
Current Situation and Countermeasures of Community Education Curriculum Development -- Taking Changzhou City of Jiangsu Province as an Example

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Abstract: Community education curriculum is the basic way and main carrier to promote community education. With the continuous development of community education, the development of community education curriculum has changed from a comprehensive mobilization to a critical stage of optimization and upgrading. Changzhou, Jiangsu Province, started early in the practical exploration of community education, and has accumulated rich experience in the development of community education curriculum. Based on the purpose of improving the development ability of community education curriculum, this paper takes Changzhou, Jiangsu Province as an example, referring to the practical experience of Shanghai and other places, mainly analyzes and discusses the current situation of the development of community education curriculum in China by using the methods of documentation and interview, and finds out the existing problems in the development of community education curriculum. Problems such as team building, demand analysis, content quality, standards and so on. After thinking, the paper finally explores five solutions to promote the development of community education curriculum, including stimulating the vitality of curriculum development by pooling resources, paying attention to learners'needs by highlighting the key points of curriculum design, strengthening the norms by formulating curriculum construction standards, and refinement of management by establishing curriculum screening mechanism and designing a course quality evaluation tool.

Keywords: Community Education, Curriculum Development, Quality Control

1. Introduction

Since the Ministry of Education issued the "notice on the experiment on Community Education in some areas" in 2000, the policy environment has been continuously optimized and community education has flourished. In particular, since the eighteen Party of the party, in accordance with the deployment of the national educational planning program, community education has entered a new stage of development, gradually exploring the way and path of the development of community education with Chinese characteristics, forming a development pattern in the developed areas of the eastern coastal areas and the gradual advancement of the central and

western regions, and a large number of them have been built. The national and provincial community education experimentation area and demonstration area. At present, China's community education is moving from comprehensive exploration and promotion to standardized development and standardization.

Community education curriculum is the basic way and main carrier to promote community education. Curriculum construction is an important aspect of the connotation construction of community education and the key to the construction of community education ability. In recent years, some scholars have studied the standardization and standardization of community education curriculum. In Shanghai, Beijing, Shenyang, Zhejiang and other areas, the

syllabus of community education curriculum has been compiled. In 2018, Jiangsu initially proposed the curriculum system standards of community education, including "community moral education and citizen quality education", "community intelligence and education and vocational skills education", "community sports and health education", "community aesthetic education and art education", and "local characteristics of culture" these five aspects. However, the research on curriculum standards and quality control of community education has not yet formed a complete system and is still under exploration. Jiangsu is one of the early areas of community education in China. In recent years, the goals of the community education work are clear, the measures are right, the development of community education is carried forward, and the development trend is good. Changzhou city of Jiangsu province started early in the practical exploration of community education curriculum development. At present, 700 community education courses have been developed. In this paper, taking Changzhou as an example, taking Shanghai as a reference, this paper analyzes the current situation and existing problems of community education curriculum development, and probes into the ways to improve the quality of community education curriculum construction.

2. The Effectiveness of the Current Community Education Curriculum Development

2.1. The Main Strength of the Curriculum Development Is Growing

The main force of curriculum development is the key factor determining the quantity and quality of courses. From a national perspective, the main body of community education curriculum development is mainly community education administrators and part-time teachers in community education. How to organize these curriculum development teachers is different, and there are great differences in organizational strength. Generally speaking, the community education demonstration area and experimentation area have attached importance to the construction of teaching staff, and the strength of curriculum development team is relatively strong.

Relying on the Open University (RTVU) system to develop community education is a major feature of the operation mode of China's community education. The Open University (TVU) makes full use of the advantages of running school system, network platform, teaching staff and curriculum resources, and strives to become the mainstay of lifelong learning and a platform for learning society. Many open universities (RTVU) have become an important supporting force and main force for local governments to develop community education. Jiangsu open university system is one of the typical cases.

In 2009, Changzhou established community education network system of community education, community training college, community education center, and residential (Village) school, which covered urban and rural education at four levels.

