

Research on the Implementation Path and Optimization of the Teaching Model of Development Economics

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Abstract

The "three embedded" teaching mode of Development Economics is a new teaching mode based on PBGS teaching mode, mixed teaching mode and case study teaching mode. Under this teaching mode, through online theoretical learning and offline group case discussion, students can not only learn theoretical knowledge, but also improve their comprehensive ability. In addition, the selection and analysis of economic development cases will also greatly promote the improvement of teachers' teaching and research level. The teaching mode of "three embeddedness" is an innovation of the teaching mode of development economics, and also a beneficial attempt to echo the current construction of new liberal arts.

Keywords

Development Economics; Teaching Mode; Implementation Path; Optimization.

1. Introduction

Development economics is a comprehensive applied economic discipline that studies the process and laws of economic development under underdeveloped conditions, mainly including the research on the laws, theories, models and influencing factors of economic development of underdeveloped countries. As the largest developing country, China should take the development economics theory as the guidance to effectively solve the economic development problems faced in reality in order to move towards a moderately developed country. Therefore, development economics has a good application prospect in China. Learning development economics requires students to master the theoretical knowledge system of development economics first, and then cultivate students' ability to analyze and solve the economic development problems of developing countries, especially China, with theoretical knowledge. At present, under the traditional teaching mode, students are limited to the study of theoretical knowledge and lack the ability to analyze problems. In addition, students' enthusiasm for class is poor, and learning methods of coping with examinations are common, leading to unsatisfactory teaching results.

In view of the problems existing in the traditional classroom of development economics, this paper creatively proposes the "three embeddedness" teaching mode of development economics, which combines the PBGS mode, mixed teaching and case study teaching modes, integrates the teaching process of development economics, and forms an inquiry learning mode with small combinations as its characteristics. This new teaching mode helps students expand their thinking and improve their comprehensive ability by integrating case analysis and group explanation. The curriculum goal is changed from traditional theoretical indoctrination to the cultivation of comprehensive ability, which ultimately realizes the transformation of classroom from teacher centered to student centered, guides students to think actively, and comprehensively improves knowledge skills, process methods, emotional attitudes and values

2. Basic Characteristics

At present, PBGS mode, mixed teaching and case study teaching mode have been studied and adopted to varying degrees in the teaching process of development economics, and have achieved certain teaching results. However, in the actual learning process, the improvement of students' comprehensive ability is still limited. Therefore, it is still necessary to carry out continuous reform on the teaching of development economics. These three teaching modes have both commonalities and respective focuses. Effective integration of these three teaching modes and learning from each other will greatly benefit the improvement of the teaching quality of the curriculum. Therefore, based on the basic characteristics of the three teaching models, this paper discusses the integration of teaching models and forms a new teaching method of development economics.

The project based group study (PBGS) teaching mode is a task driven and inquiry based teaching mode, which mainly includes two factors: project and group. In this teaching mode, teachers design teaching projects and tasks to guide and inspire students, and students complete project tasks in groups through independent inquiry and cooperation. Its main feature is that the main body of teaching activities begins to shift from teachers to students, from simple theoretical learning to combination of learning, and emphasizes the cultivation of students' comprehensive abilities such as problem analysis ability and team cooperation ability. The mixed teaching mode is based on the traditional classroom, relies on the network teaching platform, introduces online teaching means, and simultaneously promotes online and offline "two lines" teaching activities. The key lies in the effective coordination of the "two lines" teaching process. Online learning relies on online teaching resources and focuses on theoretical learning, which is the key to the course and will directly affect whether the classroom of "speaking" can be successfully transformed into the classroom of "debating". On this basis, teachers set discussion topics, carry out offline classroom discussions, and form a mixed teaching mode that pays equal attention to online theoretical offline discussion, theoretical knowledge learning and application ability training.

Case discussion teaching mode is to cultivate students' ability to analyze problems and deepen their understanding and mastery of theoretical knowledge by organizing students to analyze and discuss cases based on the established teaching objectives during the process of theoretical learning. The key of this teaching method is to carry out teaching in the form of group discussion cases, and the center of teaching activities is shifted from teachers to students. Group discussion can enable students to learn from each other and expand their thinking, so that students can "have something to say" in the discussion, stimulate their interest in learning, and truly reflect the original intention of case teaching with students as the main body.

