

# **A Review of Research on Collaborative Education between Schools and Societies in China - Analysis of Journal Literature Based on CNKI in the Past Decade**

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**Abstract:** This article analyzes the research results of "family school community" collaborative education in China from 201 to 2024, revealing its close connection with education policies. Research shows that home school community cooperation is crucial for improving the quality of education and promoting the comprehensive development of students. The article puts forward suggestions such as strengthening the construction of theoretical system, broadening research perspectives, and clarifying responsibility boundaries, aiming to promote the development of family school community collaborative education in the modernization of education in China.

**Keywords:** Home-School-Society Collaborative Parenting; Citespace

## **1. Foreword**

With the development of society, the concept of collaborative education between families, schools, and communities is increasingly valued. In the minds of some parents, educating students is the responsibility of teachers and education is the power of schools, neglecting the important role of family education in the growth of adolescents. The limitations of this concept are particularly evident in issues such as juvenile delinquency. Collaborative education between families, schools, and communities is not only a prerequisite for breaking the traditional mode of education and achieving modern education, but also an important guarantee for the socialization and adaptation of young people to the new era's social situation. In order to promote their healthy and comprehensive development, the three systems of school education, family education, and community

education need to share the same educational philosophy and consistent educational action goals, jointly creating an educational environment conducive to the growth of young people and creating conditions for cultivating well-rounded talents who can achieve the great rejuvenation of the Chinese nation and the Chinese Dream.

## **2. Annual Publication Volume Statistics**

In this research field, the change in annual publication volume can reflect the activity and development trend of research in this field. After screening, a total of 405 effective samples related to the collaborative education of families, schools, and communities in China between 2014 and 2024 have been identified. This research paper is showing an increasing trend, with the number of publications doubling since 2021. Specifically, the number of articles published from 2014 to 2019 was only in single digits. In 2020, there were 12 related articles (accounting for 2.96%), in 2021, there were 32 articles (accounting for 7.90%), in 2022, there were 75 articles (accounting for 18.52%), in 2023, there were 142 articles (accounting for 35.06%), and since 2024, there have been 133 articles (accounting for 32.84%). The research hotspots and development trends in the field of collaborative education between families, schools, and communities in China are closely related to educational policies. Since 2015, the core concept of collaborative education has gradually become a research focus, especially after 2018, when related research has grown rapidly and reached its peak in 2021 and 2022. This not only reflects the education sector's emphasis on integrating family, school, and social resources, but also reflects the continuous pursuit of enhancing students' comprehensive development. The research on home school community

cooperation has significantly increased in 2021, echoing the implementation of the "double reduction" policy, emphasizing the key role of home school community cooperation in the new era of education reform. Labor education and school physical education, as important aspects of cultivating students' comprehensive qualities, have reached their research hotspots in 2018, 2021, and 2022 respectively, which is consistent with the education department's emphasis on students' physical health and practical abilities. At the same time, as the main target of education, the status and role of primary and secondary school students in the home school community collaborative education system have become a hot research topic, especially in 2018 and 2022. The introduction of the "double reduction" policy has sparked a research boom in 2021 and 2022, directly promoting discussions on reducing student burden and optimizing the educational environment. The research on rural education has significantly increased in 2021 and 2022, which is in line with the country's emphasis on the revitalization of rural education. Overall, these research hotspots and development trends not only reflect the academic community's in-depth exploration of collaborative education models, but also demonstrate the unremitting pursuit of educational equity, comprehensive student development, and improvement of educational quality. With the further deepening and implementation of education policies, it is expected that research in these fields will continue to expand and deepen, providing richer theoretical support and innovative ideas for the practice of "home school community" collaborative education.

### **3. Keyword Co-Occurrence**

In recent years, there have been some obvious focuses and emerging trends in the field of collaborative education between families, schools, and communities in China. Through quantitative and content analysis of literature published in the China National Knowledge Infrastructure (CNKI) database between 2014 and 2024, existing research is divided into the following three areas:

#### **3.1 Theoretical Framework and Policy Research Level**

This level of research focuses on the

theoretical construction and policy analysis of collaborative education between families, schools, and communities. Keywords such as "collaborative education", "family school community", "education reform", and "double reduction" highlight researchers' attention to the mechanism, policy impact, and implementation effects of family school community cooperation. Especially in the context of the "double reduction" policy, researchers have explored how policies shape cooperation models and educational practices between families, schools, and communities, as well as the impact of these changes on education quality and student development.

