

Research on teaching design of community social work courses in local colleges and universities under ADDIE model

Yong Deng

Yibin University, Yibin 644000, China

Abstract: Teaching design is a systematic and basic teaching research and teaching practice. This paper tries to build the logic of community social work teaching design program based on ADDIE teaching model. Through five steps of learning situation analysis, curriculum design, curriculum development, teaching implementation, evaluation and improvement, it re-defines the multiple relationships and key points between teaching and learning in curriculum reform. In order to provide reference for promoting the teaching reform of community social work curriculum and improving the quality of talent training.

Key words: ADDIE model; Community social work; Instructional design

I. Research background

Instructional design is the most microscopic teaching research and practice of curriculum reform, and it is a systematic decision-making activity on teaching objectives, teaching process, learning style, teaching resources and environment, teaching evaluation and so on. Community social work is one of the important core courses of social work major and an important supporting course for training community social workers. However, the problems of derailing theory and practice, imperfect practical teaching system and unclear training goals have long existed in curriculum teaching, which have caused resistance to the cultivation of grassroots community governance talents. Existing studies have made many explorations on the curriculum reform of community social work, most of which focus on the application of certain specific teaching methods, such as project-based teaching, PBL teaching method, participatory teaching, etc., providing multiple methodological guidance for the curriculum reform of community social work. However, the instructional design of community social work is a systematic project, and different training objectives, teaching environments and teaching contents should adapt to different teaching methods and evaluation methods. It can be seen that it is the meaning of the topic to grasp the teaching design of community social work as a whole from the perspective of system process, and ensure the quality and requirements of talent training through systematic and scientific curriculum design. Therefore, this paper attempts to construct the instructional design program of community social work based on the ADDIE instructional design model, in order to provide references for promoting the reform of community social work classroom teaching, improving students' practical ability and improving the quality of talent training.

II. The connotation of ADDIE instructional design model

ADDIE model is a course training model designed by the teaching team of Florida State University in 1975 for the internal training of the Army at that time. Later, it is widely used in the internal staff training and course teaching design of enterprises. It is one of the most classic theoretical models in the field of course development at present. The model includes five links: analysis, design, development, implementation and evaluation. A stands for analysis, emphasizing the systematic analysis of teaching objectives, teaching content, students, teaching environment, etc., which is the premise of the entire teaching process. D stands for design, emphasizing the design of the course content according to the analysis results, including but not limited to the teaching syllabus, teaching objectives, teaching methods, assessment methods, etc., which is the basis of teaching work; D stands for development, that is, the preparation of relevant teaching materials based on the teaching syllabus, the formulation of teaching schedules, teaching plans, courseware, etc., is the core of the teaching process. I stands for implementation, emphasizing the process of completing pre-designed teaching plans through interaction between teachers and students. This process is affected by multiple factors, including teachers' management ability and professional level, students' initiative and learning ability, and the dynamic teaching situation, which is the key to the whole teaching process. E stands for evaluation, that is, the evaluation and feedback of the teaching process and teaching results, and the continuous improvement of the teaching design based on this. This process runs through the whole teaching link and is an important guarantee for the realization of teaching objectives. In short, ADDIE model is a nonlinear curriculum design model which affects each link, systematically answers the questions of what to learn, how to learn, and how to evaluate.

III. The instructional design logic of community social work under the ADDIE model

Instructional design logic is the thinking rules that teachers follow when making systematic and structural arrangements for specific teaching activities. It is also the thinking mode that teachers show in the teaching process to deal with various basic teaching relations. The instructional design logic of community social work under the ADDIE concept focuses on two aspects: the improvement of instructional program design and the improvement of instructional thinking design.

1. Analysis of learning situation

Learning situation analysis is the premise of course design. The analysis includes the analysis of the teaching object, the analysis of the teaching environment and the analysis of the teaching content, and the overall response to the dual problems of why to learn and why to teach.

(1) Analysis of teaching objects

The analysis of teaching objects fully embodies the student-centered education concept. In this link, teachers can estimate students' learning needs, learning ability, learning style and other aspects, fully grasp students' learning characteristics, and lay the foundation for further clarifying teaching objectives. Through questionnaire survey and communication with professional senior teachers and students, it is found that students have high expectations for community work courses, expect to master the theoretical knowledge of community work through scenario simulation, case analysis, practical experience and other forms of learning, be able to use relevant methods and skills to analyze and respond to community problems, improve practical work ability, and become an excellent community worker. In terms of learning ability, students have taken relevant basic core courses of social work, mastered the basic theoretical knowledge and methods and skills of social work, and have certain ethical values of social work, but they have little understanding of the theoretical knowledge, methods and skills and practical frontiers of community social work. At the same time, they lack an intuitive feeling of community and community problems, and a deep understanding of grassroots community work and community governance.

