



Reform and Practice of Modern Etiquette Teaching Based on First-Class Curriculum Construction

Quantitative Comparison Analysis Based on Student Evaluations

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Abstract. Modern etiquette is an application-oriented course that combines theory and practice closely. It is a required course of economic, management and accounting majors. It has the characteristics of strong systematicness and wide range of knowledge, and it has higher standards and requirements for practical activities in different scenarios involved. With the widespread application of modern information technology, the traditional course teaching method faces more realistic challenges. As the first-class undergraduate courses bring into higher education development of “14th Five-year Plan”, the modern etiquette courses adhere to the student-centered, use modern teaching information means, optimize the teaching content, enrich the teaching activities, reform the teaching methods, improve the teaching evaluation, deepen the reform of course teaching, in order to provide reference for the innovation of application-oriented undergraduate course teaching.

Keywords: first-class courses · modern etiquette · teaching reform · entropy value method · quantitative comparison analysis

1 Introduction

Improving the quality of teaching is a basic problem faced by higher education institutions around the world, and it is also the basic lifeline for the development of all higher education institutions [1, 2]. On October 17, 2018, in order to speed up the construction of a high level of undergraduate course education and comprehensively improving the quality of personnel training, the implementation of the “Six Excellence and One Top” Plan 2.0 by the Ministry of Education marks that China’s higher education has entered a stage of rapid development with quality improvement as the core, and at the same time universities are required to consider the quality of university talent training from a broader perspective [3]. On November 30, 2020, the Ministry of Education launched a total of 5,118 state-level first-class courses, including 1,875 online first-class courses, 728 virtual simulation experimental teaching first-class courses, 1,463 offline first-class

courses, 868 online and offline mixed first-class courses and 184 social practice first-class courses. National first-class courses are characterized by high quality, diverse types, wide range of participation and strong demonstration effect. On Aug 8, 2022, from “golden majors” to “golden courses”, from “golden courses” to “golden teachers”, the “quality revolution” of my country’s higher education development has been upgraded again [4]. As educational administrative departments at all levels and institutions of higher learning incorporate the construction of national and provincial first-class undergraduate courses into the “14th Five-Year” higher education development plan, Colleges and universities should speed up the construction of education and teaching management policies and mechanisms that meet the needs of talent training in the new era, integrate with new technologies, and match the reform of education and teaching methods, pay attention to the construction of first-class undergraduate courses and the promotion of excellent application cases, and promote the in-depth development of “learning revolution” to promote the “quality revolution”. Therefore, it is the key to cultivate applied and compound talents in the new era to explore the teaching reform and innovation of modern etiquette courses under the background of first-class curriculum construction, correct and perfect the deficiencies existing in the teaching process.

2 Innovation Features

Modern etiquette course teachers’ team is widely involved in construction, combining the school personnel training target, docking national, regional, industry and the demand of talent cultivation, to adjust measures to local conditions, due to each university condition, for class condition of reform and innovation, mainly embodied in the teaching goal, teaching content, teaching activities, teaching methods and teaching evaluation, etc. [5].

2.1 Teaching Objectives

Curriculum is the main battlefield of teaching. In order to cultivate compound, innovative and applied talents in colleges and universities, it is urgent to reform traditional classroom teaching. It is the first task which guide and regulate the whole class global role. It restricts the innovation of classroom teaching content, teaching process, teaching method, teaching evaluation and so on. At the same time, on the basis of the innovation of classroom teaching, it constantly adjusts and optimizes to get further innovation [6].

Through theoretical study and practical operation training, the modern etiquette course enables students to master the basic theory of modern etiquette and apply etiquette norms to practical life skillfully through simulation exercises of different situations such as office reception, public places, workplace, business negotiations, conference ceremonies and foreign exchanges. The innovation strategies of course teaching objectives include student-oriented, teacher-student co-creation, holistic presentation and multiple evaluation strategies. The student-oriented strategy enables students to become the master of the class, the explorer of knowledge and the self-builder which cultivates students’ innovative ability and practical ability. The teacher-student co-creation strategy reverses the roles of teachers and students, the teacher becomes the guide of teaching and the promoter of learning, the student becomes the active builder and creator. The holistic

presentation strategy requires teachers to present innovative subject and period objectives to students in a diversified and dynamic way according to the teaching situation. The multiple evaluation strategy combines the knowledge goal, the development goal and the educational goal organically, and realizes the diversified evaluation of students from the aspects of knowledge, ability, emotion, attitude and value.

