

Existing Misunderstandings and Breakthrough Paths of Learning Activities in Primary and Middle School Venues

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Abstract

The venue is the main medium and way for school teachers to enrich the curriculum, innovate teaching methods, and improve the quality of teaching. By giving full play to the educational function of the venue and optimizing the teaching activities of the venue, it can help students master basic knowledge and accumulate knowledge during the subtle tour and visit. To acquire new knowledge and master professional knowledge, so as to fully mobilize the enthusiasm and initiative of students to participate in activities. Venue learning has profound value implications, but there are still some problems in the development of venue learning activities in primary and secondary schools. This section will analyze these problems and propose corresponding solutions, in order to provide some teaching references for front-line educators.

Keywords

Venue learning, primary and secondary school venue learning.

1. Introduction

Education is an essential part of personal and societal growth, and the learning experiences that students have during their primary and secondary education can shape their future. However, many schools face a dilemma when it comes to organizing learning activities in venues outside of the traditional classroom setting. This is where the importance of planning and implementing effective venue learning activities comes in. In this context, this paper discusses the path to break through the dilemma of learning activities in primary and secondary school venues by exploring five key steps.

The first step discussed in this paper is conducting a preliminary investigation to find suitable course resources for activities. This involves understanding the types and characteristics of exhibits in the venue and identifying the appropriate learning resources for students. The second step is optimizing resources and formulating a learning task list, which is crucial to achieving teaching goals and enabling students to better understand and apply knowledge. The third step is analyzing students and paying attention to their previous experiences, which is important for designing and implementing effective venue learning activities that are aligned with students' needs and cognitive characteristics.

The fourth step is designing activities in combination with curriculum standards to ensure that learning activities in venues are closely related to the school curriculum and meet the requirements of the curriculum standards. Finally, the fifth step is systematically and comprehensively considering the needs of all parties involved, including the school, students, parents, and venue managers, to ensure that the learning activities in venues are effective, efficient, and meet the needs of all stakeholders.

Overall, this paper highlights the importance of planning and implementing effective venue learning activities in primary and secondary schools to enhance students' learning experiences and achieve educational goals.

2. The Value Implication of Learning Activities in Primary and Secondary School Venues

2.1. Situational experience to enrich students' cognition

According to situational learning theory, learning is a process of participating in situations, and learning takes place in situations. At present, many venues use methods such as scene reproduction and scene restoration to create situations related to exhibits or exhibition themes, so that audiences can recognize their original space-time environment through this display when visiting, and even have a sense of being there. This display method can not only give the audience a sense of reality, but also arouse the enthusiasm of the audience to participate. Being in the situation, on the one hand, it is easier for students to transform from spectators to participants, and the reproduction of the situation can promote the emotional interaction between students and the exhibition objects, and stimulate students' empathy. On the other hand, the situational display method promotes the formation of cognition by promoting students' physical participation and emotional interaction in the process of visiting the exhibition, which greatly improves the experiential learning of venues and the cognitive benefits of students. From the perspective of situational theory, cognition is based on social situations and is formed under the interaction between individuals and the surrounding environment. It can be said that this kind of situational immersive experience can not only enhance the audience's sense of participation, but also allow the audience to participate. Gain a lot of cognition beyond the intellectual level in the situation.

2.2. Multi-sensory collaboration to enrich student experience

Sensory contact can bring direct physical experience and transmit it to the brain to form cognition. Traditional venues use viewing as the main way of cognition, but generally speaking, vision is restrictive and selective in capturing information. If other senses are added, it can not only enrich the audience's experience, but also improve cognitive benefits. The multi-sensory experience mode provides students with a variety of ways to participate. Students can establish connections with the exhibition content through multiple senses such as vision, smell, and touch. Participation in physical senses will also drive emotional participation, which in turn triggers thinking and cognitive changes. It can be said that the multi-sensory experience mode realizes multi-dimensional information transmission, and the multi-sensory experience design drives the whole-body participation of primary and middle school students from body to thinking to emotion.

