Thoughts on Modularization Teaching Reform of "Community Work" Course

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Abstract: The modular teaching of community work course is a teaching model that divides the main content of the course into five modules: basic knowledge, professional methods, practical skills, practical training and service evaluation, and combines four teaching processes: making knowledge list, configuring core skills, carrying out learning evaluation and promoting achievement condension. The modular teaching method is conducive to the improvement of students' learning effect. At the same time, teachers also need to flexibly adjust the teaching content and form according to the characteristics of different students, pay attention to the cultivation and exercise of core practical skills, and promote the integration of knowledge modules and teaching processes.
Keywords: Community work; Modular teaching; Teaching reform

Modular teaching refers to dividing the knowledge content of community work courses into different modules according to established standards, building a learning platform through teaching design, providing pre-class learning lists, clarifying the learning direction, allowing students to freely practice and explore, experience, learn and master knowledge points one by one. The teaching design of each module mainly adopts practical teaching method, supplemented by diversified teaching methods, with a clear main line and flexible programs, which can mobilize students' learning enthusiasm in an all-round way.

1. Modular teaching system design

1.1 Five knowledge modules

In the course of community work, the main purpose of modular teaching design is to improve students' understanding and mastering ability by breaking the knowledge point into several smaller parts. Combined with the course materials, the teaching team divides the main content of the community work course into the following five modules:

1.1.1 Basic knowledge module

The content covers: the connotation, type, function of community and community work, as well as the role positioning of community workers and other content, which is an important prerequisite for students' subsequent learning of this course.

1.1.2 Professional methods module

The four modes of district development, social planning, community care and social action in community work are divided into teaching topics.

1.1.3 Practical skills module

In the form of case analysis, community service project book writing, community work relationship building, community organization work, community education and other skills are imparted to students.

1.1.4 Practical training module

Guide students to choose topics to carry out social investigation and community service.

1.1.5 Service Evaluation module

Teaching methods and techniques of service evaluation and conducting summary feedback of practical training.

1.2 Four teaching processes

1.2.1 Make a knowledge list

For social work practice courses, the corresponding course learning list should be formulated to assist students to carry out independent learning efficiently. The list consists of three parts: study guide, study task and course feedback. Among them, the study guide covers the study theme, content, goals and methods; The learning tasks are refined according to the teaching objectives, and designed into actionable learning problems and skill tasks. Course feedback involves not only students' self-evaluation of their practical course participation experience, but also their opinions and suggestions on course design.

1.2.2 Configuring Core Skills

Core skills refer to the skills that social workers must have in social work practice, such as the process of community work and work skills. The teaching of core skills is the focus of the practical curriculum, which aims to promote students to "learn in practice" and improve their skill level. The emphasis of skill teaching includes the elaboration and analysis of professional theoretical knowledge, the training of professional practical skills, and the cultivation of professional core values. According to the actual teaching objectives and students' mastery level of core skills, one or more teaching forms such as case analysis, scenario simulation, classroom debate, experience exchange, on-campus practice, and institutional internship can be selected to carry out teaching work at the same time.

1.2.3 Carry out learning evaluation

The student-centered evaluation includes organizing students to evaluate the teaching arrangement of the day after class, and students to self-check their completion according to the course task map.

Teacher-oriented evaluation covers both classroom and after-school aspects. In class, the teacher evaluates the students according to their participation, practical operation and completion of the task list. After class, the curriculum assessment is the main test to check the achievement of teaching objectives, whether the teaching effect is good, and whether it promotes students' learning.

The evaluation of industry experts is reflected in the experience exchange process, the on-campus practice assessment, and the off-campus practice assessment, and the comprehensive evaluation of students' practical ability, including the effective use of practical skills, compliance with practical procedures, and embodiment of practical ethics.