As the leader of the four level network system of community education in the city, Changzhou Open University has established the "three major centers", the lifelong learning guidance center, the lifelong education research center and the lifelong education information center, to promote the construction of the lifelong education system and the construction of the learning type city, and set up the Changzhou Community Education University Union. It is composed of 8 universities and higher vocational colleges. The system of "one lesson one lesson" has been introduced, and more than 550 teachers in the community education are set up to encourage the open university teachers to actively devote themselves to the development of community education curriculum. These teachers include teachers from Changzhou Open University, teachers from "alliance universities", professionals from all walks of life, skillful craftsmen and so on. In the city, three batches of 35 community education special project workshops have been set up. 4 community education teachers' workshops have been nurtured, and more than 40 community education backbone teachers have participated in the training program for famous teachers' workshops. A series of community education courses have been developed and a large number of community education special projects have been developed. Changzhou Open University has taken the initiative in the form of entity, and has played a leading and backbone role in the construction of community education resources.

2.2. The Number of Courses Is Steadily Increasing

The development of community education curriculum has been accumulated and developed with the development of community education from scratch, from less to more. Although the lack of national statistical data, but from some community education in the earlier cities, the number of national community education curriculum construction is quite considerable. The community education curriculum in Shanghai started early and achieved high results. The lifelong learning network of Shanghai integrated 2000 community education online curriculum resources as early as 2008. By 2017, 8 phases of community education face-to-face courses have been developed in Changzhou, Jiangsu Province, with a total of 700 to 50 to 100. Each course is issued to the city community after the issuance ceremony, the community related responsible personnel selected courses, and the Open University overall arrangement of teachers into the city community for face to face. Changzhou also introduced more than 12500 community education video curriculum resources, and independently developed more than 100 lectures on micro video courses. All these video courses are uploaded to the website of Changzhou lifelong education online, free of charge for downloading.

2.3. The Content of the Course Is Wide and Diverse

In the areas of better community education in China, the curriculum of community education is very wide and diverse, but most of them are set around the cultural and educational

needs of the local residents.

There are 5 main categories of community education in Changzhou: cultural literacy, modern life, vocational skills, educational guidance, leisure and entertainment.

Shanghai has divided the developed community education curriculum into 6 major series, 45 types. As can be seen from table 1, the contents of community education courses in Shanghai are rich and varied.

Table 1. The classification of community education courses in Shanghai.

series	type
Civic Education (6 types)	Ideological and political education, legal education, popular science education, national defense education, life education and family education.
Artistic accomplishment (11 types)	Musical instruments, vocal music, drama, quyi, dance, performance, calligraphy, seal cutting, painting, craft painting, handicraft, architecture
Cultural literacy (7 types)	Literary appreciation, Sinology, folk culture, local presentation, history, collection appreciation, etiquette and etiquette.
Health health care (3 types)	Healthy life, traditional Chinese medicine and mental health
Practical skills (12 types)	Crop cultivation, animal husbandry, aquaculture, language learning, investment and financial management, information technology, thinking training, art design, photography and photography, Chinese and Western cooking, maintenance, employment and Entrepreneurship
Physical fitness (5 types)	Chess skills, boxing exercises, ball games, leisure sports and leisure tourism

2.4. The Form of Curriculum Is Diverse and Flexible

The form of community education curriculum in China is also diverse and flexible. The community education curriculum in Changzhou is mainly divided into three categories: face-to-face courses, online courses and activity courses. Face-to-face courses have a one-off course, such as "how to be a good mother"; a series of lectures, such as "Changzhou local culture"; and courses of practice, such as calligraphy, painting, dance, and cooking. Online courses are made by the community residents' needs by part of the face-to-face courses. There are video courses in one lecture, such as "Ideological and moral construction and core values transmission", and micro video, such as "1: 1: 1 for scientific oil use", as well as the curriculum, such as "professional quality improvement training for social and educational management cadres". The activity courses are mainly residents' participation and entertainment, such as "community day to day music", "Xi opera" singing, "traveling study" and so on.

2.5. The Quality of the Course Is Gradually Improved

China Adult Education Association community education Specialized Committee has held several national community education special curriculum evaluation activities. Many parts of the country have also carried out the selection of high quality curriculum and special course construction in community education, which has played a certain role in promoting the quality of community education curriculum construction.

In 2012, the city of Shanghai established "Shanghai community education curriculum standards for community education". Every two years, the evaluation of high quality curriculum resources of community education and the evaluation of a special course have been held, and 436 courses have been appraised.

