

# Research on the Development of School-based Curriculum for Gender Education for Students

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**Abstract:** *Gender education runs through the entire process from preschool education to higher education, deeply influencing the formation of students' worldviews, life views, values, and family views, and is related to students' career, family, and life happiness. This article introduces the implementation of school-based curriculum for gender education for normal university students in three aspects: curriculum design, curriculum implementation, and curriculum evaluation, and conducts in-depth discussions based on the implementation of the curriculum.*

**Keywords:** Normal students; Gender education; School-based Curriculum.

## 1. INTRODUCTION

The Beijing Declaration of the Fourth United Nations World Conference on Women stated that "education is an important tool for achieving the goals of equality, development, and peace, and non discriminatory education benefits both girls and boys Enhance the gender awareness of educators. Strengthen the training of gender theory for education managers, include gender equality content in teacher training programs and teacher training courses, and strengthen the gender awareness of education managers. [2] Gender education runs through the entire process from preschool education to higher education, deeply affecting the formation of students' worldview, outlook on life, values, and family views, and is related to their careers Family and life happiness. In the absence of a unified curriculum plan for gender education curriculum, it is crucial to develop school-based curriculum for normal school students in a targeted manner based on the school's situation.

School-based curriculum is based on the curriculum resources of the school (with the school as the base for curriculum development). In order to form the school's educational characteristics and meet the actual needs of students (with the school as the decision-making basis for curriculum development), curriculum is developed in the school (with the school's teachers as the main body of curriculum development). Based on the characteristics of my university (Henan Kaifeng University of Science and Technology Media), I applied for a key project of teacher education curriculum reform in Henan Province with the theme of developing school-based curriculum for gender education for normal university students. From June 2020 to June 2021, I implemented school-based curriculum and achieved significant results. This article will gradually promote school-based curriculum from three aspects: curriculum design, curriculum implementation, and curriculum evaluation, and conduct in-depth discussions based on the implementation of school-based curriculum.

## 2. COURSE DESIGN

Due to the fact that the normal students in my university are mainly distributed in the Humanities College, consisting of students majoring in English, Chinese Language and Literature, and Preschool Education. Prior to the implementation of school-based curriculum, the school established a research group on gender education school-based curriculum for normal students, consisting of experts in education, psychology, and related disciplines, as well as young teachers, researchers, and teachers from the Academic Affairs Office.

Before conducting course design, the research team members delved deeper into the choice of a single subject model, where each major is designed separately based on the characteristics of the discipline; Or choose a relevant subject design and establish an integrated course. Fused curriculum [4] refers to the establishment of connections between various disciplines, and the application of knowledge from different disciplines to establish school-based curriculum, closely integrating gender education with the education, psychology, subject teaching, and majors studied by normal school students. After repeated discussions by the research group, it has been decided to adopt a model of integrated curriculum. One reason is that all the students majoring in teacher education at the university where I am studying belong to a second level college, all of which belong to humanities disciplines. The subjects studied have intersections, and study public courses such as education and psychology for normal school students;

Secondly, these three majors in humanities have a common gender distribution characteristic, that is, there are more female students and fewer male students; Thirdly, there is overlap in the teachers who provide professional education for them; Fourthly, the employment orientation of students in these majors covers various stages, from preschool education to basic education and higher education.

In addition, during the curriculum design process, the school introduced the concept of "gender education core curriculum". "The real core curriculum is committed to solving the general problems of all young people. It is a functional method, which is concerned by young people on the one hand, and the needs of society on the other hand. [4]" The core curriculum with gender education as the theme spans academic disciplines and integrates humanities with the theme of "gender". Of course, this integration considers both application oriented. That is, the career choices and educational targets faced by normal school students as teachers in the future. On the other hand, it also takes into account the educational philosophy and implicit curriculum - that is, gender education is not only a fixed subject education, but is more rooted in the educational ideas and methods of educators. This kind of thinking and approach will affect the entire career of normal school students. So, once the course model is determined, it is necessary to determine the course name, content, and implementation method.

