

An Exploration on “Systematic Class” Teaching Reform for Economics and Management Majors in Universities

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Abstract—Based on the case of classroom instruction for undergraduate students majoring in Economics and Management, this paper explores the use of “systematic class” teaching mode in undergraduate’s teaching reform. The research suggests that building systematic class and forming “regular class teaching subsystem-extracurricular research subsystem–practice learning on industry-study-research subsystem” are beneficial for students to have an overall grasp on the knowledge of Economics and Management, and to arouse the enthusiasm of learning and develop comprehensive ability and quality. Preliminary teaching experiments suggest the systematic teaching mode achieved good teaching effect.

Keywords—systematic class; Economics and Management Majors in Universities ; teaching reform

I. INTRODUCTION

After years of exploration, the education and talent training reforms for Economics and Management majors in universities in China have made significant achievements. Some universities have gained much useful experience and cultivated a large number of innovative talents by carrying on the bold exploration in professional teaching and the aspects of “international standards”, “market standards” and “practice standards”. This paper bases on the core curriculum of Economic and Management majors, respects the fundamental law of teaching, puts forward to building systematic class teaching mode. The mode was applied to the teaching practice of senior undergraduate classroom and achieved good teaching results.

II. THE FUNCTION OF “SYSTEMATIC CLASS”

The concept of “systematic class” reflects the characteristics of multidimensional learning situations, cyclicity and integrality. Cyclicity means all levels of classroom learning can promote each other, form a circulation and promote the formation of students’ effective transfer of learning. Integrality means every link of the teaching goal we achieve is permeated with the teaching philosophy of students’ overall development. Instructors use a variety of elements to set learning situations, make each elements function together, and encourage students’ progress in these learning situations. In general teaching model, each teaching link usually emphasize on realizing some relatively independent goals and overlook

the review of systems on the multi-level learning content. This kind of teaching mode often makes students have little impression on what they have learned; fails in motivating their enthusiasm of extended the classroom learning knowledge, results in passive acceptance of a relatively independent teaching activity. However, systematic class teaching mode integrates multi-level teaching goal, tries to embody the following major functions.

A. Cultivate Students Systematic Learning Quality

The basic goal of the Economics and Management undergraduates’ cultivating is to highlight students’ core learning quality including active study attitude, effective study method and reasonable learning style. The core study quality is the embodiment of students’ foothold competitiveness in economic society. It also is the ability of cognition, communication, survival and development in various situations. These study qualities can be cultivated by using appropriate classroom learning methods and embodied in the general teaching methods. However, it is difficult to overall cultivate students’ study qualities if we only stay in a single regular classroom teaching. Building systematic class will extend the regular classroom’s teaching content to the extracurricular, make students systematically keep learning and feedback from classroom to the extracurricular. Thereby improve the overall qualities of students’ learning.

B. Expand Students’ vision, Cultivate Professional Research Quality

Students majoring in Economics and Management need to develop a keen economic insight and strong professional research capacity. To build a systematic class, instructors need to fully integrate theoretical contents in general classroom institution, guide students to choose research topics with pertinence and make students take full participation in extra-curricular learning. Adopting systematic classroom institution is beneficial to a Lasting and profound expansion on students’ horizons, so that the students can have a logical extension of the classroom knowledge points. After the students’ professional theory knowledge learning in the classroom, Learn motivation can still be formed outside the classroom. If the extracurricular learned capacities can be further demonstrated and rewarded in class, the enthusiasm of

students' exploratory learning will be aroused and the Economics and Management majors' special needs of professional researching quality will be cultivated.

C. Enhance Students' Ability to Solve Practical Problems

Facing the social practice, a common practice in domestic colleges and universities is to put all or most of the classroom teaching contents completed and then make students carry out social practices in a concentrated time or winter and summer vacation. However the current teaching mode is not good for students to put the classroom knowledge in practice for promptly test. Systematic class emphasize systematic application of industry-study-research platform, organize students testing the classroom learning theories and the theoretical conclusions from research in practice, then make classroom feedbacks about the experiences and results students gained from practice test. After returning to class, the further discussions give students a deeper understanding about the difference and connection between practice and theory they learned from every topic.

