

Innovative Exploration of “Cultural Resource Science” Teaching in the Context of New Liberal Arts

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Abstract: In-depth development of new liberal arts, strengthening Chinese characteristics, and strengthening interdisciplinary cross-collaboration have become the strategic needs of the transformation and cultivation of national liberal arts talents, and the curriculum follows the connotative development requirements of higher education, takes the requirements of new liberal arts construction as the fundamental goal, empowers curriculum development with digital, and establishes an innovative teaching mode of “creating a solid foundation for teaching, multi-dimensional practical training ability, and smart classroom education and innovation”. Based on the characteristics of strong thinking, rich forms and interdisciplinary of courses, through the digitization of teaching resources, teaching interaction and personalization, teaching content structure, teaching evaluation process, teaching analysis and visualization, innovative curriculum construction, promote student-oriented and personalized development.

Keywords: New Liberal Arts; Cultural Resource Science; Teaching model; Curriculum Ideology and Politics

As the basic core course of cultural industry management, cultural resources studies and sorts out the basic theories and practical problems of cultural resources, establishes a theoretical framework of cultural resources, explains the practical problems of cultural resources, and enables students to deeply understand and firmly grasp the concepts, theories and methods of cultural resources. Therefore, the course is guided by the cultivation of innovative and entrepreneurial talents in cultural industry management, and focuses on the core values of cultural resource science and the integration, understanding and application of interdisciplinary knowledge in the teaching process of cultural resource science in the context of new liberal arts.

1. Innovation goals and directions

Based on the new situation and new requirements, the course actively explores the leading role of connotative values in the curriculum, takes cultural self-confidence as the main line, joins the curriculum ideology and politics, and fully explores the connotation of socialist core values; Integrate multidisciplinary knowledge such as management, literature, psychology, philosophy, art, history, sociology, etc., to construct a theoretical and practical teaching content system of cultural resource science with distinctive Chinese characteristics; It is committed to building a practical system of “creativity, innovation and entrepreneurship” that integrates industry and education and school-enterprise collaboration, and realizes the improvement of students’ innovation ability and interdisciplinary comprehensive ability through project-based teaching design.

2. Innovative ideas and ideas

Based on the new liberal arts background, the course designs the teaching path from the three dimensions of student-centered, outcome-oriented and continuous improvement, “oriented to the construction of meaning, and attaches importance to the breakthrough of thinking in education and teaching”^[1] promotes the personalized development of students through the intelligent scenario of theoretical teaching and the immersive reality of practical teaching, improves the training quality of innovative and entrepreneurial talents, realizes the shift from traditional teaching to smart education and digital education, and enables students to integrate curriculum theory and industrial skills to become a leading person who adapts to the needs of the times, transcendent and innovative high-quality talents.

In terms of idea design, establish a “online + offline + practice” trinity, student-centered teaching mode, through the five teaching links of “question”, “listening”, “discussion”, “introduction”, “evaluation” and “production”, carry out course teaching such as problem

introduction, theory teaching, knowledge discussion, ideological and political guidance, evaluation feedback, and achievement output, and apply MOOCs, wisdom trees, learning links and other teaching platforms to implement auxiliary teaching to achieve knowledge preparation and construction, application and optimization, internalization and sublimation.

3. Innovative methods and approaches

In the specific implementation path, innovative exploration is carried out from the five levels of teaching content, teaching practice, teaching method, teaching evaluation and teaching assessment. Pay attention to the differentiated development of students, stimulate students' intrinsic learning motivation, and integrate into daily teaching links and ideas, so that students can gradually enhance their sense of innovation, form innovative thinking, and then improve their innovation ability in continuous exploration, and cultivate students' fundamental ability and the overall application of knowledge and skills.

(1) Innovation in teaching content

Through the integration of cross-professional and multidisciplinary teaching content, the combination of industrial skills and discipline theories is strengthened, the design of teaching content is broadened, and the comprehensive teaching mode of multiple subjects in the industry-university-research community is explored.

(2) Flexible ideological and political concepts

The curriculum integrates the core teaching objectives of cultural self-confidence into teaching connotation and teaching practice, and the premise of teaching design of cultural resource science is to ensure that value guidance is always taken, highlighting the educational function of the curriculum, and "combining implicit and explicit" and "preset and random" in teaching content; In terms of teaching methods, "teaching and inspiration are combined", "classroom and extracurricular are combined", and "words and deeds are combined". Flexible ideological and political integration is also an exploration of people-oriented education models, aiming to develop cultural identity through the decoding of traditional Chinese culture, and integrate ideological and political concepts into the whole teaching process.