Jiangsu province has held 4 outstanding local curriculum evaluation activities in community education, and altogether awarded 372 courses of three prize or above, including 38 in

Changzhou. In 2016, the outstanding micro course of community education was evaluated. 24 courses were awarded in Changzhou.

Changzhou also regularly conducts community education special course selection activities, and has identified more than 100 characteristic courses. The community education curriculum developed by the Changzhou Open University is sent to the community. In 2018, the selected courses have reached more than 1345 times. Some "classic" courses have been selected and selected, and some of the famous teachers of community education are "busy".

3. Problems Existing in Current Community Education Curriculum Development

All parts of the country are promoting the construction of community education curriculum, showing a vigorous course development situation, achieved certain results, but also exposed some problems that can not be ignored.

3.1. The Construction of the Course Development Team Needs to Be Strengthened

Universities, research institutes and cultural organizations are not enough to support and participate in community education curriculum development. The teachers of the open university are accustomed to the traditional teaching mode of the past radio and television universities. They are accustomed to the regular class teaching. They are accustomed to the higher education subjects, and the teachers willing to develop the community education courses are relatively less. For example, although the Changzhou Open University has increased the construction of a team of part-time teachers in community education, a considerable number of teachers do not know how to develop community education courses or have no development intentions. Of course, there is a problem of teacher structure. We must promote the transformation and development of teachers through measures such as adjustment, introduction, training and assessment. City (District)

community training college is also the backbone of community education curriculum development, but most of them lack professional teachers and weak curriculum development ability. The main reason for the shortage of teachers in community training colleges and community education centers is the lack of preparation, low salary and difficult title evaluation.

3.2. There Is a Gap Between the Content of Courses and the Learning Needs of Community Residents

In view of the actual situation of the implementation of the community education curriculum in Changzhou, some courses have not been asked, and some courses are only chosen by individual communities to become "cold" courses. According to statistics, there are more communities in the three classes of cultural literacy, education and guidance and modern life, and fewer and even fewer communities of leisure entertainment and professional skills. From the perspective of the implementation of community education, the majority of the elderly are mainly elderly. They have little interest in education and guidance courses, but are very enthusiastic about leisure and entertainment courses, but the community has not chosen this course to meet the needs of the learners. That is to say, there are two kinds of situations: the final screening courses are not required by residents, but the courses that are suitable for residents' learning needs are not selected. There are two reasons for this situation.

First, the pursuit of quantity expansion in the initial stage of curriculum development, and the tendency of performance project and task engineering. Before the development of the curriculum, the investigation of the residents' learning needs is not taken seriously. The blindness and randomness of the development are large, and the knowledge of the main learning objects of the community is not enough, which affects the understanding, analysis and mastery of the potential learning needs of the residents. This leads to insufficient curriculum development on the one hand to meet the needs of residents. On the other hand, the 700 courses developed have more than 50% idle rate.

Two, there are problems in the course selection mechanism and links. There is a certain randomness and blindness in the implementation of curriculum selection. The Changzhou Open University has sent the curriculum catalogue to the community training colleges, and the community training colleges will be sent to the community education centers. The staff of the community education center are responsible for the course selection. A good community will listen carefully to the residents' opinions and allow residents to participate in the course selection. Such courses are more targeted and more popular and well received by residents. However, it has been found that some community educators can save things by their own subjective will, instead of the residents' elective courses. Some community educators complain that there are too many courses and are dazzled. Therefore, the construction of community education curriculum system needs to be further classified, scientific, reasonable and concise.

3.3. The Quality of the Course Needs to Be Improved

From the national scope, the quality standard of community education curriculum has not been set up in most areas. The course development is very random. Besides the certain differences in the content, form and class time of the curriculum, the quality of the curriculum is also uneven. In the last few years, the part of the feedback on the implementation of the community education curriculum in Changzhou has been found. It is found that there are some courses in which the satisfaction of residents is not high. After analysis, the main problems are as follows: the content of the curriculum is a simple transfer, too academic and ungrounded; the content of the course is too simple and the price is short of implementation. The course content is out of date and is not popular with the residents; the teaching level is not high, and the participation enthusiasm of the residents can not be fully mobilized, and the satisfaction of the curriculum is affected.

