

Crossover and Integration: Exploration and Analysis of the Practical Demands of Constructing a Museum-School Cooperative Education Model

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Abstract: Due to the prominent malleability of the learning environment, venue institutions formally realize the educational functions and achieve deep integration with school education, and the museum-school cooperative education model has become a hot topic as a new way of education supply. Its hidden and profound value implication puts forward new practical demands for education in the new era. Seeking truth, beauty and goodness is a demand of value. The continuous update of classroom teaching mode is the only way for education development, and it also gives birth to the demand for the connection of resource development reverse incentive courses and the practical demand for the establishment of a museum-school cooperative teaching mechanism. Only when the relevant demands are reasonably resolved, can the crossover and integration of museum-school cooperative education be truly realized.

1. Introduction

Venue institutions, as national public welfare institutions and public cultural institutions, have become the supply force of school education and perform part of their educational functions. It doesn't mean to ignore the main functions of exhibition and storage of exhibits, but to integrate the functions of exhibition and storage with the education function, from a public cultural institution that is well-known to the public to an informal education place that is not well-known to the public. Therefore, venue education follows. Venue education, as a new type of education supply method, combines the two educational forces of informal education in venue institutions and formal education in schools to jointly ensure the generation of learning behaviors and the development of learning processes for the majority of learners. In this context, school institutions as formal learning venues should use this as a starting point to promptly change teaching concepts, accelerate multi-party cooperation with venue institutions, carry out well museum-school collaborative teaching, explore new museum-school cooperative education models, and create the cooperative school-running mechanism of the school and museum, to make full use of the collection resources of museums, science and technology museums, cultural centers, art galleries, memorials, etc., to increase the learning time of students in museums and other venues, organize students to carry out practical activities such as off-campus research and scientific experiments, and combine venue education with science courses, comprehensive practical activities, research-based learning and other activities to promote the effective connection of venue education and school education, and jointly realize the coordinated development of students' various abilities.

2. Concept of museum-school cooperative education

What is the museum-school cooperative education model? First of all, we need to clarify the concepts of museum-school cooperation and museum-school cooperative education. Museum-school cooperation is an educational relationship based on common educational goals and common educational visions. It is a realistic requirement for educational development and scientific communication, and the introduction of external educational resources to meet school educational reforms. ^[1] Dr. Wang Le believes that museum-school cooperation is a kind of teaching activity carried out by the venues and schools based on the common educational purpose and cooperation

with each other. ^[2] Dr. Song Li referred to museum-school cooperation as a action of relationship construction and the current state of relationship operation. The U.S. Venue Federation described the museum-school cooperation as "the most successful and lasting case in which venues have established partnerships with other institutions based on their interests and capabilities in achieving common goals." [3] From the above definitions, it can be seen that museum-school cooperation itself is a form of educational organization, which has the basic form and style of education, and the integration between museum-school cooperation and the concept of education. The term of museum-school cooperative education was formed. Since then, it has become a proprietary concept used by researchers.

Museum-school cooperative education is also called Co-education between venue and school. This proper term is also based on Harken's collaborative theory. It is the result of structured processing of various parameters in the system, which can present and explain the process and status of system operation in a more logical way. ^[4] Museum-school cooperative education is a new education model created by maximizing collection resources and school education resources. Its essence is a kind of lasting cooperative educational relationship established based on specific goals, which plays a positive role in promoting the education of learners. When establishing this kind of museum-school cooperative education relationship, the crossover and integration of school education and venue education can truly realize the development of "all for students, for all students, and for students' all". Therefore, we need to deeply integrate the resources of venues and school education, so that the two educational forces can realize the function of "1+1>2".

Model or pattern, the standard style of things, generally refers to the theoretical research framework of the researched object, and is an operating system between experience and theory. A model must have a set of paradigms. The venue cooperative education model belongs to a special education model, and a structured operation paradigm. This model is a composite concept based on the concept of venue education and venue cooperation. Nowadays, it has become a well-known paradigm. Like the teaching model, it has its own development path and theoretical mechanism. We need to continue to build a new paradigm for cooperative education in venues, explore the intrinsic value and practical demands, and find a method, path and cooperation mechanism for the crossover and integration of school education and venue education.

3. Practical demands for constructing the museum-school cooperative education

In 2020, the Ministry of Education promulgated *The 13th Five-Year Plan for Science and Technology Museum Activities on Campus*, which clearly stated that school education should focus on the important role of extracurricular activities and social practice, earnestly implement science and technology activities on campus, and make full use of public cultural institutions such as museums, organize students to conduct on-site inspections and on-site teaching; strengthen the communication and coordination between schools and various venues at all levels, and carefully organize various activities to give full play to the important role of popular science venues. Therefore, to explore the hidden educational value of the museum-school cooperative education model, analyze the practical demands, and truly realize the crossover and integration of school education and venue education, so as to promote the development of school education to pursue teaching fields, explore the teaching function of venue education, and to work together to build a new model of museum-school cooperative education.

