

Research on the Design of Big-Unit Teaching in Secondary School ELC Under the Guidance of Large Concepts--Case Study of 'Inheriting Chinese Excellent Traditional Culture'

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Abstract: Big-unit teaching under the leadership of large concepts is a key path to change teaching concepts and cultivate students' core qualities. Under the theme of 'Inheriting Chinese Excellent Traditional Culture', the first step is to start from the construction of a large concept of unit teaching, and then lead to the design of secondary core concepts to form a group of unit concepts. At the same time, we design unit learning objectives that are closely related to the core qualities, and plan interdisciplinary contexts for big-unit teaching activities, with the aim of enabling students to deeply understand and pass on the excellent traditional Chinese culture in practice. In addition, emphasis is placed on combining process evaluation with summative evaluation to ensure the effectiveness of teaching and learning. Through this series of design and implementation, we seek to improve the effectiveness of fostering students' disciplinary core literacy, and lay a solid foundation for cultivating young people with a deep cultural heritage and a sense of responsibility for the times.

Keywords: Large Concept; Big Unit Teaching; Ethics and Law Course; Secondary School

1. Introduction

In today's wave of education reform, how to effectively cultivate students' disciplinary key competencies has become a hotspot of concern in the education sector. As an innovative teaching mode, the big unit teaching led by the large concept provides a powerful grip for teachers to change teaching concepts and improve teaching quality. Especially in secondary school Ethics and of Law Course (Hereafter abbreviated as ELC), the use of large concepts to lead big-unit teaching is of great significance in deepening students'

understanding of knowledge and cultivating their critical thinking, innovation ability and cultural literacy. 'Inheriting the excellent traditional Chinese culture is not only an important part of the ELC in secondary schools, but also a key way to cultivate students' cultural self-confidence and carry forward the national spirit. [1]

Into the new era, the state attaches great importance to the construction of Chinese excellent traditional culture and ELC, made a series of major decisions and deployments, concentrated in the 'Guidelines for Integrating Chinese Excellent Traditional Culture into the Curriculum and Teaching Materials of Primary and Secondary Schools' [2], 'Implementation Programme for Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era' [3], 'Implementation Programme for Patriotic Education in the New Era' [4], 'Opinions on the Implementation of the Project for the Inheritance and Development of Chinese Excellent Traditional Culture' [5], 'Improvement of the Guidelines for Education in Chinese Excellent Traditional Culture'[6], 'Opinions on Cultivating and Practising Social Core Values' [7]. It can be seen that the state attaches great importance to the Chinese excellent traditional cultural traditions, and clearly emphasises that the ELC in primary and secondary schools is the key course for schools at all levels to cultivate morality and nurture people, and it is the core course for the education of Chinese excellent traditional culture at all levels of schools. Chinese excellent traditional culture is the root and soul of our Chinese nation, contains extremely rich ELC resources, is the cultural root of the integrated construction of ELC in primary and secondary schools and universities [8].

However, traditional teaching methods often focus too much on the instillation of knowledge points, while neglecting students' true

understanding of cultural connotations and emotional experience. Therefore, this paper attempts to explore a more scientific and effective teaching method through the design of big-unit teaching led by large concepts.

2. Big Unit Teaching under the Leadership of Large Concepts

The large concept is 'can reflect the essence of the discipline, in the centre of the discipline, has a broader applicability and explanatory power of the principles, ideas and methods' [9]. Big unit teaching under the leadership of large concepts is carried out through unit teaching, which integrates the teaching contents with similar themes and connected contents under the leadership of large concepts to improve classroom efficiency and cultivate students' core literacy. The teaching strategy consists of unit teaching concepts, unit teaching objectives, unit teaching activities in interdisciplinary contexts, process evaluation and summative evaluation, and adopts a variety of teaching methods to optimise the classroom teaching structure and cultivate students' core ELC.

The large concept-led big unit teaching has the following characteristics: first, abstraction and generality. The large concept is the abstraction and generalisation of the subject knowledge of the unit, by analysing the knowledge between different lessons, finding the logical connection between them and then refining the large concept [10]. Second, leadership. Teachers in the students to learn the knowledge points before the presentation of the large concepts leading to a big unit of learning framework, allowing students to independently explore the knowledge of this lesson in the status of the big unit, before and after the connection of knowledge points, to build the knowledge framework [11]. Third, inclusiveness. The large concept can be the knowledge itself, but also within or between disciplines, including disciplinary thinking, disciplinary core literacy, disciplinary teaching contexts and teaching evaluation. The large concept can also include the second-level core concepts to build a group of unit concepts.

