

# Research on Curriculum Reform Plan Under the Background of New Media Technology

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**Abstract:** New media technology provides a fast track for the improvement of teaching quality in the reform of colleges and universities. In this context, when we carry out curriculum reform in colleges and universities, we must first take into account knowledge goals and ability goals in terms of learning goals. Secondly, the development of the curriculum should be sorted out and planned, and the major and difficult points of the curriculum should be reformed according to the times and actual conditions. Finally, the utilization of curriculum resources should be reformed in combination with technology, combined with the OBE teaching development concept, and a detailed and efficient curriculum reform plan and performance evaluation method should be formulated.

**Keywords:** Curriculum Objectives; Performance Evaluation; Reform and Innovation

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## 1. Develop learning goals that are in line with the OBE educational

### philosophy

**Curriculum Goal Formulation** The first step in curriculum reform is also the first key link in the implementation of the goal-oriented strategy under the OBE concept. The setting of curriculum goals should be in line with the actual curriculum, the times, and the current situation of contemporary students. In the formulation of learning goals, we should include not only knowledge goals but also ability goals. Knowledge goals also need to accurately locate the differences and connections between basic goals and higher-order goals. Combine curriculum education with values education, and combine adult education with talent education. The ability target is closely linked to the main context of the curriculum to form a dynamic assessment target.

## 2. Sort out the difficulties and innovations of curriculum construction

The curriculum reform plan must have a clear sorting out of the development history of the curriculum, and find out the direction and route of the curriculum reform in the sorting out of the history. Timely adjustment of the difficulty of the curriculum is conducive to the more targeted development of the teaching process.

### 2.1 Teaching reform and innovation

#### 2.1.1 Innovation in teaching environment

Breaking through the traditional teaching environment, combining courses with VR virtual reality; focusing on the internalization mechanism after class, extending the classroom atmosphere to the academic road of the campus, broadening the teaching environment and deepening the academic atmosphere.

#### 2.1.2 Innovation of teaching ideas. Integrate "metaverse" technology into

#### teaching

"The 'Metaverse' is a future-oriented technological concept based on the development of modern technology." [1] Curriculum reform should make full use of this point. Combine theory and practice. Bring theory down from the hall to the world. Improve students' ability to use theory to guide practice, explain policy, and plan for the future.

### **2.1.3 Innovation in teaching methods**

Technology has become the main tool of materialized society[2]. The integration of new media technology into teaching is a great opportunity for innovation in traditional classrooms. The connectivity and interactivity of using online media, digital media, and mobile media at any time serves the teaching of principles courses. Make full use of the flipped classroom, the comprehensive system of knowledge resources MOOCs, and conduct debates that fit the theme of theoretical issues.

### **2.1.4 Innovation in teaching methods**

Breaking through the traditional teaching mode, on the premise of giving full play to the role of teachers in explaining, "large class teaching and small class discussion" are carried out.

## **2.2 The shaping of curriculum characteristics**

Pay attention to the systematic interpretation of theory. The course not only pays attention to the systematic explanation of the theory but also to the accumulative reading of historical materials; pays attention to the implementation of the theoretical explanatory power; pays attention to the practical implementation of the theory. Put every theory into practice and combine every theory with daily practice; pay attention to the ability of theory to explain daily behavior and guide daily practice.

## **3. Course content and resource construction and application**

### **3.1 Course content and resource construction**

The course content and resource construction are as follows: First, a systematic and mature commanding teaching document has been formed. Regularly update the syllabus every year (to be combined with teaching hotspots); select mature textbooks and reference textbooks (there is a detailed communication mechanism with the textbook subscription department); detailed curriculum standards and teaching plans (overall formulation, weekly dynamic monitoring of each teacher Whether it can be completed on time, establish a whole-process quality control mechanism). Second, strictly control the implementation quality of teaching links. Timely update the teaching plan and pay attention to the complete structure inspection of the teaching plan (the template uniformly stipulated by the school, including the complete teaching link and specific teaching time. Every week, the leaders of the secondary department conduct a random inspection of the teaching plan and save the teaching plan inspection record into the file); every Wednesday afternoon the teaching and research group prepares lessons collectively (records of collective lesson preparation are kept on file, and each person's teaching progress and classroom problems are solved in time. Weekly affairs are closed); leaders can come to the classroom at any time to listen to the class, and the teachers of the teaching and research group listen to the class no less than twice a week to score and rate. Third, establish a complete internalization mechanism for students after class. Establish a communication and exchange learning group with the teaching class as a unit; upload the PPT and related materials used in each class to the class file, and the relevant reading literature of each class to ensure that students can obtain all; Fourth, the teaching methods (multimedia classrooms, whiteboard teachers, network sharing resources, etc.) are diversified.

