

Research on Safety Education Mode of College Students in the Background of New Era

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Abstract: With the continuous promotion of economic globalization and the popularization of higher education, the external environment and internal environment of colleges and universities have changed greatly, and the safety education of college students has faced many new problems. This study takes the current situation of safety education for college students in some colleges and universities in southern Zhejiang Province and Hebei Province as the researching object, analyzes the existing problems and proposes countermeasures to improve the safety education mode of student college students, which is of great practical significance to enhance the effectiveness of safety education for college students, maintain campus safety and stability and promote the construction of a harmonious society.

Keywords: College Safety; Safety Education; Safety Education Courses; Goal of Safety Education; Model Research

1. Introduction

With the accelerated globalization and frequent population movement, the security environment has changed dramatically. The unstable factors affecting the safety of teachers and students in colleges and universities have increased dramatically, and the social factors affecting the thought dynamics and words and actions of college students have increased. New security issues such as network security and psychological security have emerged, the security environment inside and outside the

campus is becoming more and more complicated, and campus security accidents are frequent. All these make safety education for college students especially important and a realistic issue that needs to be solved.

2. The Concept of Safety Education for College Students

Safety education, as the name implies, is the education of human safety. It aims to improve people's ability to prevent accidents and safety techniques through education and training [1]. Safety education for college students refers to the education activities organized by teachers to educate college students on relevant laws and regulations, school rules and discipline, safety prevention knowledge and skills in order to maintain personal and property safety and psychological health of college students, enhance their awareness of safety prevention and cultivate their ability of self-prevention and self-protection in accordance with the relevant national laws and regulations [2].

3. Related Theory

The hierarchy of needs theory was proposed by Abraham Maslow, a famous American social psychologist. He pointed out that people as an organic whole have multiple motivations and needs, including physiological needs, security needs, belonging and love needs, self-esteem needs and self-actualization needs. Physiological needs are the most primitive and basic needs of people. He believes that when physiological needs are met, a whole new higher level of security needs emerge than it. "Almost everything is less important than

safety. If this state manifests itself severely enough and lasts long enough, then a person in this state can be described as living simply for safety [3].

The need for security expresses people's hatred of pain and fear and their desire for a stable, regular and orderly external environment. The satisfaction of the need for security contributes to people's inner satisfaction and development and facilitates their advancement to higher level needs. When the need for security does not achieve the corresponding satisfaction, it will play a dominant role over the individual, so that the goal of action is all directed to security, and the person in this state may live only for security, bringing great harm to the individual's body and mind.

4. Research Design

4.1 Purpose of the Survey

The survey was conducted by distributing questionnaires to college students in some colleges and universities in Zhejiang Province and Hebei Province, and the students filled in the questions about safety education on the questionnaires, and then counted the returned questionnaires and answers, so as to understand the current situation of safety education of college students. The specific objectives of this survey are: (1) to understand the status of college students' own safety awareness; (2) to understand current college students' safety skills and their ability to deal with safety problems; (3) to understand college students' willingness to learn safety knowledge actively; (4) to understand the reality of college students' acceptance of safety education; (5) to understand the implementation of college safety education.

4.2 Survey Content

The questionnaire mainly involves three parts, which are the survey of students' basic information, the survey of students' own safety awareness and safety skills, and the survey of school safety education implementation.

The basic information survey of students mainly includes: gender, age, grade, major, family location, monthly family income and other basic information survey, in order to

classify and analyze the results of the survey.

Students' own safety awareness and safety prevention skills survey mainly includes: personal safety, property safety, fire safety, health safety, network information security, traffic safety and other awareness and skills survey.

The survey on the implementation of school safety education includes: school safety education organization, content, form, time and continuity, etc.

4.3 Investigation Process

The target population of this study was the students in eight colleges and universities (including three undergraduate colleges and five higher vocational colleges) in Zhejiang Province and Hebei Province. According to the need of statistical analysis of the survey, 2000 questionnaires were distributed in this survey, and the total number of questionnaires finally collected was 1886, with an efficiency rate of 94.3%.

