

Teaching and Learning Practice Based on International Exchange Program Curriculum Design

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Abstract: Communication and collaboration between universities is a very effective channel for promoting the development of higher education and enhancing the educational capacity of schools. Through the curriculum of these schools, the curriculum content is organically connected through project education, while integrating their basic knowledge and practical skills. In the practice of project design, students must decompose the topics and work content to be handled into new knowledge and abilities, that is, to master new knowledge and abilities through independence, cooperation, and exploration, and thereby cultivate social communication awareness, cooperation ability, problem solving ability, and innovation ability. Based on the nature and content of the research project, and through the specific practice of the research project, this paper further expounds how to carry out curriculum design and practice based on project knowledge content.

Keywords: International Exchange; Project Curriculum Design; Teaching and Learning Practice

“The Outline of the National Medium and Long Term Education Reform and Development Plan(2010-2020)” highlights the promotion of China’s higher education development capacity, drawing on excellent teaching ideas and training methods from abroad, promoting the development of China’s higher education, and cultivating a large number of global talents with a global perspective, understanding global laws, and good at participating in international affairs and competition. For example, some first-tier cities have explicitly proposed the international education goal of building a “world city” in their planned education goals, guiding universities to conduct diverse overseas exchanges, promoting global understanding teaching, actively expanding students’ global perspective, and enhancing cross-cultural communication awareness.

1. Significance of International Exchange Projects

At the end of 2010, the General Office of the Central Committee of the Communist Party of China and the State Council jointly issued the Outline of the National Medium and Long Term Higher Education Reform and Construction Plan(2010-2010), which requires China’s universities to further expand the opening up of higher education and strengthen international exchanges and cooperation, cultivate a group of international talents with a global perspective, familiar with world rules and willing to actively participate in international educational affairs cooperation and competition^[1]. We should absorb high-quality educational resources from abroad, actively attract high-quality overseas universities, education and training institutions, research institutions, and well-known enterprises, and jointly build teaching, internship, research centers, and bases for foreign universities. Colleges and universities need to be guided to carry out more diversified international exchanges and collaborative activities. We should also study various ways to effectively utilize high-quality educational resources in foreign universities, and enhance our awareness of international cooperation. It is possible to implement mutual exchange between Chinese and foreign students, mutual recognition of grades, and joint awarding of certificates.

2. Teaching and Learning Practice Strategies Based on International Exchange Program Curriculum Design

2.1 Promoting the reform of classroom teaching methods in colleges and universities through case teaching

Higher education talents are the focus of social construction in the era of knowledge economy. How to cultivate new types of talents with excellent academic literacy, social communication awareness, problem solving awareness, creative spirit, and creativity is directly inseparable from the construction of the country and economic society^[2]. Although China's higher education has been booming, there are still several obvious problems facing the education of higher education institutions: The content of the curriculum is outdated, and it is disconnected from social needs. Teachers often explain and impart more in class, while students rarely think by themselves. Students have a simple knowledge structure, lack practical operational skills, and lack innovative spirit and creativity. Project teaching emphasizes that under teaching conditions with certain practical scenarios, based on simple small project tasks, learners are allowed to organize, monitor, and execute the entire teaching process by themselves. Finally, the method of designing project work is adopted, combining theoretical learning with practical operations, in order to creatively solve specific practical problems. The Buck Institute of the United States has positioned small project teaching based on international curriculum standards as a complete teaching model, which is both a process of exploring complex and practical issues, and a process of elaborately designing project work, designing, and executing specific project work. Among them, small project teaching may include one to two weeks of small project teaching in a single course in a school, or a year long cross departmental large project, or even joint participation between communities and schools. During the entire project based learning process, learners need to strengthen their metacognitive skills and identify what is relevant to their goals in the emerging fields, determine what new skills they must master, and develop what thinking styles they must adopt for the technology they master. It is necessary to further identify specific areas of work that they need to actually perform, thereby further controlling and changing their way of thinking. In the process of project teaching, it is also essential to communicate with project teaching partners, knowledge learning communities, teachers, professors, and technical workers to build a positive cooperative relationship^[3].

Currently, the project curriculum education at the stage of Chinese universities is centered on cross campus collaborative research activities, starting from a "structured project" dominated by teachers, to a "guided project" designed and guided by teachers, and then to an "open project" centered on students, where students ask questions and topics and design and actively explore them. In China's higher education, due to the strong disciplinary orientation of project based courses, emphasis is placed on the organization and implementation of project based curriculum education, closely linking descriptive research method professional knowledge teaching and procedural learning methods. The curriculum design organically integrates the knowledge points of the curriculum, taking the curriculum content as the main line, and comprehensively displays the most fragmented knowledge points in the curriculum content system, highlighting the cultivation of learners' interpersonal and cooperative abilities, as well as the generation and cultivation of creative thinking abilities, thereby improving the integration of learners' knowledge and practical skills.

2.2 Curriculum characteristics of project based learning

Taking design project tasks as the main line, project teaching is implemented throughout the entire project learning process. Through design project tasks, project teaching includes not only large project tasks completed at the end of each semester, but also some small project tasks. By designing subproject tasks, scattered knowledge points can be associated, and abstract knowledge points separated from social reality can be effectively returned to social reality scenarios. This provides a framework for learners to effectively carry out the entire project task, and also promotes learners to effectively carry out and master the entire project knowledge.

The social context of course selection is usually realistic, and the course content stems from the actual needs of society. Higher education institutions have a strong professional atmosphere and focus on theoretical knowledge storage, but they are not sufficiently contacted with the practical needs of society. In addition, many teachers' learning backgrounds are derived from professional college knowledge, but they do not have practical work experience, resulting in a lack of depth in the application of theoretical knowledge, greatly reducing the value of theoretical knowledge in a certain sense. These learning activity scenarios must be realistic, and they can restore abstract knowledge to realistic activity scenarios, while the work content is derived from actual needs. This has greatly enhanced their enthusiasm for learning and mastering, while many ideological theories have also been improved through experiments, making the learning content more profound.

The research of blending learning platforms supports project based curriculum learning, and therefore requires the support of a large number of Internet teaching resources and project based learning tools, creating a learning platform for researchers to share resources, interactively post, exchange services, and publish results during the process of project based learning. Teachers can also establish and develop vertically integrated online learning tools to provide information and assistance for researchers in autonomous learning project curriculum content, and enhance interaction and communication between researchers and others (including off-school

learning communities,experts,and frontline staff).The blending learning platform can not only ensure face-to-face communication between teachers and researchers,as well as between learners and researchers,but also provide a necessary online education support environment for scholars to independently,collaborate,and explore.

Due to the diversity of knowledge,the design of project content combines multiple courses and is also linked to other subjects offered in the course's specialized knowledge.This can help learners learn more about knowledge,including basic knowledge in different fields,often across disciplines,or even knowledge in other fields that can be flexibly applied.It also allows for deeper understanding of the content and increases the gold content of some content.Learners are required to be creative in the use of content,to integrate knowledge and content from various disciplines,to find corresponding solutions,and to achieve diversity in content.

3. Conclusions

In summary,the current emphasis should be on cultivating students'comprehensive literacy,innovative application awareness,and international awareness.We can hire high-quality Chinese and foreign teachers to teach together and provide English knowledge and skills training with a full English teaching background,so as to provide a strong guarantee for cultivating excellent students with the cultural heritage of the Chinese nation,global humanistic knowledge,and practical skills.

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