

The Implement of Interdisciplinary Thematic Learning of Discipline of History in The Secondary School

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Abstract. Nowadays, the History Curriculum Standards for Compulsory Education (2022 Edition) is the newest educational standard of history discipline. There is an obvious difference from the last standard. the Interdisciplinary Thematic Learning of discipline of history being the main object in my paper is one of an obvious difference. In the curriculum standards, there is a clear and accurate discipline on Interdisciplinary Thematic Learning of discipline of History. And main five guided principles expressed on paper should be obeyed whenever teachers design and practice a whole progress of the interdisciplinary thematic learning of discipline of history. The last but no least is that there are no clear requirements on feedback and of Interdisciplinary Thematic Learning of discipline of History. So, the part about how to evaluate and how get feedback can be discussed with more liberty.

Keywords: thematic Learning, five guided principles, feedback, discipline of history.

1. The Definition And Implement Principles of Interdisciplinary Thematic Learning of discipline of History in THE Secondary School

In the past, there is no interdisciplinary thematic learning in old history curriculum standards for compulsory education. To promote students' practical ability and ability of solving practical problems, interdisciplinary thematic learning of discipline of history was added in new curriculum standards, which is prepared for three years of secondary school in nine-year compulsory education.

Firstly, the definition of Interdisciplinary Thematic Learning of History in the secondary School should be made clear. In 2022, The History Curriculum Standards for Compulsory Education (2022 Edition) (referred to as "Curriculum Standards") was redesign by Ministry of Education of the people's Republic of China. In secondary schools of history education, Curriculum Standards adds a new seventh curriculum content behind the original six curriculum contents that were designed in last the Discipline of History Curriculum Standards. The curriculum standard defines interdisciplinary thematic learning as "guiding students to carry out comprehensive practical activities of in-depth exploration and problem solving by combining all the knowledge, skills, methods and topic research of history courses and other courses around a certain research topic." (Ministry of Education of the people's Republic of China, 2022) The definition of interdisciplinary thematic learning is simple. There are two points in the definition of interdisciplinary thematic learning. First point is that students can use and combine various kills and knowledge of history and of other subjects; second point is that the interdisciplinary thematic learning is a comprehensive practice rather than a study in classrooms. Although Most of Chinese educators did not directly and clearly state history of development and birth process of Interdisciplinary Thematic learning in their papers, they explained why the seventh part should be designed. An educator argues that, "the aims of this part's design include two parts, which are that students should be cultivate with moral education and that enrich history teaching contents in secondary schools and that increase the students' ability of comprehensively using skills of all disciplines." (Yan Liming, 2022) another thinks that, "For cultivating core literacy of students, should be changed by increasing train of researching problems by using multiple disciplines." From the two explanations, the aim of Interdisciplinary Thematic Learning of History is that students should promote their comprehensive ability by using different methods or skills from other disciplines to deal with problems of history curriculum. Of course, there is a clear trend of education in secondary schools, which is that different from the traditional teaching

in the classroom, it pays more attention to cultivating students' practical ability and research ability. Students in secondary schools in china are required to solve problems and complete tasks that is real and concrete independently without teacher intervention. Secondly, before planing a teaching plan of Interdisciplinary Thematic Learning, there are five educational principles that are Comprehensiveness, practicality, diversity, inquiry and operability should be kept. The main meaning of Comprehensive can be understood as “interdisciplinary”. the original expression in the History Curriculum Standards for Compulsory Education (2022 Edition) is that, “The interdisciplinary theme learning activities should reflect the knowledge integration of different learning fields and the comprehensive utilization of multiple methods.” (Ministry of Education of the people’s Republic of China, 2022) The meaning of practicality in the History Curriculum Standards for Compulsory Education (2022 Edition) is that “Interdisciplinary thematic learning activities should focus on the relationship between history and reality.” “It promotes students to combine theories with the solution of realistic tasks.” (Ministry of Education of the people’s Republic of China, 2022) Diversity is that, “(school or society) should make use of the diversity of historical resources to build multi-dimensional platforms for students to improve their innovative spirit and practical ability, and provide diversified learning ways.” In short, the various kinds of ways, access, channels and so on. Should be provided to students. (Ministry of Education of the people’s Republic of China, 2022) Inquiry is that “The inquiry theme of interdisciplinary thematic learning activities should have a certain openness and extension, advocate deep learning, project-based learning, and project-based learning, and form research-based learning results.” (Ministry of Education of the people’s Republic of China, 2022) Operability, the last theories, is that, “The design of interdisciplinary thematic learning activities should consider the actual situation of regions, schools, teachers and students, and be operable in the aspects of path selection, material acquisition, interaction and evaluation.” (Ministry of Education of the people’s Republic of China, 2022).

