

# Research on "Workshop" Practice Teaching System of Social Work Specialty Based on "Service-Learning" for Industry-Education Integration—Take the Example of College H

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**Abstract:** Social work major is a discipline with strong application, and its practice teaching is an important link in the training of social work professionals and the core of social work professional education. Taking the practice teaching of social work professional practice in H university in Hubei Province as an example, this study analyzes and explores the necessity and feasibility of student-oriented through the innovation and integration of teaching content and methods, the creation of teaching environment, the reform of teaching evaluation, and the embedding of service learning into the teaching of social work professional with the background of the integration of industry and education. In connection with the characteristics of the service learning mode and the fact that the practice of service learning in social work majors in colleges and universities is still in the exploratory stage, in order to give full play to the role of service learning in the cultivation of talents in social work majors, countermeasures such as constructing the corresponding teaching guarantee system and operation mechanism, optimizing the relevant curriculum system and implementation plan, and strengthening the supervision and interaction in service learning are proposed.

**Keywords:** service learning; social work; industry-teaching integration; workshops

## 1. Introduction

"Industry-education integration" refers to the integration of industry (industry, enterprise) and education (mainly school education), mainly involving the coordination of industrial development and educational development; at the micro level, "industry-education integration" refers to the integration of production and teaching, mainly involving the docking of the production process and the teaching process. The specific contents of the integration of production and education include the docking of specialties with industries, the docking of schools with enterprises, the docking of curriculum content with occupational standards, and the docking of the teaching process with the production process.<sup>[1]</sup> Industry-education integration is the in-depth cooperation between industry and education, and the in-depth cooperation between institutions and industrial enterprises to improve the quality of their talent cultivation. At the end of 2017, Several Opinions on Deepening the Integration of Industry and Education issued by the General Office of the State Council signified that the integration of industry and education not only optimizes the structure of higher education, but also becomes an important strategic approach and institutional design to solve the contradiction between the supply and demand of talent and to optimize the structure of the population's quality. In 2019, the release of the Implementation Measures for Building Industry-Education Integration Enterprises (Trial) more fully mobilized the enthusiasm of industries and enterprises to participate in the integration of industry and education.<sup>[2]</sup> In the same year, the adoption of the National Pilot Implementation Program for the Construction of Industry-Education Integration marked that the integration of industry and education has gradually risen to become a strategic engine for the high-quality development of the national economy, and has become an important measure to promote the comprehensive reform of education, industry, and talent<sup>[3]</sup>. Since 2020, documents such as the Overall Program for Deepening Education Evaluation Reform in the New Era and the Action Plan for Improving Quality and Excellence in Vocational Education (2020-2023) have been released, pointing out the direction of comprehensively deepening the integration of industry and education and

empowering the high-quality development of education in the new era.<sup>[4]</sup>

In March 2021, social work was included in the 14th Five-Year Plan and the Vision 2035 Outline, which, under the framework of improving people's quality of life and raising the level of social construction, pointed out that it is necessary to give full play to the roles of group organizations and social organizations in social governance, and to smooth and regulate the ways in which market entities, new social strata, social workers and volunteers can participate in social governance, i.e. social work can play an important role in strengthening and innovating social governance.<sup>[5]</sup> So far, China's social work has been rebuilt for more than three decades, and more than 400 undergraduate and specialized colleges and universities nationwide have opened social work majors, and more than 180 colleges and universities have opened master's degrees in social work, and there are a total of 17 doctoral programs in the direction of social work nationwide.<sup>[6]</sup> On the other hand, the contradiction of "focusing on theory but not practice" prevails in the development of social work in domestic colleges and universities, and there is a serious lack of attribution and understanding of the "specialization" and "professionalization" of social work. There is a serious lack of understanding of the attribution and awareness of social work "specialization" and "professionalization".<sup>[7]</sup> At present, from the point of view of students' training mechanism and curriculum practice system, it is still necessary to further deepen the reform, and reach the training objectives of organic combination of theory and time, ability enhancement and professionalism, and valorization from the depth and breadth. This study takes the practice teaching of social work practice in University H of Hubei Province as an example to analyze and explore the practice teaching system of "workshop" based on "service-learning" for the integration of industry and education of social work majors.