2.3. Gamification participation to enhance students' interest

In order to meet the leisure and entertainment needs of the public and enhance the learning drive of the audience, many venues attract audience participation by setting game tasks in the exhibition. Somatosensory technology allows visitors to classify the garbage on the screen through the handle, which can stimulate the interest of the audience from the attitude, make them become active explorers, sum up experience in active exploration and discovery, and integrate experience and cognition. In this process, knowledge is not directly transmitted from the venue to the audience, but is obtained by the audience through independent exploration and discovery. Therefore, the knowledge and experience acquired by the audience is the result of independent thinking and induction, which will have a deeper understanding of their cognition. Influence. Specific tasks and issues have played a certain normative and guiding role, which is conducive to the realization of the purpose of exhibition communication. In addition,

the gamified design increases the fun of learning , especially for primary and middle school students , enabling students to actively learn and naturally integrate into the exhibition , which can effectively avoid venue fatigue to a certain extent.

2.4. Diverse communication to promote student expression

According to Tilden, " The main purpose of reading is not to instruct, but to 'inspire' ". Stimulating students' thinking can promote students ' understanding of the exhibition and gain deeper insights than receiving direct information. Thinking enables students to discover meaning, create meaning, express students' exchange meaning, and promote the development of students' language ability . Students' participation in the expression realizes a larger range of dialogue and interaction, extending from the interaction between individuals and the environment to the interaction between individuals in the entire exhibition environment . This interaction is not only a cooperative dialogue between students, but also between students and teachers. language exchange, as well as direct dialogue between students and venues. In the specific practice of the venues, many venues set up a message book at the end of the exhibition hall for the audience to leave a message , but there is no guidance on specific issues related to the exhibition , which will lead to less valuable feedback from the audience. The questionable guidance and visual comment board will allow the audience to see at a glance the perception and interpretation of the exhibition by different audiences, and it is easier to arouse the interest of the audience to participate in the comments , so as to realize the sharing and dissemination of meaning. Audience participation in expression and dialogue is another way to stimulate thinking and enhance cognition besides viewing. When the audience can think and comment on the exhibition content, the audience can become an active participant rather than a passive receiver.

3. Existing Misunderstandings of Learning Activities in Primary and Secondary School Venues

3.1. Lack of attention, and the purpose of learning activities in venues is lost

The venue has a high educational function, which can help students consolidate the knowledge learned in the classroom, expand students' horizons, and enhance students' understanding and application of knowledge during the process of inquiry and learning. However, the design focus of learning activities in venues is generally focused on the process of visiting and browsing, ignoring the influence of teaching guidelines before and after the visit on students' exploration of knowledge, resulting in unsatisfactory quality and efficiency of learning activities in venues. When some teachers lead students into the venues for learning, they narrowly think that it is enough for students to "take a trip" in the actual venues. Learning activities in venues must be purposeful, planned, and systematic, and must have a learning method that involves in-depth research and the participation of teachers and students. Generally speaking, the preparatory activities before the visit to the venue are the key for teachers to do a good job in the introduction of the exhibition hall, background introduction, and safety reminders. It can stimulate students ' enthusiasm for visiting the venue and carrying out learning activities. It is difficult to absorb exhibition hall knowledge and improve the quality of learning according to the learning tasks. After the visit, the testing and evaluation, exchange and display and other activities are the key links for students to consolidate and use knowledge. Therefore, the evaluation methods should be diversified, including teacher evaluation, student self-evaluation and mutual evaluation among students. It is difficult for the reports to really help students connect venue knowledge with classroom knowledge.

3.2. Cognition deviation, traditional knowledge learning thinking solidification

Usually, after determining the specific venue, the teacher will instruct the students to conduct a "documentary investigation" on the venue in advance, to collect and sort out the literature related to the venue. There are many ways to consult resources. You can use rich Internet resources or search for relevant books and newspapers in the library. Literature research is the first step for teachers to carry out venue learning activities. It is the basic and foundational link of venue learning activities. It provides a solid data foundation for the smooth development of venue learning activities. It is not equal to all venue learning activities. However, due to their own lack of understanding, some teachers have misunderstood and narrowly understand "venue learning" as "documentary investigation", and use traditional learning methods to understand and deal with venues. Some teachers, after leading the students into the venue, first let the study groups choose the venue to study, and then arrange for the students to collect and sort out various pictures, documents and other materials related to the place by means of "documentary investigation", and displayed in the form of PPT and graphic reports, and shared, introduced and communicated within the class. Finally, the teacher will comment, and the teacher will summarize the materials and announce the "satisfactory end" of this venue learning activity. In fact, this process only carried out a part of the "venue learning", and the steps of "making an activity plan", "carrying out on-site activities", and "displaying activity results" after the "documentary investigation" were all ignored, making serious mistakes. The mistake of "overgeneralizing" leads to students' lack of perception of the essence of venue courses or venue activities, so that students' social practice ability and creativity have not been effectively stimulated and cultivated.

