



Research on difficulties and strategies of home-school cooperation in the background of educational informatization

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ABSTRACT

Family is the first place of education, which plays a fundamental role in the growth of students. School is the main place of education, guiding the all-round development of students' moral, intellectual, physical, aesthetic, and labor. Home-school co-education has always been a hot issue of social concern. With the country's vigorous promotion of education informatization reform, home-school cooperation has a richer connotation in this context. By discussing the current situation of domestic home-school cooperation, this paper clarifies the current difficulties faced by home-school cooperation and puts forward some suggestions to promote home-school cooperation in the context of educational informatization.

1. Introduction

“Education Informatization 2.0 action plan is an effective way to accelerate the realization of education modernization. Educational informatization has the unique advantages of breaking through the limitations of time and space, rapid replication and dissemination, and rich presentation means. It will become an effective means to promote educational equity and improve the quality of education. It will become a strong support for building a ubiquitous learning environment and realizing lifelong learning for all. It will bring about a substantial increase in the ability of scientific decision-making and comprehensive management of education^[1].”The Notice of the Ministry of Education on Issuing the *Education Informatization 2.0 Action Plan* clarifies the importance of the country's vigorous promotion of education informatization. The reform of education informatization not only affects school teaching, but also affects home-school cooperation. Family-school cooperation generally refers to the responsibility of families and schools to educate students together. In the follow-up, communities have been introduced to form a 'family-school-society' collaborative training. This term originated in the United States, but the promulgation of China's

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education informatization 2.0 action plan has given the unique connotation of family-school cooperation^[2]. However, with the development of modern technology and the improvement of population quality, home-school cooperation is facing many difficulties.

2. The status quo of home-school cooperation

In the information age, the effect of home-school cooperation is not ideal. The convenience of information technology makes parents and teachers more willing to use network resources to educate students, through a variety of WeChat public numbers, and short video access to information. For example, when some parents encounter problems, they will find solutions on the Internet. Some cases may be similar to the situation they encounter, and they will directly copy the ready-made solutions, which may be able to quickly solve the current problems. However, each student is an independent development person, and each method is not applicable to all students. If you do not communicate with teachers in a timely manner to analyze problems, teachers also lack understanding of the students. Nowadays, parents and teachers are gradually in a confrontational situation, hindering the smooth progress of home-school cooperation. Teachers often manage a class, the number of students as many as 60 people, in all aspects can not do everything, to understand every student, but in the eyes of parents will be misunderstood as teachers to students, some parents find their children sit in the last row, they will feel that teachers do not like their children deliberately, they will question teachers in the group. In home-school cooperation, parents' attitude towards teachers also affects the development of home-school cooperation. Some parents have a wrong understanding of the role of teachers, and believe that teachers should unconditionally obey parents and students, and cannot punish students for disobeying parents. In reality, such cases abound. For example, a middle school teacher was furious in the class group due to an emotional breakdown, and his public opinion quickly attracted the attention of the teacher group and the parent group^[3]. It was reported that the parents beat the teacher, but the teacher stopped all teaching work. This kind of conflict just reflects that parents and teachers are at opposite levels. Due to the different ideas and goals, home-school cooperation has stagnated, and then transformed into home-school conflict, which is not only not conducive to the development of students, but also may make education and teaching have the opposite effect on students.

3. The realistic dilemma of home-school cooperation

3.1 The boundary of home-school rights and responsibilities is blurred

The boundary of rights and responsibilities refers to the fact that schools and families bear the responsibility of educating students, with a clear division of labor and a clear definition of rights and responsibilities. For the school, its main responsibility is to impart knowledge, teaching, and educating people, so that students become well-rounded individuals; for families, it is to cultivate their behavioral habits and values from an early age, and create a family environment conducive to the growth of students^[4]. But now, the sense of power and responsibility of home and school has become blurred. Parents believe that schools should assume full responsibility for the development of students. Since their children are handed over to schools, schools must be responsible for all the circumstances of students. In addition to imparting knowledge, they also need to do everything in detail about the development and physical condition of each student. If students do not perform well on and off campus, parents will shirk most of their responsibilities to teachers, believing that teachers do not teach well, which will not only lead to a decrease in teachers' prestige, but also invisibly increase the burden on teachers. On the contrary, teachers will also intangibly transfer

some of their rights to parents. For example, when teachers arrange homework, parents check and sign, parents supervise their children's endorsement, and parents and students cooperate to complete homework. The correction of homework is the obligation of teachers. Teachers can only see the completion of students and the mastery of knowledge points when correcting homework. If the task of checking homework is given to parents, it will not only take up the time of parents, but also lead to teachers' inability to understand students' learning situation in a timely manner. This situation of unclear rights and responsibilities will not only make the boundaries of rights and responsibilities of both parties chaotic, increase the responsibility, but also lead to home-school conflicts and hinder the development of home-school cooperation.