According to the education objects that normal school students will face later, the school has set up a series of "gender education courses for normal school students", which mainly includes the following two types of courses: (1) General courses of gender education: including Chinese modern female history, gender educational psychology, gender culture, feminist teaching methods, gender issues in family education and school education, gender construction in new online media, etc; (2) Cross disciplinary courses in gender education: including research on female images in classical Chinese literature, modern and contemporary Chinese literature, British literature, "she" language in English linguistics, gender education in Montessori education, and research on the development of gender psychology in young children.

As for gender education teachers, the school has selected teachers from the Ideological and Political Teaching and Research Section, Preschool Education Teaching and Research Section, Chinese Language and Literature Teaching and Research Section, Psychology Teaching and Research Section, Specialized English Teaching and Research Section, journalism Teaching and Research Section of the School of Media, and Radio and Television Editing and Directing Section of the School of Humanities as teachers, and has conducted centralized training for them through literature reading, online courses, expert guidance and other forms. Afterwards, courses related to gender education for normal school students will be offered through a combination of collective and individual lesson preparation.

In addition, before the start of the gender education series courses for normal school students, the school will conduct a comprehensive evaluation of the 19 levels. All Grade 20 normal students conducted an online course questionnaire survey to investigate their understanding, interest, preferred teaching methods, and evaluation methods of gender education, providing a scientific basis for future course offerings.

### 3. COURSE IMPLEMENTATION

After conducting research and evaluation by the school curriculum team in June 2020, the curriculum implementation plan was determined. Starting from the autumn semester, gender education courses will be implemented for students in grades 2019 and 2020. Gender education courses will be gradually added to the student curriculum based on the grade, major, and learning progress of normal students, and some gender courses will be available as public elective courses for all students in the school. In the process of setting up compulsory courses, national renowned teachers of ideological and political courses and disciplines of ideological and political education.

This compulsory course covers important content such as the life history of modern Chinese women, the history of women's liberation, and the history of the Communist Party of China's outstanding women. By using teaching methods such as video materials and student short plays, students can gain a deeper understanding of the true history of women's liberation and the upward and progressive image of women.

In the course of gender pedagogy and gender psychology, the school not only introduced the latest research results of gender education in the world, paid attention to the educational philosophy of women's perspective proposed in Neil Noddings' *Learn to Care - Another Mode of Education*, but also opened gender education teaching methods, paying attention to the development psychology and educational psychology from infancy, early childhood

Research on the development of gender psychology from primary school to adolescence and the corresponding educational psychology. In the cross disciplinary curriculum of gender and subject, courses designed by gender group experts are mainly implemented, and all experts who teach subject courses to students are required to simultaneously discuss gender related subject topics. And complete the course compliance assessment, conduct course trials, and provide feedback from students before offering relevant courses.

After discussion, the teachers of the Chinese Language and Literature Teaching and Research Office have decided that students majoring in Chinese Language and Literature (Normal University) will offer appreciation of female images in classical Chinese literature, female appreciation in modern and contemporary Chinese literature, and appreciation of works by modern and contemporary female writers; Preschool education students offer two gender courses, namely gender education in the TeSOLI education method and gender psychological development and teaching methods for young children. At the same time, all gender courses offered for normal school students are open to non normal major students in the form of public elective courses.

#### **4. COURSE EVALUATION**

Regarding the evaluation of gender courses, schools place greater emphasis on students' understanding of gender education. Unlike previous results based evaluation and quantitative evaluation (exam method), schools have adopted a combination of process based evaluation, qualitative evaluation, and developmental evaluation. The specific manifestation is that students organize a targeted class based on the content of gender education curriculum to give lectures, and write course plans, lecture notes, lesson plans, lecture notes, and course summaries, with a 45 minute classroom explanation. This evaluation method not only combines the professional characteristics of normal school students, but also considers their mastery of gender education courses from multiple aspects.

