

# Research on the Sex education in China -Based on the Online Education

Jiayi Lin<sup>1,\*</sup>

<sup>1</sup>*School of Management Science, Chengdu University of Technology, Chengdu 610000 People's Republic of China*

*\*Corresponding author. lin.jiayi@student.zy.cdut.edu.cn*

## ABSTRACT

Sex education is a major social problem in the transformation period of China's social modernization. However, at present, sex education in Chinese colleges and universities is facing many problems. First, the simplification of sex education in colleges and universities and the backwardness of information are no longer applicable to the diversification of social sexual behavior. Second, family and social support for sex education are insufficient. However, with the development of the Internet, e-learning platform is gradually rising. Some online education platforms such as MOOCs can promote learners to carry out comprehensive sex education. Not only can colleges and universities publish courses on the platform or learn from the sex education courses of other schools, but more importantly, even if students graduate or social personnel want to obtain relevant knowledge, they can also use relevant platforms to achieve the purpose of continuous learning. The advantages of MOOCs are not only reflected in the large number of courses with high quality, but also in the wide range of audiences. In addition to the basic learning of students, there is also the improvement of teachers' own level. How to apply MOOCs to the field of sex education is mainly analyzed from the perspectives of schools, teachers and parents. This paper adopts the method of literature reference, through the analysis of the existing research on MOOCs and sex education in Chinese colleges and universities, the conclusion is that MOOCs, as a means of effective use of resources, can provide high quality sex education for college students and promote the development of professional teachers.

**Keywords:** *Sex education, MOOCs, Sex education courses, Teachers development*

## 1. INTRODUCTION

Sex education is the systematic and planned instruction in sexual physiology, psychology, health, and morality [1]. However, sex education is a relatively serious social problem facing Chinese society. According to the Guidelines on Sex Education released by UNESCO in 2018, sex education can effectively prevent HIV, sexually transmitted infections, early and unwanted pregnancies, as well as gender-based violence, among which the Internet and social media can play an effective role in intervention [1]. Today, MOOCs, or China's Open Online Courses, combine high-quality teaching resources from different Universities in China on one platform with the technical features and advantages of the Internet, providing abundant options for teachers and students. There are also some courses on sex education, gender education and physical health online in MOOCs [2]. This paper mainly discusses the problems and background of sex education in Colleges and universities, the advantages of MOOCs for the

construction of sex education in Colleges and universities, and some problems and solutions of MOOCs courses at this stage. The research method is mainly to analyze the arguments of the article in combination with the existing literature on sex education and MOOCs. The research will help colleges and universities to carry out and promote sex education courses in MOOCs.

## 2. CAUSES OF PROBLEMS IN SEX EDUCATION IN COLLEGES AND UNIVERSITIES

### 2.1 Educational environment and policy issues

At present, the situation of sex education in Chinese universities is that schools do not pay enough attention to college students' sex education, lack of independent and mature discipline support and independent curriculum status [3]. Although relevant legislation and policies in China have made it clear that schools have the

responsibility to implement sexual health education, few schools fully implement this provision[4].The reason is that the traditional curriculum model has not changed, and non-exam oriented disciplines such as sex education are facing the current situation of marginalization, so not all universities have set up sex education courses [4].

### ***2.2 The contradiction between society and college students on the issue of sex education in colleges and universities***

The contradiction between the needs of college students and the Society for sex education and the lagging development of sex education in Colleges and universities in China [5]. At the same time, sex education also lacks effective and reasonable teaching methods and imperfect teaching contents[5]. It is reflected in: 1. The singleness of teaching materials 2. The singleness of educational form cannot mobilize students' learning enthusiasm. 3. The goal of sex education is to prevent the occurrence of sexually transmitted diseases. 4. Single content, ignoring individual differences [4].

### ***2.3 shortage of teachers***

The lack of sex education teachers is also the reason for restricting the development of disciplines. Colleges and universities do not have a specialty to train sex education teachers. Sex education needs multi-disciplinary knowledge such as psychology, biology and pedagogy, and incomplete professional knowledge may lead to incorrect teaching methods, so it is conceivable that the teaching effect is poor[6]

### ***2.4 Lack of family and society participation in sex education***

Family and society regard sex education as a prohibited topic. From the family perspective, the vast majority of Chinese parents will not talk about specific sex related topics with their children. On the one hand, parents worry that their children's premature knowledge of sex will lead to their premature sexual experience and sexual intercourse. On the other hand, some parents are unable to correctly answer their children's relevant questions due to the lack of their own sexual knowledge[6]. In addition, the mainstream voice of society believes that sex education is a tool to maintain social order, not to safeguard people's sexual rights, that is, the idea of "anti sex"[7]It is this kind of traditional thought that makes the promotion of sexual health education lag behind.