3.1 The construction of museum-school cooperative education striving for the value appeal of seeking truth, beauty and goodness

The function of venue education germinates from collection, going through research, and realize education, and has experienced the evolution of seeking truth from objects to event and then to people. ^[5]^[17] We should continue to explore its internal and external values, promote the connotative construction of museum-school cooperative education, and realize the basic function of seeking truth through the presence of collection objects and exploring the world that once existed; form a good channel for learning goodness through the communication and cooperation between school

and venue to connect the learners to enter the society; seek the beauty of things through the appreciation and tasting of the inside and outside of the collection of treasures, and arousing the curiosity and interest of the learners. This fully shows that the scientific education consortium established by schools and venues is not the end of our pursuit. Only the pursuit of truth, goodness and beauty is the ultimate goal of museum-school cooperative education. The well-known educational philosopher Jaspers once said that the essence of education is the exchange of body and soul between subjects, and the venue education itself is "a kind of communication activity between subjects, direct communication and dialogue of emotions, attitudes and ideas to form mutual understanding and non-compulsive consensus behavior" [6] 26-29. The function of venue education is constantly evolving, which reflects the learner's value demand for venue education. It is the external manifestation of the learner's process of seeking truth, seeking beauty, and becoming good, to generate the meaning of self-growth, extend the individual survival experience, and continue to pay attention to life experience. The realization of its value appeal is the self-realization process of the learner's personal value, [7]17 and it also reflects that the ultimate value of education is the self-realization that promotes learners to seek truth and beauty and to be good. This is the ultimate goal of development and the pursuit of eternal value of venue education.

3.2 The continuous update of the classroom teaching model guided by museum-school cooperative education

With the acceleration of education informatization, the learning field continues to expand. The new form of museum-school cooperative education leads to the continuous updating of classroom teaching means, methods, and models. This value appeal requires the majority of educators to have a way of thinking to seek changes, and not to copy existing teaching models. The development of museum-school cooperative education will inevitably bring about the innovation of classroom teaching methods, using VR, information visualization, digital humanistic technology, intelligent positioning, maker space and other technologies to contribute to the education cause. In order to adapt to the new changes in museum-school cooperative education, some schools have adopted new teaching models such as "dual teacher teaching" or "multi-teacher teaching". The so-called "dual teacher teaching" is to invite a teacher and an instructor from the school and the venue to carry out curriculum design and on-site teaching, and to discuss the teaching mode of venue learning suitable for the physical and mental development of primary school students. [8]17 For instance, in the third grade of elementary school, there is an article "A Famous Painting". In order to let the primary school students experience the prosperous scene of "Riverside Scene at Qingming Festival" at that time, they can choose the dual-teaching mode. In the course of teaching; a clear division of labor is first performed, and the advantages of both parties are used for cooperative development. The teacher of venue institution and the art teacher in the school work together to complete the teaching design, and integrate the venue curriculum and the subject curriculum. The teachers of venue institution are mainly responsible for explaining the historical stories behind the famous paintings and the hidden historical significance. The art teachers in the school mainly teach the professional knowledge and design concepts of the technical subjects, allowing students to watch the scenes presented, describe the prosperity of the era, and explain the background stories of the patterns. From such a course that is close to the reality of life, students will be able to gain a lot and deep insights, thus ensuring the deep integration of the venue's educational resources and subject curriculum resources, and realizing the continuous update of the classroom teaching mode.

3.3 The demand for connection of the reverse incentive curriculum in the development of museum-school cooperative curriculum resources

At present, there are still many problems in the development of museum-school cooperative course resources, such as weakening the effective connection of museum-school cooperative courses and lack of a mechanism for sharing museum-school cooperative course resources. In order to successfully complete the sharing and joint research of museum-school cooperation course sources, the teacher training of the museum-school cooperation should become a systematic project like the on-the-job training of school teachers [9]76. This not only requires the professional

technicians of both the venue and school to have the theoretical knowledge of curriculum development, but it also needs to strengthen the joint action of the venue and school to form an educational joint force. Both venues and schools need to continuously encourage teachers from both sides to come together, coordinate the development of educational content-related behavioral goals, formulate the development plan of venue cooperation courses, negotiate the production of course schedules; organize regular theme exchange meetings to discuss the progress of curriculum development and various problems encountered in the course connection; ensure that school managers, teachers, venue education management personnel, and staff make joint decisions and communicate in time; vigorously strengthen the systemic museum-school cooperation teacher training to make up for the insufficient connection of museum-school cooperation curriculum resources development.

3.4 The practical appeal of development trend of museum-school cooperative education promoting the establishment of teaching cooperation mechanism

The demand for building a museum-school cooperation mechanism is the most important part of museum-school cooperative education. Since China's implementation of educational measures for museum-school cooperation started late, it has not done enough in many aspects, especially in the construction of the museum-school cooperation mechanism. It is obviously weak, such as the temporary, unstable, and unconventional nature of museum-school cooperation; there is the lack of communication between the two sides of venue and school, and the function of museum-school cooperative education fail to be truly effective. Therefore, we can learn from the advanced experience of museum-school cooperation in Europe, America and other countries, analyze the potential mechanism of the integration of venue resources and subject education, explore the operating mechanism of museum-school cooperative teaching, and focus on the development of unique resources of local collections, fully aware that museum-school cooperative education is not to seal up the treasures of China's five-thousand-year culture, but to open the door. In this way, the school, museums, exhibition halls, historical and cultural monuments and other institutions work can be combined together to build educational homes, explore the cooperative teaching cooperation mechanism with the characteristics of the times, and eventually produce educational synergies. Nowadays, we need to incorporate museums, art galleries, zoos and botanical gardens and other venues and schools into the educational mutual aid system, and take advantage of the open space of venue resources and the unique teaching organization to promote the comprehensive and free development of people and achieve overall improvement of core literacy.

4. Conclusion

In summary, the museum-school cooperative education model, as a special form of teaching organization, plays a vital role in both venue education and school education. It is necessary to give full attention to the educational functions of cultural institutions such as museums, science and technology museums, planetariums, art galleries, aquariums, zoos and botanical gardens, and integrate them with school education into a scientific and systematic collaboration network. This is also an important idea of scholar Wang Le for museum-school cooperative education. We should expand the space for educational activities, realize the crossover and integration between venues and schools, enrich the curriculum resources in the social perspective, build a wider range of curriculum development methods, and continue to fill the ultimate connotation of education, in order to achieve better significance of talent training.

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