3.2 Lack of communication leads to cooperation conflict

Effective communication between parents and teachers can help both sides quickly understand the situation of students in school and family, and help students develop in an all-around way. However, today's communication between parents and teachers seems to form an insurmountable gap. The interactive communication between parents and schools is difficult to ensure its effectiveness, resulting in the outbreak of long-standing problems and contradictions. As a result, the communication between parents and teachers is not smooth, mainly in the following aspects. First, the establishment of a WeChat group leads to a lack of face-to-face communication between parents and students. In home-school cooperation, parents and teachers communicate mostly through online communication. When teachers send information to parents, parents may be busy with work and not reply in time. When parents send information to teachers, teachers may also not reply to parents on the grounds of non-working hours. The timeliness of online communication makes it difficult for parents and teachers to communicate in a timely and effective manner. Parents will complain about why teachers do not reply to their own information in a timely manner. Teachers will also 'spit out' parents why they still find themselves unable to understand the situation of students at all times after work, which will form conflicts in the long run; in addition, the establishment of various parent groups has gradually violated the original intention of timely communication, and has become a group of students learning to compare and flatter teachers. The homework information and learning situation sent by teachers are often overwhelmed by parents' thank-you screens, and the information sent by teachers cannot be seen in time, which hinders the cooperation between home and school. Second, the improvement of parents' educational level will make it impossible for parents and schools to communicate normally. With the development of the times and the popularization of compulsory education, the vast majority of today's parents are intellectuals who have received a high school education or even higher education, and even have great achievements in some fields, so they will be more critical of teachers' suggestions^[5]. It is believed that they will do better than teachers in educating students. When teachers point out students' shortcomings, parents will refute teachers or refuse to follow teachers' suggestions and educate students with their own ideas. The communication between the two sides is not smooth, which hinders the smooth development of home-school cooperation.

3.3 Digital education hinders professional development

Nowadays, the digital revolution is sweeping the world, and the continuous updating and changing of generative artificial intelligence technology has brought a great impact to every industry, and the education industry is no exception. The integration of intelligent technology into teaching not only updates the teaching methods of school education, but also brings challenges to teachers' professional development^[6]. With the continuous progress of artificial intelligence, AI digital people have become the new darling of the education sector. With the image of a virtual

teacher entering the students' field of vision, it plays a unique role in teaching video explanation and virtual learning partner interaction. Parents can use virtual teachers to help students learn anytime, anywhere, and to help students with their after-school homework. Students can also immediately ask virtual teachers about their problems. And virtual teachers can also implement personalized counseling for students, tailor a set of learning methods for students, and carry out targeted exercises. As a school teacher, limited by space, teachers cannot always understand students' learning situation, which leads to students' face-to-face communication with teachers only in school^[7]. Secondly, the school teacher manages a class of 60 people, and the characteristics of each student are different. The teaching methods used by the school teachers are suitable for most people, but cannot take into account the characteristics of each student. Virtual teachers are overcoming the shortcomings of space constraints and replacing the role of school teachers in life. In this way, students will ask virtual teachers what problems they have, and parents will be more inclined to use virtual teachers to help students solve learning problems. Instead of school teachers, the communication between parents and teachers will gradually decrease, which will hinder home-school cooperation. When the views or answers of AI virtual teachers and school teachers are inconsistent, parents will selectively believe the Internet. In this way, parents will question the ability of school teachers, resulting in the failure of home-school cooperation.

4. Strategies to improve the effectiveness of home-school cooperation

There are still many deficiencies in home-school cooperation in the information age. How to improve the quality of home-school cooperation, so that the role of education can be connected, so that families, schools, and society can work together in one direction to promote student development. In view of the above problems, this paper tries to put forward the improvement strategy of home-school cooperation in the background of educational informatization.