2.2 Teaching Content

Teaching content includes curriculum standards, teaching materials and curriculum Settings which is the carrier of implementing teaching objectives and the main information conveyed intentionally in the interaction between learning and teaching [7]. Curriculum standard is the definition and expression of what students should know and what they can do after a period of study, which actually reflects the expectation of the country for students' learning results. Teaching team based on *Modern etiquette* edited by member of Liu HU, which pay attention to the etiquette education and moral education, combined with professional characteristics, implementation theory teaching, skills training and project practice, in small groups as a unit for task driven by project type teaching, the teaching content is designed as the training task of specific etiquette skills, highlighting the intuitiveness and diversity of the forms, achieving the four-in-one of "teaching, learning, doing and testing", and paying attention to cultivating students' ability of etiquette practice. In terms of curriculum setting, the teaching contents are integrated in order to complete the learning tasks from previous lives and present lives, personal, public life, workplace, business negotiation, catering and banquet and foreign etiquette.

Table 1. Teaching content and student impression statistics

Chapter	Contents	Percentage
Etiquette Overview	Eastern and Western Etiquette; Cultivation and Etiquette	94, 47.24%
Personal Etiquette	Grooming; Apparatus; Deportment	160, 80.4%
Life Etiquette	Family Etiquette; Campus Etiquette; Dating Etiquette; Public Etiquette	111, 55.78%
Communication Etiquette	Speech Etiquette; Letter Etiquette; Telephone Etiquette; Internet Communication Etiquette;	99, 49.75%
Workplace Etiquette	Job Hunting Etiquette; Interview Etiquette; Resign Etiquette;	129, 64.82%
Social Etiquette	Meeting Etiquette; Visit Etiquette; Gift Etiquette; Welcome Etiquette;	118, 59.3%
Business Etiquette	Reception Etiquette; negotiation Etiquette; Signature Etiquette;	84, 42.21%
Foreign Etiquette	Custom Taboos and Etiquette	52, 26.13%

2.3 Teaching Activities

Teaching activity is a complete teaching system, which is composed of links connected with each other. The modern etiquette course is composed of review → introduction of new lessons → teaching new lessons → teacher-student interaction → simulation exercise → classroom summary → in-class exercises and so on, which realizes the complete series and organic combination [8]. The forms of teaching activities include systematic knowledge explanation of lecturing, group thinking and discussion of discussion, ability training of simulated practice and task competition of competition type. The main content of the teaching and the data that students are most impressed by the learning content of the chapter are as follows: Students are most impressed with personal etiquette, the proportion is 80.4%, followed by workplace etiquette, social etiquette and life etiquette, accounting for 64.82%, 59.3% and 55.78% respectively (Table 1). The reasons for the high proportion of votes in the above chapters are as follows: Due to personal etiquette, teachers and students have set up homework scores, including making up and tie a necktie video shooting, body training and uploading personal appearance photos. Workplace etiquette requires students to act as job seekers and recruiters in groups. Scene drills in the interview can attract and train students' necessary skills for job hunting. In social etiquette, students can independently design story plots for role play and scenario rehearsal of handshake etiquette, business card etiquette and introduction etiquette. The proportion of foreign etiquette and business etiquette is relatively low, which is related to the foreign reception and business activities that students have not been exposed to in the workplace.

2.4 Teaching Methods

“Learning Records” emphasizes the need to pay attention to enlighten students and cultivate students' independence, which still has important reference significance to the cultivation of innovative talents today [9]. But traditional teaching methods emphasis on “cramming” knowledge instilling and rote memorization of the final exam hinders the development of students' subjective initiative and thinking, greatly reduces the ability of knowledge transfer, violates the orientation of the cultivation of applied and innovative talents. In terms of teaching methods, modern etiquette uses pre-class case introduction and adopts discovery teaching method, discussion teaching method, question teaching method and task-driven method to cultivate students' thinking ability and subjective initiative. In terms of teaching means, based on the existing modern teaching means, the course adopts modern educational technologies such as MOOC, TeacherMate and Chaoxing platform to timely update courseware, chapter question bank, centralized discussion and mutual evaluation in the teacher-student sharing resource port.

