

Project-based Teaching Reform and Exploration of "Community Social Work"

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Abstract: *Project-based teaching mode has been widely used in many disciplines in the teaching field. "Community social work" as a highly practical subject, but in the teaching process of many colleges and universities, there is a state of separation between theory and practice. In order to enhance college students' cognition of social problems and improve their ability to integrate theory with practice and serve the community, this paper explores the project-based teaching reform in the teaching process of Community Social Work. This paper puts forward a holistic and systematic teaching process of "community concept teaching-community visit-community work mode teaching-community problem demand analysis-community work method and skill teaching-community service plan formulation and implementation-community work process summary". It is believed that through the project-based teaching reform, the potential of teachers and students can be fully explored, and the "teaching" of teachers and the "learning" of students can be truly realized, both relying on the reality of the community.*

Keywords: *Community social work, project, teaching reform, social practice*

1. Introduction

As a professional method of social work, "community social work" plays a direct guiding role in solving social problems, and at the same time, it can become an important basis method for college students' social practice activities. This course can be used as a guiding method for college students' social practice activities. This course can help students in need to master the basic theories and methods of community work, and then enable them to use what they have learned to improve the level of community service practice. This course has been set up in Taishan University for nearly 20 years, and has accumulated certain teaching experience and methods in the process of setting up. However, there are still a series of problems in the practical application process, most of which "sit and talk about the Tao" and adopt the traditional academic way to complete the teaching work of the course. The connection with the community is not enough, and the original intention of "community social work" is lost, and the connection between theory and practice is relatively lacking. Under this background, in order to better combine the development of digital society and cultivate professional and applied social service talents, the curriculum content and curriculum system of social work specialty are reformed, among which the project reform of community social work course is an important link in the reform of curriculum content and curriculum system. Project teaching mode has been widely used in various disciplines ^{[1],[2]}.

At present, many scholars have pointed out the necessity and importance of practical teaching of social work specialty in the research of practical teaching of social work. With the deepening of teaching reform, the teaching mode of "community social work" in China has changed to some extent, and some scholars are exploring the reform of teaching methods. But when it comes to the practical teaching of "Community Social Work" course, although there are related studies, it is only a supplement to the traditional practical teaching mode. The teaching content includes the development course, community work mode, community work method and process of community work, etc. Although some teaching links set up some practical teaching contents, they are only a brief introduction to practical methods and skills, and do not really rely on the real community to form a long-term project-based practical service mode. The teaching of Community Social Work in foreign countries is relatively perfect, and its theory and practice are relatively mature. The typical feature is to keep in touch with the community all the time and truly realize the teaching of this course in the community. Some scholars believe that the cooperation

between social work and community service agencies can improve the professional knowledge of community work and improve the professional practice. However, this requires the efforts and efforts of both sides in order to better realize the effective cooperation between them^{[3],[4]}. In practice, projects are often regarded as an important means of social change^[5]. For example, charity organizations and community good-neighborly organizations in Britain have realized the docking between community work and serving the society. Students' socialization has become an important part of education and learning process^[6].

As a practical course, "Community Social Work" must always be rooted in the real community and combined with the construction of Chinese community in transition, so as to reflect its value and promote the practice of a harmonious society in China. With the orientation of general colleges and universities to build application-oriented universities and the clear direction of local colleges and universities to serve local society, curriculum practice teaching and serving local society have become an important direction for the development of social work specialty. Community Social Work, as the main course of social work specialty, has strong practical significance and is one of the practical courses of social work specialty^[7]. Moreover, if we want to really play the social effect of this course, it is imperative to connect with local society. Therefore, it is of great significance to realize the project-based docking research between the practical teaching of this course and the service place in the teaching process. By studying the connection between the practical teaching of "Community Social Work" course and serving the local society, we should strengthen the practical teaching of social work specialty. According to our own school orientation and professional characteristics, and based on the relationship between universities and society and local specific social problems, we should explore the project reform of the teaching process of "Community Social Work" with operability, remarkable practical effect and strong social benefits and the scientific operation system of the practical teaching of this specialty. Its applicability and operability have great practical significance for the reform of the teaching process of social work specialty in colleges and universities all over the country.

2. Methodology

First, by means of in-depth social reality, the study of Community Social Work course is integrated into real social life, and the specific community problems are taken as the object to tell the course, so as to realize the project docking between the curriculum theory and serving the local society.

Secondly, using the teaching method of "putting forward projects-analyzing projects-designing projects", we can guide students to learn to learn actively, improve their practical application ability, deepen their understanding of the value of community social work, and cultivate students' professional outlook, sense of responsibility and professionalism.

