

Research on "Unity of Knowledge and Action" classroom practice teaching model of <Principles of Management> in the context of ideological and political education

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Abstract: "Principles of Management" is a fundamental course with strong theoretical and practical elements. In line with the application-oriented talent development requirements of Hai Du College at Qingdao Agricultural University, this paper introduces a teaching approach that combines theoretical knowledge with practical experience through a virtual-real integration, under the background of promoting ideology and politics education. The aim is to achieve a seamless integration of theory and practice. Through this approach, students not only acquire necessary management knowledge but also possess professional skills and a sense of civic responsibility.

Keywords: ideology and politics education background; integration of theory and practice; classroom practice

Entrepreneur Wang Jianlin once said that learning theory without applying it is equivalent to not learning at all. This suggests that theory should serve practice, and also evolve through practice in order to complement each other and achieve optimal outcomes. In the current context of promoting political and ideological education, in order to truly achieve the goal of "integrating theory with practice", it is necessary to carefully analyze the training program of the school, explore effective and efficient classroom practice teaching modes that are suitable for application-oriented education, and take into account the characteristics of the students. This approach should truly align with the goal of cultivating application-oriented talents and meet society's actual needs for talent.

I. Reform Proposal and Implementation Process of Classroom Practice Teaching Mode in Principles of Management.

Reform of Classroom Practice Teaching Mode.

Based on the previous teaching process and final assessment results, students have no problem grasping basic knowledge, but their application of that knowledge is far from sufficient. Applying the learning pyramid model by American educator Edgar Dale, See Figure 1 □

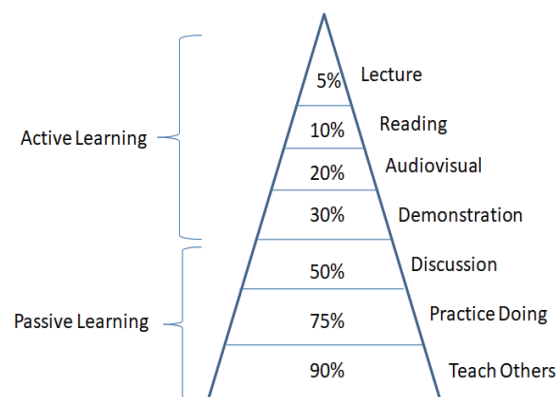


Figure 1: The Learning Pyramid Model

The fundamental reason why students cannot apply theory to practice is the outdated teaching mode. Due to more time spent on listening, the traditional teaching method of "filling the room" not only masks many unenthusiastic students' lazy behavior but also fails to achieve practical application of knowledge. As a result, the retention rate of learning is relatively low. Starting from September 2021, a study on the implementation of the "integration of knowledge and action" classroom practice teaching mode is being attempted. The reform mainly focuses on the following aspects:

Integration and optimization of teaching content.

Currently, the textbook of Principles of Management mainly focuses on the exposition of theoretical knowledge, with relatively few practical contents, and the auxiliary teaching reference materials are mostly case applications. Therefore, it is necessary to compile practical reference materials that are more suitable for the needs of cultivating applied talents. To achieve this, I started to integrate existing excellent teaching materials and consulted relevant materials on actual management practices from various organizations to combine theory with practice. Ultimately, an electronic teaching reference material that is tailored to our students' characteristics will be developed.

Diversification of teaching methods used by instructors.

Firstly, an online course will be created, with various knowledge points of the textbook divided into theoretical modules, supplementary

reading modules, and practical modules. The electronic reference material, courseware, reference materials, exercises, and other relevant materials will be placed in their respective module locations. Prior to classes, students will be given preparatory reading tasks. In class, theoretical knowledge will be reinforced through topic discussions, in-depth teaching of key and difficult points, and skill operation exercises. Students will then form their virtual companies to apply the knowledge acquired to practical management in their virtual companies.

Diversification of learning methods used by students.

Apart from completing assigned preparatory reading tasks, students can also share their virtual company's operations within the group to broaden the practical applications of the course. In class, students are encouraged to actively participate in the exploration of course knowledge, rather than just passively listening to the instructor, thereby increasing their interest in the course. Outside of class, on campus, students can develop their skills and teamwork abilities, as well as the practical application of virtual company operations while completing assignments. In group tasks, by participating to the best of their ability, not only do students develop their skills, but they also increase their retention of the course content.

Diversification of assessment methods used for grading.

Strengthening the assessment of regular grades by including the completion of online preparatory tasks, online and offline discussion participation, case analysis grades, virtual company operation grades, and more. This approach can effectively improve students' ability to apply theoretical knowledge to solve practical problems.

The implementation process of classroom practice teaching mode.

Online learning stage.

On the online platform, required and optional tasks are set for students to complete. Students can choose to complete the optional tasks based on their own situation, after finishing the required tasks. After watching the videos, reading documents and supplementary materials, and completing relevant exercises according to the preparatory list, the system will automatically record the student's grades.

