

Application of "Thematic Collaborative Learning" in Curriculum Integration

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Abstract—By sorting out the current curriculum integration mode in China, this paper expounds the origin and development of new curriculum mode of "thematic collaborative learning", and discusses its concept definition and curriculum construction mode. It takes primary school students of grade 4-6 as subjects to carry out training, and explores the value and effectiveness of its application in practical teaching, the conclusion of which shows that this curriculum mode can effectively improve the level of students' key competencies, and is more popular with teachers and students.

Keywords—*Thematic Collaborative Learning; Curriculum Integration; Key Competencies; 5C Mode*

I. INTRODUCTION

Higher education serves basic education, and the focus of basic education research is curriculum integration and innovation, which plays a leading role of rational value judgment and practice in the integration and innovation of basic education curriculum in order to provide ideas and practical reference for its value concept judgment and curriculum path reform. In recent years, educational innovation and reform have been carried out continuously in China, and curriculum reform has been gradually taken as the primary link of basic education practice and reform in China. Traditional subject-based teaching has gradually exposed its drawbacks in education, such as single teaching mode, obvious subject boundaries, rigid teacher-student relationship and many other problems. Considering the previous research and curriculum integration mode, this study puts forward the concept of "thematic collaborative learning". It integrates and innovates the themes students have interest in, the disciplines offered by schools and the ways of students' learning, and creates a new curriculum integration mode, which provides a new direction and perspective for curriculum reform and curriculum integration mode in China. There are relatively few researches on thematic collaborative learning at home and abroad, but more focus on the application of network education and teaching, without applying it to practical teaching. Therefore, this paper makes an in-depth discussion on this mode, which

can provide a powerful practical reference for China's curriculum reform.

II. CONCEPTUAL DEFINITION

The concept of classroom teaching in the new curriculum reform holds that classroom teaching should be life-oriented, communication between teachers and students should be effective, and students should be active in learning. In the classroom teaching mode, autonomous learning, cooperative learning and inquiry learning should be integrated. There are many domestic and foreign studies on subject-based teaching and cooperative learning, which can effectively promote the improvement of students' abilities in all aspects [1]. Cooperative learning is not only a teaching mode, but also a learning mode. It can be contained in the process of subject-based teaching, but also can be used in the process of traditional teaching and learning, which will help students to learn more comprehensive subject knowledge [2].

Among them, "thematic teaching" refers to the way students learn around one or more structured topics, and it is also a teaching way based on the course content. "Collaborative learning" refers to a strategy of organizing students to promote learning with each other in the form of groups or teams, including teacher-student collaboration, student-student collaboration, parent-child collaboration and other different organizational forms to involve students, teachers and parents in students' learning, so as to help students better learn and understand knowledge.

Some domestic studies define thematic collaborative learning as a kind of teaching mode and learning mode which is designed to meet the needs of students of different ages as a task of learning activities and adopt collaborative learning mode among teachers, students, parents and children. The teaching mode is systematic, interactive and multilateral, which can better play the initiative of participants in learning and help them to promote their growth and development in learning activities. Based on this, we believe that thematic collaborative learning is a new teaching and learning mode different from the previous curriculum mode. It is an organic combination of

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themes and collaborative learning mode to better play the role of interaction and promotion among students, teachers and parents, so as to enable students to improve all aspects of competencies and develop their abilities in learning under the guidance of teachers and the participation of parents.

III. CONSTRUCTION OF CURRICULUM

A. Guiding Ideology

In March 2014, in order to implement the spirit of the Eighteenth National Congress of the CPC, the Ministry of Education proposed that the development of students' key competencies system should be the relevant link of curriculum reform, which determines that we should take the development of students' key competencies as the goal of curriculum reform in the course of curriculum construction and research and development [3]. The construction of the curriculum system of "thematic collaborative learning" should also be based on the standards of key competencies system. The Report on the 5C Mode of Key competencies in the 21st Century, co-sponsored and completed by the China Institute of Educational Innovation, Beijing Normal University and other institutions in 2017, also provides us with an index system of key competencies suitable for Chinese culture and with an international perspective under the current development situation and economic and cultural foundation of China [4]. Therefore, in view of the current situation of students' key competencies, the construction of "thematic collaborative learning" course should properly combine the theme, curriculum, curriculum standards and the weak links in the process of developing key competencies, and build a curriculum system suitable for students of different ages.