Regarding the innovation and development of school-based curriculum for gender education for normal university students, after on-site implementation and practice, we have drawn the following conclusions:

Firstly, it is necessary to provide gender education for normal school students. We should not only provide public courses for all normal school students, but also provide classified education based on their majors and future teaching targets.

Secondly, gender education for normal school students requires a combination of theory and practice, with special emphasis on skill development for normal school students.

Once again, gender education for normal school students needs to be combined with the professional construction of universities. Finally, a combination of process evaluation, qualitative evaluation, and developmental evaluation should be adopted. The method, especially the evaluation of teaching for normal students, should be carried out.

I believe that with the joint efforts of various professional teachers in universities, gender education for normal university students will definitely achieve targeted goals and play a positive role in basic and higher education.

#### **5. SUMMARY OF REASONS FOR PROCRASTINATION IN SECONDARY VOCATIONAL SCHOOL STUDENTS' LEARNING**

According to the interview results of Brown's theory of Brenner, it can be seen that there is a general phenomenon of learning procrastination among secondary vocational students, which is consistent with the results of Wang Xinxiang et al. [5] on undergraduates' learning procrastination, it is concluded that students generally have the phenomenon of learning procrastination. The reasons are as follows: on the one hand, the students in secondary vocational schools are at the age of rebellion and like to work against the demands of others; on the other hand, according to the interview survey conducted by Browns-Brenner's theory, we can see that the students in secondary vocational schools are procrastinating in their study. By family factors, school environment, school policy and other external factors. Brown's ecological environment theory mainly starts from the environment related to individual development, analyzes the influence of individual surrounding environment on individual development, matches it with vocational students' learning environment, and analyzes the procrastination of vocational education students. Solving learning procrastination provides a new angle of view. In view of his emphasis on the impact of social environment system on individual development, he accurately grasps the attitude

of secondary vocational students to learning procrastination from four aspects of microcosmic and macro-level in the form of face-to-face interviews. And put forward the corresponding suggestions.

### 5.1 Bearing Structure Parts

(1) Roof beam: the support component directly contacting the roof and bearing the load of roof rock is called the top beam. It provides a connecting point for supporting pillars, shielding beams, and refuse blocking devices. In addition to the whole rigid box structure, the top beam is generally composed of several sections, which can be divided into main beam, front beam and tail beam according to its role and position in roof support. The top beam is about three meters, mostly a variable cross-section of the overall top beam, from the center of the center to the front of the top beam gradually thinning and narrowing, top beam section has two symmetrical around the column socket to accept the ball head. The two earboards at the back end of the jack beam are used to articulate with the shield beam, and the support of the balance jack is arranged at the center line of the back part of the jack beam. There are three circular holes on both sides of the top beam for installing spring sleeve and side pushing jack.

(2) Shield beam: the support component that prevents the goaf from caving gangue into the working face space and bears the load of caving gangue and the horizontal thrust of roof is called shield beam. The upper part of the shield beam is directly connected with the top beam, and the lower part is directly or indirectly hinged with the base. The locus of the hinge point of the shield beam and the top beam is the double Nu line, and the four bar mechanism with double rocker is formed. The bracket adopts a double-link mechanism. The horizontal load of the roof to the top beam is transferred from the shield beam to the two connecting rods. The bracket column no longer bears the transverse force, and the column is not easy to bend and deform. The front end of the shield beam is welded with an ear plate for articulation with the top beam, the rear end is welded with an ear plate for articulation with the rear connecting rod, and the pin hole seat for articulation with the front connecting rod. A spring sleeve is arranged in the section of the shield beam to extend the movable side shield plate, one end of the spring is supported on the spring seat, and the spring seat is supported on the skeleton in the shield beam. The other end of the spring is supported on the movable side guard plate. It can also be equipped with side pushing jack, which has the function of adjusting frame and preventing slipping.

