

Consideration and Exploration on the Construction of “Golden Courses” in Colleges and Universities

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Abstract

The construction of "golden course" is the foothold of the transformation and development of undergraduate education in Colleges and Universities, it's also the key to enhance the effectiveness of students' education and an important breakthrough for universities to achieve the goal of first-class undergraduate education. Based on the full understanding of the connotation of "golden course" construction, this paper analyzes the problems faced by the construction of "golden course" in Colleges and Universities, and explores the construction strategies such as strengthening teachers' cognition of the construction of "golden course", rational allocation of resources, remodeling of talent training program, supporting the construction of syllabus, and strive to realize the construction of "golden course" from all staff, the whole process and all-round way Design.

Keywords

Golden Course, Teaching Quality, Training Plan, Syllabus.

1. Introduction

In June 2018, The Ministry of Education of the People's Republic of China held a conference on Undergraduate Teaching in China's colleges and universities in the new era, proposing that "colleges and universities should comprehensively sort out the teaching contents of various courses, eliminate" water courses "and create" gold Courses ", so as to effectively improve the teaching quality of the courses.

The proposition of "golden course" poses a new challenge to the course construction of colleges and universities. The construction of "golden course" plays an important role in the future undergraduate education and the construction of first-class undergraduate education. The construction of "golden course" is the foothold of the transformation and development of undergraduate education in Colleges and universities. It is the key to enhance the effectiveness of student education and an important breakthrough for universities to achieve the goal of first-class undergraduate education. However, in the process of "golden course" construction, colleges and universities are faced with such problems as teachers' weak awareness of "golden course", unreasonable allocation of resources, and the revision of training program and syllabus is not deep enough. Based on the full understanding of the connotation of the construction of "golden course", this paper analyzes the problems faced by the construction of "golden course" in Colleges and universities, and explores the construction strategies of strengthening teachers' cognition of the construction of "golden course", reasonable allocation of resources, remodeling of talent training scheme, supporting the construction of syllabus, and strive to realize "golden course" from all staff, the whole process and all-round Construction.

2. The Basic Cognition of "Golden Course" Construction in Colleges and Universities

As for the basic cognition and connotation of "golden class", Wu Yan proposed the standard of "gender once", that is, high-level, innovative and challenging [1]

"Higher level" refers to the organic integration of knowledge, ability and quality in the course objectives, so as to cultivate students' comprehensive ability and advanced thinking in solving complex problems; the course content emphasizes breadth and depth, breaks through the habitual cognitive mode, and cultivates students' spirit and ability of in-depth analysis, bold questioning and innovation. Therefore, first of all, teachers should carefully sort out the curriculum objectives: (1) The curriculum objectives should be in line with the school running orientation and personnel training objectives; (2) Adhere to the organic combination of knowledge, ability and quality; (3) The curriculum objectives should be accurate and specific, corresponding to the needs of the country, industry and specialty, in accordance with the cultivation law, in line with the situation of the school and the learning situation, with a clear path to achieve, so as to facilitate assessment and evaluation. At the same time, teachers should clearly explain the curriculum objectives of the course to students, so that students can learn more motivated. Secondly, teachers should expand the scope and difficulty of the curriculum, and let students participate actively, so that students' learning will gradually change from understanding and memory to application analysis, evaluation and creation.

"Innovation" means that the teaching content reflects the cutting-edge and epochal nature, and timely introduces the advanced achievements of academic research and scientific and technological development into the curriculum. The teaching method embodies the advanced and interactive nature, vigorously promotes the deep integration of modern information technology and teaching, and actively guides students to explore and individualize learning. Teachers should choose teaching materials that meet the requirements of the new era of education, and integrate into the academic research and technology development frontier related to the teaching content; teachers should actively use modern information technology, such as learning tools such as learning pass, rain classroom, mooc, etc., so that students can participate in the whole process of learning, and guide students to explore and discuss with cases or themes.

