



Research of Reform and Practice of Applied Curriculum in Business Education

Jijia Chen^(✉)

Wenzhou Kean University, Wenzhou, China
chenjiaj@kean.edu

Abstract. In order to meet the needs of the development of the times and promote the higher-quality development of higher education in China, the Ministry of Education of the State Council has put forward new requirements for the direction of talent training in colleges and universities that pay more attention developing students' practical ability of knowledge to promote actual employment competitiveness of students after graduation.

Combined with the current situation of China's national conditions, the needs and expectations of all parties in the society for college training are sorted out. Also, the importance and necessity of applied courses in college training plans are shown. Otherwise, from the four perspectives of curriculum setting, teaching mode, teaching role, and teaching evaluation, the author analyzes and discusses how to implement applied curriculum reform in business education. Summarizes the current challenges and difficulties of applied courses in practice. Therefore, relevant countermeasures and suggestions are put forward, from optimizing the curriculum system, building a platform to promote cooperation between schools and enterprises, and encouraging students to participate in social practice activities as much as possible to strengthen students' actual entrepreneurship, employability, and social competitiveness teams, like teachers of the university, corporate mentors, and industry professionals, to enhance the overall quality of the teaching staff.

Therefore, by providing higher-quality and more socially demanded outcome-based education application courses, colleges and universities will be promoted to cultivate higher-quality business talents that meet the development needs of the times.

Keywords: Applied Curriculum · OBE (Outcome Based Education) · Business Education · Case Teaching Method

1 Introduction

Combined with Chinese national conditions, focusing on the current situation of a rapidly developing society, the Ministry of Education of the State Council has put forward requirements for higher education to cultivate applied talents and improve the actual competitiveness of graduates in employment [1]. The curriculum is one of the most

important elements in cultivating higher education talents. Therefore, curriculum construction is the foundation and core of higher education teaching reform, which plays a fundamental role in Chinese higher education teaching reform [2].

Under the guidance of the requirements of cultivating applied talents and improving the actual competitiveness of graduates in employment, the curriculum of the talent training program in colleges and universities needs directional reform and implementation. More and more college curriculum settings are reflected in such a situation. Different from the traditional curriculum with theoretical courses as the main body, the educational concept of outcome-based education theory means that some pure theoretical courses need to be reformed into applied courses that combine the theory teaching part and practical activity part, or the applied courses of pure practical activities need to be established [3]. Applied courses can expand knowledge points from the original theoretical level to the practical application level, which will greatly help students absorb knowledge at a higher quality level and have the ability to practice and apply them in practical situations in the future, which meets the requirements of improving students' actual employability and competitiveness from the perspective of practical ability.

Starting by reforming the core element of the curriculum is one of the most effective and fundamental methods to improve the teaching quality of colleges and universities to meet the needs and expectations of all parties in society for college training [4]. The reform of the curriculum can be analyzed and discussed from the four dimensions of curriculum setting, teaching mode, teaching role, and teaching evaluation, so as to promote the implementation of the concept of result-oriented education so as to achieve a leap in the quality of education and the essential improvement of goals.

Under the call of the Ministry of Education of the State Council to cultivate more applied talents, more and more colleges and universities have begun to pay attention to the reform and implementation of applied courses; and more and more academic researchers have paid attention to and discussed the significance and importance of applied courses; also more and more social parties especially enterprises, participating in college teaching courses and making more contributions to improving the quality of college education and promoting social development together with students.

The result-oriented educational philosophy has a long history and academic discussion in both Chinese and Western educational circles. However, due to the demand for popularizing college education in recent years, many colleges and universities have rapidly expanded their enrollment, making it difficult for colleges and universities to provide high-quality personalized education. As a result, the practice of result-oriented educational philosophy in today's higher education environment is faced with an insurmountable obstacle. Enrollment expansion means that only an average and mass-based teaching model can be provided. This will lead to the unmet needs of students' individualized needs, thus failing to give full play to their individualized potential and characteristics. When students do not receive enough attention in the course, and their enthusiasm for active learning and inquiry is thus frustrated, the actual teaching of the course is likely to form a negative vicious circle; that is, students' negative classroom participation status affects teachers' difficulty in teaching in the best state.

Moreover, the previous teaching mode with pure theoretical content courses as the main body can easily produce such teaching results that students can only recite a single

theoretical content to complete the examination set by the college teachers. It does not flexibly use knowledge points to deal with actual situations. Therefore, the trend of curriculum reform with the application-oriented curriculum as the main body is in line with the needs of today's society and can solve the dilemma of the vicious circle of college education from the root.