(2) Analysis of teaching environment

Teaching environment analysis is an important part of the whole process of teaching design analysis, and it is an important factor to achieve the curriculum objectives. To analyze the teaching environment, teachers can try to start from the aspects of teacher conditions, practice base, teaching platform and so on. The social work major of Yibin University has built a double-cycle practice teaching collaborative education mechanism inside and outside the school, built an 800-square-meter social work laboratory, and equipped with TPR situational teaching software platform, which provides a good teaching environment and case analysis materials for course teaching. From the off-campus, the social work major of Yibin University actively expands the practice teaching base through the co-construction of the university and the university, which provides a good field for students' practice. However, due to the local economic and social development, the limited number of social organizations, the lack of practical experience of teachers, the scattered practice guidance teachers outside the school, the insufficient linkage between government and school and other factors, the practice teaching collaborative education mechanism has not been well implemented. The practice teaching base related to community work courses needs to be further expanded. The construction of the practice tutor system inside and outside the school and the plan to enhance the ability of double-qualified teachers need to be continuously strengthened.

(3) Analysis of teaching content

The textbook selected for this course is *Community Social Work* edited by Zhou Pei and Yi Yanyang. The textbook has a total of ten chapters, which can be divided into four content modules. Among them, Module one corresponds to the first, second and third chapters, which expounds the basic overview of community and community work as well as the historical evolution of community social work; Module 2 corresponds to the fourth chapter, explaining the ideological origin, theoretical basis and value system; Module three corresponds to the fifth chapter, the community social work intervention model, basic methods and processes, basic principles, practical skills. Module 4, corresponding to chapters 8, 9 and 10, the contemporary community social work related practice and rural community work, urban community work discussion and analysis. From the existing curriculum content, the current teaching content is difficult to meet the knowledge needs of front-line community workers and community governance talents. It is necessary to add local practice cases and practice frontiers to improve the curriculum system.

2. Curriculum design

Curriculum design is the foundation and core of teaching design. The realization of teaching objectives takes teaching content as the carrier, and the design of teaching content takes teaching objectives as the guide. The two support each other and respond to the dual problems of what to teach and what to learn as a whole.

(1) Design of teaching objectives

The design of curriculum teaching objectives should adhere to the output-oriented educational concept, that is, it is necessary to clarify the relationship between industry needs, professional training objectives, graduation requirements and curriculum objectives, consider what knowledge, abilities and qualities students can obtain through curriculum teaching, and promote the transformation of curriculum objectives from disciplinary knowledge exploration to innovative applied talents cultivation. The course of community work is positioned to cultivate community service and management talents with "high quality, fine practice, good management, good research and understanding of policy" who have the "trinity" core competence of knowledge, ability and accomplishment. From the perspective of knowledge, students can master the theoretical knowledge, practical mode and relevant interdisciplinary knowledge related to community work, and understand the development process, policy evolution and practice frontier of community work in China. From the perspective of competence, first, the acquisition of professional competence, students can comprehensively use community work methods and skills to respond to community problems and promote community development, including community intervention, relationship building, problem discovery, service planning, service implementation, service evaluation, etc. The second is the improvement of comprehensive ability. Through course practice, students can improve their ability of team cooperation, organization and coordination, communication, resource connection and copy writing. From the perspective of accomplishment, students can further internalize professional values, abide by the post ethics and professional ethics related to community work, have a strong sense of family and social responsibility, and cultivate the social work feelings of harmony, equality, friendliness, helping others and helping themselves, which is also the embodiment of the ideological and political goals of this course.

(2) Design of course content

The course content design will abandon the traditional design method based on the course materials, and adopt the design concept of modular teaching and the teaching principle of results-oriented to carry out the secondary teaching content development, so as to realize the transformation of the course resource to the resource curriculum. That is to say, the teaching content in the course materials will be divided according to the curriculum goal of cultivating the Trinity core competence, and the curriculum modules and knowledge system will be reconstructed according to the actual teaching resources and teaching needs. Specifically, the course content of community social work will be reconstructed into four modules, including the basic knowledge and theoretical basis of community social work, the philosophical basis and value system of community social work, the practical mode and methods and skills of community social work, the practical frontier of community social work and social innovation. Each module will be subdivided into multiple sub-modules combined with specific ability indicators, thus building a supportive curriculum knowledge system to help the realization of curriculum objectives.

3. Curriculum development

Curriculum development is a systematic and lasting key project, which will develop specific teaching resources and write teaching contents according to the setting of teaching objectives and teaching contents, and then process into a reproducible, operable and extendable teaching resource package. Including syllabus, teaching plan, teaching schedule, courseware, teaching video, case base, course work base, test paper base, online teaching software and so on. Specifically, the decomposition and selection of teaching content should focus on course modules, teaching objectives and ideological and political objectives, and the knowledge system should be broken down into each sub-module. In the process of developing teaching resources, social work majors can actively carry out school-district cooperation, rely on local social organizations, communities and practical workers to implement curriculum co-construction, develop practical cases around local community social work practice and urban and rural community governance pilot work, and invite senior social workers and community workers from outside the school to participate in the compilation of teaching materials for the practice section. When necessary, it can enter into the curriculum implementation teaching. In addition, TPR situational teaching software platform can be used to enrich the teaching form and content, and online and offline mixed teaching can be realized through assignment, case analysis, scenario simulation and other means.

