



# The Marketing Plan of Campus Woodwork Course with the Background of “Double Reduction” Policy

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**Abstract.** With the “double reduction” policy carrying out, the number and scale of tutoring institutions have decreased, parents have paid more attention to the cultivation of all-round education, and universities have begun to pay attention to students’ quality education, opening quality education courses in succession. As a labor education course, opening the woodwork course in campus is of great significance for the inheritance of traditional culture. At the same time, it also faces many obstacles. The article first expounds the current situation of the woodwork course in the campus under the “double reduction” policy, and puts forward the problems opening the woodwork course in campus, and finally provides solutions for how to promote the woodworking courses into the campus.

**Keywords:** double reduction · Woodwork · campus · Labor education

## 1 Introduction

Under the policy of “double reduction”, the number and scale of tutoring institutions have decreased, parents and schools have paid more attention to the cultivation of all-round education. At the same time, the exploration of labor education is also in full swing, and more and more schools have incorporated labor courses into the education system. From examination-oriented education to all-round education, this progression has driven the development of artistic and cultural courses such as music, PE class and art, and it also provides opportunities for traditional national culture to enter the campus. As a national intangible cultural heritage, we are facing the crisis of inheriting wooden handicraft. It is of great significance for the inheritance of traditional culture to promote the establishment of woodwork course in the campus. In addition, woodworking plays a positive role in training students’ spatial imagination, manipulative ability and labor ability, cultivating students’ logical thinking ability, and improving students’ practical operation and team cooperation ability. It can be seen from this that it is a feasible way to cultivate students’ interests and promote their all-round development to incorporate woodworking into the labor curriculum. However, there are some obstacles for the current woodwork curriculum to enter the campus. In order to promote the woodwork curriculum to enter the campus, this paper studies the current situation of the woodwork curriculum, points out its existing problems, and provides specific solutions to solve the problems encountered in the course development.

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## 2 Analysis of Current Problems

### 2.1 Development Status of Education Industry

During the 13th Five Year Plan period, labor education was included in the requirements of socialist builders and successors [1]. Since then, more and more schools have begun to attach importance to the role of labor education in comprehensive education and set up labor education course. However, in the specific practice of labor education, many schools lack the innovative consciousness and offer simple and monotonous courses, such as weeding, cleaning and other labor courses. Although these courses are one part in labor education, they are simple and boring. Leading to the low senses of achievement and gain among students. Gradually, labor education has become a dull work, and students are tired of labor education. In addition, single physical labor is not conducive to the cultivation of students' comprehensive quality, and labor education has no significance. Instead, it shows a trend of "labor for labor".

There are diversified businesses in domestic woodworking workshops. Especially, and the derived businesses involve to education industry, furniture industry, trade show and other industries. In the education and industry, according to the target and business model, it can be roughly divided into three categories: youth enlightenment education, basic training for adults and vocational education [2].

With the implementation of the "double reduction" policy, representative non-discipline courses have been further developed. Such as piano, dance, painting, etc. [3]. As a branch of non-discipline off-campus tutoring, carpentry belongs to the national intangible cultural heritage. In the learning boom of traditional culture and traditional crafts, the attention paid by schools, families and students to traditional crafts has been effectively increased. Because woodworking is unique in traditional crafts, it is favored by many people.

### 2.2 The Difficulties Faced by the Woodwork Course in Campus

China has a long history of carpentry, which can be traced back to Youchao. Since then, China's carpentry has been developing continuously, showing a trend of specialization and standardization [4]. In the Ming and Qing Dynasties, China's carpentry reached its peak. At present, the development trend of the woodwork industry is still stable and good, but it still stays in the traditional furniture production and is a new industry in the field of education [5]. Only a few kindergartens and primary schools carry out the practice of woodwork cause, and most of them are distributed in economically developed areas such as Zhejiang, Jiangsu, Fujian, etc. Although they have received some attention and development in the past five years, a complete and scientific high-quality education system and mature modern education system have not yet been formed due to their short development time and less relevant experience. In terms of adult training, colleges and universities only take woodworking knowledge as the auxiliary guidance of other disciplines, without setting up professional courses, and relevant enterprises only train corresponding talents for woodworking workshop business, and the follow-up development system for talents has not been established. In this case, the woodworking course has the problems of less course content and shortage of relevant teachers.

The cost of woodwork course is high. During the actual operation of the carpentry course on campus, the financial problem is one of the most important problems. Woodworking requires large places, requires more materials to be used in the course, and the expensive purchase cost of related machines and the recruitment cost of professional teachers have kept the opening cost of woodworking courses at a high level for a long time, which is difficult to satisfy the expectations of most people. In addition, the low level of economic development in third- and fourth-tier cities and the nature of compulsory primary and secondary education make it possible for few schools and families to bear this cost.

