

The Influence of Double Reduction Policy on Exam-oriented Education Model

Weiyue Li*

Faculty of Arts and Social Sciences, The University of Sydney, Sydney, Australia

* Corresponding Author Email: 196091114@mail.sit.edu.cn

Abstract. China's "double reduction policy" aims to reduce the academic burden on students and promote educational reform. This policy has had a profound impact both inside and outside educational institutions. The purpose of this study is to explore the impact of the "double reduction policy" on the exam oriented education model. On campus, students' academic burden has been reduced, but educational resources are unevenly distributed between urban and rural areas, and the administrative management model of the school still needs to be adjusted accordingly. Outside of school, students' learning motivation and attitudes are developing in a positive direction, family education concepts have made progress, and the overall learning atmosphere in society has become more inclusive. The challenge faced by this policy is that the academic evaluation system is still not diversified enough, the teaching burden of teachers is further increased, and parents also face greater challenges in family education. This study contributes to a deeper understanding of the impact of the "double reduction policy" on exam oriented education, and provides useful insights for policy makers, educational institutions, and parents to improve the quality of education and cultivate competitive students. This helps to effectively implement policies and promote more comprehensive, balanced, and sustainable educational development.

Keywords: Double Reduction Policy; Exam-Oriented Education; Academic Assessment.

1. Introduction

Driven by various policy measures, the education landscape in contemporary China has undergone significant changes. One prominent policy is the "double reduction policy", which was launched in response to the excessive academic pressure and narrow focus on standardized exams in the Chinese education system [1]. This policy represents a significant shift in education reform and management, aimed at reducing the burden of exam oriented education models and promoting more comprehensive educational methods.

Reducing students' academic burden (abbreviated as "reducing burden") has always been an important task in the field of basic education in China. The "Opinions on Further Reducing the Homework Burden and Off campus Training Burden of Students in Compulsory Education" (also known as "Double Reduction"), released in July 2021 by the General Office of the State Council and the General Office of the Central Committee of the Communist Party of China, signalled a new era in the management of curriculum burden for students enrolled in compulsory education [2]. As a key reform to promote educational equity and alleviate educational anxiety in the new era, the audience's understanding, acceptance, and compliance with policies are related to whether policy objectives can be achieved. The family is an important environment for children's growth and development. With the development of market economy and the rise of paternalism, the family has become an increasingly active topic of interest in contemporary education and social policy fields. After the implementation of the "Double Reduction" policy, the "Family Education Promotion Law of the People's Republic of China" was timely promulgated, highlighting the important role of family education in national policy formulation and education reform. The "double reduction" is not only a primary and secondary school issue in the compulsory education stage, but also a social transformation that involves the entire education system, affecting family behavior and industrial development.

This article explores the impact of the "double reduction" policy on the exam oriented education model. The exam oriented model, characterized by intense competition, excessive workload, and a single focus on exam results, has long been a hallmark of many education systems, especially in Asia. The introduction of the "double reduction" policy aims to address some of the related challenges and pressures faced by students.

2. The Influence of the Double Reduction Policy on the Exam-oriented Education Model in Educational Institutions

The implementation of the "double reduction" policy has brought about significant changes in educational institutions, especially in the context of exam-oriented education mode. This section explores three key aspects of this impact in depth.

2.1. Reduce Academic Burden

One of the main goals of the "double reduction" policy is to reduce the heavy academic burden on students under the exam oriented education system. Traditionally, students under this system face enormous pressure to achieve excellent results in high-risk exams, resulting in them spending a lot of time studying and only focusing on exam preparation. The policy aims to alleviate this burden by reducing homework and limiting the number of exams.

Reform of curriculum design: The dual reduction policy has led to adjustments in curriculum design within educational institutions[3]. Its purpose is to reduce the emphasis on rote memorization and excessive content coverage, providing students with more time for in-depth learning and exploration. This change has reduced the learning burden on students as they no longer need to memorize a large amount of information for high-risk exams.

Shift towards holistic learning: With the decreasing emphasis on exams, students are now encouraged to adopt more comprehensive educational methods. They have the opportunity to develop broader skills, critical thinking abilities, and a deeper understanding of the subject. In addition to exam scores, the policy also emphasizes the importance of creativity, problem-solving skills, and practical skills[4].

Promote comprehensive development: This policy advocates for the comprehensive development of individuals. Encouraging students to participate in extracurricular activities, sports, art, and community services not only reduces academic burden, but also promotes personal growth and personality development.

The purpose of reducing academic burden is to create a more balanced learning environment that allows students to explore other aspects of education, such as extracurricular activities, personal development, and critical thinking skills. However, this also raises questions about the potential impact of academic rigor and students' preparation for future challenges.

