

Gold Course Teaching Design of Undergraduate Courses in Education Majors

-- Taking Western Education History Courses as an Example

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Abstract

China Ministry of Education proposed the construction of golden courses, which has become the best opportunity to realize the new form of university education and teaching and establish the quality culture of undergraduate courses. The history of western education is a basic course and a core course in the undergraduate courses of education majors in universities. Constructing a golden course in the history of western education helps to improve students awareness of historical thinking and critical thinking ability. The teaching design of the construction of the gold course in the history of western education can be carried out from three aspects: creating a mind map to cultivate divergent thinking; teaching people how to fish and advocating independent learning; exchanges and cooperation to build a learning community. The teaching design of the gold class is of great significance for getting rid of the disadvantages of traditional teaching and cultivating high-quality talents.

Keywords

University; Education Major; Undergraduate Course; Gold Course; Western Education History.

1. Introduction

China higher education is undergoing Double-First Class construction to achieve connotative development. Wu Yan, director of the Higher Education Department of the Ministry of Education, proposed at the 2018 Higher Education International Forum Annual Conference that eliminate poor quality courses and create innovative and challenging as gold courses[1]. In the same year, he proposed at the 11th China University Teaching Forum that in the next four to five years, the Ministry of Education will implement the Double Ten Thousand plan for first-class courses and create 20,000 high quality courses to make the gold class take root. Chinas undergraduate education reform has ushered in a new opportunity for development. Taking the construction of so called golden courses as the starting point, it has become a top priority to realize a new form of university education. In this social and educational context, *western education history* is not only a very important basic course, but also a core course in the undergraduate courses and teaching system of education majors in Chinese higher education. The teaching quality of *western education history* courses is directly related to the learning depth of educational history knowledge, the development of broadening of educational history vision and the improvement of educational history problem analysis ability of undergraduates majoring in education, and also related to whether they have the educational history thinking consciousness of analyzing and understanding educational reality , means of expression and interpretation. Therefore, creating a golden course as *western education history* is not only a practical measure to improve the teaching quality of undergraduate courses in Chinese

universities, but also a matter of course to consolidate the quality of undergraduate teaching in education majors.

2. Theoretical Connotation

Regarding the theoretical connotation of the olden Class, Director Wu Yan put forward the concept of two genders, that is, high-level, innovative and challenging. High-level point to organically integrate quality of course knowledge and cultivate students comprehensive ability and advanced thinking ability to solve complex problems. Innovation reflected in three aspects. First, the course content is cutting-edge and contemporary; second, the teaching form reflects advancement and interaction between teachers and students; third, the learning results are exploratory and personalized. Teachers need to cultivate students inquiry ability, so that students personal characteristics will be brought out. The depth of challenge means that the course must have a certain demand of difficulty, and only teachers and students can work hard together to get it[2]. Professor Lu Guodong believes that the three basic characteristics of the gold class, which includes teacher-student interaction, attention process and strict requirements[3]. Professor Li Zhiyi believes that the gold of gold courses consists of advanced classrooms, which embrace dialogues and openness, also can unite knowledge and action as a whole process and combination of learning and thinking[4].

3. Value and Problems

As a basic course for education majors, the basic value of *western education history* course is to systematically impart historical knowledge of human historical education to students, and to enhance students understanding and cognitive ability of historical phenomena and development processes of human historical education. Moreover, western education history courses can broaden students horizons and cultivate students keen insight. It can lead students to break through the limitations of historical time and space and form a broad perspective. In terms of cultivating and improving students insight, the teaching of *western education history* courses guides students to summarize the experience and lessons of the development and transformation of human education on the basis of showing students the success or failure of human past educational practices and the process of ideological change[5]. However, for a long time, the course of western education history has been one of the most daunting courses for undergraduates majoring in education. The common problem among students is that they are afraid of learning history and think that the knowledge points of western education history courses are relatively complicated, and western education reforms and educational thoughts are difficult to understand. In addition, the traditional classroom teaching of western education history courses also has problems such as insufficient student participation and lack of vigor and vitality in such environment. Due to the influence of the traditional education model, teachers pay more attention to knowledge learning than practical ability, especially in the cultivation of students independent learning and critical thinking ability, and students thinking is frozen and their spirit is absent. Students lack problem awareness, and instead of entering the classroom with serious mental anxiety, they are muddled and aimless.

4. Course Design

4.1. Create a Mind Map

Mind map is a thinking tool and technical method which first proposed by the British Expert Tony Buzan. This method intends to express the abstract thinking state in the mind with more visual means such as lines and graphics. Due to the long-term influence of exam-oriented education, chinas students often encounter difficulties and challenges in the learning process

because they do not know how to think about problems vice versa which problems to think about. In this case, teachers can use mind maps to point out the direction for students thinking and stimulate students brainstorming. For example, when teachers explain the educational thought of Locke, the British educator, they can use mind maps to cultivate students divergent thinking and guide students to think about various issues related to Locke, for example, what era Locke is in is related to his life and educational practice, what kind of political and educational and philosophical views Locke has, what is gentleman education, and what is the difference between it and the old feudal education in England, Lockes works cover a wide range, what are the relevant works; what are the writing characteristics of *Educational Talk*, what is its influence and limitations. The purpose of creating a mind map is to let students understand that the thoughts of educators are inevitably branded with the brand of the times, and their educational thoughts can be compared and studied; educational views are often closely related to political views and philosophical views; Thought is perfect, there must be limitations, so think critically.

