

Discussion on the Practical Teaching Reform Model for Undergraduates of Public Policy

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***Abstract:** Public policy education is an important part of China's higher education and plays an important role in cultivating applied government or enterprise management talents. This paper holds that the lack of linkage mechanism between tutors and students is the main reason for the lag of the current teaching and training model. This paper proposes to demonstrate the feasibility of the training model in the teaching of public policy from the aspects of its characteristics, applicable conditions and effects; Combined with the characteristics of public policy discipline, this paper discusses the specific operation process of this model in classroom teaching, social practice and thesis topic selection.*

***Key Words:** Public policy discipline; Reform in education; Training mode of practical teaching*

Because of its authority and publicity, public policy has an important impact on national economic management and social stability, so the teaching of public policy is particularly important. However, the current training mode emphasizes the learning of theoretical knowledge and ignores the application of social practice; Pay more attention to the teaching of course content and ignore the cultivation of students' personality; In the first mock exam, the focus is on the theory.

1. Public policy and its teaching status

1.1 Problems in classroom teaching

The teacher talks about all kinds of theoretical knowledge about public policy, while the students accept it passively, forming a situation that the teacher "teaches only for teaching" and the students "listen only for listening". The knowledge taught is boring, resulting in the weak ability of students' autonomous learning and unable to achieve the teaching goal of public policy. As public policy is a comprehensive and interdisciplinary subject, it often involves the knowledge of politics, economics, management and other disciplines, which puts forward requirements for teachers' knowledge reserve, and the national public policy is formed with the situation of social politics, economy and culture, which requires teachers' knowledge reserve to be continuously self-educated.

1.2 Practical teaching resources are not rich enough

We have tried to focus on practical teaching activities within the scope of the school, because many problems concerned by students are closely related to relevant departments of the school, such as campus safety, psychological problems of poor students, employment problems, etc., which can be promoted through students' practical activities, I hope all departments of the school can also provide convenience for students' teaching practice. Secondly, there is a lack of fixed and institutionalized cooperation units outside the school, and there are still insufficient conditions for students' social practice.

2. Feasibility of introducing "practical" teaching and training mode into public policy education

2.1 The introduction of "practical" teaching and training mode into public policy discipline education can comprehensively promote quality education as the fundamental purpose, focus on cultivating students' innovative spirit and improving students' practical ability, establish a new teaching system of public policy curriculum, and strive to achieve a new level of curriculum quality and teaching quality. The "practical" teaching and training mode requires the construction of an optimized network teaching environment and the completion of teaching video online; Refer to the questions, homework and common questions on the Internet, and establish an online Q & a platform and video interactive platform. The "practical" teaching and training mode can help build a complete and scientific curriculum evaluation and assessment system.

2.2 The "practical" teaching and training mode can help build the practical teaching classroom of this course and ensure the fixation and standardization of the practical classroom. Undergraduate students of public policy discipline improve their public responsibility consciousness and personal service ability through knowledge learning and ability training, so as to improve the overall quality of society and reduce the cost of public service. Undergraduate education of public policy discipline should cultivate senior decision-making talents with "people-oriented" and a sense of work responsibility, social morality and public service consciousness.

2.3 The practical teaching and training mode can fully highlight the educational characteristics of this course. Undergraduate students with professional degrees have relatively weak subject knowledge and rich practical experience. If the training mode adopted abandons the overall characteristics and personality differences of the two types of students, and can not effectively mobilize the coordination and interaction between the two types of students, it is difficult to achieve good training results. The former is limited by the characteristics of public policy discipline, and it is difficult to find a practical platform; In the latter, some high-level students are leaders and "top leaders" in the unit, but they are students' identities in the school, which is difficult to adapt to the rapid change of identity psychologically; The tutor is also an awkward group. The object of their teaching and the students they guide may be groups of the same age, or leaders with higher positions and levels. How to fully perform the responsibilities of teachers, create a good teacher-student relationship and maintain an appropriate superior subordinate relationship is also a difficult problem faced by the tutor.

3. Construction of practical teaching and training model for undergraduates in public policy

3.1 Classroom teaching. In terms of teaching methods, in addition to the traditional methods, we began to use a variety of teaching methods and means, such as case contingency teaching, situational teaching, on-the-spot statements of decision-makers in class, team cooperation and social practice mode, to enhance the teaching effect.

Case teaching method. Teachers accumulate rich cases. In the process of teaching, they guide students to start with real cases, extract some common theoretical thinking, and gradually transition to mature public policy theory. The teaching method from case to theory makes students' understanding of decision-making theory not stay in words, but run through practice, which fully reflects the practical characteristics of decision-making science. Supplement some

cases and audio-visual materials of public policy, such as the proposal to abolish the detention policy for urban floating population, the impact of globalization on public policy, the administrative three-way policy in Shenzhen, the rural tax reform policy, etc. The teaching materials are complete and meet the needs of teaching.

3.2 Practice curriculum design method.

Construction of practical teaching environment. We put part of the activities of practical teaching within the scope of the school. Because many of the problems that students are concerned about are closely related to the relevant departments of the school. Some problems themselves are the concerns and headaches of the relevant departments of the school, such as campus safety, psychological problems of poor students, employment problems, etc., which can be solved through students' practical activities, Therefore, it is hoped that all departments of the school will also provide convenience for students' teaching practice.

Group course practice activities. It mainly guides students to apply public policy research methods to understand policy issues, analyze and describe policy issues, put forward suggestions, lobby relevant departments to implement suggestions, monitor and evaluate the effect, and put forward improvement suggestions. It can cultivate students' ability to analyze and solve problems, social communication ability and cooperative spirit, and enhance students' sense of achievement and public welfare. Students' practical activities are mainly carried out outside class, and students are arranged to report the results of practical activities in class. At the same time, students are encouraged to use multimedia when reporting the research results and group discussion results. Students investigate the problems concerned by our students, go to relevant departments of the school to understand the situation, put forward corresponding policy suggestions, and help relevant departments implement them.

3.3 Constructing network teaching environment.

Install SAS system for statistical data analysis of policy survey. Break through the traditional classroom teaching mode and provide more convenient and flexible services for students' learning. The commonly used office software system, SAS system for policy investigation and statistical data analysis and fast network channel are installed on each computer in the laboratory. 2. The real policy process is simulated by computer. Let students understand the irreversibility of policy consequences and the complexity of real policy process through computer simulation, and cultivate the basic professional quality of future public managers.

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