Based on the teaching activities and methods of different chapters, the students who have set up modern etiquette courses in this study started from “The study of chapter content can fully mobilize your participation and enthusiasm” and “What are the reasons for the chapters that mobilize your participation the most?” Based on statistics, it can be seen that personal etiquette (75.88%), life etiquette (65.33%), communication etiquette (59.8%), workplace etiquette (58.79%) and social etiquette (56.78%) can mobilize participation and enthusiasm (Fig. 1). The reason is that students can complete scenario

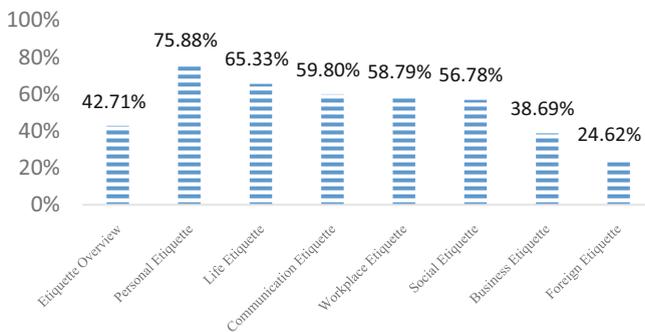


Fig. 1. Engagement and Motivation Statistics of Chapter

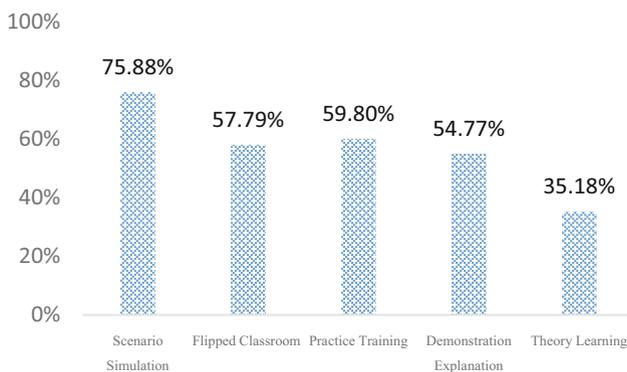


Fig. 2. Statistics of reasons for mobilizing engagement

simulations such as life etiquette, communication etiquette, workplace etiquette, and social etiquette based on role-playing, with strong participation and great gains from teacher-student reviews (Fig. 2). Hands-on practice and flipped classroom allow students to see, to do, and evaluate each other, and become the main body of the classroom. Among them, scenario simulation accounts for the highest proportion, followed by practical training, flipped classroom and demonstration explanation, while theoretical learning that is interested in knowledge points accounts for the lowest proportion, which also reflects the practicality and practicality of modern etiquette courses.

2.5 Teaching Evaluation

The direct consequence of the examination of pure knowledge memory in traditional education is the rigidity of students' thinking. Therefore, the modern etiquette curriculum innovates vigorously in the original educational evaluation, so that the curriculum education can really play a guiding role in the cultivation of students' etiquette culture and ability. The course not only evaluates knowledge memorization and skills, but also includes group sharing reporting and quantitative process management (Teacher-mate & Chaoxing) that can give full play to students' initiative, which can not only promote

students' cooperative spirit, but also cultivate diffuse thinking and reverse thinking in daily learning. In the form of assessment, breaks the traditional education in the exam-oriented examination, with the situation simulation and the theme of the assessment of the actual operation simulation for a full range of ability to test, such as simulated job recruitment, business negotiations, office visitors, business meetings, Chinese food and Western food.