3.4. Curriculum Implementation Lacks Evaluation and Follow-up, and Curriculum Improvement Mechanism Needs to Be Established

At present, the general implementation of community education curriculum includes teacher declaration, curriculum release, community elective courses and teachers' teaching. It is not difficult to find that in the whole process, there is a lack of assessment of the quality of curriculum implementation. What is the teacher's class effect, the satisfaction of the residents, and the key problems that the curriculum needs to be adjusted can not be effectively feedback, the mechanism of the curriculum improvement is not sound. Due to the lack of such a mechanism, teachers are prone to have fixed thinking mode and psychological burnout, thus affecting the implementation effect of community education curriculum. A long time will weaken the enthusiasm of teachers in developing and implementing community education courses. Although Changzhou has established a learner feedback system, its implementation is relatively loose, and there is no feedback after most courses are implemented. The above problems have become the crux of restricting the upgrading of community education and the development of quality. The community education curriculum has greatly improved in the aspects of system construction, quality control, the construction of teachers, the exploration of the potential learning needs of the residents and the establishment of the evaluation mechanism.

4. Measures to Promote the Development of Community Education Curriculum

4.1. Aggregate Resources to Stimulate the Vitality of Curriculum Development

Behaviorist psychology believes that human beings are an organism seeking remuneration, "on any particular occasion, the organism will make those actions that can be greatly paid and punished at least.[1]" Therefore, a scientific, reasonable,

clear and effective assessment mechanism will become a powerful push for the development of community education curriculum to a high level. It is very important to further improve the evaluation mechanism and fully mobilize the enthusiasm of the research and development courses, such as the part-time teachers, the alliance units and the studios. Open University is a new university to promote lifelong learning for all. Open university teachers are the main force in the development of community education curriculum. Based on the problem of insufficient motivation for the development of the open university teachers, we should start with the adjustment of the performance assessment policy, clear the annual assessment index, or adopt the time conversion system, and change the number of development and implementation of the curriculum through labor evaluation to the class time, and break the split between the original education and the community education. The integration and integration of the dominant resources also can not be separated from the creation of an atmosphere of publicity and learning. To this end, we can use the salon to "meet friends", organize the competition "learn friends", hold the scene "promote friends" and other ways to connect the alliance units horizontally and through the street communities in the vertical. With the help of the Internet, new media and other means, we build an exchange and interaction platform to attract more community education teachers to develop high-quality community education courses.

A group of famous community education masters studios and special project studios in Changzhou have played a great role in promoting the research and development ability of community education courses. However, the degree of teamwork and the overall function of the team are not fully played. The evaluation and supervision of the famous teachers' studios and the special project Studios should be further strengthened and optimized. The training and upgrading of team members' curriculum research and development capabilities are important assessment indicators.

4.2. Focus on Demand and Highlight the Focus of Curriculum Design

The pursuit of development is the basic attribute of man. With the liberation of the labor force and the basic satisfaction of the material demand, the spiritual world door of the community residents slowly opens, the desire for knowledge is awakened gradually, and the deep creation of the learning community is more likely to be "life learning gradually become a way of life", and people are no longer only satisfied with the acquisition. Basic knowledge or skills are no longer linked to education and education and career, but active learning as an important source of high level of demand for social satisfaction and happiness. That is to say, the growing demand for lifelong learning of community residents has provided an intrinsic motivation for the development of community education curriculum, and the development of community education curriculum must be closely related to the inner needs of the community residents.

Community education as a new type of education, "its life

consciousness should first reflect the respect, adaptation and satisfaction of education to individuals [2]". From the perspective of practice, only the curriculum focusing on the real needs of residents can be widely welcomed. Compared with the teaching mode of academic education and experience, the design of community education curriculum is still in the exploratory stage. In the book of theory and experiment of modern community education, it is pointed out that "community education should meet the needs of community residents in different ages and promote the overall development of community people. We should serve the community's social cause and economic development as far as possible and promote the continuous progress of the community, and should strive to inherit the community civilization, To develop the cultural traditions and characteristics of the community[3]". The characteristics and nature of community education determine that the community education curriculum is different from the school curriculum and the national curriculum. The community education curriculum is characterized by regional, local, pluralistic, practical, practical, and open.