3. The Value of Large Concepts to Lead the Teaching of Big Units of Secondary School ELC

3.1 Changing Teachers' Pedagogical Concepts and Cultivating Students' Disciplinary Core

Qualities

In the traditional teaching process, the teacher according to the textbook division of the unit from the front to the back of the organisation of teaching, students only learn the knowledge points of the lesson, but do not know the status of these knowledge points in the unit, before and after the relationship between the knowledge points, resulting in before and after the knowledge point fault, not easy to form a knowledge system [12]. Big-unit teaching requires teachers to classify and integrate the teaching contents with similar themes and connected content from the logic of discipline, activity and learning. Teachers present the framework of big-unit learning under the leadership of the concept, so that students can independently explore the status of the knowledge of this lesson in the big unit, the relationship between the previous and previous knowledge points, and the construction of the knowledge framework. In traditional teaching and assessment, teachers focus on students' mastery of knowledge points and neglect the cultivation of literacy and competence. By creating interdisciplinary teaching situations, unit objectives, connected knowledge points, teaching activities, and teaching evaluation can be combined to carry out activity-based teaching with a large concept leading the teaching of a big unit. Focusing on the cultivation of core academic qualities with students as the centre, and changing the scores-only theory.

3.2 Enhance the Effectiveness of Classroom Teaching, So That Study can Really Happen

Big-unit teaching through the integration of the whole section of the teaching content, so that the original dispersed knowledge tends to systematisation, serialisation, can improve the previous teaching tasks, knowledge dispersed, the completion of the teaching objectives of the lower degree of the problem. Under the leadership of the concept of restructuring the teaching content, optimise the teaching design by the unit of class time, and let students discuss in the context, so that they can really participate in the classroom [13]. With the large concept to lead a big unit of teaching, teachers stand in the position of students, student-centred, teaching activities designed to achieve the core literacy training goals, in the interdisciplinary context to carry out a variety of forms of teaching activities, conducive to the exchange of views and

collision of students in the classroom thinking, enhance the effectiveness of the classroom, so that the learning of the real thing happens.

3.3 Echoing the New Curriculum Standards and Improving Teachers' Theoretical Quality

The big unit teaching under the leadership of the concept echoes the new curriculum standards, which is conducive to the students' ability to build a complete knowledge system, develop comprehensive thinking, cultivate the ability to learn by example, and improve the ability to solve real problems in real situations. When designing big-unit teaching, teachers need to study the new curriculum standards, construct a large concept of unit teaching, design unit learning objectives that point to the cultivation of core literacy, create teaching situations, and carry out teaching evaluations, etc., so as to enhance the practicability and activity of the ELC in secondary schools. In the process of designing big-unit teaching, teachers can be encouraged to absorb new teaching concepts, continuously improve their teaching modes, and continuously upgrade their theoretical qualities.

4. The Large Concept to Lead the Secondary School ELC Big Unit Teaching Strategy

4.1 Constructing the Large Concept of Unit Teaching

Large concepts can integrate scattered examples and fragmented concepts. Therefore, leading the teaching of big units with large concepts can enable students to grasp the internal logic of the subject, cultivate the core qualities of the subject, and improve their ability to cope with real and complex problems. Constructing the concept of unit teaching is the first step of big-unit teaching.

Determine the unit concept should follow the following requirements: First, based on the new curriculum standards. The new curriculum standard condenses the core qualities of the subject, selects and reorganises the curriculum content, clarifies the content requirements, refines the teaching tips and puts forward the academic requirements. Teachers should extract the concepts in line with the academic requirements, develop students' core qualities, and give full play to the value of the curriculum. Secondly, the content of the teaching materials should be analysed carefully. Leading the teaching of big units with large concepts

requires teachers to clarify the logical connections between the textbooks, between the units of the textbooks, and between the lesson boxes within the units, and then to refine the large concepts of teaching and learning. Third, according to the learning situation to improve the concept. Students are the main body of learning, all teaching activities are for the comprehensive and free development of students. When designing the concept, we should carefully analyse the learning situation and set up the concept in line with the students' latest development zone, so as to encourage students to learn actively and develop comprehensively and freely.