The safety environment is the precondition and foundation for carrying out various work, and the appropriate space environment is a guarantee for the safety environment. At present, primary education and secondary education in China is still dominated by subject education, and teaching activities are mostly held in classrooms or playgrounds. However, the particularity of carpentry courses requires that they must have specific activity rooms. The layout of classrooms and the purchase of instruments and facilities are also challenging for schools. The underlying danger of woodworking comes from many aspects, such as the accidental injury caused by improper use of tools, and the weak safety awareness of students. The safety problem is solved urgently, which is not approved by campus and parents.

### **3 How to Promote Woodwork Course Entering Campus**

In order to promote carpentry entering campus, woodwork cause can be set up in the labor education to cultivate the labor spirits craftsmanship, and enhance their labor ability. In view of the problems encountered in the current promotion of the woodwork course in campus, we can find solutions from the following aspects.

#### **3.1 Accelerate the Implementation of Relevant Policies and Track the Placement of Woodworking Teaching in the Campus**

The relevant policies to promote the combination of woodwork courses and schools refer to adding more detailed support policies on woodwork courses, based on the existing policies that attach importance to the development of non-discipline education for students to promote the woodwork teaching to settle in the campus. In the Labor Curriculum Standards for Compulsory Education (2022 Edition) released by the Ministry of Education in 2022, it is mentioned that we should strengthen the comprehensiveness and practicality of the curriculum, develop students' core literacy, highlight students' dominant position, and pay attention to personalized and diversified learning and development needs [6]. Besides, the Ministry of Education has listed the objectives of four different study periods, among which the industrial production labor in the third study period (5–6 grades) includes carpentry, metalworking, electronics, etc. At present, woodworking still stays in the original furniture industry, and the expansion of woodworking to the education industry is still in the exploration stage. There are problems such as the unified industry standards, the staff shortage, the incomplete tutoring and promotion process, and the imperfect content of relevant courses.

Facing with these problems, the government should do the following: First, improve relevant laws and regulations to provide a good market environment for the transformation of the woodworking industry; The second is to set up relevant expert teams to study the scientific education system which is suitable for students to learn the wood work curriculum; Third, strengthen financial support to develop the wood industry in the field of education by reducing taxes and fees; Fourth, opening the improved woodwork curriculum In some schools as A practical experiment to observe the effect. If the effect is distinguished, we will vigorously promote it. If the effect is not good, we will make new improvements to achieve the best effect.

### **3.2 Scientifically Formulate the Standards for Woodwork Course Entering Campus, and Specify the Requirements for Teachers**

It is the supervision responsibility of the education administration department to formulate scientific wooden curriculum access standards and clarify teachers' requirements, so that schools can have the basis for implementation, and so that students and parents can feel at ease.

There are certain safety hazards in woodworking. Firstly, the objects of the woodwork course are primary and secondary students, who are lively and active. Curiosity often drives them to try new things without listening to commands; Secondly, sharp tools such as planes, hammers and saws are often used in the production process, which may lead to safety accidents if improperly used; Finally, compared with traditional teachers, carpentry teachers need a stronger sense of safety and observation ability, otherwise it is difficult to find potential safety hazards in the teaching process. In addition, as a course, high-quality teaching is an important part. However, most carpenters in the current market focus on woodworking, adult skills training. They do not know how to educate students in primary and secondary schools.

Based on the above problems, we can take the following measures: First, schools need to provide appropriate learning places and supporting safety facilities, and strengthen safety education and discipline education for students before classes; Secondly, we should try to choose the course in line with the age characteristics of students and safer tools in the course process; Furthermore, it is necessary to strengthen the safety education and training of teachers, regularly carry out hidden trouble investigation, and formulate relevant crisis management plans; Last, as a carpentry teacher, you should have a basic Mandarin certificate, a teacher's certificate and a carpentry grade certificate. In the process of introducing woodworking courses, the school needs to test woodworking teachers and woodworking education institutions, including the test of skills and professionalism, the identification of woodworking teaching methods and classroom management methods, the examination of woodworking teachers' innovation ability, management ability, observation ability and other abilities.

In addition, the education management department shall regularly supervise and manage the school, and assess whether the school conducts carpentry labor education for students according to regulations. Formulate a certain reward and punishment mechanism. If the school fails to complete the work according to the relevant provisions, which leads to problems in the safety and education quality of the woodwork labor education curriculum, the school shall be criticized and educated accordingly according to

the provisions. If the criticism and education are not rectified, the school shall be punished according to the provisions. If the school completes innovation and improvement in accordance with relevant regulations and on the basis of completion, it shall give the school commendation and reward as encouragement to the school.

