

Teaching Reform and Practice of "Public Policy Analysis" Course Under the Background of New Liberal Arts

Changsheng Meng^{1,2,*}, Jinling Yang², Qixian Ke²

¹School of Politics and Public Administration, Guangxi Normal University, No.1 Yanzhong Road, Yanshan District, Guilin 541006, Guangxi, China

²Emergency Management Research Institute, Guangxi Normal University, No.1 Yanzhong Road, Yanshan District, Guilin 541006, Guangxi, China

*Corresponding author: Changsheng Meng (Email: 406590968@qq.com)

Abstract

With the rapid development of the times, the problem of insufficient scientific research innovation ability of design academic graduate students is becoming more and more obvious. In this case, by analyzing the characteristics of the cultivation of academic innovation ability of academic graduate students at home and abroad and the present situation of design academic graduate education in China, this paper puts forward to strengthen the cultivation of academic innovation ability of design academic graduate students by establishing a new T(Topic group)+P(Paper group)+E(Exhibition group) model. Of course, the cultivation of scientific research innovation ability of design academic graduate students is a long and systematic process, which needs to be completed together by synthesizing the forces of all aspects, which requires all kinds of roles to do it and make efforts.

Keywords

Design, graduate students, scientific research innovation.

1. Introduction

"Public Policy Analysis" is the main course of public management and a compulsory course for administrative management majors[1]. As a comprehensive, practical and applied discipline. The value of "Public Policy Analysis" lies in its guiding role in practice, and it can use policy theory to solve policy problems. The teaching purpose of the course "Public Policy Analysis" is not only to impart public policy concepts and theoretical knowledge, but more importantly, to cultivate and improve students' awareness of policy issues, as well as the ability to analyze and solve policy issues using public policy theories and methods. However, with the change and development of society, the field of public policy is facing new challenges and problems, especially in the context of the construction of new liberal arts, the traditional teaching of public policy analysis courses may not be able to effectively deal with these new needs and problems, so it is necessary to Reform. At the same time, public policy analysis involves knowledge and theories of multiple disciplines, such as political science, economics, sociology, etc[2]. The course "Public Policy Analysis" needs to introduce more interdisciplinary teaching content to cultivate students' comprehensive thinking and multi-analysis ability . Public policy analysis is a highly practical field that requires students to possess practical and problem-solving skills. The reform under the background of the new liberal arts needs to strengthen the practice links, such as field research, policy case studies, simulation policy formulation, etc., to improve students' practical ability. Public policy issues are often transnational and global in nature, requiring students to have the ability to communicate across cultures and have a global perspective. The reform in the context of the new liberal arts needs to strengthen international

cooperation and exchanges, introduce international cases and experiences, and cultivate students' international literacy. It is worth noting that the traditional teaching of public policy analysis is mainly based on the teaching of theory, which may lack interaction and innovation. Reforms under the background of the new liberal arts can explore more effective teaching methods, such as case teaching, teamwork projects, practical projects, etc., to improve students' learning experience and learning effectiveness. In general, the background and reasons for the teaching reform of the "Public Policy Analysis" course under the background of the new liberal arts are to adapt to changes in social needs, cultivate interdisciplinary thinking and practical ability, adapt to international development trends, and innovate teaching methods to improve students' ability in Professionalism and comprehensive ability in the field of public policy[3].

2. The Practical Problems Faced By The Course Teaching of "Public Policy Analysis"

"Public Policy Analysis" is an important branch of modern social science and an important discipline[4]. Guangxi Normal University began to set up a major in administrative management in 2000. As a compulsory course, "Public Policy Analysis" has made great progress in theoretical research and teaching practice. There are still some problems that need to be continuously reformed and improved.