## 2. Connotation of the concept of "service-learning"

Service learning mainly refers to a teaching method or talent cultivation model that combines curriculum learning with community service. Service learning emerged in the United States in the 1960s, and later became a major feature of American education and was borrowed by countries around the world. The research and practice of service learning in China has achieved certain results in the fields of pedagogy, medicine, civic education, social work and other professional fields. There is no uniform definition of service learning. After the concept of service learning was introduced into China, through combing the definitions of foreign and domestic scholars, we found that the core element of service learning is the combination of service and learning, focusing on the intermingling of the two and mutual support. The social work profession has a natural fit with the concept of service learning. On the one hand, the attributes of the social work profession emphasize applied social sciences, focusing on the combination of professional practice and local services. On the other hand, the role requirements and implementation framework of service learning for teachers and students are compatible with the role-playing and practice process of social workers.<sup>[8]</sup>

The "service-learning" mode refers to the combination of in-class learning and social service, learning in service, reflecting in learning, learning again after reflection, and ultimately forming a regular, virtuous cycle of professional "four-in-one" talent training system. By taking the "service learning" mode as a handhold, strengthening the cooperation mechanism between schools, government, industry and enterprises, utilizing the dual reform of curriculum and practical training, and promoting the development of industry-teaching integration mode, we can better solve the problem of cultivating the practical ability of social work talents, effectively promote the professional identity of the students, promote the development of scientific research, and enhance the ability to serve the society.

Through service learning, students can shape a sense of fairness and justice, a sense of social responsibility and a sense of mission of the times in the community as a practice scenario, and establish a solid spirit of service in an education that is in line with the concept of the profession. In addition, the creative ability of social work students can be exercised and cultivated in service learning, and the enhancement of creative thinking ability can be realized in the process of thinking and critiquing by applying professional knowledge to social services. Embedded in social work education, service learning, through the interactive integration of school and society, can enhance students' professional concepts more effectively, and can also change the perception of the general public, including students' parents, about the profession to a certain extent, thus enhancing their identification with the social work profession and industry, and promoting the steady development of the social work profession and industry.<sup>[9]</sup>

### **3. Workshop" Practical Teaching System Based on "Service-Learning"--Taking College H as an Example**

"Workshop" refers to a group of people gathered together, through mutual research, discussion, communication, to find solutions to problems, in this model there are participants and facilitators, etc., the participants are those who participate in the activities, while the facilitator refers to the organizer of the activity. For the workshop teaching mode, the participants are the students and the facilitator is the teacher, which fully embodies the students' main position in learning.

The Social Work Workshop in College H establishes a "mentor-apprentice" type of teaching relationship, which is oriented to the output of students' learning outcomes, and requires students to complete a needs assessment of service recipients and formulate a concrete and actionable service planning plan under the guidance of social workers and professional teachers. Students are required to assess the needs of the service recipients, formulate specific and actionable service planning programs, and carry out volunteer services in the field by introducing real caseworkers. The workshop focuses on in-depth cooperation with social work organizations and enterprises, and develops and produces practical training software for volunteer service workshops, professional social work service case banks and other practical training software, and combines industry-academia-research to produce a large number of volunteer service projects and case results. The combination of industry-academia-research has produced a large number of volunteer service projects and case results, providing strong support for students' learning, teachers' research and enterprises' product development.

Since the first batch of postgraduate students were recruited in 2019, the social work program of University H has been carrying out social work practice courses, adhering to the theory of "unity of knowledge and action" to guide the practice of the courses, advocating and training the hands-on ability of the students and their ability to participate in social services, and focusing on the integration of the classroom theory of social work teaching and applying the theory of social practice in the course. The college has set up three projects for the Ministry of Education's industry-university cooperation and collaborative education program, namely: social work "workshop" comprehensive practice training mode construction project, social work "workshop" practice teaching mode construction and teacher training program, and community correction practice teaching mode construction project. The three projects are: social work "workshop" comprehensive practice training mode construction project, social work "workshop" practice teaching mode construction and teacher training project, community correction practice teaching mode construction project.