2 Curriculum Setting

2.1 Present Situation and Discussion

The previous curriculum setting model is based on theoretical courses, which leads to the fact that even if it is assumed that students and teachers can complete the course in an absolutely ideal state. Theoretical knowledge can be actually implemented and passed to students under the condition that it fully meets the teachers' expectations for the curriculum setting under the situation that students can fully absorb the knowledge to the expected degree, which is already the best result of theoretical courses. However, the actual situation is that in the actual teaching process of theoretical courses, it is easy for teachers and students to have a boring experience, which is completely detrimental to the quality of teaching. If too many knowledge points are explained in the theoretical course, it is easy to cause students to fail to absorb the content of the classroom and lead to an impact on subsequent courses, resulting in lower and lower quality of the classroom. If the goal of knowledge points is set too low in the theoretical course, it will not be able to promote the teaching progress effectively, and students will feel that they have no gain in the classroom.

Setting an appropriate proportion of practical courses not only helps teachers adjust the arrangement of classroom knowledge points reasonably according to the actual teaching situation of the course but also helps students to participate in the classroom more actively and efficiently, and each student learns from the practical activities in the classroom. The knowledge is learned and applied according to the different problems encountered by different students in the process of practice [5]. This is one of the lowest cost and most efficient ways of personalized, customized education.

The content of practical activities is a key and effective form of applied courses. Reasonably reforming pure theoretical courses into applied courses combining practical activities and theoretical teaching or developing applied courses with pure practical activities as classroom content will greatly improve the performance of the curriculum. The teaching quality of knowledge points meets the individual needs of students. This would be helpful and efficient to encourage students to master knowledge at a deeper and wider level and then use it more flexibly in actual situations, which will fundamentally improve students' abilities.

2.2 Finding and Difficulty

Therefore, in the course setting, the proportion of applied practical courses and pure theoretical courses should be adjusted. It is possible to transform some purely theoretical courses with room for adjustment into flexible courses combining practical content and

theoretical teaching or developing purely practical courses. Appropriately increasing the proportion of practical courses is beneficial to students' absorption and application of knowledge to a certain extent, thereby enhancing students' actual employment competitiveness and buffering students from the campus to the social stage.

However, during the implementation process, because the talent training programs have been determined and submitted through review at the time of enrollment, for students who have already enrolled, their curriculum settings require additional consideration. Because many practical courses have requirements for students' knowledge reserves, it can be said that from a certain point of view, practical courses have higher requirements for students than pure theoretical courses. Therefore, in theory, the adjustment of the curriculum is only to adjust the proportion of courses, remove some courses, or reform and upgrade some courses, but all of them require bridging courses before and after, which is not just a simple course. Even the adjustment and reform of an entire talent training program [6].

3 Teaching Mode

3.1 Present Situation and Discussion

The previous traditional teaching mode was mainly based on teachers' unilateral theoretical output of knowledge points in the classroom. Such a teaching mode is difficult to meet the teacher's expectations for the classroom in the actual teaching situation. Analyzed from the perspective of students, this teaching mode is difficult to ensure that all students in the classroom can participate in the learning of the course according to the actual teaching progress of the teacher, and students cannot give feedback on the learning progress and situation in real-time. Teachers continue the class without getting the actual mastery of the students, and the students' accumulated doubts and incomprehension in the study of theoretical knowledge have led to lower and lower quality of the class. Meanwhile, the actual learning progress has been slowed down. It is difficult for teachers to know the actual quality and progress of the class until the exam. The unilateral output of teachers makes it difficult for students to concentrate in the whole class, and the passive interaction state of students who do not actively participate in the classroom will also affect the teaching quality and teaching status of teachers.

In the classroom content of practical activities in applied courses, students can fully and actively participate in the classroom, then learn the knowledge points of their own needs and interests to varying degrees according to the actual application and practical knowledge points [7]. Such a teaching mode is particularly beneficial to the efficient teaching of knowledge points, meeting the individual needs of students, and stimulating their potential. Therefore, high-quality compound application-oriented talents that meet the needs of modern society are cultivated.