The degree of challenge is to increase the research, innovation and comprehensive content of the curriculum design, increase the students' learning input, and scientifically "increase the burden", so that students can experience the learning challenge of "jumping to get". Strict examination, examination and evaluation should be carried out to enhance the students' sense of achievement in acquiring ability and improving their quality through hard study. The teacher's lesson preparation content should be more abundant, the curriculum structure should be as reasonable as possible, the curriculum structure should be targeted, the three learning stages before class, in class and after class should be made good use of, so that students can do a good job in pre class preview, actively participate in the course, summarize and summarize after class, apply and innovate, and enhance students' sense of gain.

3. The Problems Faced by the Construction of "Golden Course" in Colleges and Universities

3.1. Teachers' Awareness of "Golden Class" Is Weak

As the construction of "golden class" requires teachers to invest a lot of energy, material resources and financial resources, most teachers still choose to maintain the status quo of the course or "teaching as the center". The teaching methods are single, the teaching objectives are not clear, the classroom teaching is aimless, and the learning situation is not paid enough

attention to. Therefore, the classroom atmosphere is dull and the teaching is separated. Finally, students' interest in learning is reduced, The learning effect is poor [2]. College teachers are not only the subject of responsibility and implementation of higher education curriculum, but also the leader of curriculum construction. As the leading Party of curriculum reform and innovation and classroom teaching implementation, teachers are lack of enthusiasm for the construction of "golden course", which makes it difficult to carry out the construction of "golden course". Teachers' curriculum reform can not keep up with the pace of higher education in the new era, which is not conducive to the construction of "golden course" in Colleges and universities.

3.2. Unreasonable Resource Allocation

Education, teaching and scientific research are important functions of colleges and universities. At present, under the influence of evaluation methods such as subject evaluation in China, the allocation of resources in scientific research is far higher than that in teaching, and the importance of scientific research in Chengdu is higher than that in teaching. Under such unreasonable resource allocation, most teachers in Colleges and universities are under great economic pressure and career promotion pressure. At the same time, compared with teaching achievements, scientific research is relatively easy to make achievements, so that many teachers do not attach importance to the curriculum construction and reform, and even less will not regard the curriculum construction as "golden course" [3].

Similar to the construction and research of teaching reform projects, most colleges and universities also adopt the form of project approval for the construction of golden course, but the phenomenon of "emphasizing declaration and neglecting research, valuing project approval, neglecting project completion, emphasizing construction and management, emphasizing achievements and neglecting application, and attaching importance to thesis and practice" is relatively serious. After the course is approved, due to the ease of process management and final acceptance management, most of the courses are not constructed according to the standard of "gender equality", which results in the waste of resources and the inhibition of the initiative and creativity of other teachers who are actually under construction but fail to obtain the qualification of project approval, thus affecting the quality of the courses they teach.

Therefore, only scientific, reasonable and fair allocation of resources can maximize the role of resources.

3.3. The Revision of Training Program and Syllabus Is Rigid on the Surface

The proposal of "golden course" standard is to reshape undergraduate teaching, and talent training program is the premise of reshaping Undergraduate Teaching [4]. Therefore, the revision of talent training program is of great significance to the construction of "golden course" and the improvement of the overall quality of courses. Most colleges and universities carry out a major overhaul every four years and a minor repair every year. However, even in the current situation of rapid development of higher education, the revision of talent training plan still takes the form of "patching", or targeted repair under the premise of maintaining the original concept and curriculum framework, or in order to adapt to the national strategic development and society Some new elements have been added to the new requirements of the economic development, which does not touch the fundamental problem of the talent training program, nor does the "golden course" construction run through the talent training program, and the curriculum structure has not been optimized and adjusted.

Similar to the talent training program, the revision of the syllabus is mainly carried out once every four years. As the basic program of curriculum teaching, syllabus should be paid attention to by teachers. However, when revising the syllabus, most teachers did not reshape the teaching objectives in combination with the requirements of higher education in the new era, the

teaching content has not changed for decades, the teaching method is still single, still "teaching centered", and has not sorted out and properly added ideological and political elements [5].