Gao Runqing and Tian Daomin conducted an in-depth analysis of the theoretical basis and practical challenges of family school community collaborative education, providing theoretical support for policy research<sup>[1]</sup>.

Lu Ben and Wang Renyu believe that community learning, as a new form of learning, can effectively construct a community life scene that integrates school education, family education, and community education, constantly stimulating and cultivating lifelong learning ability in society<sup>[2]</sup>.

Lu Changfeng believes that the problems in promoting the collaborative education system between families, schools, and communities mainly stem from the neglect of individual rationality, technological cognition, and emotionless activities, and should be transformed into a collaborative education logic of "common sports people"<sup>[3]</sup>.

Liu Dengke believes that social subjects have the potential to educate people, and their actions are influenced by interest associations and interest coordination, and their roles have dynamic changes. Propose suggestions such as developing the educational potential of social entities, balancing the interests of family, school, and society, and paying attention to the role transformation of social entities in collaborative education<sup>[4]</sup>.

#### **3.2 Practical Application and Educational Model Level**

This level involves specific educational practices such as labor education, physical education, mental health education, and values education. The keywords "labor education," "school physical education," "mental health," and "values education" reveal the researchers'

interest in the practice of home school social collaboration in different educational fields. These studies not only focus on the design and implementation of educational content, but also on how to enhance educational effectiveness through cooperation between families, schools, and communities, especially in cultivating students' comprehensive abilities and qualities.

For example, the research of Ji Ping et al. emphasizes the leading role of primary and secondary school teachers in home school community collaborative education, and proposes to enhance teachers' ability in home school community collaborative education through role adjustment, resource sharing, systematic training, open environment, and other aspects within and outside the education system<sup>[5]</sup>. In addition, Wang Yilin and Li Li's research proposed to establish a sense of home school social sports co education, balance educational resources between different regions and groups, improve the opening effect of preschool sports venue resources, and establish a preschool physical health evaluation system to promote preschool physical health<sup>[6]</sup>. These studies provide specific practical strategies and methods for collaborative education between families, schools, and communities, which can help achieve diversified and personalized educational goals.

Furthermore, Yang Caixia et al.'s research explored the use of empowering families to equip parents of preschool children with good moral education abilities from the perspective of "three learning"<sup>[7]</sup>. The government, public institutions, and private enterprises were included in the collaborative organization of preschool children's family moral education, building a high-quality talent team for preschool children's family moral education and strengthening the resource coordination of home school community collaboration to empower preschool children's family moral education. These studies not only enrich the theoretical foundation of collaborative education between families, schools, and communities, but also provide innovative ideas and strategies for practice.

In summary, research on collaborative education between families, schools, and communities not only focuses on theoretical construction and policy analysis, but also

delves into specific educational practices and innovative models. These studies provide rich theoretical support and practical guidance for the practice of home school community collaborative education, which helps to promote the application and development of home school community collaborative education in the modernization process of education in China. With the further deepening and implementation of education policies, it is expected that research in these fields will continue to expand and deepen, providing richer theoretical support and innovative ideas for the practice of "home school community" collaborative education.

### **3.3 Regional Development and Special Group Level**

This level of research focuses on rural education, left behind children issues, and the application of information technology in home school community collaborative education. The keywords "rural education", "left behind children", "information technology", and "home school community linkage" indicate the researchers' attention to the educational needs of different regions and special groups. These studies explore how to achieve effective home school community cooperation in resource limited areas, as well as how to use information technology to improve the accessibility and quality of education.