4.4 Analysis of Survey Results

4.4.1 Personal safety awareness of college students

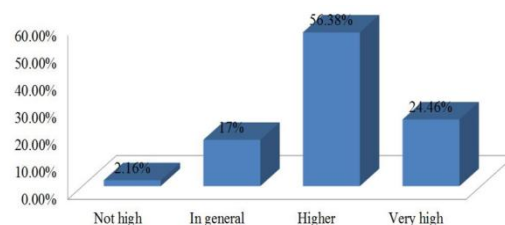


Figure 1. The Degree of Personal Safety Consciousness of College Students

Figure 1 shows that 41 people think their personal safety awareness is not high, accounting for 2.16%; 321 people think their personal safety awareness is average, accounting for 17%; 1024 people think their personal safety awareness is high, accounting for 56.38%; 461 people think their personal safety awareness is very high, accounting for 24.46%.

As shown in Figure 2, when asked "in case of robbery, theft and other incidents that endanger one's safety", 69 people (3.67%) said they would "not do anything to fight"; 1,040 people (55.13%) said they would "seize the opportunity to call the police"; 726 people (38.48%) said they would "fight with the criminals and take the opportunity to get

away"; 51 people (38.48%) said they would "ignore the criminals and take the opportunity to get away". 1,040 people said they would "take the opportunity to call the police", accounting for 55.13%; 726 people said they would "fight with the robbers and take the opportunity to get away", accounting for 38.48%; 51 people said they would "fight with the robbers regardless of the situation", accounting for 2.72%.

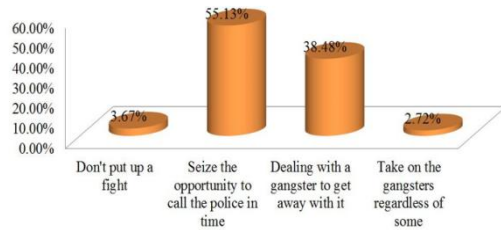


Figure 2. In Case of Robbery, Theft and Other Incidents Endangering Their Own Security



Figure 3. Alone on a Less Crowded Road at Night

From Figure 3, it can be seen that when passing through the less crowded road at night alone, 103 people (5.48%) decided to "pass normally without fear"; 798 people (42.32%) thought "safety is the most important and go around"; 316 people (16.73%) felt the need to "be alert and carry a defense tool"; 669 people (35.47%) felt afraid and would pass quickly. 316 people (16.73%) felt the need to "be alert and carry defense tools"; 669 people (35.47%) felt scared and would pass quickly.

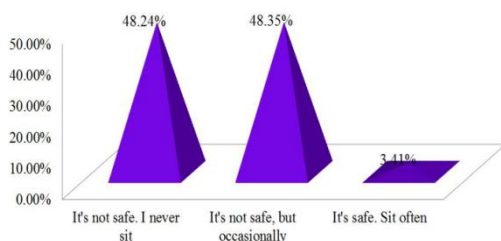


Figure 4. Taking an Illegal Taxi

Figure 4 shows that 910 people, or 48.24%, think it is unsafe to take the illegally operated vehicle and never ride them; 912 people, or 48.35%, think it is unsafe to take the illegally operated vehicle but ride them occasionally;

64 people, or 3.41%, think it is safe to take the illegally operated vehicle and ride them often.

4.4.2 College students' awareness of property safety

As can be seen from Figure 5, when asked about the "level of awareness of their property security", 113 people (5.97%) said "not high", 397 people (21.05%) said "average", 1061 people (56.26%) said "high", and 315 people (16.72%) said "very high". "The percentage of respondents who thought they had a high level of awareness of their property security was 113 (5.97%), 397 (21.05%), 1,061 (56.26%), and 315 (16.72%).

