and Examination System

The classroom teaching is divided into 'before class, in class, after class' three links, and the classroom teaching and the examination system standard pattern covers the entire teaching process. Teaching materials, interactive data in class, formative achievement and final achievement form a link. According to the changes in students' body functions in different links, the three links provide the objective and reliable scientific basis for students to master sports skills. Concrete analysis of the situation before class makes teaching design and program actively: Apply teaching methods flexibly and adjust the teaching objectives in the class, according to the student learning effect and mastery of sport skills. Check the teaching effect after class, assign the task, reflect on the teaching and summarize the experience.

Taking classroom teaching and examination reform as the core, formative assessment runs through the whole process. Classroom teaching is the core of teaching. Curriculum assessment is important to test teachers' teaching and students' learning results and to master the core link of classroom instruction and examination reform, as well as establish the classroom instruction and the examination system model standard. In order

to solve the problems, such as insufficient interaction between teachers and students, insufficient participation of students and difficult implementation of process assessment, we should set up the standard and paradigm for implementation. In order to solve the problems of insufficient teacher–student interaction in large class lack of class participation, process assessment execution and so on, effective measurements should be established based on three aspects of teacher and student: 1. to formulate an integrative teaching mode of online-to-offline, curriculum and extra curriculum, on campus to off campus. 2. to set up executive standard and normal form served before class in class and after class. 3. to build up student grouping team leader rotation system and so on.

Construct examination system standards and paradigms. According to the nature, type and teaching goal of the course, the course conducts process assessment by divided projects into 4 categories (physical leading class, skill leading class, skill and mind leading class, skill and war leading class) and 9 subclasses projects (speed and strength, speed, endurance, difficulty and beauty, accuracy, partition resistance, field resistance, fighting resistance, rotation attack and defense resistance). Process assessment includes physical quality, extracurricular exercise, theoretical and technical skills. If the process assessment reaches 60 points, that is qualified to participate in the final examination. The performance of process assessment shall account for 60% of the final score, and the management system of process assessment shall be further standardized. Considering the student study effect as the guidance, we can improve students' physical fitness and give feedback of learning effect promptly to promote their all-round development.

3.2 Build Curriculum Building Team

Make the links of curriculum construction clear, and set up 7 teams, including curriculum design, lecturer, curriculum recording, teaching research, and training, teaching assistant and curriculum quality control. Provide precise service for the course construction, application, study and management. Each team divides the work clearly and performs its own duties, forming the resultant force. The curriculum design team is responsible for learning situation analysis, textbook analysis, focus on difficult analysis, determining teaching ideas, teaching design, co-ordinating the entire teaching process according to student characteristics and curriculum objectives. The lecturer team is responsible for developing and creating provincial and national quality

courses and first-class courses, forming a unique teaching style and highlighting the role of the lecturer team. The curriculum recording team is responsible for the external publicity of the integrated curriculum and the construction of online courses. They are also responsible for developing new recording forms, keeping up with the needs of the times and the cognitive characteristics of students and serving the integration of curriculum construction by combining the current hotspots. Teaching and research teams in various fields of research and analysis actively promote teaching reform according to the needs of the times and the direction of teaching reform. The training team actively creates a brand of integrated courses, cooperates with social institutions and functional departments, helps the masses improve their enthusiasm for exercise and fulfils the social service function of courses. The curriculum quality monitoring team develops a reasonable evaluation program for implementing curriculum results, teacher-student, student-student and social-student evaluation of the new concepts and models to ensure the steady improvement of teaching quality.

Seven teams have innovatively constructed the online and offline teaching assistant teams, and established the corresponding management system, assessment standards, incentive measures, operating mechanism, security system, clarified the content of teaching assistant work and standardized the management of teaching assistant work. Assistant team management covers the personnel selection, job responsibilities, skills training, job evaluation, subsidies and other aspects. The online assistant team is responsible for guiding students to complete online learning, online bulletin, Q&A, discussion, homework, testing and other work, and strengthening the management of students' process assessment. Offline assistant team is responsible for organizing and implementing large class teaching, small class turnover, correcting student homework, experience and reports. It forms an innovative integrated curriculum with the curriculum as the centre, the goal of cultivating students' autonomous learning ability, the basis of the classroom, the core of small class teaching, mixed teaching and overturning class.

3.3 Build an Information-Based Platform for Classroom Teaching and Examination

The informationisation as the handgrip makes the curriculum service platform. The curriculum service platform shall be developed around the pre-class, in-class and after-class links of classroom teaching,

and the links of curriculum teaching materials, online formative grades, offline process evaluation, offline summative evaluation and teaching feedback shall be connected by creating an information platform to break down the barriers of teaching data independence in various links of teaching activities and form a course-centred information management platform for classroom teaching and examination reform. In the practice of the reform, it is necessary to use information technology to complete the examination management and examination affairs scientifically and efficiently, and standardize the management of online and offline course evaluation and final score management. To save human, material and financial resources, the level of information technology in schools has to be enhanced and the teaching quality in schools has to be improved, providing a strong guarantee.

