

Theoretical Construction of Educational Leadership Discipline from the Perspective of Research Based Learning

Zhang Yang

Publicity Department, Henan Open University, Zhengzhou, 450046, China

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Abstract: The development of research-based learning has put forward new requirements for the theoretical construction of educational leadership discipline. The theoretical construction of educational leadership discipline should be based on research-based learning, and new adjustments and innovations should be made in research methods, research paradigms, and other aspects. The current theoretical construction of educational leadership should focus on "research-based learning", attach importance to the intersection and integration with other related disciplines, and continuously enrich and develop the theory of educational leadership. This article mainly introduces the connotations of research-based learning and educational leadership, and then analyzes the impact of research-based learning on educational leadership. Finally, relevant suggestions for the theoretical construction of educational leadership discipline are proposed, hoping to provide reference and assistance.

1. Introduction

In the context of the new curriculum reform, research-based learning has become an indispensable and important part of the school curriculum system. How to better carry out research-based learning and cultivate learners' innovative spirit and practical abilities is a major issue facing current school education. As an important component of school education reform, educational leaders also need to make corresponding adjustments and reforms. In order to understand the theoretical construction ideas of educational leadership discipline and carry out relevant reform work, it is necessary to carry out relevant research.

2. The connotation of research-based learning and educational leadership

2.1. Research-based learning

Research based learning refers to learners' proactive and personalized learning based on their own feelings, experiences, and reflections on nature, society, and life. The core of research-based learning is problem-solving, with the aim of cultivating learners' ability to discover, propose, and solve problems. Its essence is a problem based learning, which is a learning activity for learners under the guidance of teachers, focusing on the entire society and nature as research objects, with the goal of

acquiring knowledge, applying knowledge, and solving problems.

The implementation of research-based learning mainly involves three basic steps: raising questions, conducting practical research, and summarizing and exchanging ideas. In research-based learning, learners mainly actively participate in research through various means, actively asking questions and solving problems. Teachers are the guides and organizers in the process of research-based learning for learners, playing the role of mentors or advisors in the research process, guiding learners on how to collect information, determine topic selection, and conduct surveys[1-2].

2.2. Educational Leadership

Essentially, educational leadership is an organizational activity. But the connotation of organizational activities is very rich, with different perspectives. From a sociological perspective, organizational activities are the sum of various social relationships and interests within a certain society. From an economic perspective, organizational activities are aimed at maximizing benefits. From a management perspective, organizational activities are a management process with the goal of improving efficiency. From an educational perspective, organizational activities are purposeful, planned, and step-by-step action processes carried out to achieve certain educational goals. Educational leadership refers to the behavior of organizing, planning, managing, and guiding schools and teachers in order to achieve certain educational goals. It is not simply an internal organizational issue, nor is it a general management issue.

Educational leadership is a complex social phenomenon that encompasses various aspects such as school management, teacher education, learner management, and teaching reform. Its basic meaning is: on the one hand, educational leaders should be based on the development of the country and society, and according to the needs of social development and the actual situation of school work, allocate and utilize school resources such as teachers and learners reasonably; On the other hand, educational leaders should continuously adjust their role positioning based on the changes in the internal and external environment of the school, so that they can play their unique role in different periods[3].

3. The impact of research-based learning on educational leadership

Research based learning is a new type of learning method, which emphasizes learners' autonomy, innovation, and research-oriented learning. Therefore, in research-based learning, learners will become the main body of teaching activities, while teachers will become learners' guides, organizers, collaborators, promoters, and mentors. In such a classroom, learners are not passively accepting knowledge, but actively participating in the exploration of knowledge, actively applying the learned knowledge to analyze and solve problems. They independently acquire knowledge and information under the guidance of teachers, explore research based learning methods and strategies in real situations, and collaborate and share knowledge through interactive communication. Research based learning refers to the process in which learners choose topics based on their interests and abilities, independently design research plans, conduct research and exploration, independently or collaboratively write research reports, and present their results. The learning approach advocated by research-based learning poses a new challenge for educational leaders. When implementing research-based learning, teachers need to change the traditional management approach of educational leadership centered around "leadership" to a guidance approach centered around "guidance". Teachers should transform from "managers" to "mentors", "collaborators", and "mentors". Only in this way can learners truly develop autonomous awareness and abilities in research-based learning[4].