4.2. Teaching a Man to Fish

The learning of undergraduate students should be mainly self-study, and students should develop the ability and habit of independent learning. However, autonomous learning is by no means aimless or disorganized learning or shallow learning that is simple and memorized. Deep learning is the core feature of autonomous learning. It is a continuous learning process with high-order thinking as the main cognitive activity. It has high devotion and constructive connotation characteristics. It is also an advanced learning stage that includes complex learning processes. Deep learning requires learners to perform deep processing and meaning generation on the information and knowledge they come into contact with, which is a complex mental activity. Deep learning is also a high-input active learning, oriented to problem solving, and has the characteristics of constructive learning. Deep learning can form a complex cognitive structure, form problem awareness and inquiry spirit, enable students to gradually master the ideas and methods of solving problems, and form high-quality learning quality [6].

Deep learning is a complex mental activity, so it needs the guidance and guidance of teachers, especially the learning of educational classics and abstract theoretical knowledge. This involves the acquisition of strategic knowledge in higher-order knowledge, which is also an important prerequisite for the formation of higher-order thinking. Learning strategies refer to the procedures, rules, methods, skills and control methods that learners learn effectively in learning activities[7]. To train students to actively explore knowledge, teachers should teach students learning strategies and methods, whose value is far greater than the content of knowledge itself, as the saying goes, teaching a man to fish is not as good as giving him a fish. This requires teachers to understand students psychological characteristics, learning styles, and possible learning difficulties. The course of western education history involves background knowledge such as western history and social development, and this is likely to be the difficulty that Chinese students are unfamiliar with and find it difficult to learn. Therefore, teachers can arrange some reference books, academic papers, video materials, etc. for students get warm up before class begin.

In addition, teachers should also strengthen the guidance of educational scientific research methods, such as literature method, historical research method, comparative analysis method, etc., and can also teach students how to consult information and expand reading. Students need to learn how to use the schools library resources, how to use keywords to look up learning materials on websites such as CNKI. After collecting and reading relevant materials, students can summarize their own views on the basis of critical thinking, analyze and demonstrate this view, and then share it with other students in the classroom.

4.3. Exchange and Cooperation

Learning community is a new teaching mode designed based on the constructionist teaching concept[8]. It refers to a group composed of learners and their assistants (including teachers, experts, counselors, etc.), who often communicate and exchange with each other in the learning process, share various learning resources, and jointly complete certain learning tasks, thus forming interpersonal relationships that influence each other and promote each other among members. The learning community is the relationship between teachers and students, students and students through practice and interaction in a specific learning situation. Teachers can allow students to discuss a certain learning topic in the classroom, allowing students to freely discuss and speak and debate in the classroom. Students can also report on learning outcomes, such as keynote speeches, role-plays, scenarios theater performances, etc. For example, students can experience the teaching method of Midwife Technique of the ancient Greek educator Socrates by playing the role of Socrates and his students respectively and having a dialogue. Students can also demonstrate the difference between ancient Athens and ancient Spartan education through sitcom performances. In the process of communication and sharing, teachers also become open teachers. Teachers can participate in students discussions and comment on students presentations; they can also share their published academic papers, books, and life and academic research experiences with students, so as to build a spiritual home that benefits both teaching and learning.

5. Conclusion

Some gold class construction has achieved certain results already. Students learning initiative and enthusiasm for participation have been significantly improved, and their learning methods have changed significantly. Students inquiry awareness and expression ability have been effectively tempered and improved during the construction of the gold class. The effectiveness of the gold class construction is concentrated in the improvement of students comprehensive quality, which is manifested in three aspects. First, students begin to participate in learning and are no longer marginal people who are dissociated from learning. creating a learning environment. The throwing of learning anchors allows students to truly become the main body of learning. Second, the core literacy of students can be cultivated and improved. The core literacy of students includes higher-level abilities such as critical thinking ability, information literacy, and innovative thinking. Brainstorming allows students to start to question and explore, and independent learning enables students to learn to ask questions, analyze problems and solve problems. Third, the learning community promotes communication and dialogue, emotional integration and knowledge sharing between teachers and students.

Chinese course experts have carried out a questionnaire survey to the students. Judging from the feedback the students generally have a positive attitude towards the construction of the gold course. The following are the feed-backs of some students as follows: *Through the course study, I learned about the development process of western education, and also learned to work in a team. The course gave us a lot of rewards. We not only learned to look up information, but also learned to communicate and share. The course taught me to think about problems. Exercised my eloquence and interpersonal skills.*

But this teaching reform also encountered some problems and confusion. First, large classes are the norm in university classrooms, and it is difficult to guarantee every students speaking opportunity if the class size is too large, which affects the quality of speech presentation and free discussion. Second, the construction of the gold class tends to be mere formality, similar in shape rather than similar in spirit. Classroom teaching is likely to appear lively on the surface but does not touch the core issues. For example, in group cooperation, in the process of division of labor, some students were lazy and did not really participate, and the report became a small

number of students learned performances. Third, the exploration of generalization and virtualization. Students may just learn at a superficial level, and copy other peoples views without their own unique insights. Fourth, in the reporting and displaying session, students only pay attention to their own groups display, but do not listen carefully to the speeches of other groups, so it is difficult to make high-quality evaluations. All these problems require Chinese teachers and course experts to continue to conduct in-depth discussions and research, continuously improve teaching, find ways and strategies to solve.

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