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2. More Comments of The Five Guided Principles of The Interdisciplinary Thematic Learning of Discipline of History

According to the five educational principles, many scholars put forwarded their points to supplement the principles. Professor Dai Yuming, a professor of history in Tiajin Academy of

Educational Sciences, and Doctor Fan Yinjun, a senior teacher in Tianjin No.41 high school. They argues that,“interdisciplinary thematic learning does not mean that student get knowledge from only one text book, but they should use the knowledge to deal with the realistic problem. To connect with the social reality, we should give the curriculum learning the meaning of life and practical value.” (Dai, Yuming& Fan, Yingjun 2023) Then they further explain the operability principle and diversity of the five principles. They argue that the practicability of interdisciplinary theme learning is mainly reflected in the closeness between activities and life, which has higher requirements for the guidance ability of teachers with organizing ability in schools. There is a scholar who also argues that, there are too many themes that can be chooses in history of china and the word, but the key point is that, how choose topics that are relevant to life and can be implemented. Our cultivation of core quality of history in secondary school is going to be shallow and superficial and history subject will be covered by other subjects, if a design of interdisciplinary thematic learning is short of creation of historical scenes and pictures, lacked excavation of historical knowledge, ignored penetration of historical thinking and given up nature of history.(Sun, Hao Li, kun 2024) Content of this viewpoint shows the theories of inquiry and comprehensiveness, but the author of this paper has got a super different idea of interdisciplinary thematic learning from others, he believes that to avoid learning get superficial, history curricula and history subject should hold its main position in interdisciplinary thematic learning. These opinions are right, in my opinion, but the most importance is how awake students' enthusiasm on history of discipline by obeying the five principles. Because, to some extent, students in secondary school prefer historical story and activities after classes rather than icy and boring knowledge of history and a humdrum teacher.

The above is about that how the five principles are grasped. From The History Curriculum Standards for Compulsory Education (2022 Edition) and scholars, we know that there are main viewpoints in interdisciplinary thematic learning, but there still are some little differences. The following is about how to formulate a plane of a programme of interdisciplinary thematic learning.

3. Examples of Interdisciplinary Thematic Learning's Planning

After the five principles, there are 10 design thoughts. And according to the ten design thoughts, two examples of interdisciplinary thematic learning' s planning were showed for guiding teachers to plan a progress of Interdisciplinary Thematic Learning. From the two examples, the five principles and the aim of Interdisciplinary Thematic Learning are clearly showed. For example, at the first part of second reference cases, called,“goal, Tasks and methods”, requires students to "combine written records and witnesses' oral statements, collect used tickets, stamps, etc. Then, according to time, region or topic, and identify the historical information students should classify, sort and compile these Historical material "(Ministry of Education of the people's Republic of China, 2022) In addition, the second example also reflect the guiding role of principles, which means that teachers should adhere to principles when formulating thematic learning plans. For example, In the second 2 example, there is a special second part "Example of knowledge graph of interdisciplinary thematic learning activities", which fully reflects the guiding role of the "comprehensive" principle. Second part is a table that requires teachers to formulate the learning content according to the form, and then let the students complete the learning tasks, and it totally shows the principle of comprehensiveness. (see table 1 below)