### **3.2 Course content and application of resources**

Teachers make use of teaching resources, arrange teaching content reasonably, and select teaching methods and methods reasonably to ensure high-quality teaching. Timely check and fill omissions, and better implement the use of curriculum resources. Under the guidance of teachers, according to the learning tasks and goals, students use teaching materials, PPT,

literature sharing resources, and college students' practical activities on related topics to clarify their learning goals and master the course content. Combining students' usual grades of courses with the completion of college students' post-class internalization, improving students' ability to use course resources.

### **3.3 Course teaching content and organization and implementation status**

The teaching content of the course includes 32 hours of theoretical courses and 16 hours of practical courses. The practical courses include course series activities, campus publicity month activities, debate activities related to the debate club, and campus learning corner activities. The theoretical course takes the first chapter of the first chapter as an example, and shows the teaching content and organization and implementation of this course by means of point-to-face presentation.

Recalling the past and thinking about the present: Review the relevant content of the previous course, while reviewing the knowledge points, reveal the logical relationship between the previous course and the content of this course, and lead to the learning content of this course.

Focus on import: Course introduction should focus on naturalness, ease and attractiveness. Through the discussion of pet owners about how smart animals are, the question "Do animals have consciousness?" Entering course content with questions is more engaging to students.

Intuitive means: make full use of new media technology means. Through pictures or video explanations, the esoteric philosophical issues can be presented intuitively, and the students' thoughts can be better captured.

Discuss and calm down: By showing the common videos about animals that can count on self-media platforms, let the students discuss in groups "Do animals really know how to count, and why?" Halfway through the course, the students have finished their prime time of concentration. At this time, setting a discussion that fits the theme can stimulate and prolong the attention of students.

Direct access to society: Focus on the news "The Degeneration of the Girl's Mindset after Thirteen Years of Imprisonment". To develop students' ability to explain life examples using principles.

Hotspot Enlightenment: Aiming at the hot issue of the times "consciousness and artificial intelligence", guide students to think about "how to understand the relationship between matter and consciousness under the conditions of rapid development of artificial intelligence". Make the theory go from the palace to the mortal world, and improve the practical application ability of theoretical courses.

## **4. Reform of curriculum evaluation methods**

### **4.1 Evaluation method of course grades**

The grade composition of the course is divided into two parts: 45% normal grade + 55% paper grade. The composition of usual grades: 30% classroom attendance + 40% classroom practice (classroom discussions, debate competitions, learning and publicity activities, campus study months) + 30% coursework (document reading punch-in records, written records in life in relation to their own theory and practice) a successful case of combining). The composition of the paper grades: three complete sets of test papers, one set is selected for the test. Each set of papers shall not be less than four types of questions. The difficulty of the test papers is moderate, and the scores are normally distributed. The distribution of questions in the test paper is consistent with the major and difficult points of the course content (difficulty points do not exceed 30%).

### **4.2 Curriculum evaluation and reform effect**

#### **4.2.1 Course evaluation**

Curriculum evaluation is a key indicator to measure the effectiveness of curriculum construction reform, and it is also conducive to promoting the curriculum construction reform itself. Course evaluation should not only reflect the main body status of students, but also improve the academic level of the evaluation results. Currently, 40% of the courses are scored by students, 30% by members of the school's supervision team, 20% by peer evaluation, and 10% by teaching information staff.

### **4.2.2 Reform results**

Through the innovation of teaching environment, teaching concept, teaching method and teaching method, the participation of students has been greatly improved. At present, an average of 6 people answer questions in each class, and the number of students with a comprehensive score of 88 or above accounts for 85% of the total number of students in the class. above. Students organize debate competitions and seminars more than 4 times per semester. Completely get rid of the boring preaching in the past, bid farewell to the past phenomenon of one word.

### **4.3 Prospects for the Future Goals of Curriculum Reform**

The continuous construction plan of the curriculum in the next five years: continue to promote the formulation, improvement and implementation of the guiding teaching documents; establish a more systematic and stable document sharing system; A more convenient teaching facility system; breaking through the limitations of traditional teaching models, making thinking a fashion.

Reform direction and improvement measures: highlighting the characteristics of the curriculum is the soul of curriculum construction; using modern teaching methods is an important path for curriculum construction; enriching classroom teaching links is the operability guide for curriculum construction; creating a high-level teaching team is the key to curriculum construction.

### **References**

- [1] Wang J. An analysis of the historical materialism of the "Metaverse" phenomenon [J]. Jianghuai Forum, 2022(02):152-157+193.
- [2] [German] Marcuse. One-dimensional man: A study on the ideology of developed industrial society [M].