Students give feedback on gender, major, story sharing of etiquette before class, time invested in different chapters and assessment methods (Table 2). More time can be devoted to personal, workplace, social and communication etiquette. 80.9% of students believe that the sharing of etiquette stories before class should be reserved. 90.95% of students believe that the practical assessment (scenario simulation) is more in line with the practicality of etiquette. In management majors, students have a high degree of acceptance of the completion method of practical assessment, and the satisfaction of hotel management, marketing and human resources is above 90% (Table 3). The main reasons for the differences in the preference of assessment methods for different majors are the large number of students in co-classes, the replacement of teachers and insufficient assessment. From now on, flexible team formation, diverse interactions, practical demonstrations and drills will be the future direction of modern etiquette courses.

On cross analysis of gender and the most impressive chapters, Boys' choices from high to low are personal etiquette (79,81.44%), life etiquette (61,62.89%), workplace etiquette (54,55.67%), social etiquette (53,54.64%) and etiquette overview (50,51.55%); The choice of girls is personal etiquette (81,79.41%), workplace etiquette (75,73.53%), social etiquette (65,63.73%), communication etiquette (51,50%) and life etiquette (50, 49.02%). Due to the learning characteristics of the course, personal image etiquette is the chapter that students are most interested in and most involved in. In the selection of the reasons for the most participatory chapters, the choices of boys and girls from high to low are role play, hands-on practice, flipped classroom and teaching demonstration. The reason for this slight difference may be that girls are more mature in thinking, and

Table 2. Descriptive Statistical Analysis

Variable	Percentage
Gender	Male (97, 48.74%); Female (102, 51.26%)
Specialty	E-commerce (35, 17.59%); Marketing (97, 48.74%); Human Resources (41, 20.6%); Logistics management (20, 10.05%); Hotel management (6, 3.02%);
Teaching time	personal etiquette (148, 74.37%); life etiquette (121, 60.8%); communication etiquette (131, 65.83%); workplace etiquette (133, 66.83%); Social etiquette (132, 66.33%); Business etiquette (111, 55.78%); foreign etiquette (68, 34.17%)
Etiquette sharing	Retain (161, 80.9%); Not retain (38, 19.1%)
Assessment	Practical assessment of scenario (181, 90.95%); closed book exam (18, 9.05%)

Table 3. Statistics by major of assessment method tendencies

X\Y	Practical assessment	Examination paper
E-commerce	27(77.14%)	8(22.86%)
Marketing	93(95.88%)	4(4.12%)
Human resources	38(92.68%)	3(7.32%)
Logistics management	17(85%)	3(15%)
Hotel management	6(100%)	0(0.00%)

learning etiquette courses can play more practical value in personal image, work, social communication and interpersonal communication.

The data were processed in a standardized manner. The positive indicator is calculated using Eq. (1) and the negative indicator is calculated using Eq. (2).

$$R_{ij} = (X_{ij} - \alpha_{ij}) / (\beta_{ij} - \alpha_{ij}) \tag{1}$$

$$R_{ij} = (\beta_{ij} - X_{ij}) / (\beta_{ij} - \alpha_{ij}) \tag{2}$$

Calculate the weights of each indicator. Using formula (3) to calculate the weight of the jth indicator of the ith teacher to that indicator, in applying formula (4) and (5) to calculate the entropy value and coefficient of variation of the jth indicator respectively, and finally using formula (6) to calculate the weight.

$$P_{ij} = \frac{R_{ij}}{\sum_{i,j=1}^n R_{ij}} \quad (j = 1, 2, \dots, m) \tag{3}$$

$$E_{ij} = -\frac{1}{\ln n} \sum_{i,j=1}^n P_{ij} \ln n P_{ij} \tag{4}$$

$$G_{ij} = 1 - E_{ij} \tag{5}$$

$$W_{ij} = \frac{G_{ij}}{\sum_{i,j=1}^n G_{ij}} \quad (j = 1, 2, 3, \dots, n) \tag{6}$$

Calculate the comprehensive evaluation index, according to the weight of the jth indicator and the weight of the jth indicator of the i-th teacher to the indicator, use formula (7) to calculate the comprehensive evaluation index of ecological civilization construction.

$$S_i = \sum_{i=1}^n W_{ij} \times P_{ij} \tag{7}$$

Comprehensive ranking based on student evaluations. Based on the results of previous studies and the size of the overall evaluation index, the teaching level was classified into 3 levels.