Thirdly, establishing a professional trust relationship with local communities, realizing the docking between colleges and local communities, and enabling students to learn to use the methods and skills of community work in project practice can provide a practical base for the development of community work, and at the same time provide certain ideas for the current community construction in China.

Fourthly, the practical work of community project carried out by students only focuses on the specific problems of the community. According to the characteristics of the community itself, starting from the real needs of community residents, through the professional methods of community work to help solve the problems of community residents and promote the construction of a harmonious community.

3. Results

After several years of teaching reform and practice, a complete practical teaching system of "community social work" has been formed. On the one hand, this teaching system can better guide the practical teaching activities in the future, on the other hand, it also provides relevant practical teaching reference for other courses of social work major.

The project-based teaching reform of "community social work" has achieved remarkable results in the implementation process of students majoring in social work in our school. Students not only get the opportunity of professional practice and enhance their professional recognition, but also the project-based community service work has been recognized and praised by community members. On the one hand, it can give full play to students' initiative and initiative, so that students can observe social phenomena, put forward social problems and actively think about solutions. They not only learned relevant professional

theoretical knowledge, but also deepened their understanding of the real society and their ability to solve practical problems through the project-based community service activities provided in the community. According to the theory and actual situation, a detailed community service plan is formulated. On the other hand, we should guide students to apply their knowledge to specific communities to realize students' active learning, use community real life cases, improve students' practical application ability, find the value of social work occupation, and cultivate students' professional view.

In the process of teaching reform, the whole system teaching process is put forward from "community concept teaching-community visit-community work mode teaching-community problem demand analysis-community work method and skill teaching-community service plan formulation and implementation-community work process summary". In this process, teachers' "teaching" and students' "learning" all rely on the reality of the community, fully explore the potential of teachers and students, and realize the service to the society in the teaching process.

Colleges and groups actively contact the community, give full-time teachers a social space to carry out the project reform of "community social work", encourage young teachers to participate in various work in the community, and have a deep understanding of the community. Community workers are invited to hold conferences and discussions on different projects for teachers, so as to increase the proportion of "double-qualified" teachers. Promote teachers' teaching and students' learning with projects, encourage college students to actively go deep into the community, form deep ties with the community, and participate in the development of various social undertakings in the community, such as elderly associations in the community, community after-school services, community cultural construction, etc.; Encourage professional teachers to present the assessment of "community social work" in the way of completed projects, truly realize the combination of university knowledge and social reality, and guide the understanding of various social problems in the community and the completion of social work with theory. Guide students to participate in all kinds of college students' innovation and entrepreneurship competitions, and encourage teachers to participate in all kinds of young teachers' professional course lecture competitions. Refine typical teaching cases and practical teaching cases from social practice activities.

4. Discussions

4.1. The Necessity of Teaching Reform of Community Social Work

With the deepening of the reform of education system, the change of talent training objectives of higher education and the employment problems faced by college students after the continuous expansion of enrollment, all courses are actively exploring relevant practical teaching experience. The teaching reform of "community social work" and "project" has gradually attracted attention ^{[8]-[10]}. Practical and social nature of "community social work" course itself meets the requirements of social management innovation at present. In the teaching process, actively explore the docking mode between the social practice of this course and serving the local society, and build a platform for the development of students' practical ability. Compared with traditional teaching, it has its own advantages.

First, it is conducive to the improvement of students' own quality. Through the docking with the social service project, students can not only know more about the society, get involved in the society, but also develop their practical ability, promote the development of students' employment adaptability and employment skills, apply what they have learned to serve the society, improve their employment quality and enhance their employment competitiveness. Second, it is conducive to improving the efficiency of community service and team building. From the actual needs of community development and current community management services, the short-term training of community workers can no longer meet the needs of current community public management, and community service needs a team with high public service ability and strong public service awareness. It has become an important trend of community construction that social work majors in colleges and universities intervene in the related work of community administrators and participate in local community construction. Third, meet the needs of the transformation and development of local undergraduate colleges. In the new period, from the central government to teaching and research personnel and the public, the voice of advocating the transformation and development of local undergraduate colleges to take the road of talent training based on the combination of production, education and research and school-enterprise cooperation is getting higher and higher. With the accelerated development of China's economy and society, the service and demand for social work are becoming more and more vigorous, and the construction of professional social work talents has been put on the agenda.