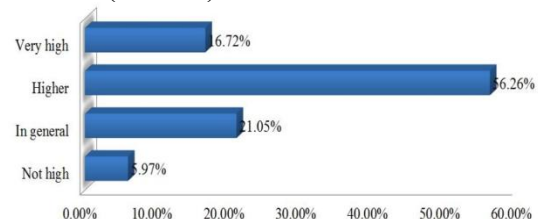


Figure 5. Degree of Property Safety Awareness

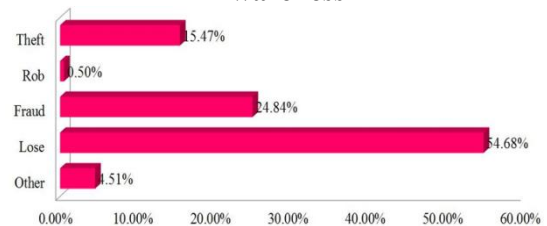


Figure 6. Specific Forms of Property Damage Have Occurred

Figure 6 shows that in the survey of "specific forms of property loss", 1031 people said they had lost something, accounting for 54.68%; 468 people had been swindled, accounting for 24.84%; 507 people had been stolen, accounting for 15.47%; 9 people had been robbed, accounting for 0.50%; and 85 people had been robbed, accounting for 4.51%; 85 people have suffered other forms of property loss, accounting for 4.51%.

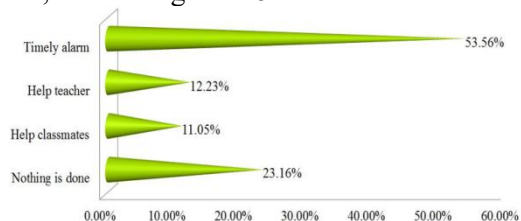


Figure 7. After Suffering Property Damage

We can see from Figure 7 that after experiencing property damage, 1010 people would call the police in time, accounting for 53.56%; 231 people would seek help from teachers, accounting for 12.23%; 208 people

would seek help from classmates, accounting for 11.05%; and 437 people would not do anything, accounting for 23.16%.

4.4.3 College students' awareness of network security

Figure 8 shows that, in terms of cyber security awareness, 263 people think their cyber security awareness is not high, accounting for 13.96%; 573 people think it is "average", accounting for 30.39%; 779 people think it is "high", accounting for 41.28%; 271 people think it is "very high", accounting for 14.37%.

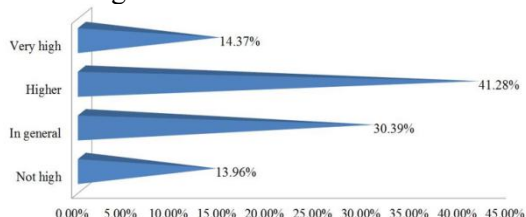


Figure 8. Own Network Security Awareness

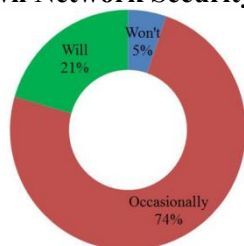


Figure 9. Fill in the Personal Information in the Online Registration Account Information

As shown in Figure 9, when registering account information online, 1400 people said they would occasionally fill in personal information, accounting for 74.21%; 387 people said they would fill in personal information, accounting for 20.53%; and 99 people did not fill in personal information, accounting for 5.26%.

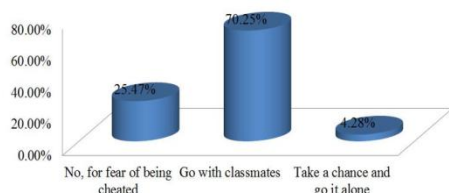


Figure 10. Look for Job Postings on the Internet When You Need an Interview

We can see through Figure 10 that when college students see job information on the Internet and need an interview, most of them will find their classmates to go with them, with 1325 people, accounting for 70.25%; 480 people said "don't go, worrying about being

cheated", accounting for 25.47%; 81 people said they will 81 students said they would "take the chance and go alone", accounting for 4.28%.