#### ***3.1 Pedagogical objectives of the Workshop***

To create a culture of seeking truth and pragmatism, classroom teaching and extracurricular learning correspond to each other. Adhering to the concept of "unity of knowledge and practice, linking theory to practice", the Department of Social Work Teaching and Research, through the "multi-integrated" practice teaching mode, allows students to form a self-will driven in the learning process, fosters a good learning culture, and encourages students to really learn to master practical skills in practice. The college carries out academic salon to expand the knowledge structure and ability of learning and practicing. The college carries out academic salons to expand the exchange platform for study and practice. The Social Work Teaching Institute carries out social work academic salon activities on a regular basis with a wide range of contents, and at the same time, hires professional social work teachers to make comments on a regular basis to help professional students to broaden their knowledge system, and at the same time, let students find the interest of professional knowledge from academics and create a good atmosphere of "emphasizing the theory and strengthening the practice" and "being practical and pragmatic".

Encourage students to expand their professional horizons and improve their practical skills. Through the academic sharing of practice experts and participation in relevant professional competitions, students can understand the important and difficult points and solutions in the process of social work practice, combine international vision with local experience, academic research with practice skills, and join hands with excellent teachers and practitioners both inside and outside the university, focusing on the cultivation of students' professional knowledge and practice skills.

Strengthening the construction of practice bases to cultivate professionals. Since the establishment of the workshop, the social work teachers' team has been committed to the construction of social practice bases, and has established internship partnerships with more than ten organizations, effectively integrating and utilizing the existing practical training resources, developing relevant practical teaching resources, enhancing the level of practical teaching, as well as expanding the off-campus social work

practical training places, so as to improve the effect and quality of students' internships. The innovative practice teaching mode can provide rich elements and nutrients for the construction of "double stream" courses and the construction of course ideology and politics, and lay a solid practical foundation for the improvement of the level of professional education and discipline construction. It will provide enterprises, institutions, civil affairs-related government departments, social work organizations and other institutions with professional and technical talents with ideals and beliefs and responsibility, and play a professional role in promoting people's improvement of quality of life, raising the water level of social construction, and the participation of social organizations in social governance.

### ***3.2 Curriculum of the Workshop***

"The Workshop has two core sessions: a theory course on volunteerism and a workshop on community volunteerism. The theory course is set up for 3 credits and 48 hours, with classroom theoretical lectures as the main focus, mainly involving the basic concepts and practical theories of volunteering, the rule of law and policies of volunteering, and the management of volunteering projects and other highly theoretical contents. Another 128 hours of practical teaching in volunteer service workshop is set up. According to the professional field of volunteer service, combined with the real needs of the community, six thematic workshops are set up for helping people in difficulty, intervening in major public crisis, pension volunteer service, legal aid volunteer service, volunteer management, and helping minors in difficulty, and each theme is set up to simulate the training room and the field service, and real caseworkers are invited into the training room, and professional social workers are assigned to the training room. In the training room, professional social workers and teachers guide students to complete service demand assessment, service project planning and rehearsal of the service process, and then lead the students to go into the community to implement the service plan and form a number of service results.

**Thematic Workshop on Helping People in Difficulties.** The Special Topic Workshop on Helping People in Difficulties guides students to train in the role of a social worker to participate directly in the service process of people in difficulties, to familiarize themselves with the process and requirements of social work for people in difficulties, and to master the basic methods and skills of social work. Students are guided to understand different types of people in difficulty, such as poor families, people with disabilities, widows and orphans, and so on. Help students understand the difficulties and needs faced by these groups of people. Secondly, students are guided to develop empathy and a sense of caring for people in difficulty through discussion and story sharing, encouraging students to think about how to face people in difficulty with genuine concern and respect, and then teaching students communication skills with people in difficulty, such as listening, respect and patience.

**Thematic Workshop on Intervention in Major Public Crisis Events.** Case studies are used to enable students to understand the practice and challenges of social work in major crisis events and the practice and challenges of social work in major crisis events such as insufficient resources, ethical dilemmas, etc. Secondly, students will be divided into small groups to discuss the role and significance of social work in major crisis events and to guide students to think about how to participate in major crisis events. Further, students are organized to participate in simulated exercises of major crisis events, such as volunteering, donating materials, participating in community organizations, etc. so that students can understand the role and significance of social work in practice.