The authors divide "systematic class" into the following subsystems: "general classroom teaching subsystem" – "extracurricular research learning subsystem" – "industry-study-research combined practice subsystem", the three subsystems gradually extend, thus form a new systematic class. This teaching mode cultivates and promotes students' abilities in a multi-perspective. The hereinafter will use "development economics" course as a case for analyzing how to build systematic class, thus achieve good results in teaching.

III. THE INSTRUCTIONAL DESIGN OF "SYSTEMATIC CLASS"

Around the extension and expansion of classroom reform, instructors systematically founded three classrooms in practice: general classroom teaching subsystem(The first class), extracurricular research learning subsystem(The second class), industry-study-research combined practice system(The third class), the three classes complement with each other. Among them, the first class is the foundation, the second class is an extension of the first class, then the third class guide students to practice the knowledge they learned in the first two classes and promptly feedback them in the first class. The interactive and circular of the three classes prompt students to improve their professional qualities and practical ability. To test the effect of the systematic class teaching reform, we conducted a teaching contrast experiment. The teaching contrast carries out with the same teacher in the same semester different classes (class-size is the same). Between them, one class carried out systematic class teaching reform (hereinafter referred to as experimental class), another class was taught in accordance with the ordinary teaching methods (hereinafter referred to as general class).

A. General Class Teaching System: the First Class

The teaching objectives were established in the first class' institution of "development economics": cultivate students learning abilities including the abilities in analyzing the economic phenomena, understanding the professional concepts and applying the theories to reasonable speculation. Therefore, the following three mechanisms were used to carry out the teaching experiments.

First, the lecture notes and information sharing teaching interworking mechanism. Instructors distributed the lecture notes to students through network teaching platform, and then students can grasp the main teaching and learning contents and start pertinently reading literatures before class. In the network teaching platform, teacher and students can get to know each other through posting in the forum, answering questions, exchanging information and so on. Students are able to understand teacher's teaching thoughts through the lecture notes and network teaching platform. Teacher can also grasp students' learning conditions and psychological characteristics through such platform. The adequate communication between teachers and students before class help students taking questions into classroom learning.

Through the interactive process students generate a keen interest and anticipation for classroom learning. The students' attendance rate in experimental class is 98% for 16 weeks, while it is only 90% in regular class, the former is 8% higher than the later.

Second, set up classroom presentations and play different roles, guide students to participatory learning. Specifically including: students' presentations, group discussions and role play on the stage, and let the students themselves evaluate the results of each students' participation in the group discussion(TABLEI and TABLEII), use a variety of methods to encourage students take active participation in the whole process of teaching.

In the teaching practice, we mainly use classroom presentations and group discussions to carry out the class.

1) Students give presentations and role-playing on stage

Giving presentations on stage can promote students' knowledge, at the same time, it can also exercise their demonstrate operation and teaching ability, enhance their human accomplishment from verbal skills and physical expression, cultivate their ability in social communication and dealing with the role changing of the classroom and the variety of emergencies and problems. Instructors paid much more attention in blending various learning situations in the classroom teaching practice. For instance, in the thematic classroom on analyzing migrant workers' flow in the process of economic development and urbanization, Instructors asked students poring over documents about urbanization and migrant flow in Chinese history and present stage. Students were asked to do scenario simulation and role playing for the scenario of migrant workers' job recruitment in city in the class, the roles are employers, migrant workers and government staff in the relevant functional departments. Teacher guided students to analyze problems in the development of the current economic reality, and design their own content of the speech. In the role playing, students can provide new ideas and new insights about the migrant workers flow and urbanization issues. After school, Instructors guided students to write up the new insights and inspirations. Such teaching and activities made students have a deeper understanding and intuitive perception of the city's economic development and operation. What's more, to prepare for the class presentation, students need to access relevant information after class and intersperse vividly demonstration. All of these not only made students taste the hardships of

various roles, but also helped them to intuitive feel the knowledge creation.

2) Multimedia practice teaching and practice patterns

In order to further enhance students' understanding of the historical cases about the condition of migration workers flow in the process of Chinese urbanization and inspire their thoughts, teacher let students watch historical documentaries which reflects migrant workers' life and urban economic development, the documentaries about other developing countries such as Brazil and India's mobile population and urbanization development are also played. All of these made students understand and compare the different economics running and developing realities, put forward questions, prepare outside class and communicate in class. In addition, Instructors invited the government's economic management department staff to explain the economic practice operating condition for the students in class.