4. Exploration on the Construction of "Golden Course" in Colleges and Universities

4.1. Strengthen Teachers' Cognition of "Golden Class" Construction, and Let Education Return to Its Original Intention

Teachers are the main body of higher education teaching. Teachers' attitude to the curriculum affects the learning effect of students. If teachers can attend class attentively, students will have positive reactions. Teachers should keep up with the pace of higher education in the new era, take the initiative to improve their understanding of the "golden class" standard, implement the "student-centered" education concept, and consider the needs of students in teaching design to stimulate students' enthusiasm for learning. Starting from practical problems, help students to achieve knowledge, ability and quality objectives.

The teacher development center should regularly arrange relevant training on the teaching concept of higher education in the new era, enhance teachers' cognition of the construction of "golden course" and deepen their understanding of the great significance of the construction of "golden course". Encourage and guide teachers to balance scientific research and teaching, pay attention to education and teaching research, at the same time, integrate their own scientific research achievements and discipline frontiers into teaching, so as to realize teaching oriented, research-based teaching, and integration of science and education.

The teacher development center should regularly arrange and create "golden class" workshops, and invite famous professional teachers inside and outside the school to guide teachers to carry out the construction of "golden class". Especially for the new teachers, we should stimulate their enthusiasm for teaching, so that teachers can actively study the curriculum, innovate the curriculum content, improve the teaching methods and reshape the teaching design, so as to improve the teaching effect.

4.2. Reasonable Allocation of Resources and Establishment of Typical Cases

The quality of talent training depends on the overall quality of courses. In the long run, colleges and universities should construct most of the courses as "golden Courses" [6]. However, in the case of limited resources, colleges and universities should adopt the "three-step" strategy of seed engineering, nursery engineering and Liaoyuan project to strengthen the curriculum construction from point to area. We should give sufficient support to the active and under construction courses. At the same time, we should set up a number of "golden class" construction projects, strictly regulate the conditions for the establishment and conclusion of "golden course" construction projects, and strictly set up and close the projects to form a complete closed loop.

The construction of golden course should also attach importance to the construction of characteristic courses, based on the first-class specialty of the school, and construct the corresponding first-class curriculum for the first-class specialty. But at the same time, we should pay attention to the construction of other disciplines, and make clear the "golden course" curriculum construction index of each discipline and specialty in each college, so as to promote the development of all courses and improve the overall quality of curriculum construction.

4.3. Reshape the Talent Training Program and Construct the Teaching Syllabus

4.3.1. Reshape Talent Training Program

Talent training program is not only the constitution of undergraduate education, but also the basis of classroom teaching organization, implementation and evaluation, and the premise of reshaping undergraduate education and teaching and comprehensively improving the quality of undergraduate education. Therefore, the remodeling of talent training program is of great significance to the realization of "golden course" construction. The remodeling of training program should adhere to the OBE concept. Firstly, it starts from remodeling the training objectives, then defines the graduation requirements according to the training objectives, and then determines the systematic and logical curriculum system according to the graduation requirements, and finally formulates a complete training program.

(1) Adhere to the OBE concept, clear training objectives

Just as OBE should be designed to meet the needs of the society and the needs of the society, the education program should be designed to meet the needs of the society. The training objective is the general program of professional personnel training, and is the basic basis for the construction of professional knowledge, ability and quality structure, the formation of curriculum system and the development of teaching activities. According to the training objectives, the personnel training program should put forward specific requirements for the knowledge, ability and quality structure of graduates, that is, the graduation requirements should be clear. The specific requirements of graduation requirements must be reflected in the teaching through the corresponding curriculum system, so we should optimize the curriculum system.

(2) Optimizing curriculum system and strengthening interdisciplinary

According to the requirements of eliminating "water course" and creating "golden course", the reconstruction of training program should optimize the curriculum system, update the course content, reform teaching methods, pay attention to the learning process, and solve the problems of low-level and obsolete part of the courses, so as to create the golden course. We should actively build a curriculum system of innovation and entrepreneurship education that integrates the whole process of "general education subject education professional education", and deeply integrate innovation and entrepreneurship education with professional education, cultural quality education and the second classroom. According to the quality objectives in the graduation requirements of each major, we should build a general course platform for the whole school, and strengthen the cultivation of students' communication, professional ethics, project management and other abilities.