The commonness of the above three teaching modes is that the learning of the course is no longer focused on simple theoretical learning, but on the basis of theoretical knowledge learning, strengthen the cultivation of students' comprehensive quality, including the understanding ability, application ability and cooperation ability of theoretical knowledge. The key of PBGS teaching mode lies in the setting of teaching items and group discussion. The key of mixed teaching implementation lies in the coordination of online theoretical learning and offline discussion. The focus of case teaching is the introduction of cases and group discussion. Therefore, based on the commonalities and characteristics of the three teaching modes, this research combines the three modes and proposes the "three embedded" teaching mode, that is, combining PBGS teaching, hybrid teaching mode and case analysis teaching, while introducing the teaching of development economics, using online and offline hybrid teaching, the online part systematically learns the theoretical knowledge of development economics, and the offline part conducts case studies in groups, By analyzing economic development cases, students can improve their ability to use theoretical knowledge to solve practical economic development

problems. The purpose of this model is to simultaneously improve students' learning and doing ability and improve the quality of curriculum learning. In addition, the screening, analysis and evaluation of economic development cases, on the one hand, are conducive to students' further understanding of the economic development policies of developing countries and broadening their horizons, on the other hand, they also put forward higher requirements for teachers' teaching ability and scientific research ability, which is conducive to the improvement of teachers' teaching and research ability.

3. Design Ideas

The "three embeddedness" teaching mode of development economics adheres to the idea of combining theory with practice, and divides the teaching process into three major links: teaching process design, implementation path design and assessment system design. This paper selects Development Economics (the second edition) edited by Professor Guo Xibao of Wuhan University as the course material of development economics. The specific teaching mode design ideas are as follows.

3.1. Teaching Process Design

Under the "three embeddedness" mode, the teaching process is carried out by combining online and offline. Online teaching relies on the online teaching platform of Superstar Learning Link, releases teaching resources and reference materials according to chapters, and requires students to complete learning tasks on time within the specified time. To ensure the quality of students' self-study, whether they watch the learning videos completely will be included in the assessment system. At the same time, each chapter has homework and unit tests. The topic design should cover the main knowledge points to test the students' learning effect, which is the premise to ensure the smooth progress of offline classroom discussion. In addition, based on the teaching content of this chapter, we formulated teaching projects, set up economic development cases and discussion questions, and made clear the requirements for the answers to be uploaded to the teaching platform. Students will analyze cases in groups and be ready to speak.

Table 1. Teaching Process of Development Economics

Entry name	Teaching methods	Teaching project	Project Tasks
Section Title	Online teaching (preparation before class)	1. Publish teaching resources	Complete teaching video watching and homework on time
		2. Assign learning tasks and assignments	Included in the assessment system
		3. Release economic development cases, discussion questions and answering requirements	
	Offline teaching (classroom implementation)	1. Knowledge points and Q&A	Deeply understand and master theoretical knowledge points
		2. Group presentations and discussions	Complete case analysis and answer discussion questions

After completing the theoretical study and case analysis preparation, enter the offline teaching link. The teacher first talks about the knowledge points and difficulties of this chapter to deepen the students' understanding and mastery of the content of this chapter. Then, the teacher

conducts case analysis in groups. The discussion results are displayed in the form of PPT, encouraging students to speak actively. The teaching process of each chapter is shown in Table 1.

3.2. Implementation Path Design

According to the design of course content, the implementation process of the "three embeddedness" teaching mode mainly includes the following four steps.

3.2.1. Introduction to "Three Embedding" Teaching Mode

First, teachers introduce the concept and composition of the "three embeddedness" teaching model to students, so that students can understand its characteristics and differences from traditional classroom. Second, introduce the curriculum system and teaching process, so that students can have a more comprehensive understanding of the learning process. Third, introduce the curriculum requirements and learning tasks, so that students can clearly understand the purpose of learning and the role change to be achieved in the learning process.