Table 1. Example of Knowledge Graph of Interdisciplinary Thematic Learning Activities

discipline	knowledge		
	Ancient Chinese History	modern Chinese history (1840-1949)	Modern Chinese history (after 1949)
History	the Great wall; The Grand canal; Traditional festival	Cities and changes in urban life; the Chinese People's War of Resistance Against Japanese Aggression	The war of resist US aggressors and aid Korea (1950-1952); Great improvement of means of transportation and transports; greatly enhancing of living standard of people
Geography	agro-pastoral interweaving belt; river systems and transport networks of waterway; Natural laws and agricultural production	construction landscape; Administrative zoning map of China	Territory of China; transport networks of waterway and the environment of district; transport networks of waterway and the environment of district; Recognizing population distribution and nations distribution
Morality and law	Chinese traditional holidays' symbols and unify the multi- ethnic country; Chinese traditional holidays' symbols and tourist attraction; Chinese traditional holidays; Opera and music performances of festival folk customs	Hometown scenic spot; the anniversary of The Mukden Incident and the anniversary of Lugou Bridge Incident;	Heroes and leaders in the revolutionary struggle; Great achievements in socialist construction;
Chinese	frontier fortress poem, The legend of Meng Jiangnu; Literature of Grand Canal, like Boatman Worker's chant; traditional Chinese poetry	Literature of late Qing dynasty and early republic of china; Literature the Chinese Peoples of War of Resistance Against Japanese Aggression	Authors and Articles of the war of resist US aggressors and aid Korea; Plots of Great improvement of transports in Contemporary literary works; Reading articles of socialist construction
Music	traditional Chinese poetry; Music of the Grand Canal; Opera and music performances of festival folk customs; Music of the Grand Canal;	Western music Introduced; Music of the Chinese People's War of Resistance Against Japanese Aggression	Music of the war of resist US aggressors and aid Korea; Music of themes of Great improvement of transports; Listening music of the theme of socialist construction;

Third part of the reference cases is “programme of activity” including six processes that can be changed by teachers according to the specific situation. And, the processes, although, can be flexibly changed, teachers should obey the aim and the five principles to make a plan of interdisciplinary thematic learning. Many scholars take good advice for teachers about design of planing. They share their viewpoints about how to design or formulate programs on interdisciplinary thematic learning. A educator thinks that a design of programme of interdisciplinary thematic learning should fit local surrounding of education. He argues that, “It should be made clear that the examples provided in the

Curriculum Standards are not universally applicable, but need to be implemented in detail based on the actual situation of the local region, school and students. The thematic learning activities with integrated content within disciplines should be combined with interdisciplinary thematic learning activities with integrated content between disciplines, the learning content should be unified with students' experience, and the historical learning should be organically linked with realistic exploration. The study of historical materials is in harmony with social practice.” (Hang, ZheQiong Lu, Houxian 2023) Another scholar researches that, “The theme design should be based on the requirements of history curriculum standards and core literacy and the requirements of other curriculum standards and core literacy.” And “Cultivate students' organic integration of correct values, essential character and key competence.” (Wei, fukun 2023) He thinks that, a kid must be cultivated with a right, just and kind value. Another scholar thinks that, any education must be suitable and compatible with children's year and most of kids' learning ability. “The History Curriculum Standards for Compulsory Education (2022 Edition) emphasizes that the design ideas, situational materials and teaching strategies of interdisciplinary thematic learning activities should focus on developing students' problem-solving abilities. And it means that interdisciplinary thematic learning activities in grades 7 to 9 require teachers to focus on the difficulty of inquiry tasks,When each activity theme is carried out in different grades, teachers need to design activity ideas with varying degrees of complexity and assign activity tasks with varying degrees of difficulty based on the development of students in grades 7 to 9.” (Huang, Muhan&Zheng, Haili 2023) Another scholar argues that, in a teaching of interdisciplinary thematic learning, students should be cultivated with cognizing of space-time. Students can not only hold words of historical factors, but acquire location, time, main figures of historical factors. So, knowledge of geography is super important. In all programmes of curriculum of history's interdisciplinary thematic learning, related knowledge of geography should be shown in class. For example, when talking about teaching of Silk Roads, a scholar argues that, “for embodying the cognizing of space-time, teachers should guide students to recognize where is “the Western Regions”. “The Western Regions” is a concept of geography and it reflect It reflects the combination of geographical knowledge and historical knowledge.” (Zhang, Na& Rong, Qingjun. 2023) In my views, a successful interdisciplinary thematic learning need requires the joint efforts of teachers and schools. There may be remote areas where teaching resources are not particularly adequate, which requires schools and teachers to be able to use local resources. For example, in some minority areas, teachers and schools can encourage students to visit museums, interview residents, collect local music and learn about the development of a local minority. All in all, it emphasizes students' initiative rather than another learning trouble for students.