**Elderly Volunteer Service Workshop.** The Elderly Volunteer Service Workshop familiarizes students with the process and requirements of elderly social work by guiding them to participate directly in elderly social work services, and develops their expression and professional ability as professional social workers. The first step is to select topics to introduce the definition, development history and significance and value of elderly volunteer service, so that students can understand the basic concepts and theoretical basis of elderly volunteer service. Secondly, case studies are introduced to let students understand the current situation of elderly volunteer services and the challenges they face, such as the diversified needs of the elderly and the lack of service resources, etc., so as to stimulate students' sense of social responsibility and sense of participation. Finally, through reflection and discussion, it promotes students' in-depth thinking and understanding of practical experience, and strengthens their knowledge and experience of elderly volunteer service.

**Legal Aid Volunteer Workshop.** "Under the guidance of professional teachers and vocational social workers, students carry out legal aid social work services under the guidance of "master and apprentice", exploring the path of improving students' skills and serving the society in practical teaching.

**Volunteer Management Workshop.** The first session of the volunteer management workshop is to give

students reference to real cases of volunteer recruitment and ask them to simulate the volunteer interviews in groups, through which students can learn and master the links, processes, and recruitment requirements of volunteer recruitment. According to the group discussion, each group design their own program, can be role-playing, simulated reception. It can also be through the discussion directly come up with ideas to solve the problem. The second session is a classroom lecture by the teacher on the needs assessment of volunteer services for groups in difficulty, introducing the specific needs of different groups in difficulty, and the students learn to discuss and rehearse the methods and processes of assessing the needs of service recipients.

*Table 1: Thematic map of volunteering "workshops"*

Practice Teaching Session Topics	educational content	teaching goal	program of implementation	Cumulative number of clients served
Support for people in difficulty	1. Selection of topics 2. Case introduction 3. Course preparation 4. Group practical training 5. Analytical summary 6. Course Summary	To guide students to train as social workers to participate directly in the services for the needy, familiarize themselves with the process of social work for the needy in the process, and enhance their communication and intervention skills.	3 hours of classroom instruction 12 hours of post-course practice	30
Intervention in major public crisis events	1. Selection of topics 2. Case introduction 3. Course preparation 4. Group practical training 5. Analytical summary 6. Course Summary	Guiding students to observe and participate in volunteer services in major crisis public events and emergency volunteer services in disaster emergencies, so as to cultivate students' ability to deal with emergencies and crisis management	8 hours of classroom instruction 8 hours of post-course practice 8 credit hours of agency visits 8 credit hours of social service	50
Elderly volunteering	1. Selection of topics 2. Case introduction 3. Course preparation 4. Group practical training 5. Analytical summary 6. Course Summary	To guide students to train in the role of social workers to participate directly in social work services for the elderly, and to cultivate the spirit of volunteerism and the ability to integrate and coordinate resources.	8 hours of classroom instruction 8 hours of post-course practice 8 credit hours of agency visits 8 credit hours of social service	90
Legal aid volunteering	1. Techniques and considerations for receiving clients 2. Methods of recording talking points 3. Make a decision on whether to accept the commission	Guiding students to observe and participate in voluntary legal aid services and training them in legal research and problem-solving skills	3 hours of classroom instruction 9 hours of post-course practice	20
Volunteer management	1. Volunteer management 2. Management of volunteer organizations 3. Capacity-building for volunteerism	Understanding and knowledge of volunteer management, concepts and practical operation of volunteer organizations, enhancement of students' organizational and leadership skills	3 hours of classroom instruction 3 hours of post-course practice	50
Minors in distress	1. Selection of topics 2. Case introduction 3. Course preparation 4. Group practical training 5. Analytical summary 6. Course Summary	Guiding students to intervene in real cases of minors' services to enhance their communication and counseling skills	8 hours of classroom instruction 8 hours of post-course practice 8 credit hours of agency visits 8 credit hours of social service	20

