

# Analysis on the "Paradigm" Path of Experiential Courses in Colleges and Universities

Shuwei Li, Jingtao Wu and Lei Zheng

Leshan Normal University, Center for Trans-Himalaya Studies, Leshan 614000

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**Abstract:** The construction of experiential courses is the further standardization of disciplines, the further deepening and improvement of content theoretical appeal, and it is also an important issue related to the long-term development of leisure sports and the deepening of curriculum reforms. This paper discusses the similarities and differences in the development of "paradigm" based on four stages in the construction of experiential courses, and then concludes and deduces the positioning, starting point and foothold of disciplines' development. It aims to find out the validity and relevance of curriculum construction and provide empirical reference and theoretical guidance for experiential curriculum construction in different periods.

## 1. Thinking and Analysis on the Development of the "Paradigm" Path

The citation of academic reason can accelerate the understanding of courses of scholars and front-line teachers, and deepen the cognition of the content and structure of the subject. In the Necessary Tension and the Structure of the Scientific Revolutions, Thomas Samuel Kuhn points out that the "paradigm" is the fundamental reason for the dynamic development of disciplines and the operation of internal mechanisms. He believes that the breaking of the theoretical framework of the original "paradigm" and the transformation of the science of the new "paradigm" are motivations for the curriculum construction<sup>[1]</sup>. After the 1960s, the rise of postmodernist representative scholars have promoted the pioneering development period of scholars of "empiricism curriculum view". This has promoted the curriculum towards channels of "behavioralism" and "structuralism. Meanwhile, it leads to the subsequent curriculum construction to survive in "criticism", and forms four distinct development stages of "embryonic stage", "initial period", "construction period" and "development period".

### 1.1 Germination: Redundancy and Fading of "Uncertainty" Development of Courses

Philosopher Charles Landman proposed that "human beings are uncertain in essence, and nature only completes a half, and the other half is left to themselves to complete"<sup>[2]</sup>. After the 1960s, the settlements including experts and scholars in the field of natural science on the uncertainty for the study of things and postmodernism philosophers on the uncertainty for the development of things have provided a broad development view for curriculum expansion and development in later education and teaching<sup>[3]</sup>. At the early stage of its construction, experiential courses have not yet formed a systematic mode of operation, but only as a kind of recreational activity to operate. The earliest training and construction of experiential courses mainly took the form of providing multi-dimensional services such as team building, leader culture training, quality continuation activities and leisure culture travel<sup>[4]</sup>. Curriculum is a kind of subject process, which is a development stage with process, movement, dynamism and other forms as the subject. It is not only an "internalized" educational training goal to set in front of students, but also a dynamic development process that covers students' learning experience acquisition and evolution<sup>[5]</sup>. In the early stage of experiential courses, the development of recreational activities in the Pearl River Delta, Hong Kong and other regions was taken as an opportunity. Relying on the external development environment and the current domestic demand, the entertainment activities of experiential courses have risen rapidly in a short period of time, and it has become a "fresh stream" in the embryonic period of the construction of experiential courses<sup>[6]</sup>. The construction of courses

takes the activities of teachers and students as the main body, which is mainly a relatively stable structural framework (experience, logical starting point, communication, experience and understanding). However, early experiential curriculum construction was mainly filled with complicated "experiential" elements. It has not yet formed the curriculum system with stable frame structure as the main body, which is essentially an exploration of "recreational" activities. Gradually, the ideological trend of curriculum construction is obscured or highlighted with the transition of the times. Since 1970, the construction of domestic education curriculum system has gradually changed from the research focus of universal education to the situational education. It is no longer a simple list of superposition, and abandons the redundant curriculum construction based on superposition of original elements. Thus, the path of "uncertainty" course construction gradually fades away.

### **1.2 Initial Period: Establishment and Rise of the Thought of Reconstructing "Experience"**

After the construction of "uncertainty" curriculum, curriculum development has gradually come into public view. The "curriculum development paradigm" has been discussed by experts and scholars in a short period of time, and formed a "scientific" wave of reflection. The most typical representative is Dewey, who has proposed that learning is "learning from doing." Dewey has pointed out that education is a dynamic process of change, a process of continuous reorganization, improvement, transformation, and upgrading<sup>[7]</sup>. During Dewey's education, the most distinctive educational feature was "student-centered." It emphasizes the acquisition and promotion of students' experience, is the upsurge and sublimation of "experience", and takes reconstruction as the internal driving force of curriculum development. With the promotion of economic society and the demand of cultural construction, experiential educational training has taken root in China quickly. In the late 1990s, the Central Committee of the Communist Youth League and the National Working Committee of China Young Pioneers, etc., jointly launched a series of "experiential education activities". Meanwhile, the Central Organization Department of the Communist Youth League jointly issued the requirements for teenagers to participate in experiential education, learn social education, and put forward the construction of theoretical demands. These have indeed implemented the experiential education of young people, and combined theory with practice to drive the rapid development of the system<sup>[8]</sup>. With the emphasis of national education authorities on elementary education and its increasing weight, EMBA students led by Peking University and Tsinghua University have been arranged appropriate experiential courses and organized to conduct appropriate field practice activities. This is also the beginning of China's formal combination of theory and practice of experiential education and training<sup>[9]</sup>. As a result, views on teachers, students, curriculum construction, teaching theory, and educational value orientation have emerged. It actively accelerates the construction of experiential courses to take the acquisition of "experience" as the premise, focuses on students' learning and doing, internalizes the construction of "explicit" empiricism. Besides, it reflects that "education is growth", and education is the unity of the free subject who swims and internalizes in the social network with the help of knowledge. It symbolizes the initial development period of experiential curriculum construction, and the establishment and rise of reconstruction of "experience" thought is the main feature of this period.