B. Relation with Curriculum Integration

Curriculum integration refers to adjusting the fragmented state of knowledge caused by the division of disciplines, organically combining the contents of different disciplines, and dialectically unifying knowledge and thinking, theory and practice, perception and rationality. Currently, the exploration of curriculum integration modes, such as subject-based teaching and interdisciplinary teaching, is mostly the simple integration of the knowledge system. Although it has changed to some extent, it has not integrated the teaching methods of teachers with students' learning methods, theoretical knowledge and practical ability. Therefore, curriculum integration should be an educational mode of multi-dimensional thinking, multi-disciplinary penetration and multi-subject participation in order to cultivate students' abilities in all aspects. "thematic collaborative learning" is constructed on the basis of considering the concept of curriculum reform and the possibility of effective implementation. It is a kind of course mode and learning mode in which teachers, parents and students can participate, which integrates multi-disciplines according to curriculum standards, key competencies system of students' development and characteristics of students' development. The innovation of this curriculum mode solves the shortcomings in the current curriculum integration, and provides a new perspective for the curriculum integration mode.

C. The Basis for Establishing the Theme

The purpose of curriculum reform is to better develop students' key competencies. Therefore, before establishing the theme of "thematic collaborative learning", we need to consider the following aspects. On this basis, we can optimize and rationalize the course plan of "theme collaborative learning" for students of different ages.

- We should understand the current situation of students' key competencies level and the characteristics and standards of students' development formulated by the state, and then establish the theme aiming at the weak index system of students.
- By means of investigation and research, we ask students to provide the types of topics they are interested in and the forms of learning to determine the structure of topics and programs [5].
- We determine the qualities and talents that students should have according to parents, teachers and social surveys, so as to make the establishment of the theme more practical.

IV. APPLICATION IN COURSES

A. Curriculum Design

1) Principles

a) Acceptability: The design of the program is based on the principle of acceptability of student development. Students are in the process of learning knowledge and experience, therefore, the program is suitable for the enlightenment of students' interest and the development of their learning potential according to the understanding level and basic ability of students at the present stage, and it helps to cultivate students' comprehensive quality.

b) Development: The design of curriculum program should accord with the development characteristics of students, and cultivate key competencies and abilities that students should have at that age. Therefore, it is necessary to set different contents and goals according to different ages, and help students better develop key competencies through different difficulty and complexity of programs.

c) Breakthrough: The previous curriculum system fails to break through the subject-based and subject-centered limitations, so we need to break the boundaries of national, local and school three-level curriculum, break through the boundaries of disciplines, and construct a new system and new mode of effective integration that meets the requirements of three-level curriculum and can break through the discipline paradigm.

d) Recombination: In the process of program design, we will carry out reasonable crossover and resource reorganization of subject courses, expand learning from classroom to community and practice, and make thematic collaborative learning develop students' abilities of autonomous cooperation, exploration and innovation in the process of interdisciplinary and integration.

e) *Integration*: thematic collaborative learning should integrate school, family and social resources effectively to form an educational mode of three-party co-education. This way of tripartite participation helps students to comprehensively improve their abilities in all aspects.

2) *Thoughts*

Taking the students of grade 4-6 in primary school as subjects, we chose three themes of "review of the year", "mode construction" and "integrity around" among more than a dozen subjects of interest to students, integrate different disciplines covered in the local, national and school curricula, which basically covers the cultural understanding and inheritance, speculation and innovation, interpersonal communication and cooperation in the 5C mode of key competencies.