3.4. Innovate Integrated Curriculum Development Forms

Four teaching methods, such as a combination of invisibility and dominance, teacher-student interaction, student-student interaction and social-student interaction, are adopted to guide students to integrate into society and improve their social practice ability. Various attractive and flexible teaching activities will be carried out through the combination of classroom teaching, online and offline communication and internal and external resources. Advanced teaching methods, such as team listing, team creation, case teaching, guided teaching and students' explanation and demonstration are adopted to increase students' interaction and participation. Enlarge the student study investment, increase study burden scientifically, arrange student to complete the study challenge reasonably to aim at promoting the teaching effect.

4. Discussion

The management system and operation mechanism of the integrated curriculum construction of physical education in colleges and universities in China have realized the standardized management of teaching and examination. Considering the curriculum as the main line, omni-directional, the three-dimensional, the multi-latitude should be implemented, controlling the entire teaching activity process and strictly standardising the teaching activity of each link. To reduce human intervention, each teaching activity link data flow into a closed loop, which greatly enhance the level of information technology and work efficiency.

Under the guidance of the integration of sports activities concept, the scope of the integration of sports teaching will become wider, and with the help of the integration, the connection between sports and other disciplines of life will be established better. For example, the background of sports and other disciplines can be combined to make sports teaching richer and more interesting, and the characteristics of sports technology can be explained with the help of the principles of other disciplines to achieve the complementary effect of learning.

5. Conclusion

Integrated Teaching of Physical Education in Chinese Universities not only includes the superposition of theory and practice, the integration of classroom teaching and assessment mechanism and the construction of teaching team but also emphasizes the construction of information platform, the innovation of teaching mode and the comprehensive utilization of disciplines to make the physical education courses organically combined with the professional courses of universities.

There is no doubt that this kind of curriculum is consistent with the rapid development of colleges and universities. It solves the problem of how to make the students master more sports knowledge and skills in the shortest time, strong adaptability and pertinence of the students' group, and maximize the function of the integrated curriculum teaching. It provides a feasible scheme and a model for the management system and operation mechanism of the integrated curriculum construction for the sports administrators of colleges and universities in China.

All authors have completed the disclosure form and declare that (1) no support, financial or otherwise, has been received from any organization that may have an interest in the submitted work and (2) there are no other relationships or activities that could appear to have influenced the submitted work.

Acknowledgements

The authors wish to thank the editors and reviewers of Horizon JHSSR Journal, which provided us an opportunity to publish in their scholarly journal.

Funding

The authors received no financial support for the research, authorship and/or publication of this article.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship and/or publication of this article. This article is the sole work of the authors and has not been presented or published elsewhere.

References

- Algis, J., Ona, J., Gabriele, C., & Rasa, D. (2021). Development and implementation of integrated curriculum in management studies. *European Journal of Contemporary Education, 10* (2), 375–394.
- He, M., Xie, D., & Chen, J. (2010). Research on influencing factors and management system construction of school-based curriculum development in physical education. *Sports, 10* (3), 125–126.
- Malcolm Thorburn & Dave Collins (2006). The effects of an integrated curriculum model on student learning and attainment. *European Physical Education Review, 12*(1), 31–50
- VanTassel-Baska, J. (2017). *Introduction to the integrated curriculum model. Content-based curriculum for high-ability learners*. Routledge International Publishing, 14-19. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003233824-4/characteristics-curricular-needs-advanced-learners-elissa-brown?context=ubx>
- Wang, B. (2013). Scientific, human culture and college sports management. *Journal of Wuhan Institute of Physical Education, China, 37* (4), 169–170.
- Wei, W. (2011). Establishing a scientific management system and operating mechanism - on the institutional innovation of local university construction. *Journal of Yancheng Institute of Technology (Social Science Edition), 24* (2), 77–80.

Biographical Statement of Author(s)

Wang Jing was born in China in 1982. She received her B.E. and M.E. degrees in 2003 and 2009, respectively from Henan University, Henan, China.



She has been working in P.E. Department of Henan University of Chinese Medicine, Henan, China since 2010 where she is currently an associate professor.

Her main areas of research interest are Chinese traditional sports skills, theories of sport training and curriculum construction. She plans to study the comparison of physical education curriculum in China and Thailand.

Associate Professor Dr. Wang Jing

Department of Physical Education
Henan University of Chinese Medicine
China

E-mail: 29590123@qq.com

Jiraporn Chano was born in Thailand. She received her B.E, M.E. and PH.D. degrees from Khon Kaen University, Thailand.



She has been working in the department of Curriculum and Instruction, Faculty of Education, Mahasarakham University, where she is currently an associate professor.

Her main areas of research interest are Educational Psychology, Curriculum and Instruction, Special Education. She also serves as a reviewer for International Journal of Trend in Research and Development, International Journal of Learning, Teaching and Education Research and EduBasic Journal, UPI Campus Serang, Indonesia.

Associate Professor Dr. Jiraporn Chano

Curriculum and Instruction Department
Faculty of Education
Mahasarakham University
Thailand

E-mail: jiraporn.j@msu.ac.th