3.2 Finding and Difficulty

Therefore, the teaching mode should be transformed from the teacher's unilateral output of knowledge to the simultaneous deep participation of both students and teachers

in classroom teaching. Students' more active participation in the classroom also helps teachers to teach the status and adjust the teaching content in real time. On the other hand, the classroom can also be adjusted from the space to enter the enterprise, enter the social space, and other learning spaces outside the campus, which are conducive to students to intuitively contact and feel the operation and practical operation of professional theoretical knowledge in the actual society display in. It does not just help with their more impressive memories. In addition, practice yields true knowledge. In the practical part, compared with the unilateral pure theoretical teaching by teachers in the classroom, students will have more reflections and questions in the practical application of knowledge, which can help them understand and reason about knowledge at a deeper level. Not only that, different students may encounter different problems in different practice processes, which will help teachers to give different guidance and teaching to different students in a more targeted manner and promote the individualized development of students to promote the school. Cultivate diverse and compound talents.

However, in actual situations, taking students to venues outside the school has certain safety hazards. Therefore, more and more schools are directly cooperating with enterprises, creating projects to introduce enterprises into the school, and establishing school-enterprise cooperation parks, such as setting up certain business departments of certain departments of the enterprise directly on the campus or directly setting up new ones. Departments in schools to open new areas of business. In some schools, experienced or forward-thinking teachers lead the teaching team to develop and reform the implementation and practical possibilities of theoretical knowledge and establish practical teams and social research studios with relevant professional knowledge. In addition, the more practical teaching mode should, in theory, only have higher quality teaching quality and results. However, the actual situation is that many students receive more personalized and in-depth teaching because of this, but there are also some students who are tired of the practical content, which requires more rigorous and mature teaching evaluation to match, which will be mentioned and discussed in later parts.

4 Teaching Role

4.1 Present Situation and Discussion

At present, there are still many problems in teaching in college education, especially in business education. One of the most obvious and urgent situations to deal with is the insufficient participation of students in the classroom [8]. How to improve students' active participation in the classroom, establish a correct learning concept, and allow them to perceive the importance of learning professional knowledge spontaneously is not only a problem that teachers need to think about, but even from a certain perspective, this It has become one of the most important contemporary issues in the field of education. The Ministry of Education calls on most colleges and universities to train students with application-oriented or a combination of scientific research and application talents. The employment of such talents should be mainly for small and medium-sized enterprises and some social institutions such as practical scientific research institutions.

Then, it should be adjusted from the unilateral purely theoretical knowledge output of former teachers to the form of multiple teaching roles. Even in some teaching parts,

students can also become one of the important teaching roles. A more meaningful and practical form is to invite industry professionals, middle and senior managers with rich practical experience in enterprises, or grassroots technicians and social scholars in certain fields to join the classroom and become part of the teaching role.

4.2 Finding and Difficulty

In the practice of teaching role adjustment, from the original simple teaching team composed of teachers selected by the school through a strict and mature appointment process, it has been transformed into a diversified teaching team that combines college teachers and people from all walks of life. In theory, this is a very beneficial and efficient thing, but in practice, there are many problems that cannot be expected in theoretical discussions.

For example, although many people in society have practical experience and academic knowledge, they may not be able to teach knowledge to students well through compliant teaching concepts and teaching methods. This requires social people to go through a certain amount of teacher training and assessment before teaching, which will reduce the enthusiasm of social people to enter the school to teach.

5 Teaching Evaluation

5.1 Present Situation and Discussion

In the past, the teaching evaluation system was mainly based on a simple test-taking orientation. Teachers evaluate students' learning through theoretical knowledge questions. From a certain point of view, this is a very narrow and unreasonable evaluation form. Not to mention the quality and significance of purely theoretical courses, the questions are set in such a way that it is difficult to provide comprehensive feedback on students' learning. Sometimes the focus of the assessment shifts from the knowledge itself to the understanding of the questions themselves, and sometimes students actually master the knowledge of the subject of the assessment but fail to get points for revision and question answering skills. This is a ridiculous situation. This leads to the fact that students with better knowledge do not necessarily get higher grades.

5.2 Finding and Difficulty

The form of assessment should be more diversified, not only the examination-oriented assessment but also the writing of academic or research papers and the presentation of practical results. However, the difficulty encountered in the actual situation is that the diversified evaluation forms lead to the room for subjective weighing of scores, which is completely different from the previous subjective scores that only have right and wrong. This increases the difficulty of evaluation, which requires continuous development and gradual mature reforms to optimize teaching evaluation standards and scoring systems.