4.4.4 Mental health and safety of college students

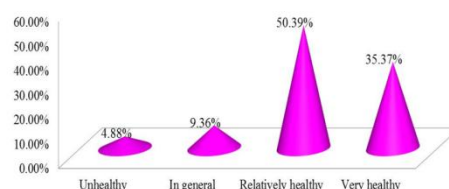


Figure 11. Own Mental Health Status

Figure 11 shows that in terms of their own mental health, 667 people consider themselves "very healthy", accounting for 35.37%; 951 people consider themselves "relatively healthy", accounting for 50.39%; 176 people consider themselves "average", accounting for 9.36%; and 92 people consider themselves "unhealthy", accounting for 4.88%. The number of people who consider themselves "healthy" is 667, or 35.37%; 951 consider themselves "healthy", or 50.39%; 176 consider themselves "average", or 9.36%; 92 consider themselves "unhealthy", or 4.88%.

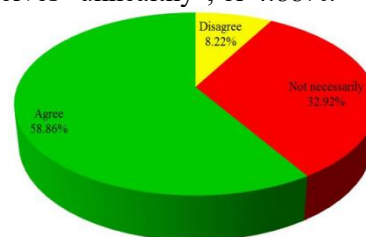


Figure 12. When the Mood is High, Everything is Interesting, When the Mood is Low, Nothing Interesting

Figure 12 shows that 1110 people (58.86%) agree with the answer to the question "Everything is interesting when emotions are high and nothing is interesting when emotions are low", 621 people (32.92%) say "not necessarily", and 155 people (8.22%) say "no". 621 people said "not necessarily", accounting for 32.92%; 155 people said "disagree", accounting for 8.22%.

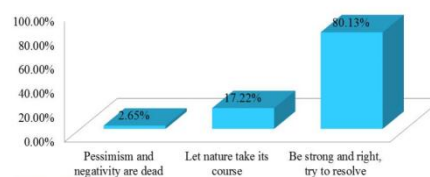


Figure 13. If You Encounter Serious Psychological Problems That You Can't Bear

By analyzing Figure 13, we can understand that when encountering serious psychological problems that are unbearable, 1,512 people, or 80.13%, said they would "face them strongly and try to solve them"; 324 people, or 17.22%, said they would "let nature take its course"; 50 people, or 2.65%, said they would "be pessimistic and negative and die". The percentage of people who said "let nature take its course" was 17.22%; 50 people said "be pessimistic and negative and die", accounting for 2.65%.

4.4.5 Safety education of college students is not paid enough attention

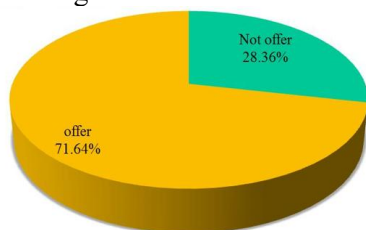


Figure 14. Whether the School Offers Safety Education Courses

As can be seen from Figure 14, when asked if "safety education courses are offered in schools", 1351 people said "yes", accounting for 71.64%; 535 people said "no", accounting for 28.36%.

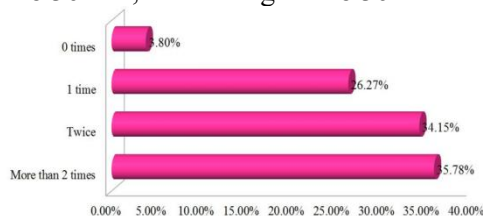


Figure 15. The Number of Safety Education Activities Carried out Per Semester

As for the number of safety education activities conducted per semester, Figure 15 shows that 675 people, or 35.78%, thought there were "more than 2 times", 644 people, or 34.15%, thought there were "2 times", 495 people, or 26.27%, thought there were no safety education activities. There are 644 people who think there is "2 times", accounting for 34.15%; 495 people think there is only "1 time", accounting for 26.27%; 72 people think there is no safety education activity, accounting for 3.80%.

5. Research Results

5.1 Students' Personal Safety Awareness Status

More than half of them have a high degree of

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personal safety awareness, but there are still many students who need to improve the degree of safety awareness; most students are calm when they encounter crisis situations and ensure their safety through wisdom. However, there are very few who are brave in the moment and intend to fight hard with the criminals; most students have safety awareness and will take the initiative to avoid danger or take defense, but there are also a few students who will take risks; the majority of students think it is unsafe to take black cars, and very few think it is safe to take the illegally operated vehicle.