Offline learning stage.

In order to meet the needs of students for offline classroom learning, a questionnaire survey was conducted, and the following conclusions were drawn: students hope that teachers can make reasonable course arrangements, and teach practical knowledge in class; Students take at least eight or nine courses per semester, plus they have their own certification tasks, club activities, etc., so they hope that this course can bring practical value to themselves; They also hope to be able to manage themselves and their virtual company with the help of their teachers, and increase opportunities for independent exploration, independent thinking, and collaborative creation. In order to meet the needs of students, the classroom content has been arranged as follows:

Table 1: Offline class schedule and content arrangement

Timing	Content scheduling
20-25minutes	Explanation of key and difficult points, practice of key and difficult points, and Online explanation of wrong questions.
20-25minutes	Discussion of doubts, scenario-based discussion, case-based discussion.
30-35minutes	Virtual company management skill operation.
10-15minutes	Create a mind map to summarize the content of this class and assign preparatory reading for the next class.

Grading evaluation.

The overall grade for student's course evaluation is based on their performance in the regular assessment and the final exam. The regular assessment includes completion of the pre-reading list, participation in group discussions, attendance, personal management, virtual company management, and online assessments. The final exam, which is held offline, requires students to write a course paper that explores problems they encountered during the virtual company management process and proposes solutions for them. This aims to strengthen the practical application of the theories taught in class.

Table 2: Course Evaluation Standards

Assessment level	Assessment content	Fraction occupied(score)
Usual grades	Preview checklist	10
	Online tasks	10
	Online exams	10
	Classroom attendance	10
	Corporate management	40
	Personal management	20
Final grades	Course papers/exams	100
The overall grade for the course = regular assessment score × 50% + final exam score × 50%		

2. Effectiveness of the Implementation of the Classroom Practice Teaching Model in Principles of Management Course

Through the observation of the implementation process of the classroom practice teaching model over four semesters, it has been proven that through practical implementation, the following changes have been achieved in the teaching reform:

1. The practice teaching model stimulates student interest

It has improved the problems of single traditional teaching methods, dull teaching content, and low student engagement. With the innovation of task-driven teaching after the reform, students' confidence has been established, and their interest and enthusiasm in learning the course have been enhanced, which has also improved the learning efficiency and student satisfaction.

2. The combination of theory and practice enhances the practicality of the course.

In traditional teaching, theory is often emphasized at the expense of practice, resulting in a disconnect between theory and practice. After the reform, a large number of discussions, case analyses, simulations, personal management, virtual company management, and other content were added to classroom teaching. This effectively trains students' ability to find and solve problems. Through personal experience and practice, students enhance their practical management skills, team collaboration abilities, and sense of social responsibility.

3. Integration of ideological and political education elements.

the primary goal of education is to "Establish virtue and cultivate people" This course has integrated a large number of ideological and political education elements into the offline and online teaching process, which has improved students' self-management ability and sense of social responsibility.

3. Guarantee of the Implementation of the Classroom Practice Teaching Model.

Smooth implementation of educational reforms requires a significant amount of preparation work by teachers behind the scenes, as well as active cooperation from students, in order to achieve good results.

1. Reasonable arrangement of offline and online course content

(1) Quality over quantity.

As this course serves as a fundamental course to prepare students for future professional courses and postgraduate entrance exams, it is important for teachers to simplify the course content while improving the efficiency of learning and retention through a reasonable arrangement of online and offline course content.

(2) Appropriate difficulty level.

This course covers knowledge in economics, financial accounting, sociology, and other subject areas. Therefore, to stimulate student interest in learning, it is necessary to ensure that the course content is of an appropriate difficulty level. Excessive difficulty will lower student interest and negatively impact learning outcomes; however, if the course is too easy, it will lack challenge and also fail to stimulate student interest. Therefore, it is necessary to balance the level of difficulty in order to activate students' curiosity and desire for exploration.

2. Setting Goals and Making Steady Progress

(1) Combining short-term and long-term goals is essential for effective teaching.

Short-term goals, which are the objectives for each lesson, should be provided to students before each class so that they know exactly what they need to achieve during the class. Long-term goals, which are the anticipated outcomes of the course as a whole, should also be communicated clearly to the students at the beginning of the course. This approach allows students to evaluate their own progress and helps ensure that each class is taught according to the teacher's agenda.

(2) Gradual Progression

For online preparation, the learning material should be arranged from easy to challenging to enable students to make gradual progress. During offline classes, the teacher leads the discussion and gradually transitions to student-led discussions and skill practices before summarizing the content taught. This progressive approach guides students step by step through the course, motivating them to remain enthusiastic about learning and completing each class's tasks involuntarily.

Through the practical application of this teaching model, it is obvious that students' interest in learning is significantly enhanced. The retention rate of learning content has also increased. This model can be adapted to other courses and has broad applicability.

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