3.3. Neglecting students and shifting the student-centered subject position

Under the guidance of modern educational concepts, the subject status of students has gradually received widespread attention from all walks of life, and has been implemented and highlighted in the process of classroom teaching. Constructivism believes that the individual's active discovery of reality is obviously much better than the kind of education that requires children to cognition according to the established will form and ready-made knowledge of truth. Whether students can actively, proactively and consciously enter the venue learning environment and interactive participation activities is the premise of whether students can independently build knowledge and expand the knowledge structure through venue learning activities. However, at present, when primary and secondary schools design learning activities in venues, many teachers do not integrate modern educational concepts into them, resulting in the deviation of the central subject position of learners, and the development needs and learning demands of students cannot be met in learning activities. At the level of activity task setting and distribution, due to the lack of consideration of students' personality characteristics and knowledge base, some teachers assign learning tasks that lack pertinence and rationality. Students who are more probing will be distributed to students with weak practical ability. Not focusing on the main needs of students, not paying attention to students' true feelings in the process of learning in venues, will eventually lead to insufficient effectiveness of students participating in learning activities in venues, and cannot realize the independent construction of knowledge in the process of learning in venues.

3.4. The field of vision is limited, and the presentation of knowledge is not innovative enough

At present, when most primary and secondary school teachers carry out learning activities in venues, they only limit the form of teaching and teaching activities to the display and presentation of relevant knowledge. Therefore, it is difficult for teachers' teaching activities to escape the shackles of knowledge explanation, problem analysis and activity guidance.

Although this kind of knowledge service-oriented education can fulfill the overall requirements of venue learning activities, it cannot start from the perspective of students' cognitive rules and personality characteristics, and it is difficult to fully mobilize students' consciousness of participating in venue learning activities, enthusiasm and initiative. The answers and guidance presented by teachers are no different from the daily classroom teaching activities on campus. The forms of knowledge services are not diverse, diverse and three-dimensional, and lack innovation, interest and flexibility. Modern emerging information technology and digital technology Insufficient use of advanced technology, when the activities are carried out to a certain extent, students will have negative emotions such as boredom, boredom, and want to escape, which will eventually lead to the value of learning activities in the venues not being deeply explored, seriously affecting the effectiveness of learning activities in the venues.

4. Principles of Learning Activities in Primary and Secondary School Venues

4.1. Normative principles

Stadium learning activities have their own process steps and necessary links. On the one hand, primary and secondary schools carry out venue learning activities to broaden the channels for students to acquire basic knowledge, so that students' learning is not limited to the classroom. On the other hand, through activities, through what learners see and feel in the actual situation, students' practical ability can be improved and students' innovative spirit can be stimulated. Therefore, when carrying out venue learning activities, teachers should follow a complete and standardized process, and avoid the development of the entire venue learning activities as a mere formality due to poor consideration and improper organization. First of all, the teacher divides the students into several study groups according to the principle of heterogeneity within the group and homogeneity between groups, and each chooses the venue that interests him. Then each group collected and sorted out documents around the theme of the venue, and made sufficient preparations before the on-site inspection. Immediately afterwards, the teacher distributed the learning task list, and the team members made their own learning plans based on the task list, and went to the venue for seminars. Finally, the group summarizes and sorts out the activities, presents the learning results to the whole class, and comprehensively selects appropriate and multiple evaluation methods for evaluation. One of the most critical links in this process is "going to the venue to carry out research activities": that is, students need to conduct in-depth investigations on the objects of inquiry according to the inquiry plan, and correctly memorize the relevant knowledge points and the questions raised. Of course, it is also very important for the summary, display and evaluation of students after they return from the venue. Only when all the above links are successfully completed can a perfect venue learning activity be done.

