

Exploration on the Construction Mode of Cultural Quality Courses in Colleges and Universities

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Abstract

Cultural quality course, as an important carrier of quality education, plays an irreplaceable role in improving the comprehensive quality of college students. Combined with the construction and operation of the cultural quality courses of Southwest Petroleum University in recent years, when revising the new version of the talent-training plan, a new cultural quality curriculum system and a core curriculum of cultural quality will be established to provide reference for the specific practices of other universities.

Keywords

Cultural quality courses; Core courses; Continuous improvement.

1. Status of Cultural Quality Courses in Southwest Petroleum University

1.1. A survey of Cultural Quality Courses in Southwest Petroleum University

Southwest Petroleum University is an engineering oriented university with multi-disciplinary coordinated development. In the past, students focused on the study of science and technology professional quality. The emphasis on skills and neglect of self-cultivation leads to students' narrow knowledge and low comprehensive quality, which limits their development potential after graduation. In 2015, when the University revised the undergraduate professional talent training program, it was required that the credits of cultural quality courses should not be less than eight credits. The university has set up seven modules, including philosophy and life, history and culture, language and literature, art and aesthetics, technology and society, mathematics and natural sciences, law and economic management. It is required that students of all majors should choose to study no less than 3 modules (compulsory legal and economic management module for science and engineering majors, and compulsory mathematics and natural science module for other disciplines). The university has more than 280 cultural quality courses, including 110 online courses and 170 offline courses, which are mainly composed of public optional courses, Erya general education courses and micro courses. Due to the single teaching method and teaching organization form, and the shortage of teaching staff, it is difficult to meet the large-scale teaching tasks, resulting in many courses taught by teachers with junior professional titles and intermediate professional titles. The current teaching resources are limited, and some courses are not set up from the perspective of student development, but based on the teacher's situation, which makes the teaching quality of cultural quality courses uneven. In addition, the arrangement of class time for cultural quality courses is not reasonable, which is arranged in the evening or on weekends, resulting in students' failure to attend classes on time or not serious in class due to various reasons. Therefore, the quality of classroom teaching cannot be ensured. Moreover, some courses are checked by submitting a final paper. The assessment method is relatively simple and single, which cannot arouse students' attention to the optional course of cultural quality, and finally it is difficult to achieve the training goal of cultural quality education. Cultural quality curriculum lacks systematic management and construction, and high quality curriculum is seriously insufficient. There are no characteristic courses to play a leading role in demonstration, and the courses that have been opened lack of

reform of teaching mode, teaching methods and teaching means. All these have led to the lack of further improvement in the teaching quality of cultural quality courses. [1-2]

1.2. The Construction of Cultural Quality Courses in Southwest Petroleum University

1.2.1. Course Opening of Cultural Quality Courses in Southwest Petroleum University

In order to ensure the quality of classroom teaching, the school limits the number of students in each class. According to the students' willingness to take elective courses voluntarily, the school sets up several classes in a semester for students to choose more courses. In recent years, the number of online courses in cultural quality courses has increased significantly. Since 2018, the number of online courses has accounted for more than 60%, reaching the highest of 70% of the total number of classes, which is significantly higher than that of offline courses. This shows that the online teaching method of cultural quality course has become the leading teaching method.

1.2.2. Students' Course Selection of Cultural Quality Courses

The number of students who choose courses for cultural quality courses in the university is mainly 13000-17000. The number of students who choose online courses is increasing every year, and it obviously exceeds the number of students who choose classroom teaching. At the peak, the number of online courses enrolled reached 75% of the total number of electives, and the proportion of online courses enrolled in the total number of electives in recent semesters has remained above 70% .

2. Exploration on the Construction of Cultural Quality Courses in Southwest Petroleum University

2.1. Constructing A New System of Cultural Quality Curriculum

In order to strengthen the construction of cultural quality curriculum system, standardize the management of cultural quality curriculum, and improve the teaching quality of cultural quality course, according to the requirements of talent training objectives and undergraduate professional talents training program, it is beneficial for students to cultivate and practice socialist core values, improve ideological and moral cultivation, root in family feelings, carry forward traditional culture and cultivate sense of responsibility It is beneficial for students to optimize their knowledge system, expand their international vision, and form different ideas, perspectives and methods to understand and transform the world in different disciplines through the integration of humanistic education and scientific education, and to cultivate students' humanistic quality, professional ethics, management ability, etc Cultural quality course of communication and communication ability. Based on the original cultural quality curriculum, the University divides the cultural quality course into eight modules: literature, history, philosophy, art, economy, law, management, mathematics and natural science. Different modules are in charge of by different units.