(3) Base: direct contact with the bottom plate to transfer the roof pressure to the bottom plate support components called the base. In addition to providing a connecting point for the pillar and shield beam, the base should also be equipped with moving jack and other components. The base adopts an integral rigid flat bottom seat. It has large contact area with the base plate, so the contact pressure of the bottom plate is small, and the support is not easy to sag.

### 5.2 Power Cylinder

(1) Pillar: The main cylinder that supports between the top beam and the base directly or indirectly bearing the load of the roof is called the pillar. The prop is the main load-bearing component of the support. The support force and height of the support mainly depend on the structure and performance of the prop. The column is mainly composed of cylinder block, live column, and guide sleeve and so on. The cylinder block is made of seamless steel pipe. The lower end of the cylinder block is welded with a spherical bottom. A hole is drilled on the bottom of the cylinder and a pipe joint is welded as the liquid mouth of the lower cavity of the column. A guide sleeve is arranged at the upper end of the cylinder block to guide the reciprocating movement of the movable column. In order to prevent dirt such as coal dust from entering the cylinder block with the shrinkage of the movable column, a dust-proof ring is arranged on the guide sleeve. In order to prevent the liquid from leaking out from the upper cavity of the column, a bud-shaped sealing ring is also installed on the guide sleeve. The upper part of the cylinder block is drilled with threaded holes and welded with pipe joints, which are connected with the upper cavity and serve as the liquid mouth of the upper cavity of the column. The piston head is welded on the lower part and on the upper part. In order to divide the column into two separate cavities, a drum-shaped sealing ring with two-way sealing effect is installed on the piston head. The guide rings on both sides of the piston head are used to guide the movement of the piston in the cylinder block. The guide ring and the guide ring are fixed by an internal card key, a foreign card key and a clamp. The upper end of the movable pole connected with the mechanical lengthening pole is hollow, and the mechanical lengthening pole with the pole head is inserted into the movable pole, and the clip ring is inserted into the annular groove of the connecting pole, and then the clip ring is sleeved outside the clip ring.

Finally, the connecting pole and the hollow movable pole are fixed together by a pin through the transverse hole of the connecting pole. The groove and a number of transverse holes can be inserted into the corresponding ring groove according to specific requirements to obtain different adjusting heights, and the operation procedure is more convenient than the external long cap.

(2) Jack: all kinds of cylinders except supports are called Jack. For example, front beam, shifting, adjusting jack, balance, reset, side push and guard Jack. Complete the movements of the transport transporter, the shifting bracket, and the adjustment of the bracket. The main difference is that the diameter of the column is relatively large, the ratio of the annular area of the upper chamber to the sectional area of the lower chamber is very small, and the diameter of the piston rod of the jack is relatively small. The ratio of the annular area of the front cavity to the basal area of the lower cavity is larger.

### 5.3 Control Element

Including control valves, control valves and other valves and fittings. These components are the hydraulic components needed to ensure that the bracket has sufficient support force, good working characteristics, and to achieve a predetermined design action. The type and quantity of these components vary with the bracket structure and movement requirements.

- (1) Hydraulic control check valve: mainly used for locking the liquid in the hydraulic cylinder to carry it.
- (2) Safety valve: it is an essential component with limited pressure. It can prevent the main load-bearing structural parts of the support from overloading and ensure that the roof rock stratum is not higher than the prescribed working resistance. The valve opens when the hydraulic pressure in front of the valve orifice is balanced with the force acting on the elastic element acting on the valve core. The valve has the advantages of high sensitivity and timely overflow pressure limiting.
- (3) The control valve is used for reversing the hydraulic cylinder to realize manual reversing of each movement of the bracket.

### 5.4 Auxiliary Device

In addition to the above three components on the support, other components can be classified into auxiliary devices, including push device, reset device, gangue device, guard device, anti-slip device, lighting device and other ancillary devices.