Firstly, establish curriculum goals according to the development needs of students. The goal is the superstructure of theme, and it is the leader in process of theme implementation, only according to the teaching goals can the theme design better meet the needs of students' development. For example, the theme plan of "review of the year" is to guide students to learn the traditional culture and enhance their abilities of cooperative, communication and cultural through the integration of different learning forms and different disciplines under the background of Chinese traditional Lunar New Year.

Secondly, determine the course content according to the age characteristics of students. The curriculum content should be set according to the students' current development characteristics and curriculum standards, so that students can explore and learn on the basis of existing knowledge and experience, which is more conducive to the improvement of students' abilities in all aspects. Thirdly, determine the subject categories according to the characteristics of the theme. For example, according to the theme of "integrity is around us", we will integrate psychology, Chinese, comprehensive, physical education, morality and legal system and other courses into the theme course, so as to help students improve their application abilities of knowledge system.

Finally, determine the form of achievement display according to the course content. The establishment of the form of achievement display should be related to the actual situation, for example, the theme of "integrity around", which can be in the form of quality development competition, recitation competition, integrity examination and real situation simulation.

B. *Curriculum Implementation*

Within one year of the implementation of the curriculum, we have set up a special research group, which brings together all teachers involved in the subject teaching to conduct systematic communication activities such as lesson preparation and teaching plan discussion on a theme. Through the three-in-one evaluation of students, parents and teachers after the implementation of each theme, it is found that this curriculum integration mode has been unanimously praised, which is an acceptable and feasible curriculum reform mode for students and parents.

C. *Application Value*

1) *Suitable for Students' Development Characteristics*:

At present, the goal of education in China is to cultivate talents of the new century who are suitable for the talent standards of the 21st century. The key competencies system is developed according to the standards of the development of the current international community, so we should reform and innovate the curriculums according to this system. Student is developing individual, and they are a group with both generality and individuality. Courses should not only follow the physical and mental development characteristics of students, but also follow the development characteristics of key competencies so that students can adopt the most suitable training mode to get the most appropriate education at this stage. Theme collaborative learning is reform and innovation based on this concept.

2) *Accelerate Teachers' Professional Growth*: Firstly, the innovation of curriculum mode can change the invariable teaching mode of teachers, so that they can create themes and courses suitable for current student development according to the needs of students, and enhance the research ability of teachers. Second, can improve teachers' ability to communicate between different disciplines, between the traditional teaching discipline boundaries clear, communication between teachers rarely, unable to fusion course system and content, and the theme "collaborative learning" course pattern can be teachers together to discuss and exchange course content, more suitable for the ascent of the harmony degree between teachers; Finally, it can improve teachers' professional knowledge. The course system of "thematic collaborative learning" not only requires teachers to master the theoretical knowledge of the subject, but also requires teachers to master the multi-type skills and knowledge related to the subject, so as to better combine practice with theory. Therefore, this curriculum system is more conducive to the professional growth of teachers [6].

3) *Promote the Reform of Basic Education Curriculum*:

At present, China's basic education curriculum system is in the process of continuous exploration and improvement, and different curriculum integration modes are gradually presented, which enriches the path of basic education curriculum reform. This study proposed the theme "collaborative learning" mode for the school course integration architecture suitable for students from the academic development characteristics, to promote the curriculum reform of teacher's professional growth pattern is the most need at present, China's basic education stage of education mode, and education on the basis of implementing the multidisciplinary, interdisciplinary integration reform provides effective reference mode. This curriculum mode not only promotes the construction of school-based curriculum, but also provides a new perspective for creating curriculum features that promote students' core qualities, and further accelerates the pace of basic education reform.

V. CONCLUSION

As a newly proposed curriculum integration mode, "thematic collaborative learning" has received unanimous praise from teachers and students in practice. Firstly, it plays a positive role in promoting the physical and mental development of students in the stage of basic education and cultivating the key abilities of students' core accomplishment. Secondly, the curriculum system plays a certain role in promoting teachers' professional growth and improving their scientific research abilities. Finally, the curriculum mode is conducive to accelerating the pace of curriculum reform in the stage of basic education in China, which is a catalyst to promote the reform of basic education.

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