5.2 The Property Security Awareness Status of College Students

Through the questionnaire survey, the majority of people have a high degree of property security awareness; among the students surveyed, half of them have lost something, and nearly half of them have the experience of being swindled and stolen; after experiencing property loss most students will choose to call the police, some of them will ask for help from teachers and classmates, and some others choose to hold back and do nothing about it.

5.3 College Students' Awareness of Internet Security

Through the survey, we understand that most students have low awareness of network security, and universities need to strengthen education in this area; most students will fill in personal information when registering account information online, and a small number of students will not fill in personal information. This indicates that there is a high possibility of online leakage of personal information, and online safety should be paid enough attention; most students still keep some vigilance on the authenticity of online recruitment information, but there are still a few people who are willing to take risks and go alone.

5.4 As for the Mental Health and Safety Status of College Students

Most people consider themselves to be relatively healthy psychologically, but there are a few students who consider them to be unhealthy. For most students, good or bad emotions have a direct impact on human behavior. Most people, when they encounter serious psychological problems they cannot

bear, say they will face them strongly and try to resolve them, while a few will face them negatively or even think of suicide, which must draw our high attention and vigilance.

5.5 Safety Education for College Students.

In the surveyed schools, safety education courses are not offered sufficiently; the number of safety education activities carried out as a whole is not much, and some schools do not even carry out activities in this regard, which indicates that safety education has not yet attracted sufficient attention from schools.

6. Suggestions and Countermeasures to Improve the Safety Education Model of College Students

6.1 Improve the Goals of College Students' Safety Education

According to Bloom, the goals to be achieved by education are divided into cognitive, affective and motor skills domains [4]. Combined with Bloom's division of educational goal areas, this study divides the goals of safety education for college students into general goals, stage goals and stratified goals, and integrates cognition, emotion and ability into the goal construction of safety education for college students, with the aim of making the goals of safety education for college students more specific and clear.

6.1.1 General objectives

The overall goal of the safety education system for college students is to improve the safety quality of college students, promote their overall development, and create a good atmosphere and space for the stable development of students, universities and society.

From the perspective of talent cultivation, the implementation of college students' safety education system is to enhance college students' safety awareness, enrich college students' safety knowledge, regulate college students' safety behavior and improve college students' safety prevention skills in four aspects.

From the perspective of college construction, the implementation of college students' safety education system is to maintain campus safety and stability and create a good working, learning and growing environment for teachers and students.

From the perspective of social development, the implementation of safety education system for college students is to promote the development of socialist harmonious society and to provide guarantee power for residents to live a stable and orderly life.

Table 1. Goals of Safety Education for College Students

Overall Objectives	Enhance college students' safety awareness, enrich college students' safety knowledge, regulate college students' safety behavior, improve college students' safety prevention skills, comprehensively improve college students' safety quality, promote college students' comprehensive and coordinated development, and create a harmonious and stable development environment for the campus and society.	
Stage Goals	Freshman year	Mobilize learning enthusiasm, enhance safety awareness and master basic theoretical knowledge
	Sophomore year, Junior year	In-depth theoretical knowledge transfer, strengthen the cultivation of safety practice ability
	Senior year	Focus on meeting future occupational safety needs and improving safety prevention skills
Tiered Goals	Cognitive Objectives	Learn and master basic safety knowledge, laws and regulations
	Emotional goals	Enhance the degree of emotional identification with the value of life safety
	Competency Objectives	Proficiency in a variety of security skills, calmly respond to emergencies

6.1.2 Stage objectives

According to the law of college students' psychological age and personality development, their ability to accept things at different stages, and their safety needs at different times, the stage goal of college

students' safety education should be formulated in a targeted manner.

Freshman year is the period when freshmen just enter school, which is the period when college students change from high school to college. The main goal is to cultivate the safety consciousness of college students, mobilize their enthusiasm and initiative to learn, and make them feel it firsthand through safety practice activities, so as to deepen their attention to safety issues.