4.2. Research principle

teachers should guide students to formulate venue learning activity plans in groups according to the distributed learning task list. The main content of the activity plan should include: the basic information of the team members, the relevant materials of the venue, the specific activity plan, the division of labor of the team members, the content of the research and the harvest and experience, and focus on the content of the last part, highlighting the learning activities of the venue research features. During the whole process of learning activities, follow the principle of research, from the literature research before the visit, to the on-site activity research, and then to the summary, induction, and summary after the visit, the cooperative learning and research activities among students must be clearly reflected process and results. Only through such

activities can learners enhance their awareness of scientific exploration, develop research habits, learn scientific research methods, and cultivate a scientific spirit.

4.3. The principle of diversity

Stadiums are a very rich resource with powerful educational functions. Primary and secondary schools rely on venues to carry out educational and teaching activities and should follow the principle of diversification. First of all, when choosing a suitable venue for learning activities, you should not limit your vision to museums. Various exhibition halls, science and technology museums, gymnasiums and even libraries can be used as alternatives for primary and secondary schools. From venues of different nature, different themes, different forms, and different contents, students can extensively study knowledge in various fields such as nature, humanities, and science and technology. Secondly, there are various ways of venue learning activities, not just venue visits. For example, research and investigation, volunteer service, professional experience, etc., should all be included in the activities of venue learning. Students can discover and ask questions during the venue activities, and then solve problems through data collection and group cooperation. They can also serve as voluntary commentators in the venue, and can also assist the official organization of various activities, and practice in various positions in the venue. practice. Only in this way can the content of learning activities for primary and secondary school students be enriched, and the experience of learning activities for primary and secondary school students be enriched, so as to promote the improvement of primary and secondary school students' personality characteristics, community ability, service spirit, and even their sense of social responsibility.

4.4. Incentive principle

Relevant educational psychology research results show that appropriate rewards will stimulate students' interest in learning, mobilize students' learning potential, and concentrate students' learning attention. Therefore, when carrying out learning activities in venues, primary and secondary school teachers should also follow the principle of incentives, design incentives, and mobilize learners' enthusiasm for learning. From a spiritual point of view, teachers should not be stingy with language praise, grasp the shining points of each group, give targeted praise, and give students a positive psychological hint, so that every student feels that he is a part of the activity. protagonist. From a material level, teachers can set some honorary titles and prepare corresponding certificates and prizes. After the group report is over, an open, fair, and just evaluation will be conducted to reward groups that are recognized for their outstanding performance.

5. The Path to Break Through the Dilemma of Learning Activities in Primary and Secondary School Venues

5.1. Preliminary investigation to find suitable course resources for activities

The exhibition hall is the display carrier of humanities history and natural science, and it is an important starting point for students to acquire knowledge, explore problems and expand their horizons. Different from classroom teaching in schools, venues are spaces full of exhibits, and teachers must provide students with suitable learning resources. On the one hand, the school set up a teacher inspection team to conduct preliminary inspections of the venues, understand the types and characteristics of the exhibits in the venues, and what activities students can participate in, and study in detail the curriculum resources formed by the interaction between exhibits and space, text, pictures, and virtual scenes. Use photos or Record the video, establish one or several points of interest for students to explore in depth, and preset corresponding learning objectives, learning methods and learning content for students. On the other hand, the school can invite students to join the inspection team to participate in the inspection, enter the

venue for analysis from their perspective, and observe the items they are interested in in the venue, so as to determine the learning objectives and content. In the process of learning activities in the venue, it must be carried out around the "teaching resources" presented in the exhibition hall, so that students can gain the nourishment of knowledge, the enlightenment of wisdom, and the collision of souls in the process of knowledge acquisition, absorption, understanding and application. Then realize the ultimate goal of venue learning activities.

5.2. Optimize resources and formulate learning task list

The question is the key element that runs through all the processes of the venue learning activities before, during and after the visit. It is the key and focus for teachers to achieve the teaching goals of the venue. It is an important medium for teachers to impart knowledge and students to master knowledge. The learning task list is the question important carrier. Only under the premise of problem-driven, teachers can use the knowledge presented in the exhibition hall of the venue to meet the learning needs of students, and enable students to better understand and apply the knowledge provided by the venue in subsequent learning activities. Therefore, it is very important to formulate the learning task list according to the course resources found in the early stage, combined with the actual situation of the students and the clear requirements of the course standards. Teachers link the teaching resources provided by the exhibition hall with the content of the teaching materials, and formulate activity tasks and activity questions that can stimulate students' interest in learning, so as to help students better acquire, understand and apply knowledge according to the activity questions. If the questions set by teachers are out of touch with reality, the quality and efficiency of learning activities in the venue will be greatly reduced, and it will be difficult to effectively meet the learning demands and development needs of students, which will further affect the educational function and value of the venue.