3) Group discussion is good for training students' team consciousness and the ability of judging team members effort degree

Teaching not only lies in teaching students knowledge, but also teaching them to be good at cooperation and good at enhancing their ability in the collective wisdom, teaching them learning to live together and learning to do things. In the process of teaching reform practice, instructors divided the class into 12 groups (there are 96 students in the class), guided them to carry out group discussion on learning activities around the given subject after class. Based on the discussion of learning, the instructors designed "the table for personal scoring rule in classroom discussion", printed and distributed to each student, made every student evaluate the team members contribution degree to the discussions and learning outcomes, and then quantified the assessment(refer to TABLE I and TABLE II)^[1].

TABLE I. TEAM MEMBERS' SCORE IN CLASSROOM DISCUSSION

| Team members' Name | Component Scores | | | | | Total Mark |
|--------------------|------------------|-----|-----|-----|-----|------------|
| | (1) | (2) | (3) | (4) | (5) | |
| A | A | A | A | A | A | |
| B | B | B | B | B | B | |
| C | C | C | C | C | C | |
| D | D | D | D | D | D | |
| A | A | A | A | A | A | |
| B | B | B | B | B | B | |
| C | C | C | C | C | C | |
| D | D | D | D | D | D | |

NOTE: a. The method for determining overall performance: First referring to Table II to determine the sub-scores, and draw $\sqrt{\quad}$ on each hierarchy, Then take the average of each sub-score. Finally determine the overall performance and fill it in the overall results' column. b. The results are hundred-mark system.

TABLE II. BREAKDOWN OF COMPONENT SCORE IN CLASS DISCUSSION

| Project | Score | | | |
|---|--------------------------|-----------------------------|-----------------------------|--------------------------|
| (1) Actively degree in participate in the panel discussion | A (Very active) | B (Active) | C (Just so so) | D (Inactive) |
| (2) Contribution to the group's class presentation as a group organizer | A (Vast contribution) | B (Greater contribution) | C (General contribution) | D (Less contribution) |
| (3) Contribution to the group's class presentation as a material preparation person | A (Vast contribution) | B (Greater contribution) | C (General contribution) | D (Less contribution) |
| (4) Contribution to the group's class presentation as the idea originator | A (Vast contribution) | B (Greater contribution) | C (General contribution) | D (Less contribution) |
| (5) Contribution to the group's class presentation as the group's spokesman | A (Vast contribution) | B (Greater contribution) | C (General contribution) | D (Less contribution) |

NOTE: The standard of transformation from grade level to corresponding score: A: 90-100 score; B: 80-90 score; C: 70-80 score; D: 60-70 score.

Third, improve the classroom efficiency; implement real-name mechanism of interactive teaching. Instructors kept close contact with students in and outside the class, extended the traditional classroom to the extracurricular, formed a ductility learning. As the "development economics" is usually a large classroom teaching, students were required to bring class name card which were prepared beforehand. This made the instructor quickly become familiar with students and carry out targeted teaching activities. Apart from classroom teaching, instructors made full use of the advantages in space and time after class, establish learning feedback mechanisms with instructor. If we consider the classroom teaching as the early stages in teaching links, the extracurricular learning is the middle stage of the development which makes the theory and practice in organic connection. At this stage, instructors need to integrate knowledge structure, encourage students to participate in the whole teaching process, establish a regular Q & A system with the students, and build a network interaction and learning platform. Instructors regularly released the latest cutting-edge research progress of the class learning in the network learning platform, selected and shown some students' experience in practice and learning, formed a good extension for classroom learning.

B. Extracurricular research learning system: The second class

Extending the teaching in the first class to the extracurricular research learning system through forming the second class .The teaching goal on this level focuses on developing students' professional research capability, docking with the teaching contents in the first class, guiding students to make full use of economic and management professional theory to carry out inquiry-extracurricular learning. We placed the teaching of the second class on and off campus. In the second class teaching of "development economics", we designed and built the extracurricular research learning platform, and on this platform we carried out the following teaching activities.