Workshops for minors in distress. With the theme of volunteering to help children in difficult

circumstances, the Workshop on Helping Minors in Difficult Circumstances carries out the "Love Painting Children's Dreams" Life Education Theme Picture Book Therapy Group for the minor children of incarcerated persons, adopting the method of situational picture book education and reading picture books as the main body, to enhance the group members' understanding of the process of life, and to strengthen the members' affirmation of the significance of life and personal values. The group adopted a scenario-based picture book education method to enhance group members' understanding of the process of life, strengthen their affirmation of the meaning of life and personal values, and convey the concept of cherishing life and taking life seriously. By introducing the concept of minors in distress to the students and telling them about the target audience of this group work - the minor children of prison inmates - and by using picture book therapy to guide the group members in answering and solving the problems, the cognitive initiative of the group members is fully utilized, and the spirit of inquiry and creativity in the acquisition of knowledge is developed. As shown in table 1: Thematic map of volunteering "workshops".

### 3.3 Assessment and evaluation of the Workshop

Table 2: Chart of teaching evaluation results (student comments)

Type of course	Level indicators	Secondary indicators	full marks	Community Volunteering Workshop	
				Number of participants	Evaluation results
general class	attitude	Enthusiasm, positive attitude, responsible for teaching, well-prepared for lessons, serious and committed in lectures	15.00	21	14.94
general class	teaching goal	Lectures are informative and informative, highlighting key points and clarifying difficult points	25.00	21	24.88
general class	Teaching methods	Adoption of appropriate teaching forms, focusing on the cultivation of students' innovative awareness and practical ability	25.00	21	24.82
general class	teaching effect	Setting and checking the completion of homework according to the syllabus and course characteristics, conducting different forms of extracurricular tutorials in a timely manner, and guiding students to learn independently.	15.00	21	14.88
general class	homework help	Effective and rewarding for students	20.00	21	19.94
Evaluation results				21	99.46

Returning to the classroom, the teacher will guide the students to complete the course assessment case writing, and conduct group discussion and mutual evaluation with the teacher's comments to clarify the definition of the problem of the service recipients, the theoretical basis of the service, and to examine the process of the field service, the practical operation and management process, as well as the social worker's communication style and skills. Through the process evaluation and effectiveness assessment, teachers and professional social workers will jointly give the service effectiveness evaluation and assessment marks.

The course adopts the combination of the usual practical training performance and the completion of practical tasks at the end of the course for course assessment, with the ratio of the former to the latter being 5:5. It has reformed the traditional way of course evaluation, adopting the combination of teachers' self-assessment and analysis at the end of the course, students' assessment through the university's academic evaluation system, teamwork and discussion among teachers of the teaching department for improvement, and supervision by the director of the teaching department. Through the curriculum reform, students are provided with a large amount of timely and effective training in social work practice, and are able to better apply the theoretical knowledge of the curriculum to practice, which lays a good foundation for graduates' employment and further study. The results of teaching evaluation (students' comments) is shown in the Table 2.

### 3.4 Workshop outputs

After years of exploration and efforts, the "Workshop" practice teaching mode of social work in H universities has achieved good results in talent cultivation, project incubation, teaching and learning, service to the local community, etc., and has been widely acclaimed by the government, enterprises, institutions and social organizations.

#### 3.4.1 Research outputs

In the past five years, based on professional practice, teachers of social work majors in H colleges and universities have presided over and declared 14 successful scientific research projects, more than 20 topics of the Ministry of Education, and 24 provincial social science planning projects, and published 15 academic monographs or translations. Among them, "Research on Practice Teaching Mode of Social Workshop" was awarded the project of Ministry of Education's Industry-University-Research Collaborative Educational Program in 2020, "Comparative Research on Integration Mode of Medical and Nursing Integration under the Perspective of Integrative Care" was awarded the project of National Social Science Foundation, and the teachers of the course team were awarded the Second Prize of Hubei Provincial Government Teaching Achievement Award. Teachers of the course team won the second prize of Hubei Provincial Government Teaching Achievement Award, and the backbone teachers of the teaching team presided over the research project of Hubei Provincial People's Congress on charitable legislation, the project of formulating the 13th Five-Year Plan for the Elderly in Wuhan, and the project of formulating the regulations on the management of volunteer services in Wuhan. The results of research projectstis is shown in the Table 3.