4. Curriculum implementation

Curriculum implementation is the core of the whole teaching practice, which is the process of teaching designers applying the pre-developed curriculum to the classroom and beyond, and responding to the dual problems of how to teach and how to learn as a whole. The community social work course consists of 48 class hours in total, including 8 class hours in module 1. After teaching basic theoretical knowledge, teachers will arrange students to visit the community in small groups, and strengthen students' grasp of basic theoretical knowledge of community and community work through situational and experiential teaching methods. Module 2 consists of 4 class hours. Before class, teachers will ask students to preview the ideological origin of community work through MOOCs, SPOC and other online platforms. In class, teachers will interact with students through classroom lectures and scenario simulation, impart the value system of community social work in the process of communication, and integrate the ideological and political elements of the course. To help students realize the internalization and localization of community work values. Module 3 consists of 20 class hours. Teachers first ask students to analyze the problems existing in the community through case teaching in group discussions, and stimulate students to think about how to analyze and solve the problems in the community. Secondly, the practical mode, basic process and methods and skills of community work are taught. At the same time, case analysis and scenario simulation are combined to improve students' understanding and application of practical knowledge. Finally, through participatory and experiential learning, students are asked to complete practical tasks in groups, including writing a community diagnosis report, designing a community service plan, carrying out a community service, and completing a class report, so that students can realize the acquisition of professional ability and the improvement of comprehensive ability in the service. Module 4 consists of 16 class hours. It conducts thematic teaching in the form of inviting off-campus practice instructors and community secretaries to the class, and shares cases on important issues in the field of current community work practice to help students better grasp the frontiers of community social work practice.

5. Evaluation and improvement

Evaluation provides guarantee for the teaching practice process, including formative evaluation and summative evaluation. The former runs through the stages of analysis, design, development and implementation and is the evaluation of students' learning process and teachers' teaching design for continuous improvement and perfection of teaching activities in the teaching process, while the latter is the results-oriented analysis of the degree of achievement of teaching goals after the end of the course. The two are important steps to promote learning and teaching through evaluation. Formative assessment mainly includes the assessment of students' classroom performance, curriculum tasks, teaching content, teaching methods, etc. Each part should be designed in advance of the detailed assessment indicators. The summative assessment is mainly based on the wisdom teaching platform to analyze students' final exam results according to the pre-set assessment dimension and proportion, such as course exam quality analysis table, course goal achievement degree, etc. From the perspective of the assessment body, multiple subjects such as students, teachers, off-campus practice instructors, and peer teachers should be included in the evaluation system to ensure a comprehensive understanding of the course teaching situation and realize the optimization of the curriculum system.

IV. Summary

ADDIE teaching model has strong characteristics of steps, maneuverability and introspection cycle, which can provide specific

reference for teaching design. The teaching design of community social work based on ADDIE teaching model can further clear the logic and key points of community social work teaching through five steps: learning situation analysis, course design, course development, teaching implementation, evaluation and improvement. However, the successful completion of each step depends on the improvement of teachers' teaching ability, good interaction between teachers and students, and improvement of teaching environment. In this way, classroom teaching reform and the improvement of talent training quality can be continuously promoted.

References:

- [1] Yuanxiang Guo, Yan Liu. 20 years of Development of instructional Design in China: Evolution, logic and trend [J]. Global Education Outlook, 2019, 50(08):3-14.
- [2] Yongshi Lin, Shengli Ai. Research on project teaching practice of "Community Work" course under OBE concept [J]. Heilongjiang Education (Theory and Practice), 2023, (05):61-65.
- [3] Xiaofen Jing. Research on the Application of PBL Model in the practical teaching of Community Social Work course [J]. University Education, 2021, (04):142-144
- [4] Chunhe Yan. The Exploration of Participatory Teaching in the teaching of "Community Work" course [J]. Modernization of Education, 2018, 5(53):275-278.
- [5] Yun Qi. Online Course Design guided by ADDIE Model -- taking Introduction to Pedagogy as an example [J]. Journal of Lanzhou Petrochemical Technical College, 2020, 20(04):60-63.

Fund project: "Sichuan Province First-class Undergraduate Major Construction Project (Social Work)" (Project No. : 409-SYLZY202008), the first batch of new liberal arts research and practice project "Business Group" in Sichuan Province to promote the exploration of New Liberal Arts grassroots governance talent training mode "(project No. : 160-JG20211291).