Build 'cultural heritage and cultural innovation' unit concept can refer to the following ideas: First, based on the new curriculum standards. The new curriculum standards for this unit of academic requirements are: 'inheritance of Chinese traditional culture and revolutionary culture, the development of Chinese advanced culture, respect for the diversity of world cultures, and enhance the Chinese traditional culture of consciousness and self-confidence.' This unit is to cultivate students', scientific spirit, public participation literacy. The second is to analyse the content of the teaching materials. This unit consists of three lessons. The first lesson starts from the basic concept of culture, describes the correct attitude towards traditional Chinese culture, and promotes the excellent traditional Chinese culture and national spirit. The second lesson focuses on the 'ethnicity and diversity of culture', discussing the inevitability of cultural exchanges and how to truly realise cultural exchanges and mutual understanding. The third lesson explains that the excellent traditional Chinese culture originates from the vast Chinese culture, is fused with the revolutionary culture and advanced culture, and is rooted in the great practice of China. It is necessary to develop the excellent traditional Chinese culture, enhance cultural self-confidence, and promote the construction of a strong cultural country. Third, understand the learning situation. Students can easily understand the concepts of culture, cultural ethnicity and cultural diversity, and can distinguish between excellent traditional Chinese culture and foreign cultures, but they do not understand the intrinsic connection between excellent traditional Chinese culture and Chinese culture, and they don't know how to strengthen

their cultural self-confidence at the action level. Through the combing can be found, the content of the textbook contains ‘Culture - Chinese Traditional Culture, Chinese culture - Foreign culture’ logical relationship, combined with the new curriculum standards and specific learning conditions, to determine the unit of the concept of: the development of Chinese excellent traditional culture, firm cultural confidence.

4.2 The Concept Leads to the Design of Secondary Core Concepts, and Builds the Unit Concept Group

In order to play the role of the large concept, it is necessary to set up a secondary core concept. The secondary core concepts are specific concepts that extend from the large concepts to support the practicality of teaching the large concepts. The design of secondary concepts needs to be subdivided into teaching content, to find out the connection between lessons, boxes and items, to screen the secondary core concepts that can be used as the connection point, and each secondary core concept can be subdivided into tertiary core concepts, so as to build a unit concept group led by the large concepts.

The broad concept of ‘developing excellent traditional Chinese culture and strengthening cultural confidence’ covers a wide range, including several pairs of relationships, such as Chinese culture and excellent traditional Chinese culture, excellent traditional Chinese culture and foreign cultures, etc., and then find out the secondary core concepts that are connected with each other. ‘Development of excellent traditional Chinese culture, firm cultural self-confidence’ unit can be set up under the concept of “based on the great practice of understanding the cultural value”, “to keep the right and innovation to promote cultural development” and other core concepts. In this way, the concept can be implemented into the unit class time teaching, so that students form a systematic knowledge of the concept, in the unit teaching to develop students’ core literacy.

4.3 Designing Unit Learning Objectives in Line with Core Literacy

Unit learning objectives are the focus of teaching. The conceptual clusters of the unit are used as a reference to formulate reasonable unit learning objectives. The conceptual group of the unit is conducive to building the content framework of the unit and better defining the

learning objectives of the unit [14]. The formulation of unit learning objectives should take into account the existing cognitive level of students. Take the ‘cultural heritage and cultural innovation’ unit as an example, the unit concept group consists of ‘based on the great practice of understanding the value of culture’, ‘to keep the right and innovation to promote cultural development’ and other core concepts. The learning objectives of the unit are designed as follows: First, to ‘understand cultural value based on great practice’, ‘to promote cultural development by observing and innovating’, and so on.

Firstly, to build a unit mind map with ‘cultural inheritance and innovation’ as the core, and to grasp the logical relationship between traditional culture, foreign culture and Chinese culture. Students will analyse textual examples, look at traditional culture dialectically, appreciate the diversity of world cultures, and understand the historical inevitability of the Chinese people's choice of the path of development of Chinese outstanding traditional culture. Students will search and share the revolutionary culture and excellent traditional culture they are familiar with, and tell the influence of excellent culture on their personal growth.