2.1. From the perspective of teaching content

Some policy theories are too "Westernized" and do not meet the needs of the development of China's policy theory and policy practice. China's "Public Policy Analysis" is "established on the model of Western "Public Policy Analysis". This method of establishment shortens the exploration process of China's "Public Policy Analysis", but at the same time it also brings a 'Western color' There are more than enough, and the lack of Chinese characteristics' and other issues." At present, most of the theories of "Public Policy Analysis" in textbooks are derived from the research of the policy practice of Western countries, with the political, economic and cultural background of Western countries[5]. It has guiding significance for management and management, but many theories are difficult to explain the policy reality facing our country, nor can they guide specific policy practice. For this reason, on the basis of assimilation, reference and innovation of the theoretical results of the Western "Public Policy Analysis", we should strengthen the localization research on the theoretical system of "Public Policy Analysis", and establish a systematic public policy based on the empirical investigation and research of Chinese policies. policy theory.

2.2. From the perspective of teaching mode

Take the teacher as the center and ignore the subjectivity of the students. The traditional teaching mode of "Public Policy" is generally centered on teachers and teaching materials, and pays too much attention to the one-way imparting of knowledge. Most of the students are in a passive learning state, and there are few opportunities for active participation, which restricts students' enthusiasm and initiative in learning. Sexuality and creativity are not conducive to the cultivation of students' independent thinking ability and creativity[6]. Many school teachers have explored and practiced the interactive teaching mode mainly based on the case teaching method and the seminar teaching method, which, to a certain extent, supplemented the deficiencies of the traditional teaching methods. However, most of the research and practice of interactive teaching mode focus on the interaction of teaching forms, and there are problems such as improper handling of the relationship between case teaching and theoretical teaching, lack of scientific and effective assessment mechanism, etc. A diversified interactive teaching system for the "Public Policy" course including methods and assessment systems.

2.3. From the perspective of practical teaching

The lack of curriculum practice bases and public policy cases with regional characteristics in China and Guangxi has severely restricted the improvement of the teaching effect of "Public Policy". "Public Policy" is inseparable from policy practice. The famous policy scientist Yehaika Dror once said: "We should seek scientific standards and use scientific methods as much as possible. But fundamentally speaking, policy analysis is a 'practice' rather than a 'scientific' 'Work.'" However, in the current teaching of "Public Policy" in our country, most undergraduates lack social practice experience, and even less perceptual knowledge of the work of the government and other public departments. Learning the theory of "Public Policy" is of great importance to many. The theory is at a loss. However, it is not feasible to allow undergraduates to conduct a large number of policy practices. It is a realistic choice to establish a public policy case database with regional characteristics in China and Guangxi, and to establish curriculum practice bases with relevant departments.

3. Analysis of the Reasons for The Problems Faced By the Course Teaching of "Public Policy Analysis"

3.1. Complexity and variety

Public policy involves a wide range of fields, covering political, economic, social and other levels, and the policy formulation process is complex and involves multiple interests[7]. The difficulty of the teaching content is how to comprehensively and deeply explore these complex issues within a limited time, and take into account the comparative research of domestic and foreign cases.

3.2. The combination of theory and practice

Public policy analysts need to have practical skills based on theory[8]. However, textbooks and teaching methods often focus on the introduction of theory, but lack the introduction of practical cases and tools. This causes students to face difficulties in applying theoretical knowledge in practical work.

3.3. Method selection and training

There are many effective methods for public policy analysis, such as policy evaluation, cost-benefit analysis, and qualitative research. However, many teachers and students may lack the understanding and training of these methods to effectively apply them in the practice of policy analysis.

3.4. Questions about student performance evaluation and assessment methods

Public policy analysis requires the comprehensive application of various methods and tools, while traditional student assessment methods are often based on written tests, which cannot fully evaluate students' ability to analyze and solve problems. Especially in the field of public policy, students' practical ability and teamwork ability are also very important. Therefore, how to design a reasonable assessment method and evaluate the comprehensive ability of students has become a difficult problem.