First of all, instructors screened and sorted out the current hot issues of the social economy, selected learning materials for the second class according to the theory contents of instructors'

classroom teaching. Similarly we use the teaching content about urbanization and migration workers flow in the process of economic development as an example. Based on the design observations and analysis of economic and social phenomena after class. During the whole process, students were divided into groups to carry out activities. Instructors developed incentive and punitive measures in advance to create competition atmosphere among groups and cooperation atmosphere in group members, fully mobilize the students' enthusiasm. Design of classroom feedback loop can make students feedback the research learning outcomes in the class; prompt them to pay attention to extracurricular learning and class learning for knowledge linkage.

What's more, instructor used the operating of college students' open experiment and the form of discussion between instructors and students to encourage students to carry out the research-based learning around the theory they learned in class. Instructors also made full integration of instructor resources, and made full use of academic research projects, college innovation projects such as "Challenge Cup", the society practice of delivering education, science and hygiene to the countryside and teaching reform project. In the above research topics for students, instructors paid particular attention to organizing and guiding students to conduct socio-economic surveys combined with the knowledge learned in the first class, collected and organized extensive field surveys to help students develop a better theoretical and practical research results. Meanwhile, students were required to demonstrate their extracurricular research results. After the field research activities about Chinese migrant workers in the pearl-river delta, students deepen the understanding of the rural labor transfer theory in development economics. Using the research outcomes, some students in the experimental class wrote papers. The paper was published in the national core journals and the policies they proposed were adopted by the relevant government departments.

C. Industry-Study-Research Combined Practice System: The Third Class

"Industry-Study-Research" combined not only plays a role in research and innovation, but also plays an important role in the construction of teaching and talent training system^[1]. Our systematic class teaching emphasize on treating the combination of it as a natural extension of the general class, then making it become an important part of classroom teaching. Thus, we established the third level educational objectives based on the previous two classes: improve students' practical and problem-solving skills. According to the requirements of the course, instructor set up targeted social practice base, establish a good learning practice and exploration platform for students. In practice, to deepen students' understanding the law of economic organization development theory, we cooperated with the enterprise and guide students to participate in the Industry-Study-Research combined researches and practices. So that students can come into contact with the enterprise's actual operating rules of microeconomic organization development, then validation the theories they learned. For example, instructors put part of the "development economics" teaching contents into the enterprise, and made students participate in the process of enterprise's development and operation. In practice, students find out that there are various

for the teaching activities in general class, instructor organized a field research activity about Chinese migrant workers in the Pearl River Delta in order to make students conduct a targeted contradictions and problems between the development economics' labor-capital law theory and the human resource management in the development of enterprise. Instructors seized the differences between theory and practice, organized students to discuss them. Students made an integrated use of the knowledge which was learned in the three classes formed a set of programs that can solve the practical difficulties the enterprise faced in development. The programs such as launce the "enterprise humanistic concern project" were adopted by the enterprise. By building the third class learning, we not only make contribution to improve enterprises' management level, but also encourage students making an active Association in theory and social practice.

Overall, "the first class" is the foundation of the three classes, the second and third class are extended. They are both gradual and complementary, and finally form a whole system. The system forms an extension of teaching space and time from class to the extracurricular, an extension from theoretical teaching to practical teaching, an extension from knowledge learning to personality cultivation. This system changes the teaching, practice and research separated training mode, carries on an organic integration of the personnel training subsystem and the three teaching content, and highlights the cultivation of students' learning quality.

The teaching experimental results indicate that, students in experimental class got about 2 points higher than students in general class in final average score, and 7% higher in the average participation in study. We can conclude that forming a systematic class shown positive effects on the economics and management majoring undergraduates' learning abilities.

IV. CONCLUDING REMARKS

Building systematic classes is not only an extension of the conventional classroom teaching but also an extension of the traditional class' connotation. Economics and Management professional instructors can build systematic teaching mode which would more likely to improve classroom teaching effects to students. In order to make systematic class mode function better in the process of talent training, University instructors need to fully combine the students' reality on the teaching idea and teaching content "Strengthen reasonable promotion and application of the "General class teaching system, Extracurricular research learning system, Industry-Study-Research Combined Practice System"

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