

Exploration of Theoretical Curriculum Reform in the Transformation of Local Colleges and Universities—Take the Course “Public Policy Analysis” as an Example

Chenglin Zhang

School of Public Administration, Hengshui University, Hengshui053000, Hebei,China

Abstract: In the context of the transformation of local colleges and universities into applied universities, the traditional theoretical courses should be transformed into courses with applied characteristics and functions through reform. In the reform of the course of “Public Policy Analysis”, the course concept of integrated training of knowledge, ability and quality has been established. Four major teaching modules including classroom topic knowledge teaching, case teaching, policy application simulation, and policy research have been constructed. Through the curriculum reform, the transformation of students’ learning style from memory-based learning to participation-based learning has been realized, which has changed the way students participate in the classroom and improved the activity of the classroom, improved the objectivity and accuracy of the process evaluation, and significantly improved the teaching performance. , and initially formed an application-oriented course teaching model.

Keywords: Applied curriculum; Reform idea; Module design; Reform effect

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1. The goal of curriculum reform and construction

The objectives of the course construction of “Public Policy Science” mainly include: First, to establish students’ relatively complete knowledge structure about the subject of public policy, to clearly grasp the basic research fields of the subject, the composition of knowledge modules and the main knowledge points of each knowledge module, and Form a preliminary understanding and understanding of the main academic schools and classic theories. ^[1]The second is to cultivate students’ ability to analyze realistic public policies, and to be able to use public policy theory to analyze and evaluate the gains and losses of realistic public policies. The third is to cultivate students’ ability to propose public policy plans based on real public issues, especially to cultivate students’ ability to propose policy plans for local and life public issues. Fourth, through the study of public policy knowledge and the training of the ability to analyze and solve public problems, cultivate students’ public awareness and ethical feelings about public problems, and form a correct view of citizenship rights and responsibilities.^[2]

2. The idea of curriculum reform

The traditional teaching mode of our school’s “Public Policy Analysis” course is based on knowledge explanation + case analysis. In this teaching mode, the overall performance is the individual dissemination of knowledge from teachers to students. If the goal of the course is only limited to let students understand However, from the perspective of the application-oriented curriculum positioning requirements, this model has obvious limitations, mainly as follows: First, the ability of students to reversely analyze real public policies Without effective training, the second is the lack of training in the ability to construct public policy plans based on real public issues. In recent years, under the overall positioning of applied courses, combined with the professional attribute requirements of urban management majors and the particularity of course content, and drawing on domestic and foreign teaching experience, the following specific curriculum reform concepts have been initially formed.

First, compression theory is taught without discarding the theoretical core. Under the positioning of theoretical courses, knowledge

imparting pursues comprehensive, systematic and in-depth knowledge. On this basis, it helps to build students' theoretical framework for public policy analysis, focusing on cultivating students' logical thinking ability. The classroom teaching process mainly focuses on theoretical cognition. Learn the training of theoretical innovation ability. The transformation to an application-oriented curriculum requires that the classroom teaching process mainly focuses on cultivating students' ability to analyze real social problems, to propose solutions to problems and countermeasures, and to innovatively handle social conflicts and disputes. The formation of these abilities requires a lot of training in the form of case teaching, situational experience, practical practice, etc., but mastering core theoretical knowledge is the basis for the development of the applied teaching model. Without the guidance of basic theoretical knowledge, it is impossible to build a clear and logical The thinking framework of cognition of real problems cannot cultivate students' ability to solve problems that meet the needs of reality. Therefore, in the transformation of theoretical courses to applied courses, it is possible to reduce the time required for theoretical lectures but also ensure the need for core knowledge.

Second, the teaching process changes from teacher-led to teacher-led student participation. Applied courses need to build a three-dimensional training system of knowledge, ability and quality. The traditional purely theoretical courses focus on the teaching of theoretical knowledge and the cultivation of theoretical thinking ability. The teaching mode of "filling the classroom" and cramming by teachers is consistent with this teaching goal. The core goal of applied courses is to improve students' working ability to solve practical problems. Knowledge imparting and quality training should ultimately be reflected in the improvement of ability. This requires students to participate in the process of analyzing problems and seeking solutions to problems. Under the guidance of teachers, understand, experience and master the general process, skills and methods of dealing with problems, and build a teacher-led and student-centered participatory teaching model to meet the positioning of teaching goals.^[3]

The third is to change from a knowledge imparting course to an integrated training course of knowledge, ability and quality. The traditional purely theoretical courses focus on the explanatory teaching of theoretical knowledge, and the ability training also focuses on the ability to think. Application-oriented courses require students to develop their ability to discover and analyze problems on the basis of knowledge transfer, and to cultivate students' ability to develop work plans for specific problems. Faced with various scenarios that may be encountered in the future career, lay a solid foundation of personal qualities for a successful career.