4. Suggestions on Teaching Reform of "Public Policy Analysis" Course

"Public Policy Analysis" is a typical course combining theory and practice. The practical problems it faces in the teaching content and teaching mode seriously restrict the realization of the teaching purpose of "Public Policy Analysis". Therefore, this paper puts forward relevant countermeasures and suggestions for the teaching reform and practice of the "Public Policy Analysis" course under the background of the new liberal arts.

4.1. Adhere to the cultivation of morality and core values to highlight the new requirements for the cultivation of new liberal arts talents

The essence of talent cultivation is to rethink and explore the cultivation of people. The new liberal arts cultivation pays more attention to the unity of knowledge production and moral cultivation. Core qualities such as values and administrative ethics of public management talents are more important than other disciplines. The cultivation of students' sound personality and the shaping of core values are one of the most important connotations of the cultivation of new liberal arts public management talents. Through course ideological and political, party member activities, campus culture construction, social practice (such as teaching support, poverty alleviation, relief work, etc.), internalize public values, enable students to have a strong sense of social responsibility, and cultivate students' localized academic knowledge of public management and practical feelings. Improve the construction of the ideological and political system of the curriculum, insist on excavating, condensing, and integrating the ideological and political elements of the curriculum, and solve the actual public management problems in China, reflecting the characteristics of Chinese public management; focus on the construction of the ideological and political teaching process of the curriculum, and carry out public Ideological and political case teaching of management courses, creating a case library of ideological and political integration of media resources shared by public management majors.

4.2. Strengthen the cross-integrated professional/curriculum system and the construction of teaching staff

The cross-integrated major/curriculum system is the basis for the cultivation of new liberal arts talents. This major/curriculum system can not only expand the breadth and depth of subject knowledge, but also cultivate students' comprehensive ability and innovative spirit. Emphasizing the cross-integration of different disciplines can create more innovative and high-complexity research fields and stimulate the development potential of students. The first is to strengthen the construction of first-class undergraduate majors. Fully in line with the background of the new liberal arts construction, combined with the characteristics of Guangxi Normal University, continue to promote and improve the approved administrative management major and social work major to become a national first-class undergraduate major. Focusing on solving complex public management problems, design an interdisciplinary professional curriculum system; focus on interdisciplinary knowledge learning, promote the combination of general education and professional education; focus on the application of interdisciplinary knowledge, systematically build a practical teaching platform; focus on the development of interdisciplinary academic capabilities, Construct a student scientific research and innovation mechanism that connects undergraduates and masters. At the same time, strengthen the construction of characteristic professional direction. Focusing on serving the modernization of the national governance system and governance capabilities, supporting the construction and development of the first-level discipline of public management, on the basis of the established Emergency Management Research Institute, continue to cultivate students in the direction of emergency management research with the political management characteristics of Guangxi Normal University, Highlight and strengthen the construction of characteristic directions such as smart emergency policies, emerging technology risk management, and urban and rural emergency management.

4.3. Highlight the characteristic orientation of public management practice and education

Traditional public management education usually focuses on theoretical knowledge and theoretical research[9], but the new liberal arts construction needs to put more emphasis on

practical education. The essence of public management is to serve the public and administrative work, and practice is an essential part of public management education. Therefore, strengthening practical education plays a vital role in the construction of new liberal arts for public management majors. Adhere to knowledge creation and intellectual shaping, and consolidate students' professional quality and innovation ability with the spirit of seeking truth from science; adhere to the use of sports intelligence and sports heart, and build a strong body throughout the whole process of students' study and life; insist on pursuing beauty and beautifying people, Let the aesthetic interest and experience enlighten the mind and nourish the heart; insist on educating people with labor, improve oneself, and deepen the emotional identity of labor to consolidate the foundation of labor practice education and career planning. Promote the integration of "five educations simultaneously" into the core link of talent training, give full play to the educating role of school art halls, gymnasiums and other cultural and sports positions, improve the voluntary service system linked by schools and colleges, and build courses based on curriculum teaching, focusing on off-campus practice, and A labor education system featuring innovation and entrepreneurship.