## **3. ADVANTAGES OF MOOCS**

### ***3.1 MOOCs are more widely available***

MOOCs spread knowledge on a large scale. First of all, not only a large number of students involved in the study but also many practitioners choose to participate, which shows the diversity of MOOCs learners [8].Secondly, the participation groups of universities in MOOCs are numerous. For example, the participating schools of Chinese University MOOCs are many first-class universities in China [9]. Finally, there is a huge cost to the faculty team. In addition to the financial support, there is a huge investment in manpower and time [8].In addition, the teaching resources in MOOCs have been carefully designed by the teaching staff to improve the teaching effect and enrich the teaching content in this field. Learners can achieve personalized learning, learners can choose to repeat learning or skip learning according to their own situation in the process of learning, learning time is more flexible [10] .

### ***3.2. MOOCs deliver courses in both quantity and quality***

MOOCs can integrate teaching content and improve the quality and quantity of teaching resources. The top universities have a head start in offering quality MOOCs because of their excellent faculty and educational resources. At the same time, MOOCs not only provide traditional basic courses, but also provide innovative courses suitable for market demand, which can make the unification of education cost reduction and education improvement [11]

In addition, not only universities can have cooperated with companies or research institutions, but they can also establish local MOOCs alliances which can assist universities to have common developments[10]. Third, the number of courses on the platform is huge. Coursera shares more than 2,800 courses across multiple disciplines. More than 1,500 online courses are available on China's MOOCs platforms [12]The dual guarantee of the quality and quantity of MOOCs courses ensures the reliability of the platform and avoids to a certain extent the mixed and disorderly situation of teaching videos on other online teaching platforms. Through these elements, MOOCs ensure the quality and quantity of courses

### ***3.3 MOOCs help to promote the professional development of teachers***

MOOCs are not only for students, but also for teachers. Thanks to MOOCs are usually taught by excellent teachers in various fields in China and abroad, college teachers can strengthen their teaching ability and improve their professional ability through MOOCs resources in combination with the situation of their own

majors [6]. The development of MOOCs will encourage teachers to use MOOCs to improve their working ability and teaching level. At present, there are some problems in the teaching of university teachers. First, the teaching content is lacking innovation, teachers' thinking is outdated and conservative, and the teaching mode is standardized. Second, the comprehensive level of teachers is insufficient, lack of pedagogy, psychology, teaching methods and other pedagogical knowledge[13]. Teachers can learn from the existing MOOCs courses to improve the quality of classroom teaching.

#### **4. THE ROLE OF MOOCS IN SEX EDUCATION IN UNIVERSITIES**

##### ***4.1 The MOOC platform can promote the generation and promotion of quality sex education courses***

The MOOC platform can further identify and screen sex education courses and analyze and study the utilization value and feasibility of such courses' resources. Colleges and universities can make use of MOOCs to create first-class sex education courses based on the actual situation and local conditions. It can be seen from the existing sex education courses on China's MOOCs platform that college students have a high acceptance of learning habits on online platforms.

Take the course "Into sexual Science" launched by Fujian Normal University in MOOCs as an example, there are about 5000 students who chose the course at last, while there are only several hundred students for other concurrent courses on the platform [14]It is because most universities do not have sex education courses that students hope to learn relevant knowledge but cannot find professional channels. Sexual health education under MOOCs teaching largely reflects the teaching advantages of MOOCs, and the MOOCs platform is also of great significance to the implementation and dissemination of this course.

##### ***4.2 Teachers further develop their education through MOOCs***

Universities should use MOOCs to enhance the professional development of sex education faculty. Because sex education is different from general courses, there are special requirements for teachers, which are embodied in the relevant knowledge of sexual education, sexual medicine and sexual law in addition to relevant biological knowledge[15] As a result, the construction of sex education teachers can be strengthened in two ways. For school teachers, the theoretical and practical level of sex education teachers can be improved by participating in open classes, holding teaching competitions and teachers' on-the-job training. For in-school students,

special attention should be paid to the perfection of knowledge structure and cultivation of quality of students majoring in biology education, because they have more professional academic knowledge in participating in sex education, but in addition, they also need humanistic science knowledge related to sexual psychology and sociology[4]

##### ***4.3 Engage parents in sex education through MOOCs***

The study of sex education should not only include college students, but also encourage students' parents to participate in the clock in learning. Sex education is a process that requires participation in many aspects, but the family's participation in it is seriously inadequate. Most families don't engage in any discussion about sex from childhood to adulthood. The main reason is the lack of sex education in the family caused by parents' wrong ideas for a long time. MOOCs constantly update and adjust the functions and advantages of teaching resources, which can promote a batch of sex education courses suitable for college students' parents or other social forces[12]. In addition to improving the knowledge of sex science, parents also need to pay attention to the language, skills and timing of communication with their children, so that parents can realize that sex education is as important as other education and need to continue to learn[15] At the same time, MOOCs have a wide audience, so even parents with limited knowledge or education can find their own sex education courses on the MOOCs platform. Parents can learn sex education through the MOOCs platform, which can not only deepen communication and understanding with their children, but also strengthen parents' support for sex education and reduce misunderstanding and prejudice on sex education.