### **3.3 Formulate Management Methods for Woodworking Teaching, Enrich Teaching Forms and Implement Educational Objectives**

As a labor education course, the woodwork course should have corresponding teaching objectives, teaching purposes and teaching methods. The Labor Curriculum Standards for Compulsory Education (2022 Edition) clearly points out that the goal of the curriculum is to form a basic labor consciousness and establish a correct labor concept; Develop preliminary planning thinking and form necessary labor capacity; Cultivate good working habits and shape basic labor quality; Cultivate positive labor spirit and carry forward the spirit of model workers and craftsmen [8].

Therefore, in order to achieve the teaching objectives, schools should develop corresponding teaching methods and enrich teaching forms. In addition to the normal woodworking teaching, the school can hold campus woodworking competitions encouraging students to participate in large-scale woodworking competitions and mobilizing students' enthusiasm for woodworking [7]. The holding mode of the competition can be used for reference like. The Youth Creative Woodworking Competition, the Shanghai Youth Creative Woodworking Competition, the World Skills Competition, etc. held by Nanjing International Expo Center. The school can also organize a campus charity sale to let students sell their woodworking works made in the woodworking class. For example, the students of Class 404 of Nanxiaobu Primary School made woodwork and held a charity sale in the city square, and donated the love money from the charity sale to "Duolang Public Welfare", helping poor children in Aksu, Xinjiang, realize their "micro wishes". In the form of charity sale of woodwork products, students can learn how to make woodworking products from the woodwork course, understand the significance of labor, and cultivate students' awareness of serving and contributing to society, which is of great significance for promoting students' all-round development.

### **3.4 Clarify the Charging Standard and Formulate the Complete Payment Management System**

As an educational institution, schools should make the charging standard of educational courses transparent and open to students and parents. Schools can combine traditional course selection and charging methods with network technology, and develop a reasonable course selection and payment system through the investigation and analysis of students and parents on course selection and course costs [9].

The school should establish a course selection and payment system, which should cover the types, contents of courses, the details of course charges, and the function of course payment. Introduce the types of courses, course content, educational objectives, and fee methods, etc., and select the fee method according to the opinions of students and parents of fees collected shall include material fees, machinery use fees, clothing fees, teacher guidance fees, etc. Parents or students can register the student's account in

the payment system and fill in relevant information, including the student's name, age, student number, class, etc. Students and parents can set up student accounts in the system and deposit the amount in the account for subsequent payment. However, the upper limit of the account storage amount should be set to avoid loss of the stolen amount.

The school establish a course selection and payment system to facilitate students to choose courses by themselves and parents to pay fees, which can help promote the development of woodwork course in campus, student learn and choose woodwork courses.

### **3.5 Introduce Interdisciplinary Education Mode and Promote the Combination of STEAM Education and Woodworking Courses**

The focus of the woodworking course is to improve students' ability to identify problems, think about problems and apply their knowledge to solve them by guiding students to make their own woodworking works. As an interdisciplinary education model, STEAM education focuses on how to integrate knowledge and skills in science, technology, engineering, art knowledge and mathematics. This model is mainly a series of teaching activities centered on the project, and attaches great importance to the high connection between the problem situation and real life, and is committed to solving practical problems through interdisciplinary integration [10].

To promote the combination of STEAM education and woodworking courses, woodworking courses are required to be centered on students making woodworking works by hand. In the process of woodworking, mathematics, physics, art knowledge and other related subject knowledge are used to help the completion of works to realize the combination of subject and non-subject. At the same time, students are encouraged to acquire knowledge through independent exploration. It can transform students from passive learners and listeners to active participants, and achieve the goal of cultivating students' ability of design, planning, mathematical and engineering thinking. Therefore, the setting and development of woodworking courses are conducive to promoting the application of STEAM education model, which is not only the need of social development, but also to adapt to the educational needs of students in the current era.

## **4 Conclusions**

The opening the woodwork courses in campus not only responds to the national policy of "double reduction", promotes the inheritance and promotion of traditional skills, but also provides a new development path for the traditional woodworking industry. Woodwork course is of great significance for students to cultivate innovative consciousness and improving their labor ability. It is also conducive to the integration of multiple disciplines, creating characteristic courses and the application of STEAM education model. At present, the transformation from business model to education model of woodwork is at the initial stage. It is necessary to accelerate the implementation of relevant policies, scientifically formulate access standards and curriculum management methods, and make the woodwork develop steadily towards the education model.

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