4.2. Problems to be paid attention to in the project teaching reform of Community Social Work

Social work major, as a highly practical major, should pay attention to the practicality of each course in course study, while Community Social Work, as one of the main courses of this major, should pay more attention to the combination of theory and practice in the teaching process to realize the docking with the community. The teaching reform of this course expands students' learning from classroom to real community, combines professional theory with the actual needs of society, and realizes the "trinity" of teaching benefits, that is, the improvement of teachers' teaching level, the strengthening of students' learning quality and the acquisition of social needs. Therefore, it truly reflects the characteristics of practice, service and social integration of community social work. In the process of project reform, we should pay attention to the following problems:

First, teachers' role orientation and related tasks. Teachers are responsible for studying and formulating the detailed teaching plan and syllabus of practical teaching of this course. Form a teaching framework of "community work" with "students' subjective participation as the core and the actual needs of the community as the basic intervention point. Mainly responsible for explaining professional theories in class, so that students can have a preliminary and comprehensive understanding of relevant community theoretical knowledge. At the same time, summarize and guide the relevant work done by students in class.

Second, students' role orientation and related tasks. While mastering the theoretical knowledge of the major, students actively cooperate with teachers' experimental teaching simulation and situational teaching, and arrange certain situational dramas independently to better understand the professional knowledge.

Third, community role orientation and related tasks. Community provides a platform for field practice for teaching. In this platform, students make full use of the knowledge community, adopt the methods and skills of community work, understand the community, design relevant service programs for the specific problems existing in the community, and provide professional knowledge and services for the development and construction of the community.

Fourth, the relationship among teachers, students and communities. At present, many majors in colleges and universities are out of touch in personnel training, serving the society and students' employment. In the docking mode of "community work" practical teaching and serving the society, teachers comprehensively discuss the combination of teaching theory and practice, guide students to go deep into social reality, and students use their knowledge to serve the society and improve their ability to use theory to intervene in the community. Community provides a platform for students to serve the society, which not only provides a practice base for colleges and universities, but also introduces professional knowledge for themselves, so as to realize their own community construction and provide ideas for current social governance. The connection between practical teaching and serving the society, the combination and support of the two teaching contexts, reflects the close combination of theory and practice in the teaching of Community Work, and forms the link between the teaching process rooted in the real society and realizing personnel training, social service and employment.

4.3. Significance of carrying out the project-based teaching reform of "community social work"

At present, many scholars have pointed out the necessity and importance of practical teaching of social work specialty in the research of practical teaching of social work specialty, but the practical teaching of community work course is only a supplement to the traditional practical teaching mode although there are related researches. However, this teaching reform project is based on the relationship with universities and society, and based on local specific social problems. It has the characteristics of operability, remarkable practical effect and strong social benefits. In the process of reform, its achievement level is relatively high, whether it is written records, activity plans or social impacts.

First, whole systematic teaching process proposed in this achievement is actually a process of "from theory to practice, and then testing theory in practice", which is generally applicable to the practical teaching activities of "community work" of social work majors and has reference significance for the development of other social work practical courses.

Second, Experience and achievements gained from this practice teaching reform have extensive popularization and application value, which can provide useful reference for the social work curriculum reform in similar colleges and universities, and can provide a more practical teaching reform scheme. Change the current situation that the teaching of "community social work" is divorced from the society

in the past, as well as the simplification and formalization of the practice process and form, and truly form a docking mode of long-term systematic and effective professional practice and project-based service to the society.

Third, On the other hand, because this model can make students really participate in the real life of the community, make service plans and provide services according to the needs and problems of the community, it can drive the participation of the community residents themselves and provide some reference for the current community construction in China.

5. Conclusions

At present, the major of social work has been a relatively mature major in many western countries and regions. However, in China, sociology and social work majors were abolished in the "faculty adjustment" in 1952, which caused the stagnation of professional development. It was not until 1980s that social work majors were reopened. From the time point of view, the major of social work in China is still a new major. The practical teaching of many courses is in an exploratory stage, and there are many problems. First, professional practice is insufficient, and active participation in community service is less. China lacks the history of social work development, and social institutions with professional ideas of social work are scarce. It is difficult for colleges and universities to find an ideal community. Students' social practice content is generally to act as clerks and run errands, and they rarely use the theory and method of community work to actually participate in community service. Second, the practice time is short and the effect is not good. China Social Work Education Association requires that the social work practice in colleges and universities should not be less than 600 hours. In fact, in the teaching process of social work, the time distribution of theoretical education and practical education is unreasonable, and the time of social practice is insufficient, which is far lower than the practice hours required by social work associations. Third, theoretical teaching is the mainstay, supplemented by practice. Theory and practice should complement each other and develop together, but in actual teaching, due to the limitation of objective factors, teachers often give priority to teaching, while community participation is particularly small. In a word, in the past teaching process, this course often pays attention to teaching theory and teaching knowledge, but students only accept it passively, the learning effect is not good, and the learning interest is not strong. Through practical teaching reform, the classroom can be extended to the society, and the combination of theory and practice can be realized, so that college students can master the methods and skills of community work in specific community service, realize students' active participation and improve their learning enthusiasm.

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