4.4. Construct a multi-integration mechanism for the integration of science and education and collaborative education

The construction of new liberal arts majors in public management needs to build a multi-integration mechanism for the integration of science and education and collaborative education. By strengthening the integration of scientific research and teaching, establishing a collaborative education mechanism for schools, governments, enterprises, communities and other platforms, breaking professional barriers, realizing cross-disciplinary cooperation, and focusing on innovative curriculum design, organically combining theory and practice, improve the quality of teaching, and promote the improvement of students' practical ability and comprehensive quality. In the construction of new liberal arts, public management majors need to break the boundaries of traditional disciplines, integrate theoretical knowledge and practical experience through multidisciplinary interdisciplinary learning and interdisciplinary integration, and cultivate students with independent thinking, systematic thinking and critical thinking abilities. The teaching content should cover multiple fields such as public administration, sociology, political science, economics, etc., and fully reflect the complexity and system of the public service field. Break down the barriers of disciplines, and through cross-cooperation, students can learn and understand related disciplines more comprehensively. Organically combine the advantages of other disciplines with the training of public management professionals to realize the diversity and intersection of talent training, and cultivate talents with more comprehensive innovation capabilities and creativity. In the construction of new liberal arts majors in public management, it is necessary to pay attention to the integration of multiple evaluation mechanisms. The evaluation should consider the comprehensive evaluation of students' knowledge mastery, practical ability, innovative thinking, teamwork and other aspects. Schools should explore a variety of evaluation methods, such as essays, defense, practice reports, case studies, etc., to fully reflect the individual characteristics and comprehensive abilities of students.

Public management majors need to pay attention to close contact with contemporary society and actual operation[10]. For this reason, it is necessary to establish a practice base and practice teaching. The practice base can not only provide a space for students to learn and practice, but also provide students with opportunities for off-campus practice, so that students can better contact the society, understand related operations, and improve their practical ability. In addition, teachers and students can expand the curriculum through in-depth cooperation with the practice base, realize the integration of curriculum and practice, and create a multi-integration mechanism[11].

In a word, it is very necessary for public management majors to create a multi-integration mechanism for talent training in the process of building a new liberal arts[12]. This needs to involve many aspects such as teaching content, teaching staff, practical teaching and evaluation mechanism[13]. Only on the basis of diverse integration can we cultivate compound and innovative public management talents who are more suitable for social needs.

5. Conclusion

Under the background of new liberal arts, "Public Policy Analysis" focuses on the cultivation of students' practical ability. Through practical operations such as case analysis and simulation exercises, students can apply theoretical knowledge to practical problems and improve their ability to solve problems. At the same time, students are encouraged to have diverse ways of thinking, and students' critical thinking and innovative thinking are cultivated to deal with complex and diverse public policy issues. In addition, more attention should be paid to the capacity building of data analysis. Students need to learn to collect, organize and analyze relevant data in order to better evaluate the effect and impact of policies and improve the scientificity and accuracy of decision-making. In order to enable students to actually contact and participate in the process of public policy formulation and implementation, the course of "Public Policy Analysis" should establish a practical platform, such as combining with the government, social organizations or field trips, so that students can personally experience and experience the formulation of public policies and implementation process. Under the background of the new liberal arts, the goal of the "Public Policy Analysis" course is to cultivate students' comprehensive abilities, including analytical ability, communication ability, and teamwork ability. Through group discussions, project research and other forms, students are allowed to develop and improve these comprehensive abilities in practical operations. In general, the conclusions of the teaching reform and practice of the "Public Policy Analysis" course under the background of the new liberal arts are: emphasizing practicality, cultivating multiple thinking, strengthening data analysis, establishing a practical platform and enhancing comprehensive ability. These reforms are designed to enable students to better deal with complex public policy issues and improve their problem-solving skills and level.

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