If following the five principles, there is more liberty on specific teaching processes. But there is also a question that is how to apprise students' performances and how to analyse their feedback.

4. feedback of Interdisciplinary Thematic Learning of History

The important content on feedback's acquiring and analysis of effect of the Interdisciplinary Thematic Learning cannot be found in the Curriculum Standards that makes extending of learning the last part of the interdisciplinary Thematic learning. There is a detail explaining the result of the Interdisciplinary Thematic learning, which is that takes an exhibition in classes or at school, organizes students to discuss their results and share their new opinions from their learning process. The detail is more like a suggestion rather an order. And it means that teachers and scholars can take a plan about the content with considerable liberty. Many educators have filled in the missing pieces.

Firstly, comparing with traditional terminal appraising patterns, like examination, homework and so on, educators prefer appraising on learning 's process. “The appraising way of current section that differs from the preceding prats that includes previous parts on history of China and the World should mainly be process' appraising rather than examinations” doctor huang and doctor zhang continually said that, “the process' appraising is an continuously evaluating that can show some parts that cannot examine by examinations and have strong connections with Non-intellectual factors related to

learning And the process' appraising can efficiently guide to learn how to keep a right study attitude, what should be learned, what should be finished and what should be produced .”(Huang, Muhang& Zhen, Hailin 2023) Through the process' appraising method, students can not only be cultivated good learning habits, but more importantly, students can be cultivated correct three perspectives.

Secondly, angles of appraising way should diversify. It is different from single test score that the evaluation method of Interdisciplinary Thematic Learning of History promoting students to develop their comprehensive quality have more angles to appraising way, such as speaking performance, international relationship, logical capability, Space-time concept and so on. And an educator argues that the appraising way also is a capable of expression. “expression's appraising pays close attention to what students know and what student can do, and it shows students' various abilities by shelf-performance.” (Dai, Yuming& Fan, Yingju 2022) Students not only can improve their comprehensive ability but also can increase students' sense of engagement to gain more faith of studying and sense of achievement by join all process of the expression's appraising.

Thirdly, whether any appraising process or theories are planned, they should be operable. Only the evaluation methods and the evaluation process that can be operated can effectively and directly reflect the effectiveness of interdisciplinary learning education. Educators propose many different evaluation methods about students learning on Interdisciplinary Thematic Learning of History. One scholar argues that the result of appraising process should be concluded in the result of the final exam. “The evaluation of interdisciplinary topic learning should be incorporated into the final assessment with a minimum weightage of 10%, considering that it constitutes 10% of the total class hours, in accordance with the grading system.” (Huang, Muhang &Zheng, Hailin 2023) And some educators believe that the evaluation method of interdisciplinary theme education can be carried out through the establishment of evaluation scale, "growth portfolio", and the commendation conference. Even in the whole process of evaluation, not only teachers should evaluate, schools, parents, and students should be involved, and this process can be reflected in the recognition conference. “The principles of recognition for interdisciplinary thematic learning in history are: to consider both the performance of the student in the learning process and the final learning outcomes presented by the student; It is necessary to consider the feedback of the study group, as well as the feedback of the subject teachers and parents. Finally, combined with the data analysis of the evaluation scale, the outstanding students and study groups are commended, and the individual winners or study groups are awarded the school-level honorary title. The purpose of the evaluation and recognition is to set an example, encourage the advanced, drive the latter, and catch up with the advanced, to reserve a steady stream of strong impetus for students to continue to participate in the study of history interdisciplinary topics.” (Yan, Mingli 2022) In short, evaluation of science, teaching and learning is an important part of interdisciplinary learning.

All in all, Interdisciplinary Thematic Learning of History is the new part of the curriculum schedule, no matter it is the design part, the implementation part, or the evaluation part, there are imperfections, teachers and scholars need to use theory and practice to constantly improve it.

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