2.2. Redistribution of Educational Resources

The "double reduction" policy also requires the redistribution of educational resources among universities. In the past, the exam oriented education model often favored students with excellent academic performance, leaving behind those who worked hard or had different talents and interests. This policy shift aims to address this imbalance by allocating resources to a wider range of students, including those who perform poorly in traditional exams[5].

In addition to paying attention to the quality of learning, the dual reduction policy also raises the issue of differences in the allocation of educational resources. There is still a gap in educational resources between urban and rural areas, as well as between rich and poor areas. After the cancellation of "mid week classes", urban children are more likely to have access to rich extracurricular training resources, while students in rural and impoverished areas may face greater difficulties[6]. The education department should pay attention to students in rural and impoverished areas, promote the balanced distribution of educational resources, and provide them with more development opportunities.

The government is now encouraging educational institutions to provide more diverse courses and activities to cater to different learning styles and abilities. The purpose of this resource redistribution is to create a more inclusive and equitable learning environment. However, it also presents challenges related to resource allocation and ensuring that all students receive high-quality education.

2.3. Changes in Educational Policy and Administration

The "double reduction" programme is a significant advancement in the evolution and reform of education, not a stand-alone measure. We will use the general reform of basic education as a starting point for this stage and create a new educational ecosystem with the goal of teaching people. The burdensome nature of obligatory education for primary and secondary school pupils, as well as the absence of meaningful answers to utilitarianism and shortsightedness, are among the most notable issues [7]. This paragraph makes it clear that the "double reduction" policy's objective is to reverse the current trend of education development and bring education back to its original purpose of training citizens for the Party and the nation [8].

Implementing the "double reduction" policy requires changes in education policies and administration at both the institutional and government levels. Schools and universities must adjust their curriculum, evaluation methods, and teaching strategies to adapt to new policy objectives. The task of government agencies responsible for education is to supervise and evaluate the implementation of policies to ensure that they achieve the expected results. This may include adjusting standardized exams, teacher training, and developing new educational guidelines.

In summary, the "double reduction" policy has had a profound impact on educational institutions under the exam oriented education model. It aims to reduce the academic burden, redistribute educational resources, and make necessary changes in educational policies and administration. The subsequent parts of this study will further explore the impact of these changes on students and the entire education system.

3. The Influence of Double Reduction Policy on Exam-oriented Education Mode in Off-campus

The impact of the "double reduction" policy extends beyond the scope of formal educational institutions and affects all aspects of society. This section explores in depth how the policy has shaped exam-oriented education in out-of-school Settings:

3.1. The Change of Students' Learning Attitude and Motivation

One noteworthy consequence of the "double reduction" policy is the shift in students' learning attitudes and motivations outside of traditional classrooms [9]. With the reduction of academic burden and the decrease in emphasis on high-risk exams, students' views on education are undergoing a transformation. Nowadays, many people tend to have a holistic learning experience, focusing on acquiring practical skills, pursuing their own interests, and deepening their understanding of the subject.

The independent learning ability of students has become the key to achieving the goal of reducing burden and improving quality through the "double reduction" policy. This change in attitude may lead to a more positive and self driven student group. It encourages students to explore different fields of knowledge and engage in lifelong learning. However, this also poses challenges in maintaining academic rigor and ensuring that students are fully prepared for future educational and career challenges [10].

3.2. The Adjustment of Family Education Concept

The 'double reduction' policy has prompted families to reassess their education methods. In a traditional culture that values exam oriented education, parents often exert tremendous pressure on

their children to achieve excellent academic performance. The policy shift encourages parents to adopt more balanced and supportive educational methods [11].

Overall, the core interests of guardians and students represented by parents are also consistent. Regardless of whether they have the willingness or conditions to participate in extracurricular training, the core needs of parents and students are for students to achieve good grades under the premise of physical and mental health development, enter good universities through various elective courses, find good jobs, and even achieve family progress. Most parents support the "double reduction" policy, but there is a significant gap between the basic demands of some parents and students and the basic value orientation of the "double reduction" policy. For example, although many parents are aware of the positive impact of comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor on their students, they are willing to temporarily sacrifice the cultivation of other qualities and abilities of their students in order to achieve their children's short-term fundamental goal of entering an ideal university. Parents are not concerned about whether the existing education system is fair to all children, only about whether their children can receive fair treatment, or even excessive treatment. Most parents focus on the utilitarian nature of education, rather than the public welfare aspect. Many parents are willing to pay a price for their children's academic performance: on the one hand, they make every effort to choose the best quality school for their children, and on the other hand, they try to make up for the shortcomings and deficiencies of school education through off campus training.

Nowadays, families are more willing to acknowledge and cultivate their children's personal talents and interests, rather than just focusing on exam results. This adjustment of family education concepts promotes a healthier and more harmonious family environment, allowing children to pursue their passion and personal development under less pressure [12].