- (1) Side shield device of shield bracket. Side shield plate is installed on both sides of shield beam and top beam. When the bracket works, one side shield plate is fixed and the other side is movable. Usually, the side guards on both sides are symmetrical, and one side can be bolted or pinned to the top and guard beams as needed in assembly. It is mainly used to eliminate the gap between the shield beam and the top beam of the adjacent support and prevent the falling gangue from entering the support space. As a guide device in the process of bracket moving, it can prevent the bracket from falling behind and tipping, and adjust the spacing of bracket.
- (2) Pushing device: The moving force of shield support should not only overcome the friction of the floor, but also overcome the friction of the adjacent supports on both sides, and the friction of the roof to the support caused by the residual load of the column when the shield support is moved, so the moving force it needs is very large. In order to obtain a larger moving frame force, a frame device is often added to the pushing device, so as to use the pushing force of the jack to move the frame and push it away by pulling force.
- (3) Band protection device: in order to prevent the coal wall or shield the role of the baffle, to avoid injuring staff or damage equipment. Brackets should be installed. The main components of the retaining device are the retaining plate and the retaining Jack.

## 6. COUNTERMEASURES TO THE PROCRASTINATION OF VOCATIONAL EDUCATION STUDENTS

Parents and schools: the upbringing style of the middle parents of the family should be changed slightly. Do not indulge the children blindly, do not ask them too much, but give them some space to increase their practical and practical ability. For example, when students say at home that they do not want to do homework, they can communicate with their teachers in private. If they have homework to be completed in time, they cannot form bad habits. In school, Schools should provide students with a learning environment that they want to learn. Not only should they meet the needs of their students in terms of hardware facilities, but they should also grasp that vocational education should be based on the training of students' skills. Many schools are superficial. It is said that it can give students a good opportunity to practice, promising that students can find a job for them, but often vocational schools take students to a factory and put them on hold completely, ignoring them. Or whether or not the students learn the real knowledge. So the right thing for schools to do is to cooperate with enterprises and implement an integrated teaching model. For example, schools should first consult with enterprises to see what types of students they need, and then vocational schools should move their classes into factories. Teach students the skills and theories they need to get rid of the empty talk. Home and school interaction to improve together the status quo of students' learning procrastination is now the internet age, and smartphones have gained wide popularity in China. Mobile phone communication is convenient, so the interaction between school and family is closer. The head teacher can set up a class group, gather the parents in the class, then what happens to the students in the school, the teacher can give feedback to the parents in time; second, in this way, homework can also be arranged in groups. Even if students return home, they can also ask their parents to urge their students to study in a timely manner. Schools hold regular parent seminars to allow face-to-face communication between parents and the school. Talk about a student's opinion, a comprehensive understanding Students, and targeted solutions to the phenomenon of procrastination they learn.

School policy: the subject curriculum construction of secondary vocational schools plays an extremely important role, in the process of recruiting school teachers to introduce curriculum theory teachers, cultivate the discipline construction system; secondly, the requirements of curriculum implementation, According to the influencing factors of Fouling [6] curriculum implementation, the curriculum implementation is affected by changes, local characteristics and external factors, while the integrity of curriculum implementation further affects the acceptance of students' learning. Therefore, the school should do a good job in curriculum construction and curriculum implementation. The national policy should increase investment, such as strengthening the training of vocational teachers, strict teachers out of high students, good teachers are the first step for students to succeed, so vocational teaching Colleges and universities should strengthen the training of teachers in vocational education; strengthen cooperation between schools and enterprises; the hot topic on vocational education reform in 2018 is how to achieve precise vocational education reform. In my opinion, what enterprises need is a matching relationship between the skills students possess. If students are allowed to learn something that has no practical effect, it will only cause them to procrastinate more and more seriously. In order to match the needs of the school education and the enterprise, what the students learn is that what they need in the future is sure to be full of learning enthusiasm, and the phenomenon of learning procrastination can also be improved.

Strategy in time system: pay close attention to the development trend of vocational education reform and adjust the training plan of students in time. This requires schools to respond to social trends in a timely manner. They should not vigorously develop a certain major because of the strong economic benefits of some specialties, but should give full consideration to the development prospects of each major. To really cultivate the social needs of high-skilled personnel.

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