In the curriculum system, it is necessary to strengthen the interdisciplinary curriculum, and shift from professional division to cross-border integration. Each major should select professional core and compulsory courses to carry out the curriculum content reform. On the basis of the original professional knowledge, increase the relevant knowledge such as economy, management, environmental protection, safety, humanities, law and so on, so as to realize "engineering + science", "engineering + culture", "engineering + management", "culture + engineering", "management + culture", so as to expand students' interdisciplinary knowledge and strengthen their interdisciplinary thinking Ability and knowledge application ability to cultivate future industry leaders.

4.3.2. Teaching Syllabus of Supporting Construction

On the surface, the syllabus is a document about the course teaching, including the course introduction, course objectives, teaching main learning content, course assessment form, main teaching materials, course teaching resources and other elements. In essence, syllabus is the result of systematic design of a course, and is the teaching implementation scheme of a course [5]. As a programmatic document of classroom teaching, the syllabus must be constructed into

a leading document with clear teaching objectives, course contents keeping pace with the times, integrating into the ideological and political education of the course, diversified innovation of teaching methods and diversified assessment methods to meet the needs of creating "golden course".

(1) Clear teaching objectives

The curriculum objectives of the syllabus should clarify the knowledge, ability and quality objectives of the course. As an excellent course in the new era, "golden course" should not only achieve the goal of professional training, but also fulfill the fundamental task of cultivating morality and cultivating people; it should not only cultivate students' professional knowledge and ability, but also run ideological and political education throughout the whole process of education and teaching. Only by integrating the training requirements of socialist builders and successors in the new era with the training objectives of disciplines and majors, and focusing on the all-round development of students' morality, knowledge and ability, can the construction of "golden course" have its soul.

(2) The course content keeps pace with the times

The content design of the syllabus should adapt to the requirements of national and regional social and economic development, focus on industrial revolution and discipline frontier, timely update the teaching content, strengthen the deep integration of scientific research and teaching, organically combine practice and theory, integrate the teaching content, reduce the repetition and obsolete content, and improve the challenge and innovation of the course. We should strengthen the integration of science and education, integrate the latest academic research results, discipline frontier and technological progress into the teaching content in time, transform the discipline advantage into the curriculum advantage, and improve the combination of curriculum and production practice.

(3) Integrating into curriculum ideological and Political Education

All courses should be based on professional personnel training requirements, curriculum characteristics and the law of students' growth, make clear the integration point, teaching design and carrier way of Ideological and political education, effectively integrate the ideological and political teaching objectives into the teaching design, organically integrate the value education and professional knowledge education, and enrich the connotation of Ideological and political education. The national will and socialist core values are embodied in all courses, and value guidance is realized while knowledge is imparted, so as to form an educational pattern in which all kinds of courses are closely combined with ideological and political courses.

(4) Diversified innovation of teaching methods

We should deepen the reform of "student-centered" teaching methods, optimize the teaching design according to the characteristics of the course and students' learning rules, actively adopt modern educational information technology (MOOC, micro class, online and offline mixing, etc.), and promote the profound transformation of silent listening class, inculcation class and teacher's speech type classroom into dialogue class, heuristic class and students' active class. We should strengthen the deep integration of modern information technology and classroom teaching, and promote the reform and innovation of teaching organization form, learning method and management mode by building, using and learning MOOC well.

(5) Diversified Assessment Methods

The assessment design of the syllabus should adopt diversified assessment methods, combining process assessment with summative assessment. The assessment method should be conducive to evaluating the achievement of curriculum objectives, focusing on the comprehensive application and learning ability of students.

5. Conclusion

Eliminating "water courses" and creating "golden Courses" is the only way to comprehensively improve the quality of undergraduate teaching, and it is an important task for colleges and universities in China. The construction of golden course is a systematic project. In order to design and promote it comprehensively, we need to strengthen teachers' cognition of the construction of "golden course", reasonably allocate resources, reshape talent training scheme, and construct teaching syllabus. We also need to perfect the curriculum system to drive the construction of "golden course", and perfect the evaluation standard of "golden course" construction to guide the construction of "golden course". The construction of "golden class" should promote the collaborative effect of all departments, teachers and students of the whole school, so as to produce "golden class" continuously.

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