3.3. The Evolution of Social and Cultural Atmosphere

The "double reduction" policy has led to changes in the broader social and cultural atmosphere surrounding education. Society is gradually moving away from using the relentless pursuit of academic achievement as the sole criterion for measuring success. This policy has sparked discussions about redefining success, emphasizing personal growth, and valuing diverse talents and skills.

With the development of society and the constantly changing demand for talent, quality education will become the mainstream of the education and training market. Under the promotion of the "double reduction" policy, various training institutions have launched education and training products and services with quality education as the core. In the future, educational and training institutions will pay more attention to cultivating students' comprehensive qualities and innovative abilities to meet the demand for talents in society. With the continuous refinement of social division of labor and the continuous changes in professional positions, the vocational training market will gradually rise. Driven by the "double reduction" policy, various training institutions have launched vocational training courses and services one after another. In the future, education and training institutions will pay more attention to the development and development of the vocational training market to meet the talent needs of different vocational positions.

This constantly evolving social and cultural atmosphere promotes a more inclusive and tolerant society, encouraging individuals to pursue a wide range of interests and career paths. However, it may also require adjusting society's expectations and attitudes towards education and achievement.

In summary, the impact of the "double reduction" policy extends beyond the campus, affecting students' learning attitudes, family education concepts, and social and cultural atmosphere. These changes reflect a broader shift towards more balanced and comprehensive educational methods, aimed at addressing the limitations of traditional exam oriented education models. The subsequent parts of this study will delve into the results and impacts of these transformations.

4. Challenges of Reforming Examination-oriented Education with Double Reduction Policy

Although the "double reduction" program has improved education greatly, there are still a number of issues that need to be resolved if reform is to be successful. Some of the major obstacles to implementing this policy's proposed reform of test-oriented education are covered in this section:

4.1. Academic Assessment Methods are Still Simplistic

One of the challenges faced in implementing the "double reduction" policy is the oversimplification of academic evaluation methods. The traditional exam oriented education model often heavily relies on standardized tests and exams as the main means of evaluating students' knowledge and abilities. Although this policy aims to reduce the emphasis on high-risk exams, many educational institutions and systems still rely on these assessments.

It has been a semester since the implementation of the "double reduction" policy, and primary and secondary school teachers have made implementing the double reduction work a major political task in the teaching process. In light of the "double reduction" framework, educators must promptly comprehend the actual learning circumstances of their students, consider the challenges associated with their work as teachers, enhance the calibre of their instruction, and encourage the all-encompassing and sustainable growth of their students. Teaching evaluation reform is an inevitable trend in the development of education and teaching. Primary school evaluation should have a clear direction, targeting students' learning motivation, learning efficiency, learning habits, and other aspects. While emphasizing students' comprehensive abilities, it also emphasizes the integration of disciplines, and emphasizes the impartation of knowledge while emphasizing students' core qualities. While emphasizing the cultivation of students' language and hands-on abilities, it is also important to cultivate their hands-on ability to connect theory with practical life.

In the new situation, our evaluation method can no longer simply rely on exam evaluation. In the context of dual reduction, teaching evaluation cannot simply be "right" or "good", nor can it simply be a sentence of encouragement and appreciation. Teaching evaluation should be diversified, objective, and participatory. The purpose of evaluation is to stimulate students' interest in learning, cultivate their sense of cooperation and the spirit of fair competition. This form of evaluation mechanism not only focuses on poor students, but also takes into account the cultivation of excellent students.

This challenge stems from the need to develop more comprehensive and detailed evaluation methods to align with policy objectives. Effective evaluation should consider a wider range of skills and abilities, including critical thinking, problem-solving, creativity, and practical application of knowledge. Developing such assessments requires changes in time, resources, and teaching practices.

4.2. Teachers' Teaching Load Increases

With the transformation of exam centered education models, teachers are facing increasing demands on their time and energy. In the past, a large part of teaching revolved around exam preparation and exam oriented teaching. The "double reduction" policy requires educators to adopt more diversified teaching methods, cater to students' individual needs, and provide students with a comprehensive learning experience.

But as "double reduction" has been promoted, issues including more workload and stress on teachers have started to surface. As per the findings of the national "double burden reduction" impact survey report, which was released by Beijing Normal University's China Institute of Education and Social Development, 47.2% of teachers work more than forty hours a week, 60.3% of teachers think that their workload will increase after after-school services, and 70.9% of teachers advocate for reducing non-teaching responsibilities. Since the implementation of the "double reduction" work, many teachers have participated in after-school service work, objectively adding some new burdens to teachers [13].

Therefore, in the process of adjusting curriculum and teaching methods, teachers often find that their teaching burden is increasing. This challenge requires sufficient professional development and support to help teachers transition successfully, while ensuring that they are not burdened with additional requirements.