### **1.3 Construction Period: Shelter of "Behavioral Curriculum View" and "Structural Curriculum View"**

With the development of curriculum construction revolution, Taylor's "behavioral curriculum view" has gradually come into public view. It has been recognized by the public for its emphasis on the starting and end points of curriculum construction and the soul of the construction. Thus, it has become a distinct representative in the period of "behavioral curriculum view". The most distinctive period is the early 21st century. The Hong Kong adventure education organization pushed this educational thought and concept to Guangzhou Pearl River Delta. After that, it began to try and operate in primary and secondary educational training institutions in Zhuhai and Guangzhou. The education department and training industry mainly operate in the form of learning from the logical starting point of education and structured training to attract most social training institutions to

promote by experiencing the novelty of education<sup>[10]</sup>. However, with the later growth and development of experiential education, the "behavioral curriculum view" has gradually become a "structural curriculum view", which takes the basic structure of the subject as the logical starting point and focuses on cultivating students' exploration and discovery ability as the guiding goal<sup>[11]</sup>. In fact, neither the "behavioral curriculum view" nor the "structural curriculum view" can re-examine the unpredictability, novelty and unpredictability in the learning process from the perspective of individual development. This leads to the predetermination of curriculum construction and the possibility of experiencing curriculum construction is lost<sup>[12]</sup>. Besides, the connotation of courses gradually loses the original meaning, gradually moves towards the lack and fall of the connotation of curriculum construction. The most obvious sign is the "menu-style" educational training phenomenon based on the starting point key and difficult points, and the cultivation direction of curriculum construction<sup>[13]</sup>. Moreover, from the perspective of the final goal of curriculum construction, it is ultimately towards and finally takes science as the development prospect. No matter what kind of curriculum development mode or school of scholars, they all hope that the discipline will move towards a rational development path, the beginning of curriculum development, the end of curriculum terminal, curriculum evaluation, etc. To a certain degree, all of these have sheltered the independent development of courses and restricted the critical consciousness and innovative spirit of the educated or the trainees. As a result, curriculum developers stick to the original teaching materials and content, which causes "asymmetry" of theory and practice in curriculum construction.

#### **1.4 Development Period: Introduction and Argument of "Curriculum Understanding Paradigm"**

With the continuous influx of market economy, scholars and experts in curriculum construction begin to change their research perspectives. They use new research methods to explore the content, objectives and trends of curriculum construction. Borrowing from the development of other disciplines to explain the difficulties of this discipline, they have proposed a multiple approaches to course learning, the active and passive relationship of curriculum builders, the interactive relationship of curriculum implementation, and the diversity of curriculum pursuit objectives, which have promoted the autonomy and publicity of curriculum development<sup>[14]</sup>. The most obvious external features of the development period of experiential curriculum construction are the diversification of curriculum equipment construction, the liberalization of the training market, and the diversity of training subjects; This is reflected in the rapid growth of the construction of site facilities. Various provincial and municipal centers across the country have begun to emerge the site construction plants and equipment research and development institutions of experiential development training. Prefecture-level cities in each city have developed training bases and training institutions<sup>[15]</sup>. Besides, the levels and groups of experiential educational training are gradually expanded, and its development mode has a relatively diversified development trend. The communication platform is diversified, the systematic excavation of training groups is gradually deepened, and the operation mode tends to be modern networking and informatization. Moreover, the training system of colleges and universities presents a diversified mode<sup>[16]</sup>. Apple's "Critical Curriculum Theory" proposed that curriculum construction needs to go from society to individuals. In his opinion, the establishment of courses is actually a political act, which achieves objectives of justice and liberation through the existing consciousness judgment<sup>[17]</sup>. However, Dole pointed out that before the implementation of the curriculum, the purpose had already arisen from the process itself<sup>[18]</sup>. The two scholars have proposed the process and multidimensionality of curriculum construction, which removes the pre-qualitative features of the original courses and pushes its construction towards the pattern of continuous innovation and transcendence. However, according to the postmodern curriculum theory, curriculum is a romantic integration of society and culture, and a recombination of outcome judgment, history and research in courses. With its strong emotional color and external rendering of romantic feelings, the "curriculum understanding

paradigm" shows the arbitrariness and looseness of curriculum construction, and gives people more concerns and thoughts.

## 2. Conclusion

Curriculum is the axis of subject development and is at the core of school education. The goals and values of education and teaching are mainly implemented and reflected through curriculum construction<sup>[19]</sup>. At present, there are gaps in the goal orientation, class hours, credits, and hours of experiential curriculum construction, and the current curriculum construction is chaotic. Its theoretical appeal cleverly answers the basis and starting point of the three-level construction of curriculum construction: internalized psychological counseling, externalized physical fitness reserve, and explicit pedagogy accumulation. It also responds to the direction of curriculum construction towards a professional and regular development..

The four periods of experiential curriculum construction emphasize the "paradigm development path" under different educational schools and perspectives. In this way, it internalizes and clusters the methods and strategies adopted by colleges and universities in different periods of constructing experiential educational curriculum. Nowadays, it is a crucial period for the professional development and curriculum construction of domestic colleges and universities. It is necessary to re-examine and consider the theoretical appeal of its professional construction, and to conclude, deduce, review and inspect the experiential curriculum construction in different periods. Finally, we aim to find out the validity and relevance of curriculum construction and provide empirical reference and theoretical guidance for current experiential curriculum construction.

## Fund project

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