In the implementation process of research-based learning, educational leaders not only need to provide certain resources and conditions, but also provide necessary training to teachers to help them improve their understanding of research-based learning, cultivate the ability of teachers to guide

learners to carry out research-based learning, guide teachers to reasonably arrange the time and space of research-based learning, and provide effective guarantee measures for teachers. In addition, educational leaders should create a good atmosphere and provide necessary guidance and motivation to teachers to stimulate their enthusiasm for guiding learners in conducting research-based learning. In short, research-based learning is both an opportunity and a challenge for educational leaders. Through research-based learning, educational leaders can promote the improvement of their professional qualities; Through research-based learning, educational leaders can improve their own innovation and practical abilities; Through research-based learning, educational leaders can improve their overall quality[5].

4. Suggestions for the Theoretical Construction of Educational Leadership Discipline

4.1. Implementing research-based learning based on curriculum

Curriculum oriented "refers to school educational and teaching activities that should be based on curriculum. The implementation of research-based learning cannot violate curriculum standards or subject textbooks. Currently, secondary education in China is facing a new round of curriculum reform. In the new round of curriculum reform, emphasis is placed on liberating learners from a subject centered learning approach, advocating for active participation, willingness to explore, and diligence in hands-on learning. This aims to cultivate learners' abilities to collect and process information, acquire new knowledge, analyze and solve problems, and communicate and collaborate. Research based learning, as a learning method, is a new perspective for school education reform[6].

As a new way of learning, "research-based learning", compared to traditional subject based teaching in school education, not only should classroom teaching focus on learners' mastery of subject knowledge, but also on cultivating their research awareness and ability. Therefore, in the implementation process of "research-based learning", it is necessary to take the curriculum as the foundation, allowing learners to rethink, experience, and sublimate their knowledge through the "research-based learning" curriculum. This can generally be achieved through the two methods in Table 1[7-8].

Table 1: Curriculum based research-based learning methods

Name	Main Activities
Group learning	Group work together to conduct research on a certain topic
Autonomous learning	Learners independently choose a topic or research direction for research

4.2. The theoretical construction of educational leadership discipline should be centered around "research methods"

There are three research methods for the theory of educational leadership discipline, as shown in Table 2.

Table 2: Three Research Methods of Educational Leadership Discipline Theory

Name	Characteristic
Positivist research methods	Based on facts and experience
System Theory Research Methods	Based on a systematic and procedural system
Critical Theory Research Methods	Based on questioning ideology

The positivist research method is a scientific research method based on experience, facts, and scientific experiments to reveal the essential laws of things. In the theoretical research of educational leadership discipline, positivist research methods should be used to reveal the laws of educational leadership practice, based on scientific facts. System theory and critical theory observe and analyze educational leadership practices from different perspectives and perspectives, and draw different conclusions[9].

Of course, positivism and system theory are two important research methods in the discipline of educational leadership theory. However, we should pay more attention to the application of critical theory. Criticism is a reflective cognitive activity. For the discipline of educational leadership, we need to approach various educational leadership phenomena with a critical perspective, analyze the laws contained in various educational leadership phenomena, and use them as an important basis for people to understand, understand, and evaluate educational leadership phenomena.

4.3. The theoretical construction of educational leadership discipline should attach importance to the intersection and integration with other related disciplines

The core content of the theoretical construction of the discipline of educational leadership is research-based learning, and as a new type of learning method, research-based learning comes from disciplines such as education and management. Therefore, the important content of the theoretical construction of the discipline of educational leadership is how to introduce the ideas and methods of research-based learning into the teaching of the discipline of educational leadership. At the same time, it should be recognized that the theoretical construction of educational leadership discipline is not carried out in isolation, but in combination with other related disciplines. In the theoretical construction of educational leadership disciplines, attention should be paid to the intersection and integration of disciplines such as education and management with related disciplines such as psychology and political science. Only by organically combining these related disciplines can the essential characteristics and basic laws of educational leadership be effectively revealed, providing strong support for the research of educational leadership.

In addition, the theoretical construction of the discipline of educational leadership should attach importance to combining it with relevant disciplines such as "education" and "management". Only in this way can the disciplinary system of educational leadership be comprehensively grasped. From this, it can be seen that the theoretical construction of the discipline of educational leadership should not only focus on research methods, but also emphasize the intersection and integration with other related disciplines.

5. Conclusion

In summary, with the continuous deepening of theoretical research on the discipline of educational leadership, theoretical research on the discipline of educational leadership will show a trend of diversification and internationalization, and the research requirements for the discipline of educational leadership will also become increasingly high. Therefore, the theoretical construction of educational leadership discipline should be based on the theoretical research of educational leadership discipline, combined with the new requirements and tasks proposed by current social development for the cultivation of educational leadership talents, actively innovate the methods and methods of theoretical construction of educational leadership discipline, and continuously enrich and develop the theory of educational leadership discipline.

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