3. Specific ideas for curriculum reform

Combined with the above-mentioned reform ideas and practical problems in teaching, several reform ideas have been formed. First, optimize the course teaching content and develop special research teaching plans. On the basis of elaborating the basic theories of "Public Policy", develop topics such as the theoretical frontier of "Public Policy", NGOs and public policy, policy implementation, policy evaluation, policy monitoring, policy change, public crisis and public policy, etc. Study lesson plans. Second, develop diversified teaching methods and innovative teaching methods. Explore and carry out diversified teaching methods based on classroom discussion, case teaching, and seminar-based teaching methods, and use modern information carriers to innovate teaching methods to achieve teacher-student interaction in and after class, so as to increase students' interest in learning and improve teaching effects. Third, develop self-learning modules and explore self-learning assessment and evaluation methods. Select the classic theories in the field of public policy, guide students in the direction of independent learning, form a complementary knowledge acquisition pattern that teaches basic knowledge in class and expands knowledge horizons outside of class, and explores evaluation methods for the effect of autonomous learning. Fourth, develop a public policy case library and increase the proportion of case teaching. Among them, special attention is paid to the development of local public policy cases, social hot issues cases, and public policy cases related to student life, study, employment, and entrepreneurship, and to build a contemporary, local, and attractive course case database to ensure case studies. To meet the needs of teaching, cultivate students' ability to analyze real public problems. Fifth, connect with industry departments and develop practical teaching methods for courses. In view of the students' lack of perceptual knowledge of the public sector and social practice experience and other problems, build a course practice base based on industry departments, so that students can combine current policies, carry out targeted practical activities, and improve students' innovative solutions to practical policy problems Ability.

4. The design of the teaching module of the course

Under the guidance of the above teaching concepts and ideas, combined with the "flipped classroom" teaching mode, the "Public Policy Analysis" course has designed the following teaching modules:

4.1 Special subject knowledge lectures.

A total of 54 hours are arranged for this course, and 28 hours are arranged for theoretical teaching.

Students will acquire a basic knowledge framework on policy analysis and strive to understand the research dynamics of academia

within the credit hours. To this end, on the one hand, we select the teaching content and design a total of 6 topics, and on the other hand, we designate extracurricular reading literature for students based on the knowledge points of each class.

4.2 Case teaching.

Using case teaching as a carrier to create a “flipped classroom”, the cases are divided into three types: typical cases, problem cases and self-reported cases. Using the three types of cases, three successive modules of the case teaching process are designed, including: Cases and common sense , daily problems, talk about countermeasures, life around things. The module of citing cases and explaining common sense (classic cases) is mainly used by teachers to help students understand the basic policy knowledge and policy logic contained in daily life by combining case teaching, with a view to cultivating students’ ability to analyze problems; The teacher puts forward the practical policy problems encountered in daily life, and asks the students to propose solutions, and then the teacher makes a summary comment, focusing on cultivating students’ ability to solve social practical problems; the main things in life (self-reported cases) module Let the students introduce personal experiences or events that happened around them, and finally the teacher analyzes the policy knowledge contained in them, focusing on cultivating students’ ability to observe practical problems from a policy perspective.

4.3 Policy presentation simulation.

On the basis of classifying the cases, in groups as units, students play different roles. One of them plays the role of a government official responsible for policy explanation, and the rest play the role of visiting people to raise their own policy issues. The policy presentation simulation focuses on cultivating students’ ability to apply and explain policies in combination with real-world problems, and to cultivate students’ ability to engage in practical work. It can also effectively activate the classroom atmosphere and improve students’ enthusiasm for participation. Policy presentation simulations are generally carried out 2-3 times a semester.

4.4 Community practice research.

Generally, during the practice week in the semester, teachers lead the team to enter the community practice base to conduct case research. Before the internship, the students are grouped (about 5 people) under the guidance of the teacher, select the policy research topic, draw up the research outline, prepare the questionnaire or other research tools, and use 3-5 days to collect primary and secondary data after arriving at the internship base. , After the practical research is over, go back to the school to write the research report, which will be included in the academic evaluation as the final material. The community practice research module mainly focuses on cultivating students’ ability to investigate the implementation of policies, to discover difficulties in policy implementation, and to put forward policy suggestions based on actual conditions.

5. The effect of curriculum reform

5.1 Promotes the transformation of students’ learning styles.

Students are accustomed to memory-based learning under the long-term test-oriented education mode, and reciting knowledge points is their main learning method. The “Public Policy Analysis” course cultivates and improves students’ ability to flexibly use knowledge to analyze problems on the basis of understanding knowledge through case teaching, participatory teaching, etc. ability to learn. Realize the preliminary transformation of students’ learning style from memory-based learning to understanding-based learning and then to research-based learning.

5.2 Promote changes in the way students participate in classrooms.

The main teaching method of traditional purely theoretical courses is that teachers give lectures and students “listen”. Students are often not motivated to participate in the teaching process. The “flipped classroom” model based on multi-type case teaching attracts students to participate in learning. During the process, the phenomenon of looking at mobile phones in class has been greatly reduced, which effectively improves the efficiency and effect of classroom learning.

5.3 Promotes the optimization of academic evaluation methods.

The original course evaluation method consists of two parts: process evaluation and result evaluation. The process evaluation consists of two parts: attendance rate and class performance. However, the class performance evaluation is often a mere formality, because the teacher’s teaching occupies most of the classroom time. In this mode, students have no opportunity to perform at all. After the transformation to the application-oriented curriculum reform, through the teaching activities of modules such as “things around life”, “countermeasures for daily problems”, “scenario simulation”, etc., students are provided with rich performance opportunities and performance methods, which makes process evaluation more effective. reflect the real situation of students. It has effectively changed the traditional evaluation mechanism of focusing on knowledge and ignoring ability, focusing on results and ignoring process.^[4]

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About the author:

Name:Chenglin Zhang;1970-8; Gender: Male; Nationality: Han; Place of Origin: Wuqiang County, Hebei Province; Graduated Institution: Soochow University; Graduated Major: Political Science Theory; Education: Doctoral Student; Work Unit : Research Center for Grassroots Governance, School of Public Administration, Hengshui University; Title: Associate Professor; Main research direction: Grassroots governance.