Fan Xiaoyan and Jiang Ming proposed to strengthen policy support, clarify main responsibilities, and stimulate internal potential in response to the particularity of rural education<sup>[8]</sup>. They proposed to build a policy guidance mechanism, functional cognition mechanism, endogenous driving force mechanism, and coordinated development mechanism for collaborative education, promote the construction of a rural family school community collaborative education community, and better leverage the joint force of education

Wu Xixuan and Lu Xiaozhong believe that with the deepening embedding of digital technology in rural education, this "non-human actor" needs to be regarded as one of the main participants in rural home school community collaborative education, exploring possible paths for rural home school community collaborative education in the digital age, promoting the comprehensive development of

rural students, and assisting in the revitalization of rural education<sup>[9]</sup>. Comprehensive analysis shows that research in the field of home school community collaborative education in China has expanded from theoretical construction and policy analysis to educational practice and model innovation. These research findings not only provide us with a macro research perspective, but also indicate the direction of future research, especially in the context of the new era, on how to more effectively integrate family, school, and social resources to promote the comprehensive development of adolescents. These studies not only enrich the theoretical foundation, but also provide practical guidance, promoting the application of home school community collaborative education in the modernization of education in China. With the continuous deepening of education policies, it is expected that related research will further expand and deepen, providing a more solid theoretical foundation and innovative solutions for practice.

#### **4. Research Recommendations**

After a comprehensive review and analysis of the literature in the field of collaborative education between families, schools, and communities in China, we found that although this field has achieved certain research results, it still faces multiple challenges. Firstly, the disconnect between theory and practice is quite evident, and many theoretical research results face difficulties in being translated into specific educational policies and practices. This may be due to a lack of in-depth understanding and adaptability of theoretical research to the practical environment, or insufficient acceptance and application ability of theory in the practical community. Secondly, the existing research perspective is relatively single, with insufficient attention paid to key areas such as art education and innovation ability cultivation. These areas are of great significance for the comprehensive development of students, especially in cultivating their creativity, aesthetic ability, and critical thinking. In addition, the research has not done enough to consider regional differences and the educational needs of special groups, which limits the universality and specificity of the research results. For example, there are differences in the allocation

of educational resources and the quality of education between urban and rural areas, as well as between regions with different economic levels, which have a significant impact on the formulation and implementation of education policies. At the same time, insufficient attention to the educational needs of special groups such as left behind children and migrant children may result in insufficient protection of their educational rights and interests. Therefore, future research needs to pay more attention to these challenges, promote the in-depth development of collaborative education research between families, schools, and communities through interdisciplinary cooperation, in-depth practical research, and targeted policy analysis, in order to achieve the improvement of educational equity and quality.

Based on this, the following suggestions are given for the development direction of future research and practice:

Firstly, it is recommended to establish a comprehensive theoretical system to clarify the commonalities and individualities among the three major fields of education, and to consider the overall connotation of their collaborative education. Secondly, it is advocated to broaden the research perspective, place the collaborative education of "family school society" in a multidisciplinary context, integrate domestic and foreign theories and experiences, and explore its internal logic and practical strategies. In addition, encourage innovative practice research, especially high-quality case studies in different regions and educational backgrounds, to develop targeted recommendations and measures. At the same time, clarify the responsibility boundaries of family, school, and society, follow relevant laws and regulations, and explore the educational effectiveness of the close combination of the three. Further integrate foreign experiences and inspirations, and combine them with domestic realities, based on the fundamental task of cultivating morality and talents in China, to cultivate well-rounded socialist builders and successors. Finally, strengthen the collaborative mechanism through institutional design, build a high-quality talent team, and enhance resource collaboration. Explore the "6+X" family moral education practice model to achieve content led specialization, visualized training

objectives, interactive participation of subjects, life oriented moral education process, externalization of moral education results, sustained family empowerment, and expand the formation of home community co education methods based on actual situations. Through these comprehensive suggestions, the aim is to promote the more effective role of "family school community" collaborative education in the modernization of education governance in China

## 5. Conclusion

Through in-depth analysis of the practice and development trend of collaborative education between families, schools, and communities in China, the hot issues and future directions of research in this field have been revealed. Research shows that with the evolution of education policies, home school community cooperation is increasingly becoming the key to improving education quality and promoting students' comprehensive development. This study emphasizes the close integration of theory and practice, advocating a collaborative education model from a multidisciplinary perspective to promote educational equity and quality improvement. Looking ahead to the future, we hope that these findings can provide guidance for the formulation and practice of relevant policies, and further promote the application and development of "home school community" collaborative education in the modernization process of education in China.

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