#### **5. CONCLUSION**

To sum up, college students have limited knowledge of scientific sexual health education, which hides a potential threat to their physical and mental health. College students have frequent contact with society. When their communication with society increases, if they do not have enough sexual knowledge reserve and sexual moral conscious constraints, high-risk sexual behavior will increase. College Students' demand for sexual knowledge is in line with the development of the times and social reality, as well as the cognitive law and age characteristics of college students. College students' sexual health education should start from enrollment and run through the whole college period. Sexual health education should be placed in an important position in college education, and an integrated health education and service system inside and outside the classroom should be established the development of sex education in colleges and universities not only needs the further

development and improvement of offline education, but also needs the help of network teaching platform to develop sex education. MOOCs platform can establish systematic sex education courses with its own advantages, and these advantages are not comparable to traditional teaching. Of course, there are also some limitations in this paper, such as how to maintain the course construction and maintenance on MOOCs platform? How to strengthen the interaction between teachers and students on software? How to make sure parents are really engaged in learning.

## REFERENCES

- [1] UNESCO. (2021). Introduction. Retrieved October 3, 2021, from <https://zh.unesco.org/about-us/introducing->
- [2] N. Yang, X. Li, S- Q Tang , J- N Zhai, The enlightenment and reflection of MOOCs on the construction of college sex education Mechanism. *Science and Education Guide* (27), 2021, 10-12. doi:10.16400/j.cnki.kjdk.2021.27.004.
- [3] M-F. Peng, H. Xie, A review of the research on college sexuality education in Recent ten years. *Journal of Sichuan University of Science and Technology (Social Science Edition)* (04), 2014, 86-94. doi:CNKI:SUN:ZGSG.0.2014-04-011.
- [4] Y. Xie, Ethical Problems and Countermeasures of Sex Education in China (Master's Dissertation, Kunming University of Science and Technology), 2015, <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201601&filename=1015641088>.
- [5] Y-F. Liang, A Study on the Curriculum setting of Sexual Science Education in Universities (Master's Thesis, Sichuan Normal University) , 2006 , <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD0506&filename=2006140061.nh>
- [6] Z-J. Zhang, Research on children's sexual safety from the perspective of Social Support Network (Master's thesis, Northwest University), 2015 , <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201502&filename=1015359868.nh>
- [7] C. Kiboro, O. Gakuru, J. Misaro, S. Wokabi, S, *Role of Social Work in Minimizing Sexual and Gender Inequalities*. 4(14), 2014 , 2225-0484. <https://www.iiste.org/Journals/index.php/RHSS/article/viewFile/14325/14633>
- [8] M. Chen, L- S. Yan, MOOCs knowledge dissemination mode and its development. *Journal of Education Science, Hunan Normal University* (02), 2019 , 106-111. doi:10.19503/j.cnki.1671-6124.2019.02.015.
- [9] H-L. Guo, H-C. Cui, MOOCs: The new challenge and reform opportunity of college teaching mode. *Journal of Education Science, Hunan Normal University* (05), 2014 , 110-114. doi:CNKI:SUN:FLJY.0.2014-05-022.
- [10] K-X. Yang, College Sex Education in the Internet Era from the Perspective of Sex Socialization (Master's Thesis, Shandong University), 2019 , <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201902&filename=1019138024.nh>
- [11] Z-Y. Zhang, The Impact of "MOOCs" on Higher Education in China [J]. *Journal of Hebei Normal University (Education Science Edition)*,2014,16(02):116-121.DOI:10.13763/j.cnki.jhebnu.ese.2014.2.021.
- [12] Y. Cheng, W-J. Zhaos, Big data drives innovation in higher education. *Journal of Education Science, Hunan Normal University* (06) , 2017, 101-10
- [13] F-Z. Zhu, Challenges and countermeasures to college teachers in the era of "MOOCs". *Heilongjiang Education (Higher Education Research and Assessment)* (02) , 2016, 70-71. doi:CNKI:SUN:HLLJ.0.2016-02-030.
- [14] M- Q. Yang, F-L Jiang, X-W Yang, J-P. Jiang, The Practice and Exploration of MOOC teaching -- A case study of "Approaching sexual Science" course. *Industry and information education*(01), 2017, 64-68+85. doi:CNKI:SUN:GYXH.0.2017-01-015.
- [15] Y. Li, The bottleneck and countermeasures of the development of children's sex education. *Educational theory and practice* (33), 2008, 43-45. doi:CNKI:SUN:JYLL.0.2008-33-018.