1. Record Nr. UNINA9910633922303321

Autore Xue Eryong

Titolo Rural education reform in China: a policy mapping perspective //

Eryong Xue and Jian Li

Pubbl/distr/stampa Singapore:,: Springer,, [2023]

©2023

ISBN 981-19-8364-X

Descrizione fisica 1 online resource (118 pages)

Collana Exploring education policy in a globalized world: concepts, contexts,

and practices

Disciplina 379

Soggetti Education and state

Education and state - China

Education, Rural Reforma de l'educació Política educativa Escoles rurals Llibres electrònics

Xina

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Nota di bibliografia Includes bibliographical references.

Nota di contenuto Intro -- Preface -- Acknowledgments -- Contents -- About

the Authors -- 1 The Rural School Layout Adjustment in China -- 1.1 The Policy of "One Village, One School" in the Early Days of Reform and Opening Up -- 1.1.1 "Withdraw and Merge" Policy -- 1.1.2 "Retreat Point and School": Adjustment of Rural School Layout in the New Era -- 1.2 Historical Policy Review -- 1.2.1 Concept of Location Theory and Its Development -- 1.2.2 The Relationship Between Location Theory and Rural School Layout -- 1.2.3 The Relationship Between Scale Economy Theory and Rural School Layout -- 1.2.4 The Adaptation of Policy Development to Society -- 1.2.5 The Inevitable Requirement of Students' Healthy Growth and All-Around Development -- 1.2.6 The Purpose of Adjusting the Rural School Layout Policy Since the 18th CPC National Congress -- 1.3 Challenges and Problems in Practice -- 1.3.1 Local Governments Lack Reasonable Layout Adjustment Plans.

Increasing the Pressure of Financial Investment in Education -- 1.3.2 Imbalance and Waste of Educational Resources (Teachers. Infrastructure, Students, Students' Education Costs) -- 1.3.3 Differences and Drawbacks at the School Scale -- 1.3.4 The Disappearance of the School's Cultural Radiation Function Aggravates the Cultural Crisis in Rural Areas -- References -- 2 Rural Teacher Development in China -- 2.1 Existing Research on the Construction of Rural Teachers in China -- 2.1.1 Problems Existing in the Construction of Rural Teachers in China -- 2.1.2 The Rural Revitalization Strategy Requires the Help of Rural Education -- 2.2 Policy Analysis and Implementation Data Analysis of Rural Teacher Team Construction -- 2.2.1 Rural Teachers Have Little Room for Improvement -- 2.2.2 Rural Characteristics Lead to a Series of Problems, Such as Poor Educational Environment, Low Quality of Students and Backward Educational Concepts. 2.2.3 The Quality and Quantity of Rural Teachers Can Be Prevented in This Kind of Selection to Some Extent -- References -- 3 Rural Students' All-Around Education Development in China -- 3.1 Literature Review -- 3.1.1 Good Physical Quality and a Healthy Physique -- 3.1.2 The Excellent Ideological and Moral Character and Psychological Quality -- 3.2 The Theoretical Tools -- 3.2.1 "All-round Development" --3.2.2 Theoretical Explanation and Guidance -- 3.2.3 Liang Shuming's Rural Education Theory -- 3.3 Challenges and Problems in Practice --3.3.1 Rural Students Drop Out of School -- 3.3.2 Lack of Quality Education in Rural Schools -- 3.3.3 Information Asymmetry Under the Urbanrural Dual Pattern -- 3.3.4 Rural Education Financial System Adjustment Caused Economic Difficulties -- 3.4 The Suggestions and Comments -- 3.4.1 The Curriculum and Teaching Reform Should Be Actively Carried Out to Bring More Courses of Moral Education, Physical Education and Aesthetic Education into the School Teaching System -- 3.4.2 Improving the Quality of Teachers is also One of the Prerequisites for Vigorously Promoting Quality Education --3.4.3 Developing the Quality Education of Rural Students, We Should Make Full Use of Urban Education Resources to Drive the Development of Rural Education and Optimize the Educational Structure -- 3.4.4 Strengthen Educational Exchanges and Mutual Assistance Between Urban and Rural Areas and Gradually Narrow the Knowledge Gap Between Urban and Rural Areas -- References -- 4 Vocational Education in China's Rural Areas -- 4.1 The Research Background, Purpose and Significance of "Rural Oriented Vocational Education" --4.1.1 Study on the Value Orientation of Vocational Education for Rural Areas -- 4.1.2 Research on the Current Situation of Rural Development-Oriented Vocational Education -- 4.2 Problems and Challenges. 4.2.1 Rural Vocational Education Has Not Formed a Relatively Complete System and Mechanism -- 4.2.2 The Social Recognition of Rural

4.2.1 Rural Vocational Education Has Not Formed a Relatively Complete System and Mechanism -- 4.2.2 The Social Recognition of Rural Vocational Education Is Not High -- 4.3 Suggestions on "Vocational Education Oriented to Rural Areas" -- 4.3.1 Improve the Support for Rural Vocational Education -- 4.3.2 Looking Back at the Past Ten Years, Rural Vocational Education Is Indispensable in All Relevant Documents, and Its Importance Is Self-Evident -- 4.3.3 Society's Deep-Rooted Prejudice Against Vocational Education -- 4.3.4 Form a Reasonable, Distinctive and Adaptable Professional Structure -- 4.3.5 Strengthen the Strength of Teachers and Accelerate the Construction of High-Quality Teachers -- 4.3.6 Improving the Management System and Laws and Policies for Vocational Education -- 4.3.7 Innovate the School-Running System and Implement Targeted Talent Training Programs -- 4.3.8 Improve Legislation Related to the Development

of Vocational Education -- References -- 5 Rural Education Informatization Development in China -- 5.1 Research Background. Purpose and Significance -- 5.1.1 The Current Situation of Education Informatization in Rural Schools in China -- 5.1.2 Comparative Study on Rural Education Informatization at Home and Abroad -- 5.1.3 Research on Government Measures, Financing Channels and Hardware Facilities of Rural Education Informatization -- 5.1.4 Research on Teacher Training and Information Literacy of Teachers -- 5.2 Rural Education Information Construction Theoretical Tools -- 5.2.1 Theory of Deep Integration of Information Technology and Curriculum -- 5.2.2 Innovation Diffusion Theory -- 5.3 Rural Education Information Construction Software Policy -- 5.3.1 Promotion of Teacher Training --5.3.2 Building a High-Quality Course Platform -- 5.4 Problems and Challenges of Rural Education Informatization Construction. 5.4.1 Material Resources and Human Resources -- 5.4.2 Weak Capital Investment and Low Utilization Rate -- 5.4.3 Excessive Reliance on Government Financial Input -- 5.4.4 Inadequate Capacity Construction and the Backward Consciousness of Rural Teachers -- 5.5 Countermeasures of Rural Education Informatization Construction --5.5.1 Optimizing Resource Allocation and Making Reasonable Use of Educational Resources -- 5.5.2 Expand the Supply of Resources. Increase the Supply of Resources -- 5.5.3 Innovate the Supply of Resources and Introduce Market Forces to Promote the Construction and Use of a Synchronized Supply of Resources -- 5.5.4 Combine Top-Level Design with Grassroots Innovation to Make Full Use of Educational Resources -- 5.5.5 Adhere to Multi-Pronged and Continue to Strengthen the Input of Rural School Education Informatization --5.5.6 Optimizing the Financial System and Making Rational Use of Financial Funds -- References.