Table 3: Chart of results of research projects

Project name	Project Type	Project Status	Type of contract
Exploration of Smart Elderly Care Model in the Context of Population Aging	orthogonal	finalized	technology development
Study on the Development of Elderly Institutions in Huangpi District of Wuhan City	orthogonal	finalized	Technical Services
Study on the Survival Dilemma and Optimized Development Path of Private Elderly Institutions	orthogonal	finalized	Technical Services
Research on the teaching model of social workshop practice	orthogonal	finalized	technology development
A Comparative Study of Integration Models of Health Care Integration from an Integrated Care Perspective	orthogonal	finalized	technology development
CCS Volunteer Gas Station Supervision Program	orthogonal	finalized	Technical Services

#### 3.4.2 Project outputs

Since the beginning of the school, the social work major of University H has been committed to the research and service practice of grass-roots community governance, especially for community service, University H has fully integrated Wuhan Chuxin Social Work Service Center to extensively carry out urban community governance and service, with more than 3,000 hours of direct service and more than 2,0000 person-times of service in total.

The practice teaching of master's degree in social work in University H insists on rooting itself in the grassroots, focusing on the central work of the party and government, social hotspots and the needs of the residents, and actively serves the local social development of Wuhan. The service targets are mainly urban and rural community governance, focusing on the development of community social work and children's social work, and gradually expanding to the fields of medical social work, school social work, corporate social work, etc. The following figure shows that in recent years, the social work programs of College H have been recognized by the government and the public. Map of projects serving the community is shown in the Table 4.

Table 4: Map of projects serving the community

Name of cooperation agreement	cooperative unit	typology	service hours	Number of services
Wuhan Economic and Technological Development Zone Chaokou Street Tongde Community 2022 Benefit Project	Tongde Community Residents' Committee, Chaokou Street	Comprehensive Agreement	first year	50
Chaokou Street Social Work Station Construction Service Project	Wuhan Economic and Technological Development Zone (Hannan District) Civil Affairs Bureau	Comprehensive Agreement	first year	60
Chaokou Street Ningkangyuan Community 2022 Beneficiary Services Program	Residents' Committee of Ningkangyuan Community, Chaokou Street	Comprehensive Agreement	first year	65
Wuhan Economic and Technological Development Zone Sahui Street Moon Bay Community Youth Summer Care Class Project	Residents' Committee of Moon Bay Community, Sagami Street	Comprehensive Agreement	two months	40
Wuhan Economic and Technological Development Zone Sahui Street Mud Lake River Community Youth Summer Care Class Project	Residents' Committee of Naihuhe Community, Saikou Street	Comprehensive Agreement	two months	55
Project of "Hazel Sacred Flower" Mediation Volunteer Service Team of Hundred Flowers Street Community, Sahui Street, Wuhan Economic and Technological Development Zone	Sagami Street Hundred Flowers Street Neighborhood Council	Cultivation of social organizations	trimester	55
Chaoyang Street Social Work Station Construction and Service Project	Wuhan Economic and Technological Development Zone (Hannan District) Civil Affairs Bureau	Comprehensive Agreement	first year	35

### 3.4.3 Competition outputs

Table 5: Competition results output map

Service	Name of the contest	awards
Survey on the current situation of custody of minor children of prison inmates	The 10th Hubei Province "Challenge Cup Youth in China" Extracurricular Academic and Technological Works Competition for College Students	second prize
Current Situation of the Protection of Farmers' Rights and Interests in Urban Villages in Wuhan	Hubei Sixth Challenge Cup College Students' Extracurricular Academic and Technological Works Competition	first prize
Social Work Service Program on Poverty Alleviation "Public Welfare Shows Commitment, Youth Shines"	Wuhan "New Youth" activities in the countryside	"Top Ten Projects" honorary title
"I Love My Family" Family Awareness Group for Street Children	Wuhan Civil Affairs Bureau Subsidized Activities	"Top Ten" Outstanding Social Work Service Programs

Since the establishment of the school, relying on the practice teaching, 10 graduates of master's degree program in social work of H universities have successfully declared university-level scientific research projects, 30 graduates have published theses in journals above the provincial level, and 37 graduates have won scientific research awards at the provincial and ministerial levels or above. In terms of employment, 20 graduates have been employed in social work organizations, and many of them have grown up to be heads of organizations or key personnel; 10 graduates have been employed in governmental departments.