4.3. Increased Responsibility for Family Education

This policy emphasizes reducing the academic burden and promoting holistic learning, which increases the responsibility of families to support their children's extracurricular education. Encourage parents to play a more active role in cultivating children's interests, guiding their extracurricular activities, and providing a balanced learning environment.

Although this shift in family education concepts may be positive, it also brings challenges to families, especially those with limited resources or time. Parents may need guidance and resources to effectively fulfill their role as educational partners, and this increased responsibility is particularly challenging for working parents.

In summary, the "double reduction" policy faces challenges in the reform of exam oriented education, including the persistent oversimplification of evaluation methods, increased teaching requirements for educators, and greater responsibility for family education. Addressing these challenges requires careful planning, resources, and sustained support to ensure that the policy achieves its expected goal of establishing a more balanced and comprehensive education system.

5. Conclusion

The introduction of the "double reduction" policy in the field of education marks a significant departure from the traditional exam oriented education model. This policy aims to reduce the academic burden, create a more balanced learning environment, and promote comprehensive development, sparking a wave of change in educational institutions and the entire society.

This study explores the multiple impacts of the "double reduction" policy on exam oriented education, both internally and externally in educational institutions. This article explores various aspects of this impact, including the reduction of academic burden, the redistribution of educational resources, changes in educational policies and administrative management, changes in students' learning attitudes and motivations, adjustments in family education concepts, and the evolution of the social and cultural atmosphere surrounding education.

Although the 'double reduction' policy is expected to create a more fair, inclusive, and student-centered education system, it is not without challenges. These challenges include the need for more complex academic evaluation methods, increased demands on teachers, and greater responsibility for family education.

In short, the "double reduction" policy represents an important step in reforming exam oriented education and aligning it with the constantly changing needs and aspirations of students and society. To ensure the successful implementation of this policy, it is necessary to address relevant challenges and continuously evaluate its impact on education. The long-term success of this policy depends on achieving a delicate balance between reducing academic pressure and maintaining educational rigor, ultimately cultivating a generation of fully developed and proactive lifelong learners.

Future research in this area should consider the sustained impact of the dual reduction policy on exam oriented education and explore how to alleviate the challenges faced..

References

- [1] Q.Liu & T.J.Cheng. Structural Dilemma of the implementation of "Double Reduction" Policy and its relief: A Case Study based on Urban families' Participation in Education Reform. *Distance Education in China*, 43(2023),28-37.
- [2] J.Y.Liu. Can "Double reduction" eliminate the need for off-campus training in disciplines? -- Empirical research based on the perspective of limited rationality. *Journal of East China Normal University (Educational Science Edition)*, 41(2023),71-84.
- [3] L.Wang & R.Y.Fan. Research on the influence and countermeasures of "double reduction" policy from the perspective of teachers. *The Road to Success*, (2023),57-60.
- [4] "Double reduction": Preschool education should also follow the trend -- based on the positive impact of the "double reduction" policy on the reform of early childhood education. *Journal of Ningbo Institute of Education*, 8(2023),53-57.
- [5] A.Q.Liu. "Double Reduction" and exam-oriented education "breaking through". *Teaching and Educating People*, 19(2023),6-9.
- [6] H.P.Xue & X.Q.CAI. Study on the impact of Education financial input on out-of-school training expenditure of primary and secondary school students' families -- and on the optimization path of education financial input under the background of "double reduction" policy. *Jiangsu Educational Research* , (2023), 8-14.
- [7] Y.M.Hu & C.Y.Li. A study on the impact of "double reduction" on English teaching in County middle schools -- based on a survey of junior middle schools in Jinxi County, Jiangxi Province. *New Wisdom*, 13(2023),12-14.
- [8] Y.N.Qiu. Strategies to improve the quality and efficiency of primary school mathematics classroom under the background of "double minus". *Examination Weekly*, (2023),90-93.
- [9] Cao Siyu. The influence of family factors on the English Achievement of migrant children in primary schools under the background of "double reduction" and analysis of countermeasures . *Chengcai*, (2023):75-76.
- [10] J.H.Sha. The influence of family factors on the English Achievement of migrant children in primary and secondary schools under the background of "double reduction" . *Chengcai*, (2023):81-82.
- [11] M.L.Wang .How to Construct Efficient English Classes in Junior Middle School under the Influence of "Double Reduction" Policy. *International Journal of New Developments in Education*, 31(2022):10-14.
- [12] L.Cao The "Prisoner's Dilemma" of Primary and Secondary School Students' Burden Reduction in the Double Reduction Era. *Journal of Yibin College*, (2023) ,8.
- [13] Z.J.Cui. Challenges and coping strategies of family-school collaborative education under the background of "double reduction". *Educational Exploration*, (2023):16-19.