Secondly, watch the video clip of the Opening Ceremony of the Beijing Winter Olympics, select the cultural elements in it and share your knowledge of traditional and foreign cultures. Combining the cultural elements of the Beijing Winter Olympics, analyse how the Beijing Winter Olympics Organising Committee uses the Olympics as a platform to promote cultural inheritance and cultural innovation. Write a speech on the topic of ‘The Dream of Revival and the Responsibility of Youth’, describing the responsibility of students in the inheritance and development of Chinese culture. Thirdly, search for the views of different representatives of the modern revolutionary period for the revival of Chinese culture, and tell us what they did for the revival of national culture. The short video script is designed to explore the historical inevitability of taking the road of development of Chinese outstanding traditional culture, and to discuss how students can shoulder the expectations of the country, the expectations of the people, and the trust of the nation to continue the new journey of cultural inheritance and innovation.

The three levels of objectives indicate the unit's subject knowledge, learning activities, and the

core qualities of the subject to be cultivated. The hierarchical unit learning objectives are in line with the requirements of the new curriculum standards and help students to develop their core academic qualities in a step-by-step learning process.

4.4. Presenting Big-unit Teaching Activities in Interdisciplinary Contexts

Large concept-led big-unit teaching to the unit concept group level by class time, the classroom presents interdisciplinary context, creating a novel and unique classroom atmosphere, can stimulate students' curiosity and desire for knowledge, with the help of other disciplines to understand the unit concept, cultivate disciplinary thinking [15]. The design of interdisciplinary unit context should pay attention to three points: First, the context of secondary school ELC t knowledge as the basis, focus on the teaching content, moderate selection of other disciplines in line with the teaching of this unit, the concept of the concept of unit concepts led by the concept of the concept of each other in series, so that students in the interdisciplinary context to understand the large concepts, generating the disciplinary thinking. Secondly, the situation is in line with the learning situation, close to students' lives, try to choose students have learned interdisciplinary content, conducive to the positive transfer of knowledge, so that students can reach and dare to explore. Thirdly, the situation is in line with the requirements for the cultivation of disciplinary core literacy, with the help of other disciplinary knowledge processing and design, to give full play to the advantages of large concepts under the leadership of the big unit teaching. The following two scenarios are set up in the unit teaching led by 'Developing Chinese Excellent Traditional Culture and Firming Cultural Confidence'.

4.4.1 Scenario 1: Observe the cultural elements of the Beijing Winter Olympics and explore how to correctly understand traditional culture and treat foreign culture, so as to promote the development of Chinese excellent traditional culture. The unit is taught through four activities.

Activity 1: Discuss whether traditional culture is a treasure or a burden, and why the opening ceremony of the Beijing Winter Olympics should incorporate traditional Chinese cultural elements? Let students realise that traditional

Chinese culture has both essence and dregs, explore the correct attitude towards traditional culture; discuss the understanding of the opening ceremony of the Beijing Winter Olympics to fully demonstrate traditional Chinese culture.

Activity 2: Compare the similarities and differences in the entrance costumes of the athletes of the Winter Olympics, and explain the cultural imprints therein. What are the reasons for the different styles of clothing design in different countries? How to deal with such differences? Make students actively pay attention to life, know the diversity of world cultures and nationalities, and think about how to deal with foreign cultures in cultural exchanges.

Activity 3: Observe what other traditional cultural symbols and elements are used in the Winter Olympics? Choose one and share it with your classmates.

Activity 4: If you were a member of the Beijing Winter Olympics Organising Committee, what activities would you set up to promote cultural exchanges between Chinese and foreign athletes and staff? From the four activities, we can recognize the traditional Chinese cultural elements of the Winter Olympics, perceive the differences in the cultural elements in the costumes of athletes from different countries, understand that culture is colourful due to exchanges, and rich due to mutual learning, and continuously shape students' cultural outlook in a step-by-step manner.

4.4.2 Scenario 2: To celebrate the 75th anniversary of the founding of the People's Republic of China, this class is going to make a 30-minute short video on the theme of 'Striving for a New Journey, Walking the Road of Rejuvenation', please write the shooting script. The unit will be taught through two activities. Activity 1: Collect and collate the views of Koo Hongming, Li Ta-Chao and Chen Duxiu in *The Age of Awakening* and tell us about their efforts to revive the nation. Activity 2: Collect historical facts behind the national spirit and explain the historical inevitability of choosing the path of development of Chinese traditional culture. The collection of people's views and historical facts will strengthen cultural confidence and enable students to live up to the expectations of the country, the expectations of the people and the trust of the nation, and to walk the new journey of the great rejuvenation of the Chinese nation. Through two scenarios

and six activities, and with the help of language, history and other subject knowledge, students are helped to form a holistic understanding of the concept of ‘Developing Excellent Traditional Chinese Culture and Firming Cultural Confidence’, and to develop a deep understanding of the relationship between traditional Chinese culture, foreign culture and excellent traditional Chinese culture, and to actively internalise the values and values behind the knowledge in their exchanges and interactions with classmates. To internalise the values and methods of thinking behind the knowledge.