In the past three years, one student of the social work program of University H has published a high-level paper in CSSCI journals; one student's paper written under the guidance of the supervisor has won



the prize awarded by the Eighth China Social Work Students' Forum and the First MSW Graduate Students' Forum, and one student's paper has been awarded the third prize by the Federation of Social Work of Hubei Province. The service cases written by students based on the service projects completed by the workshop have won awards in disciplinary competitions and case competitions at national, provincial and municipal levels for many times; a number of students have been awarded the honorary titles of "The Most Beautiful Social Worker in China" and "Outstanding Social Worker in Wuhan City", etc.; teachers of the course team Teachers of the course team guided the students to win the first prize in the 6th Challenge Cup Competition and the second prize in the 10th Challenge Cup Competition in Hubei Province. The output of the students' competition results in the "Workshop" is shown in the Table 5.

#### **4. The Dilemma of Practice Teaching of Master's Degree in Social Work in Colleges and Universities of H**

##### ***4.1 Theoretical and practical teaching are clearly separated, and have long been in a state of separation***

From the viewpoint of social work professional curriculum and talent training program, theory teaching and practice teaching have long belonged to different directions of the curriculum teaching system, and the amount of theoretical teaching hours accounted for more, and practice teaching has become a kind of auxiliary teaching method. Practical courses are not only implemented in a limited way and with a single teaching content, but are even completed by students' independent discussions in some interactive sessions of the courses. The process of practical ability cultivation is equated with a simple case study of theoretical knowledge, or an extension and expansion of the basic theory model. This kind of theoretical practice teaching will inevitably lead to students' one-sided understanding of practice competence, i.e., they think that the theoretical knowledge of social work and its methodological system is the root of social work practice competence. This "marginalized" state of practice teaching indirectly causes students' neglect of practical operation ability, as well as the superficiality of practical training teaching and the formalization of practice experience exchange, and students are occasionally passive and perfunctory in the process of professional internship and professional apprenticeship. Therefore, enhancing students' initiative in practice teaching, optimizing the realization path of practice teaching, and transforming the disadvantaged position of the original practice teaching will be the key to the reform of practice teaching of social work majors in local applied colleges and universities.<sup>[10]</sup>

##### ***4.2 Social work professional practice teaching resources have not been effectively linked and integrated***

In accordance with the requirements of social work professional training, social work majors of H universities have successively established a certain number of practical training bases for social work majors, which have effectively supported the development of social work professional practice teaching. However, at present, it seems that the practice teaching of social work specialty is still very insufficient, and the type is relatively single, the resource link needs to be deepened, and the industry-university-research and in-depth cooperation are obviously insufficient, especially the mechanism of practice teaching resources co-construction, common governance and sharing is far from being formed, and the feedback effect of resource integration for practice teaching cannot be reflected.

The practical and practical nature of social work determines that colleges and universities must pay attention to the cultivation and training of students' professional practice ability in the process of cultivating professionals. However, the practice teaching link of social work specialty in China is still extremely weak, and the practice ability of students is still to be improved. Therefore, it is important to pay practical attention to the practice link of social work education and build the professional practice of social work. Social work is a practice-oriented discipline, and practice teaching is an important guarantee to improve the quality of professional education and the level of discipline construction.<sup>[11]</sup> Therefore, recognizing the reality of the situation of social work practice teaching, striving to consolidate the foundation of social work practice teaching mode, and bridging the gap between practice teaching and theoretical teaching are the problems that need to be paid attention to in social work practice teaching.<sup>[12]</sup>