(3) Systematization of knowledge modules

The course sorts out and constructs knowledge modules in teaching, and then systematizes, coordinates and comprehensively implements teaching. The systematization of the knowledge module of cultural resources science, from the content of cultural resources science knowledge layer, understanding layer, application layer, analysis layer, evaluation layer, creation layer and several levels of deep learning, master the basic concept theory of cultural resources science, cultural resources practical problems, cultural resources protection and utilization, cultural resources optimization and integration, cultural resources development and design and other content sections, from shallow to deep, systematic mastery and knowledge generation.

(4) Digitalization of teaching content

This course implements the digital transformation of the curriculum through the development of high-quality digital teaching resource libraries and digital reform of teaching content. First, the curriculum takes the syllabus as the standard chain, screens and integrates network resources, and integrates high-quality educational resources into the curriculum; Second, through the joint construction of a shared and shared school-enterprise cooperation platform for industry-education integration, the development of a typical case database, and at the same time, through the independent research and development of teaching videos and citation of micro-courses by knowledge points, etc., expand the teaching space, establish a digital resource sharing platform, and expand the spillover and radiation effect of course teaching.

(5) Innovation in teaching practice

Closely following the professional theoretical learning, feeding back the classroom with the introduction of practical activities, the three-dimensional exploration of teaching practice is carried out, the project practice of junior, intermediate and advanced levels is implemented, and diversified practical teaching platforms such as on-campus practical training, internal and external practice bases, discipline competitions, etc. are provided, and progressive talent training is carried out through experience practice, operation practice, competition practice, etc. Fully mobilize students' enthusiasm for participation, innovate participation methods, organize a series of practices, explore a teaching mode that integrates a variety of practice methods, and practice teaching is hierarchical, diversified and evolutionary, forming a vivid classroom and characteristic classroom for practical teaching.

(6) Innovation in teaching methods

With the help of digital platforms, "specific situations are always easy to arouse students' emotional resonance, making knowledge more "full" and "easier for students to understand"^[2] Through the reform of teaching methods, students can achieve "scenario

reproduction” classrooms and drive adaptive learning. And through the learning management system such as Chaoxing Erya and Wisdom Tree, the online teaching mode based on the Internet platform is realized, the learning materials are subdivided into small knowledge units, the tasks are fragmented and hierarchical, and students are allowed to adjust the learning plan according to their personal needs to implement adaptive learning. Visualize the teaching process and intuitively grasp the dynamic performance of students so that timely teaching content adjustments can be made.

(7) Innovation in teaching assessment

The curriculum reform only determines the assessment method of the results of the examination papers, and adopts the method of “process assessment (50%) + stage assessment (20%) + final assessment (30%) + multiple subjects (industry mentors + students + classroom teachers)” to strengthen the tracking of the process of talent training and implement the comprehensive evaluation of the whole process. Among them, the process assessment is combined with the second classroom of the school, and the online course platform, learning pass and other APP are effectively used, behavior points are introduced, and student mutual evaluation is added, and the phased assessment is focused on the middle assessment, and the final assessment is carried out by examination. Add multi-channel assessment methods of student practical achievement assessment and interactive evaluation between students, and do a good job in supervising the assessment and evaluation process.

(8) Innovation in teaching quality evaluation system

In order to ensure the rational application of evaluation methods, the curriculum has established a multiple evaluation mechanism for internal and external supervision, peers and students, established an evaluation system that integrates diagnostic, formative and summative evaluation, and used big data to empower innovative education evaluation. Through the mutual evaluation of teachers in school, the exchange and evaluation of external experts, and student evaluation, etc., the effectiveness of course teaching and the evaluation mechanism of teaching quality will be effective, normalized and professionalized.

4. Conclusion

The curriculum has revolutionized the traditional “speaking and listening” one-way transmission teaching mode, in the teaching content arrangement, teaching practice combination, teaching method innovation can stimulate students’ desire for knowledge, exploration, in the connotative value guidance, interdisciplinary knowledge exploration, student-centered ability improvement, results-oriented learning goals and other aspects have a better interpretation, in the specific implementation, it is also necessary to gradually carry out according to the student’s situation, timely grasp the student’s learning status, and feedback and adjustment, so that students form “interest first” and “active learning” “Good atmosphere.

References:

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