In the link of community education curriculum design, demand assessment is a very necessary job. The management department of community education curriculum construction should combine community workers, resident representatives and curriculum development teams to evaluate the needs of community education objects and explore the correct direction and focus of the curriculum design. It is worth mentioning that demand assessment is full of complexity and variability. It is not accomplished overnight, but needs to be phased out according to the changes of society and residents' lives.

4.3. Strengthen the Standard and Set up the Standard of Curriculum Construction

To improve the quality of the course, the standard must be done first. As a kind of education form, when the community education develops to a certain stage, it is bound to have the requirements of standardized development. At the same time, community education is mainly carried out in this area. It must be based on local conditions and highlight its characteristics. In July 2016, the nine Department of education, such as the Ministry of education, issued the opinion on further promoting the development of community education. It has a strong practical guiding significance for the development of community education curriculum resources.

In 2012, Shanghai issued the "Shanghai community education curriculum construction standards". In July 2016, the news release material of the Shanghai Municipal Education Commission, "focusing on multi focus and creating a new situation for the development of community education in Shanghai", will "further improve the guiding syllabus of Shanghai community education curriculum" to make it a major standard for the construction of community education resources in the city. In 2014, Shenyang promulgated the "Shenyang community education curriculum guidelines". It can be seen that the standard of community education curriculum construction has been first tried in a few areas in

the country, although it is not mature compared with the curriculum standard of the basic education system, it has a demonstration and reference significance.

The construction of community education curriculum should first grasp the characteristics of regional, indigenous, pluralistic, practical and open, and establish a scientific, rational and clear system classification. The standard of curriculum construction should be described in the aspects of curriculum description, course objectives, curriculum content, curriculum implementation, curriculum evaluation, teaching guidance proposals, learning guidance proposals, curriculum hours, and curriculum resources recommendation.

Such as Jiangsu Changzhou, which has a good foundation for the development of community education, should be based on the experience of the development of community education curriculum and prominent problems, carefully summarize and analyze, and promote the standardization of community education curriculum. In the process of advancing, some typical courses can be developed and implemented, and communication, observation and study can be organized to give full play to the demonstration, guidance and radiation of the famous teachers of the community.

4.4. Refining Management and Setting up a Course Screening Mechanism

The selection of courses should be made and strictly adhered to the management system of the curriculum implementation, following the principles of pertinence, suitability and practicality. It is necessary to carry out investigation and study, and must listen to the opinions of the residents. It is very important for the community to select courses. There are differences in the status, age, occupation and cultural background of different communities, and the potential demand for learning is also different. The same course is popular in the A community, and it is likely to be cold in the B community. Two, we should establish feedback mechanism for investigation, track the implementation of curriculum and establish database. Three it is necessary to set up a course development and screening team composed of the resident representative, the community education teacher, the curriculum R & D expert, the community education manager and other personnel, so as to ensure the content of the curriculum development to meet the needs of the community residents.

4.5. Design Tools to Implement the Evaluation of Curriculum Quality

“Community education curriculum evaluation is not only an important part of community education curriculum construction, but also in the process of community education curriculum development [4]”. “There is an important guiding role. The evaluation of modern community education should be based on the "basic statistics" data of the experimental data of community education [5]”. In the process of evaluating the interactive evaluation between the evaluation subject and the object, the diagnostic fact evaluation and the discriminative

value judgment should be carried out. In the construction of the original curriculum of community education, more attention is paid to the development and implementation, and the evaluation of the implementation effect is insufficient, which leads to the failure of the curriculum developers to obtain the post evaluation in time and effectively, which hinders the continuous improvement of the quality of the curriculum. Based on this, it is very necessary to design a scientific and effective evaluation tool for community education curriculum. The evaluation dimension can be selected from the aspects of teaching theme, teaching content, curriculum design, implementation effect, residents' evaluation and so on. The comprehensive feedback of curriculum evaluation is not only a reference frame for curriculum development needs adjustment, but also an important basis for teachers to improve the quality of courses targeted.

5. Conclusion

To sum up, although there have been some developments and achievements in the construction of community education curriculum in China, there are still some problems in team building, quality control, standard setting, evaluation and follow-up, which can stimulate the vitality of curriculum development by pooling resources, paying attention to learners' needs, formulating curriculum construction standards and establishing curriculum quality control mechanism, implementation of curriculum quality evaluation and other aspects to be solved.

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