3.2.2. Online Teaching Implementation and Offline Discussion Preparation

Theoretical knowledge learning mainly relies on the network teaching platform, such as the wisdom tree, Mukao, etc. Teachers release teaching videos, reference materials, etc. in advance, and set learning tasks and completion time according to the teaching plan to ensure that students can complete theoretical knowledge learning within the specified time. The online teaching link needs to assign homework tasks to consolidate and test the learning effect and lay a theoretical foundation for the smooth classroom discussion.

In addition, teachers should select cases related to economic development, especially important policies and measures taken by developing countries to achieve economic development, in combination with important knowledge points in the chapters, and organize learning and discussion on them. For example, when teaching the chapter of "material capital and economic development", we can introduce the case of "micro loans created by Professor Mohamed Yunus, which bring hope to poor farmers by providing them with micro loans", and set the following discussion topics for students to discuss: first, analyze the reasons why general financial institutions are unwilling to provide loans to poor farmers; Second, how to solve the risk problems in microfinance. At the same time, set discussion questions and answer requirements, and release them on the platform. For different knowledge points, multiple cases can be set, or multiple discussion questions can be set around a case as the topic of offline teaching project discussion.

3.2.3. Build a Project Team

In order to cultivate students' teamwork ability and improve their participation, teachers should organize students to analyze cases in the form of group discussion after setting economic development cases. First of all, students should be divided into groups of 3-4 people each, not too many, to avoid the phenomenon of "hitchhiking"; Assign project tasks to each group in the form of discussing different cases in different groups, discussing different problems in the same case in different groups, or discussing the same case in different groups; Finally, each group studied their own project tasks, analyzed cases based on the theoretical knowledge learned, and then answered the discussion questions together based on intra group communication.

3.2.4. Offline Classroom Implementation

After the preparation of teaching activities, we will enter the offline classroom discussion stage. The discussion results of the team project tasks are presented in the form of PPT. The teaching practice shows that it is positive for students' interaction to show the research effect through PPT. Before the discussion, teachers need to talk about the knowledge points in the chapters, so that students can form a theoretical system, and explain important economic theories and

models, such as "Harold Domar Model", Nelson's "low-level equilibrium trap" theory, to deepen students' understanding and consolidate the learning effect. Then, the group will display and explain the PPT in order. In order to ensure fairness and rationality, PPT presentation and explanation shall be conducted in the form of group members' explanations in turn. Teachers shall make records of speakers in each discussion to ensure that every student can get the opportunity to exercise. Finally, after each group presentation, other groups should comment on their views, and the teacher should summarize the discussion questions. In the demonstration and explanation link, the teacher should prepare a special discussion record form to comprehensively evaluate the PPT explanation, and comment on the depth of problem analysis, the exquisite degree of PPT production, and the speaker's expression. Under the guidance of teachers, each group will jointly complete the case study to ensure the smooth completion of the project task.

3.2.5. Course Improvement

This process is mainly aimed at integrating and correcting various problems reflected in the implementation of the "three embeddedness" teaching model in the early stage. For example, revise and supplement the imperfections in courseware and videos. Based on the teaching platform, we can share our learning experience through posting; Upload the case analysis PPT to the teaching platform and share learning resources. This link aims to make up for the shortcomings of students in the learning process, further strengthen their grasp of knowledge points, and broaden the subject vision. In addition, by summarizing experience and improving materials, it can also provide a basis for teachers to improve the curriculum and constantly improve the teaching quality.

3.3. Design of Assessment and Evaluation System

Under the traditional teaching mode, the development economics course mainly tests the students' learning effect through the final examination. This "one test to fix the tone" approach is highly one-sided and cannot fully reflect the students' performance in the entire learning process. The "three embedded" teaching model pays more attention to students' participation in the process, and teachers need to develop a more reasonable assessment system to measure students' performance in the entire learning process. Therefore, the assessment indicators are divided into process indicators and outcome indicators.

Among them, the proportion of assessment process indicators under the "three embedded" teaching mode will be higher than that under the traditional teaching mode, so as to comprehensively assess the students' learning process. Under the "three embedded" teaching mode, the process assessment indicators mainly include five aspects: video learning, homework completion rate, chapter test, PPT production, and case analysis accuracy rate. The final examination is still used to test the learning effect of the semester. The evaluation indicators and their proportions are shown in Table 2.