Table 4. Grading of student evaluations

Level	Scoring criteria	Meaning
I	$0.95 < S \leq 1.0$	Excellent status
II	$0.9 < S \leq 0.95$	Good status, needs further improvement
III	$0.85 < S \leq 0.9$	Fair status, need to strengthen in all aspects

Are students' evaluation influenced by the title, style and teaching level of the teacher teaching the class? Based on the obtained student evaluation results, this paper ranked by class, title, teaching stage, and score, we obtained the following results (Table 4). The four teachers were 1 A.P., 2 Lec. and 1 T.A., but in the ranking of the scores, the assistant professor title had a higher score than the lecturer, and the lecturer had a higher score than the associate professor. Cao taught three classes at first, but due to the restructuring of teaching duties, the 21 Marketing B2 class was handed over to Yu in the 7th week; Su taught four classes at first, and teacher Yu took over the 19 Human Resources 1 class at a later stage. We can see that the two classes taken over by Yu are rated lower than the 98 rating given to Cao in 21 Marketing B2, but higher than the 89.1 rating given to Su in 19 Human Resources 1, probably because Cao has more experience in teaching this course and the teaching format is more popular among students (Table 5). As a result, a high front and low back in scoring was seen in the 21 Marketing B2 class. On the other hand, 19 Human Resources 1 class showed a low front and high back rating. When the students were surveyed, they stated that "our class was good but we were abandoned". The change of teaching staff mid-year led students to believe that "we were better than the other classes, so why didn't the teacher choose us and let the new teacher teach us", which was reflected in the students' comments about the teacher.

3 Integration of Educational Information Technology

"Internet + Education" has spawned the birth of a variety of education modernization platforms, greatly promoted the construction of higher education information system, met the needs of the times and the requirements of education reform. Since 2017, the modern etiquette teaching team has fully grasped the learning characteristics of students in the new era and made full use of modern information technology such as micro-teaching assistants and superstars to carry out curriculum teaching activities evaluation. Micro-teaching assistant includes courseware, sign-in, question answering, classroom feedback, discussion, answering, mutual evaluation, homework, question and answer, online learning and course thinking and politics modules, which broadly covers the all-round needs of course teaching. The integration of educational information technology and curriculum teaching can effectively realize the innovation of teaching means, teaching activity form and teaching content form, promote the deep integration of educational information technology and education teaching.

Table 5. Student Evaluation Results

Teacher	Class	Title	Score	Average	Rank
CAO	19 Marketing 1	Lec.	93.88	94.4	2
	21 Marketing B1		91.31		
	21 Marketing B2		98		
SU	19 Logistics Management 1	Lec.	96.63	93.03	3
	19 Human Resources 1		89.1		
	21 Human Resources B1		90.87		
	21 Logistics Management B1		95.5		
YU	19 Human Resources 1	T.A.	96.03	96.14	1
	21 Marketing B2		96.24		
CHEN	19 Electronic Commerce 1	A.P.	90.74	90.64	4
	21 Electronic Commerce B1		90.15		
	21 Electronic Commerce B2		91.02		

Through the comprehensive application of online teaching platforms and courses, students believe that their self-learning ability (150, 75.38%), ability to analyze and solve problems (149, 74.87%), study habits and methods (136, 68.34%), teamwork awareness (130, 65.33%) have been greatly improved. Finally, students advice that the class venue shouldn't limited to the classroom, it is recommended to go to a venue with a larger space to facilitate the practical demonstration.

4 Conclusions

This kind of online and offline interactive teaching based on network technology enhances students' interest in learning and thinking [10]. The application of modern education information technology represented by micro teaching assistants in modern etiquette classes has solved the problems of teaching resource sharing, process supervision and assessment, ideological and political + comprehensive application, pre-class and post-class test efficiency and quantitative result analysis. Based on the exploration and practice of the first-class course construction of modern etiquette, it greatly promotes modern etiquette first-class curriculum reform and practical application, which conducive to further promote the reform and development of etiquette course.

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