4.5 Combining Process Evaluation and Summative Evaluation

Teaching evaluation has a guiding effect on teaching and is an essential part of big-unit teaching. Big-unit teaching combines process evaluation and summative evaluation to evaluate the process and results of students’ contextualised problem solving and the development of students’ disciplinary key competencies [16]. The evaluation of big-unit teaching can be divided into the evaluation of teachers’ pedagogical level and the evaluation of students’ academic achievement. The process evaluation and summative evaluation from the perspective of key competencies of ELCs are both the evaluation of teachers’ pedagogical and students’ learning.

With the process evaluation of big-unit teaching led by large concepts, the evaluation of teachers’ pedagogical performance can be carried out from two aspects: firstly, the understanding of large concepts, from the validity and accuracy of the extraction of large concepts, the reasonableness of the conceptual group set up in the unit, and the scientific of the reconstructed teaching content, etc., to evaluate the degree of grasp of the core qualities of ELC in secondary schools by the teachers. The second is to lead the implementation process of big-unit teaching with large concepts, and evaluate teachers’ professionalism from the dimensions of setting teaching objectives, choosing teaching situations and carrying out teaching activities. The evaluation of students’ behaviour can be implemented into the evaluation of students’ learning process. Before class preparation, the group division of labour, whether in accordance with the unit activities to complete the collection of information, pre-study and other preparatory

work; classroom implementation, in the group cooperation to complete the specific tasks, on behalf of the group to speak in class, to share the results of group cooperation, can put forward high-quality questions or ideas, triggering the students to think positively, and actively participate in the whole process; the implementation of the classroom, can be completed independently on time to complete the tasks after the class, can be given to the group to answer questions and solve problems, can give the group students After the class, they can complete the tasks on time, answer questions and solve problems for their classmates, and review the thinking framework of the class in a timely manner. Each section was evaluated by students and teachers with three grades of ABC.

In the summative assessment, we pay attention to whether students can apply the large concepts to solve specific problems in life, and form disciplinary thinking in practice. For example, students are able to look at traditional culture dialectically, correctly understand the diversity of world cultures, and understand the historical inevitability of the development of Chinese outstanding traditional culture; they can grasp the relationship between the inheritance of Chinese outstanding traditional culture, correctly treat foreign cultures, and the development of Chinese outstanding traditional culture, and summarise the ways of cultural inheritance and cultural innovation; they can elaborate the inevitability of taking the path of the development of Chinese outstanding traditional culture by combining with concrete examples, and firmly grasp the cultural self-confidence. The following is a summary of the ways of cultural inheritance and cultural innovation.

5. Summary

The big-unit teaching design of secondary school ELC under the leadership of the concept is an important way to change the traditional teaching concept and effectively cultivate students’ core qualities in the discipline. Led by the concept of ‘the inheritance of excellent traditional Chinese culture’, the core concept of unit teaching is firstly constructed, and the secondary core concept is designed accordingly to form a complete set of unit concepts. This design not only helps to systematically organise the teaching content, but also guides students to deeply understand the connotation of Chinese

excellent traditional culture.

In order to achieve the goal of fostering core literacy, the teaching design closely follows the learning objectives of the unit and carefully plans big-unit teaching activities in interdisciplinary contexts. These activities allow students to experience and perceive traditional culture in practice, so as to deepen their understanding and inheritance of Chinese outstanding traditional culture. In addition, the teaching evaluation system focuses on the combination of process evaluation and summative evaluation to ensure the comprehensiveness and accuracy of the teaching effect. Through this series of teaching design and implementation, the aim is to improve the effectiveness of cultivating students' disciplinary core qualities, and to provide strong support for the cultivation of young people who have a deep cultural heritage and are capable of taking up the responsibilities of the times. This teaching mode not only promotes students' inheritance of Chinese traditional culture, but also lays a solid foundation for their future all-round development.

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