6 Business Education in Higher Education

Under the current social situation of China's booming economy and the trend of economic globalization, compound business talents are one of the important accelerants to promote the development of China's society in order to adapt to the development trend of economic globalization and informatization [9]. Colleges and universities, on the other hand, shoulder the responsibility and responsibility of cultivating compound business talents and continuously and lastingly enriching a strong reserve of advantageous talents for China's social development to ensure strong competitiveness in the fierce global competition.

Previously, the educational achievements cultivated by higher education in China were more inclined to the output of theoretical knowledge. Shopping malls are like battlefields. Once the achievements of previous college education enter society, it is difficult to integrate into the harsh social environment quickly. This will not only make the students entering the society have a great sense of frustration and loss but also make the development trend of the social employment structure move towards a negative cycle. Today, in many colleges and universities, more and more entrepreneurial incubators, more and more practical courses, and more and more people from all walks of life are participating in the teaching team of colleges and universities. In particular, business education in colleges and universities has been greatly positively affected by application-oriented curriculum-oriented reform and continues to improve teaching quality and teaching results. Many higher education students not only complete the teaching plan arranged by the school but also actively participate in social activities, especially business activities.

7 Implication

Looking at the development process of various countries around the world, compound talents, especially business compound talents, are particularly critical to the development of a country, especially its take-off. In addition, under the general trend of rapid development in China today, the demand for compound business talents will only continue to grow. Under such a global environment and national conditions, cultivating applied business talents has become one of the key directions of talent training in colleges and universities [10].

However, the curriculum is the foundation and medium of the talent development program. If someone wants to adjust the direction of talent training, he can still use the curriculum as a breakthrough to start reforms. This paper expounds on the suggestions for curriculum reform through four aspects: process setting, teaching mode, teaching role, and teaching evaluation. Based on the actual situation of business education reform in Chinese colleges and universities, it lists the challenges that are easy to appear in the process of applied curriculum reform and practice.

If colleges and universities across the country can reform and practice high-quality applied courses, then there will inevitably be outstanding applied compound business talents emerging in society. This will vigorously promote the development of China and the global society, especially the economy.

8 Conclusion

Many colleges and universities across the country have actively responded to the call of the Ministry of Education of the State Council to cultivate applied talents. More and more colleges and universities are adjusting from the root of teaching and the training of talents to the goal. Social feedback and rapidly evolving social processes are one of the most representative and powerful indicators. Many students can participate in various social activities, especially business activities, in a variety of depths during school, which not only buffers the process from campus to society in advance but also gives students more confidence to meet the real society in the future. To get rid of the fear and timidity that the previous Ivory Tower students often had when they first entered the society.

This paper not only confirms the importance and significance of applied courses in the current situation from the theoretical level but also discusses how to better apply them in business education from the four perspectives of curriculum setting, teaching mode, teaching role, and teaching evaluation. The reform and practice of type curriculum. It puts forward objective suggestions and states the difficulties that are easy to encounter in the process of practical implementation.

References

1. Wang Xiaodong. Reflections on the development of higher business education in my country, *Business Economics and Management* 000(012), 2002, pp. 57-59.
2. Feng Qihong, Yang Hui, Ma Jianshan, Jin Yujie. Curriculum reform and practice based on "student-centered" concept, *China University Education* (4), 2017, pp. 4.
3. B. Jiang. OBE: Outcome-Based Education. *Studies In Foreign Education* (03), 2003.
4. L. M. Liu, Y. L. Zhang. Construct Applied Curriculum and Realize the Transformation of Newly-established Undergraduate Universities, *Journal of Hebei University (Philosophy and Social Science)*, 2014.
5. Ji Baocheng. Discussion on Talent Cultivation Model of Higher Business Education in China, *China Higher Education Research* (10), 2006, pp. 4.
6. J. G. Zheng, Q. S. Chen, X. D. Liu, et al. On the Construction of Training Model and Curriculum System of Applied and Innovative Talents Majoring in Materials. *Higher Education of Sciences*, 2011.
7. D. Frabotta. *Applied curriculum*. Advanstar Communications Inc., 2005.
8. Liu Xianyue, Liu Caixia, Lin Chunpei. Discussion on the application of case teaching method in the teaching reform of business model course, *Fortune Today* 14(5), 2019, pp. 2.
9. Cui Yin. On the cultivation of compound talents in higher business school education, *Modernization of Shopping Malls* 000(009), 2010, pp.108-109.
10. A. Colby, T. Ehrlich, W. M. Sullivan, et al. *Rethinking undergraduate business education: Liberal learning for the profession*. John Wiley & Sons, 2011.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