Sophomore, junior stage is the golden learning period of college students, on the one hand, they have been able to adapt to the university life well, on the other hand, with the enhancement of practical experience, their minds gradually become mature. Therefore, in view of the psychological characteristics of this stage, we should mainly teach safety theory, and at the same time carry out corresponding safety practice activities according to the content of theory teaching, with the main goal of cultivating the safety emotion of college students, so that they can fully understand the guiding significance of theory to practice.

The senior stage is the transition period of college students to society, and college students are relatively strong in independent thinking, so further improving college students' safety prevention skills is the main goal of this stage.

6.1.3 Tiered objectives

The goal of safety education for college students can be classified into three levels: First, the level of safety cognition of college students, which is the popularization of safety knowledge as usually mentioned. The second is the level of safety emotion, whether the knowledge learned can be internalized into their emotional and moral values, which is the meaning of theoretical teaching. The third is the level of safety ability of college students, that is, whether they can reach the standard required by safety ability after certain theoretical learning and practical exercise. The specific status about the goal-setting of safety education for college students can be referred to Table 1.

6.2 Enriching Safety Education Courses for College Students

Curriculum" is the sum of educational subjects and their purpose, content, scope, weight and

process for achieving the educational goals of all levels and types of schools, including all the contents of the school environment for the overall development of students' personality [5]. In this study, the safety education curriculum for college students is divided into three categories: (1) the explicit curriculum, which is also called the "official curriculum", that is, the mandatory content for college students. (2) the implicit curriculum, also known as the "unofficial curriculum", which presents the educational content in an indirect and implicit way, and this paper mainly refers to the construction of campus safety culture. (3) the activity course. It is called the "experience course", that is, the extracurricular practical activities centered on college students.

Table 2. Explicit curriculum for college student safety education

Course Name	Course Content	Course Schedule
Safety values education for college students	Safety awareness Safety attitude Safety concept	First Semester
	Life Value Life Responsibility Life Emotion	First Semester
College students' safety knowledge education	Political Security Personal Security Property Security	Second Semester
	Sports Safety Traffic Safety Food Safety	Second Semester
	Fire Safety Learning Safety Social Safety	Third Semester
	Environmental Security Resource Security Network Security	Third Semester
Safety skills education for college students	Self-rescue Mutual aid	Fourth Semester
	Justifiable Defense Emergency Avoidance	Fourth Semester
Psychological safety education for college students	Mental health knowledge Mental illness prevention and control	Fifth Semester
	Frustration education Healthy personality	Fifth Semester

	education	
	Interpersonal harmony education	Fifth Semester
Behavioral safety education for college students	Basic Legal Knowledge	Sixth Semester
	Safety laws and regulations	Sixth Semester

6.2.1 Explicit courses

An "explicit curriculum" is a curriculum in a school or educational institution that requires students to study and pass an examination to achieve clearly defined educational objectives in order to obtain a specific educational qualification or credential [6]. It is implemented according to a pre-defined curriculum, which is the main basis for the development of teaching materials, school teaching and student learning [7]. In this study, combining the characteristics, contents and objectives of safety education for college students, the safety education for college students is divided into five modules, and according to the requirements of the Ministry of Education for the safety education for college students to "enter the classroom and set credits", the content of the safety education course for college students is set into five modules, and it is advocated that it should be carried out throughout the teaching process of four years of college, and The specific contents are shown in Table 2.

6.2.2 Hidden curriculum

The "hidden curriculum" is a special form of curriculum that is not reflected in the curriculum plan and is not delivered through formal instruction, and which contributes to or interferes with the achievement of educational goals as a subtle effect on students' knowledge, emotions, will, behavior, and values [8]. Simply put, the hidden curriculum is "unspecified, informal and unconscious school learning experiences in school policies and curriculum plans [9]. There are three main types of hidden curriculum for college students' safety education: (1) physical hidden curriculum, such as school buildings and facilities, activity venues, campus safety environment, etc.; (2) institutional hidden curriculum, such as school safety management system, security organization, safety rules and regulations, etc.; (3) psychological hidden curriculum, such as teachers' and students' safety awareness, attitude, behavior and

values.