2.2. Put Forward New Requirements for the Construction of Cultural Quality Courses

Each module of cultural quality course is responsible for the construction and management of all courses in the module according to the laws of general education and personnel training objectives, and refer to *National standard for teaching quality of undergraduate majors in Colleges and Universities* (hereinafter referred to as the "National standard"). In addition, it is necessary to combine the requirements of engineering education professional certification standard for non-technical ability and *the Management Measures for Undergraduate Course Construction of Southwest Petroleum University Southwest Petroleum University*. The units in

charge of each module shall be responsible for formulating the curriculum construction plan, auditing the new courses, formulating (revising) and reviewing the curriculum syllabus, and constructing the curriculum teaching team. Moreover, they should be responsible for the establishment of curriculum quality standards and quality assurance system to effectively monitor and continuously improve the quality of curriculum teaching, as well as the annual teaching quality assessment and evaluation of course teachers. They should ask course teachers to actively carry out teaching reform and research, promote the reform of teaching methods and assessment methods, and organize the application of various teaching reform projects and curriculum construction projects.

In order to meet the requirements of students' individualized study and the demand of first-class undergraduate talents training, the university has integrated the cultural quality courses, and plans to construct no less than 200 cultural quality courses. Among them, the total number of literature, history and philosophy modules is not less than 100, the number of art modules is not less than 30, the total number of economics and management modules is not less than 35, and the number of law modules is a lot. There are no less than 20 courses in mathematics and natural science modules. Compared with the previous online and offline teaching methods, a new online and offline hybrid teaching method has been added. It is required to clarify the teaching methods during the construction of cultural quality courses, and clarify the proportion of offline, online and online-offline mixed courses. In principle, the proportion of offline courses for each module course shall not be less than 50%.

2.3. Constructing the Core Curriculum of Cultural Quality

According to the new situation of higher education development in the new era and the requirements of university personnel training, some core curriculum are composed of some general courses in each module of the course with cultural quality. The students of these general courses have a wide range of benefits, the courses are comprehensive and programmatic, and they strongly support the inter-professional basic knowledge and comprehensive quality training of the students. The responsible unit of each module should also construct at least 1-2 core courses according to the talent training objectives of the university. A teaching team should be set up for the core courses. The person in charge of the course should be a teacher with high teaching level and strong scientific research ability. In principle, the teacher should have a senior professional title and more than three years' teaching experience in Colleges and universities. Generally, the core courses should be built by the units responsible for each module, and the state-level excellent online open courses of other schools can be introduced, and the online and offline teaching mode can be adopted.

2.4. Standardizing the Construction and Management of Cultural Quality Courses

The units in charge of each module of cultural quality curriculum should encourage and support teachers to set up new courses according to the new requirements of economic and social development for talent quality. Before the 12th week of each semester (18 weeks of teaching week in each semester), the person in charge of the course shall submit a written application for a new course to the unit in charge of the relevant module, including the course syllabus, course introduction, assessment method, course selection object, teachers' situation, etc. The unit in charge of the module shall organize and carry out the audit of the newly opened courses, and report the audit results to the Academic Affairs Office for examination and approval, which will be incorporated into the management and operation of cultural quality courses. Before the 15th week of each semester, each module is responsible for auditing, formulating and implementing the teaching tasks of the next semester's cultural quality course. After being submitted to the Academic Affairs Office for examination and approval, the Academic Affairs Office uniformly arranges the curriculum schedule and organizes the course selection. The

responsible unit of each module is responsible for the daily management and quality monitoring of the course. The units in charge of each module shall ensure the continuity of the courses offered, and shall not set courses according to people. The courses that need to be stopped shall be approved by the units in charge of each module

3. Improving the Guarantee System of Cultural Quality Courses

3.1. Improving the Evaluation System of Cultural Quality Courses

The school has not formulated the evaluation system for the cultural quality curriculum, but the current assessment content is mostly limited to the assessment of knowledge and ability, and lacks the evaluation of comprehensive ability such as quality. The key of cultural quality course is to assess the comprehensive quality of students and guide students to develop in an all-round way. Our school explores and perfects the cultural quality curriculum evaluation system, strengthens the process examination, forms the "quality + knowledge + ability" diversified examination content.

3.2. Perfecting the Mechanism of Continuous Improvement of Cultural Quality Curriculum

The school has established a quality monitoring and adjustment mechanism for classroom teaching. Guide teachers to improve the quality and efficiency of undergraduate teaching through this link. Classroom teaching quality evaluation is carried out by means of teaching and research section trial lecture, supervision group listening, school and college leaders listening, classroom head listening and students' teaching evaluation. According to the evaluation results, classroom teaching improvement suggestions are fed back to the professional director, curriculum director and teachers, so as to make the problems in the process of talent training plan revision and curriculum teaching implementation scientific, systematic and effective. The operation mechanism of continuous improvement provides the basis.

4. Conclusion

According to the law of general education and the goal of talent training, the school puts forward the requirements of cultural quality curriculum construction according to the law of general education and talent training objectives, in accordance with the national standard, combined with the requirements of non-technical ability in engineering education professional certification standards. The school has standardized the cultural quality curriculum management, and requires each module to construct the core curriculum of cultural quality. We should improve the evaluation system and the continuous improvement mechanism of cultural quality courses to ensure the teaching quality of cultural quality courses.

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