5.3. Analyze students and pay attention to students' previous experience

Students are the main body of knowledge acquisition and the core elements of venue learning activities. Only by clarifying the cognitive rules and characteristics of students can the design and implementation of venue learning activities be more scientific, reasonable, and effective. When carrying out learning activities in venues, primary and secondary school teachers must combine the current teaching objectives and the learning characteristics of students, clarify the development needs of students, improve the activity process and supporting materials, so that all activities are carried out around the learning needs of students. At the same time, constructivism believes that learners learn with prior experience, and they actively build new knowledge on the basis of these previous experiences, and each learner is based on the existing knowledge. New information is processed to build new understandings of oneself. The more previous knowledge experience, the closer the connection with the visiting content, which is more conducive to learners to understand the exhibits and complete more meaningful venue learning tasks. It can be seen that the previous experience of the learner plays a key role in the learner's construction of a new understanding for himself. It determines the choice, understanding and meaning construction of the learning content, and also determines the student's learning behavior and knowledge construction. result. Therefore, when designing venue learning activities, teachers must pay attention to students' previous experience, let students enter the venue with their previous experience, and build knowledge independently on this basis. Only in this way can the learning activities in the venues truly serve classroom education and talent cultivation in schools, and truly demonstrate the educational value of venues in talent cultivation.

5.4. According to the curriculum, design activities in combination with curriculum standards

Curriculum standards are the guiding documents on curriculum content and its implementation and evaluation compiled by the state in the form of an outline according to the curriculum plan. They are the principles to follow and policy references for the development of various courses. Focusing on the specific content of the curriculum standards, strictly implement the corresponding requirements of the curriculum standards. According to the academic needs of primary school students and the requirements of the school curriculum, carry out venue learning activities closely related to the school curriculum. Combine multidisciplinary knowledge, especially science, mathematics, Chinese, history, life, etc., with project-based, problem - based learning strategies combined with games. Help students understand monotonous and complex knowledge more easily, and stimulate students' interest in learning science.

5.5. Systematic consideration, comprehensive consideration of the needs of all parties

The development of venue learning activities involves various subjects, and different subjects have different needs from different positions. The school hopes to assist classroom teaching through the development of activities, consolidate the knowledge learned in the classroom, improve students' comprehensive quality, broaden students' horizons and knowledge, and strengthen the construction of students' core literacy; students hope to promote classroom learning and growth through activities. Knowledge and knowledge, relaxation and entertainment, the demand of the venue is to realize the exhibits and the educational function and social benefits of the museum, and at the same time give full play to its own resource advantages and characteristics, increase the flow of visitors, expand the influence of the venue, and realize the sustainable development of the venue. Therefore, primary and secondary schools carry out venue learning activities. The learning is to comprehensively consider the needs of all parties, analyze the meeting points of the three parties' needs, and promote the smooth development of venue learning activities in a benign interactive relationship.

6. Conclusion

In conclusion, it's evident that a strong education system is essential for the development and progress of any society. Access to quality education creates opportunities for individuals and communities, enabling them to build a better future. Education not only provides individuals with the skills and knowledge necessary for success in their careers, but it also promotes personal growth, critical thinking, and problem-solving abilities.

However, education systems around the world face significant challenges, from funding issues to disparities in access and quality. Addressing these challenges requires a collaborative effort from governments, educators, and communities. By investing in education, providing equitable access to quality resources, and implementing effective teaching methods, we can build a more inclusive and prosperous future for all.

Therefore, it's crucial to prioritize education and work towards creating a system that empowers individuals and communities. The benefits of education are far-reaching, and it's up to us to ensure that everyone has the opportunity to learn and grow. By doing so, we can build a world that is not only more knowledgeable but also more compassionate and equitable. Let's work together to make education accessible and equitable for all.

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