1.2.4 Promote the convergence of results

The teacher guides the students to sort out the cases analyzed, displayed and simulated in the class to form a comprehensive and complete practical plan. At the same time, the high quality research report, activity plan and evaluation report in the practice activities inside and outside the school are condensed and integrated, and the curriculum case database is established. The construction of case database is a summary of the practical experience of community work courses, and it can also guide students to review practical activities with rational thinking, strengthen the understanding of professional theories and practical skills, and realize the true "applying knowledge" and "practicing true knowledge".

2. Evaluation of modular teaching effectiveness

2.1 Assessment subject

Curriculum evaluation is an important part of curriculum reform. The main body of evaluation in curriculum mainly includes students and teachers. In addition to these two evaluation subjects, there are other possible factors that can affect the results of curriculum evaluation. For example, technical means will also affect the quality and effect of courses, such as the application of online education platforms, the support of multimedia resources and so on. These factors need to be fully taken into account in the evaluation process.

2.2 Evaluation Method

In this study, the teaching team adopted a variety of evaluation methods to evaluate the modularization effect of community work courses more comprehensively and accurately. First, the teaching team adopted the method of questionnaire survey to collect students' opinions and feedback on the understanding of the course content and the teaching method. Secondly, classroom observation and interview are used to evaluate the teaching quality. Finally, the teaching team used the method of data statistics to evaluate the course effect. For example, compare changes in student grades from semester to semester in order to understand trends and changes in course effectiveness. In addition, the difference of students' performance under different teaching modes of the same course is compared to provide scientific basis for the optimization of teaching mode. The comprehensive application of these evaluation methods enables us to evaluate the modularization effect of community work courses more comprehensively and accurately.

2.3 Effect evaluation

Modular teaching can effectively improve students' learning effect. Students say that modular teaching fits their learning habits and needs better than traditional classroom teaching, making it easier for them to understand knowledge points and acquire skills better. Secondly, modular teaching also provides teachers with more flexibility and freedom, so that teachers can carry out personalized guidance and guidance for different students' needs at different time nodes. Thirdly, modular teaching can also promote the interaction and communication between teachers and students. This interactive teaching method allows teachers to better understand the practical problems and needs of students, so as to better provide targeted help and support. Finally, modular teaching has certain limitations. For example, some students may not be able to successfully complete certain modules due to lack of basic knowledge; In addition, modular teaching requires greater resource investment and the support of professional teachers.

3. Reflection on modular teaching reform

3.1 Training and exercise of core practical skills

In the training of practical skills in community work, we should pay attention to the following aspects:

3.1.1 Focus on practicality

Practice is an important part of learning and a core part of community work. Therefore, students should be involved in practical work as much as possible, so that they can personally feel the application value of the knowledge. At the same time, through simulation exercises, case analysis and other forms to strengthen the effect of practice.

3.1.2 Focus on diversity

Community work is a broad field that involves many different issues and groups of people. Therefore, the teaching content should be more diversified to help students understand the main points of work in different objects and situations more comprehensively.

3.1.3 Pay attention to theoretical basis

The importance of theoretical basis should be taken into account in the design of teaching content. For example, students' professional quality and comprehensive quality can be enhanced by explaining knowledge points such as relevant laws and regulations, policies and regulations.

3.1.4 Based on the actual situation

The design of teaching content should take into account the local social reality as well as the characteristics and needs of students.

3.2 Interembedding of knowledge modules and teaching processes

The modular teaching mode takes practice as the guide, arouses students' attention to practical methods and skills through practical and practical operation, and triggers thinking and reflection in the practice process. In particular, it pays attention to let students experience a sense of accomplishment in the practice process, so that the learning effect can also be effectively improved. First of all, it is necessary to clarify the objectives and contents of the course in order to better design the teaching plan. Secondly, it is necessary to determine the content and learning objectives of each module, and how to assess the degree of understanding of each knowledge. Finally, it is also necessary to consider how to integrate each module to form a complete curriculum system, that is, to use the teaching process in the knowledge module and reflect the characteristics of knowledge elements in the teaching process.

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