From the above related concepts, it can be seen that the hidden curriculum of college students' safety education is mainly reflected through the campus safety culture. The construction of campus safety culture can be mainly started from the following aspects:(1)the buildings on campus, such as the ceiling fans in classrooms and dormitories should be checked and maintained regularly, especially in summer. Some old buildings on campus should be repaired and checked for hidden dangers in time;(2)the construction of facilities for outdoor activity venues, such as sports fields, sports activities equipment, cultural promenades and fountain pools;(3)the construction of campus safety prevention and control systems, such as multi-functional fire and burglar alarm systems and traffic electronic information monitoring systems. In addition to the above points, the construction of campus safety culture should involve all corners of the campus, make good use of traditional broadcasting, bulletin boards and other propaganda channels, and cover all work stations of the school. The ultimate purpose is to influence behavior with concepts, and improve the safety quality of all teachers and students through the accumulation of time and influence little by little, so as to lay a good foundation for the harmonious development of colleges and universities. Therefore, the construction of campus safety culture must face all teachers and students, rely on all teachers and students, mobilize the strength of the whole school, and play the effective role of safety group defense.

6.2.3 Activity courses

An activity course is a course organized around the experience of students as subjective activities, and its dominant value is to enable students to gain direct experience and authentic experience about the real world [10]. The activity course in this study mainly refers to the extracurricular safety practice activities of college students. According to the main characteristics of activity courses, this study categorizes practical safety activities for college students into three types.

(1) The propaganda-type activity courses. New students are the best time to popularize publicity and education, the effect is more obvious, for example, to carry out safety theme class meetings, speeches, safety

knowledge competition, safety literary performances and other activities to popularize safety education and publicity. We can also carry out the presentation of advanced safety figures to guide them in a positive way, and when appropriate, we can also use negative teaching materials for warning education. Make use of the developed campus network system to get safety information into cell phones and networks, and send regular SMS notifications and reminders or use class QQ groups to send safety tips in the form of emails, etc. Safety slogans can also be drawn in the form of cartoons and cartoon image design to enhance the fun.

(2) Experiential activity courses. First, teachers can deepen the degree of perception of college students by showing relevant audio-visual materials or inviting real people to speak about their cases in person, so that they can deeply feel the impact of accidents and disasters. Secondly, students can be regularly organized to visit off-campus safety education bases to learn about the latest safety developments and related knowledge, experience the latest safety prevention equipment and facilities, etc. In addition, students can also be organized to carry out sitcoms, comedies, skits and other performance activities, which can effectively relieve the psychological pressure of college students through the expression of laughter on the one hand, and allow college students to consciously learn relevant safety knowledge during the performance, so as to avoid the occurrence of low-level mistakes in ordinary life, such as how to prevent theft and fraud, and the methods and techniques of self-help and self-help in times of crisis.

(3) The exercise type activity course. Colleges and universities should regularly organize college students to participate in fire, earthquake, typhoons and other sudden natural disasters escape drills, through the simulation of real scenarios, training college students to quickly and orderly escape skills, on the one hand, to deepen the practical perceptive ability of college students, on the other hand, also through the practical exercise activities, to effectively improve the safety awareness and prevention skills of all students and teachers.

7. Conclusion

Safety education for college students is an

indispensable and important part of comprehensive quality education for college students, which is necessary to adapt to the development of the situation and cultivate high-quality talents, and is also necessary for the safety and self-protection of college students. There is still a long way to go to truly implement safety education for college students. In all aspects of educational concept, educational mode, teaching materials and safety practice still need to be vigorously strengthened, and new laws and methods of safety education are constantly explored in the work, so that safety education can be organically integrated into the comprehensive quality education of college students, and more excellent talents with high comprehensive quality and strong ability meeting the requirements of society can be cultivated.

Acknowledgement

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