4.1 Clarify the rights and responsibilities of home and school, and build a framework for educating people

In order to enable parents and teachers to clarify their respective scopes of responsibilities, the following suggestions can be referred to. First of all, formulate clear policies and regulations to ensure that parents and teachers know their responsibilities, clearly stipulate that teachers need to complete teaching tasks according to the requirements in education and teaching, and check students' learning situation. Students' homework must be checked by teachers themselves, and cannot be assigned to parents as a task. Secondly, parents should also know their responsibility in educating students, but also need to care about students' physical and mental health, and cultivate students' good moral quality^[8]. It is worth noting that clarifying the scope of their respective rights and responsibilities does not mean that the responsibilities and obligations of parents and teachers are completely separated. The two sides still need to maintain close communication, cooperate and communicate closely on the premise of ensuring the fulfillment of their obligations, share the recent situation of students with both sides in a timely manner, formulate plans suitable for students' development, and jointly help students' all-round development.

4.2 Use multiple communication methods to improve communication efficiency

Communication is the most direct form of connecting home-school cooperation bridges. Effective communication can improve the efficiency of home-school cooperation. Therefore, when communicating specifically, we can adopt the following strategies. First, ensure fast and efficient online communication. Online communication has become the main form of communication in the information age. In school education, teachers connect schools and families by establishing various

WeChat groups and nail groups. However, various information is concentrated in the WeChat group, which may make parents ignore the teacher's information, resulting in parents not passing the message to the students in time. In addition, online communication can not convey the expression and tone, and can lead to a misunderstanding of the emotions of both sides. Therefore, when using online communication, the head teacher can establish a large group including teachers and parents, and mark the information of all people in the group, so that all communication occurs in a group, so as to avoid too many home-school groups being joined by parents. Secondly, when using online communication, it is necessary to distinguish the primary and secondary information. Teachers should stipulate that only information related to learning can be published or asked within the group. Other information can be communicated with teachers separately to avoid the phenomenon that important messages are sent to the group, and parents cannot receive them. For the situation of a student, you can communicate with parents separately by telephone, which not only ensures the privacy of students but also prevents the group messages from being too messy. Second, regularly carry out offline communication. Parent-school communication can not only rely on online communication; face-to-face communication can enable parents and teachers to share the recent development of students. Therefore, schools and teachers should regularly carry out parent meetings to report on students' learning in schools, so that every parent can have face-to-face communication with teachers^[9]. Schools should also carry out various parent lectures, symposiums, etc., so that parents can share their educational experience and help home-school cooperation effectively. Third, ensure the equality and harmony of home-school communication. There is an equal and cooperative relationship between parents and teachers. Parents should not completely follow the advice of teachers. Teachers should not adopt different treatment methods because of the differences in parents' academic qualifications or occupations. Teachers should treat every parent equally. In the communication, we should be realistic and build a good home-school cooperative relationship.

4.3 Actively update the concept and help with professional advancement

The prevalence of generative artificial intelligence makes teachers realize that the great changes brought by technology to education will not only affect education and teaching, but also affect the relationship between schools and families. In particular, the emergence of digital teachers will be considered a threat to school teachers. However, in fact, the use of intelligent technology to assist teaching can help teachers achieve professional development and reduce the burden on teachers. First of all, teachers should rationally view the role of generative artificial intelligence in education and actively absorb advanced educational concepts. Schools should also carry out relevant training in digital technology to help teachers better understand and use generative artificial intelligence. In addition, teachers should make full use of the advantages of generative artificial intelligence to carry out human-computer collaborative teaching. In terms of teaching design, AI can be used to optimize the teaching design scheme. In terms of teaching evaluation, AI can be used to help teachers summarize the development of students and send the results to parents. Teachers can also use digital teachers to stimulate students' interest in learning, use digital teachers to explain after-school exercises, and reduce teachers' burden^[10]. In this way, teachers can pay more attention to the development of students and better realize teaching students in accordance with their aptitude. Teachers should complement artificial intelligence, rather than worry about artificial intelligence replacing teachers.

5. Conclusion

The key to family-school co-education is "co-education", and the goal is "education." Only when the goals of both sides are consistent will the development of students move in a consistent direction. Only with the joint efforts of schools and families can education play its maximum effectiveness. In the context of the information age, we must keep the home-school cooperation unimpeded, let parents and teachers use intelligent technology to participate in the development of students, and continue to explore new ways of home-school co-education.

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