Table 2. Composition and Proportion of Course Evaluation Indicators

Evaluating indicator	Evaluation content	Proportion (%)
Process indicators	Video learning	10
	Job completion	10
	Section Testing	10
	PPT production and explanation	10
	Case analysis accuracy	10
Outcome indicators	Final exam	50

4. Optimization Countermeasures

4.1. Supplement and Update of Online Teaching Resources

Under the "three embeddedness" teaching mode, the learning of the theoretical knowledge of development economics is mainly completed with the help of the teaching resources published on the network teaching platform. Teachers should constantly update and supplement the teaching resources to ensure the integrity and cutting-edge of the resources. There are two main problems at present.

On the one hand, the teaching videos used in the current course match the first edition of Development Economics, but the new economic cases added in the second edition are not reflected. In addition, videos generally focus on simple theoretical explanations, without detailed analysis of cases. In the future teaching process, teachers should join in the explanation of current economic policies and cases of developing countries while teaching theories, strengthen the cultivation of students' ability to analyze practical problems, and ensure that the teaching content is constantly updated and keeps pace with the times.

On the other hand, teachers can enrich reference materials on the basis of the original textbooks, and provide 2-3 classic textbooks of development economics for students' reference. This will help students compare the integrity of the knowledge system, enrich students' knowledge reserves, and enable students to improve their thinking identification ability in the process of comparison, which is conducive to promoting the implementation of classroom discussion.

4.2. Establish a Teaching Team

The smooth reform of the curriculum teaching method requires the cooperation of the team. The teaching team can invite professors, associate professors, lecturers and technicians to participate together, strengthen the communication between members in the improvement of teaching resources, case selection and other aspects of the course, promote mutual learning, and constantly improve the teaching level, such as sharing online video production experience, courseware production technology, classical theoretical analysis, and the latest scientific research achievements within the team, so as to ensure the scientific and systematic teaching of theoretical knowledge. The suitability and cutting-edge of case selection can improve the pertinence and effectiveness of teaching.

4.3. Standardize the Discussion Process

Under the "three embeddedness" teaching model, group discussion is an important part of the teaching process. To ensure the smooth development of classroom discussion, teachers can make further adjustments and improvements from the following aspects. First of all, ensure that the weekly theoretical study and classroom discussion are carried out simultaneously. Before the classroom discussion, the teaching tasks, including teaching resources and teaching projects, are released at least three days in advance, and urge students to complete the preparation of theoretical study and case discussion on time. Secondly, in order to improve the quality of students' analysis and explanation of cases in class discussion, and improve students' attention and participation in class discussion, teachers can rank the scores of each explanation, and give different additional points according to the ranking order, such as 3 points for the top two, 2 points for the top three and 4, and 1 point for the top five and 6. This is used as an incentive mechanism to encourage students to complete the task of case analysis projects with high quality.

5. Conclusion

In view of the shortcomings of the traditional teaching mode of development economics, based on the characteristics of PBGS mode, mixed teaching and case teaching mode, this paper

proposes a "three embedded" teaching mode, which aims to improve the comprehensive ability of students and realize the synchronous development of learning and doing ability while completing theoretical knowledge learning. This paper discusses the characteristics of the "three embeddedness" teaching model, and discusses in detail the design ideas of the curriculum, including the design of teaching process, the design of implementation path and the design of assessment and evaluation. At the same time, it further puts forward suggestions for the optimization of the teaching model. However, the reform of the teaching model of development economics is a long-term and systematic work, which puts forward higher requirements for teachers and students in the process of implementation. Case selection and classroom discussion require teachers to have sufficient knowledge reserves and the ability to capture economic and political hot spots, which directly determines the quality of teaching. Case analysis and explanation require students to have a certain professional foundation and comprehensive quality, which is related to students' learning effect and the quality of course completion, so that the implementation of the "three embeddedness" teaching mode is faced with dual challenges of teaching and learning. At present, the "three embeddedness" teaching model is still in the initial exploration stage of implementation, and the problems in the teaching process need to be further corrected and improved.

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