##### ***4.3 Difficulty in realizing the reality of professional practice teaching***

The realism of practice teaching mainly includes the realism of teaching environment, teaching content and teaching effect, and at present, there is still a big deficiency in the realism of social work

practice teaching in China. From the viewpoint of teaching environment, in order to provide students with realistic teaching environment, it is necessary to comprehensively cover the three main forms of practice teaching in the curriculum, i.e. laboratory teaching, course practice and professional internship, which are mainly realized through social work laboratories and practice bases. However, in reality, there are more colleges and universities with social work laboratories in China, but the hardware facilities of social work laboratories in many colleges and universities are not up to the standard, or there are empty facilities with low utilization rate. In addition, from the point of view of teaching content, many colleges and universities still have irrational curriculum, single teaching means, and the teaching of professional courses is often based on theoretical teaching, with a single teaching method and lack of corresponding course practice. From the teaching effect point of view, the lack of effective and intuitive assessment mechanism for students' practical training effect, so that teachers and supervisors are difficult to objectively and realistically understand the real situation of students' practical learning, and then it is difficult to target counseling.<sup>[13]</sup>

## **5. Countermeasures and Suggestions for Practice Teaching of Social Work Specialties in Colleges and Universities in H**

### ***5.1 Developing a service-learning-oriented "innovation + quality" teaching concept***

In accordance with the requirements of the key tasks of the applied transformation, the training of applied talents focuses on the development of quality education for college students. Examining the level of talent indicators should not only meet the requirements of economic and social development, as an individual student should also be comprehensive development. It is necessary to continue to deepen the reform of practical teaching, centering on the two focuses of practice and innovation ability, on the one hand, to cultivate students' spirit of innovation and the ability to apply what they have learned to solve practical difficulties. On the other hand, students' sense of volunteerism and citizenship is fostered through practical activities, enhancing their sense of responsibility to serve the people.

The construction of the practice teaching system of social work can be closely integrated with the concept of service learning, comprehensively remodeling and upgrading the settings and functions of the existing practice course sessions, focusing on the way and content of the combination of service and learning, and putting into practice the service learning practice teaching sessions. Students can be designed to serve different objects with different professional methods of intervention projects according to different internship courses, so that students can actively participate in the process of internship projects and harvest internship insights and reflections. At the same time, we should also pay attention to the cultivation of students' qualities, reflect on the process of personal development through personal practice intervention, and establish a sense of citizenship and the belief of serving the society.

### ***5.2 Reform of the teaching mode and innovation of teaching methods***

(c) Constructing a project-oriented teaching mode. Project-based teaching mode is a task-driven and project-oriented teaching mode guided by the constructivist view of teaching, adhering to the teaching concepts of "competence-based" and "practice-oriented", which is very suitable for the professional characteristics of social work in terms of operation and application. The project-based teaching follows the student-centered teaching design, integrating the curriculum knowledge and social problems into the project design, according to "task negotiation - contextual discussion - demand discovery - program project design - project implementation - results reporting - summary evaluation". According to the project management process of "task negotiation - contextual discussion - demand discovery - program and project design - project implementation - result reporting - summary and evaluation", students are trained in the professional abilities required for project operation. This teaching method advocates students' independent learning, focuses on the cultivation of practical ability, realizes the effective link between theory and practice, and allows students to obtain professional growth in practical training and realize knowledge transfer in the process of practice.

Increase case teaching to prevent the disconnect between theory teaching and practice teaching. In social work education, the gap between theory teaching and practice teaching can be bridged by increasing case teaching, so as to ensure the applicability and practicability of the social work profession. Case teaching is a teaching method that takes social work practice cases as teaching materials, reproduces the specific situation of social work service through cases, and interprets relevant concepts and theories and masters service processes and methods in the two-way communication between teachers and students.

In the selection of cases, teachers can either write their own cases or choose from open shared cases; in the guidance of teachers, teachers can either analyze the cases on the basis of their familiarity with them, or they can invite frontline social workers with rich practical experience into the classroom to vividly display the service cases they have personally practiced, so that the effective connection between theoretical teaching and practical teaching can be realized in the process of visualization of thinking and technology. In the process of visualization and technology visualization, the effective connection between theoretical teaching and practical teaching is realized.

### ***5.3 Strengthening supervision and interaction in service learning to enhance the effectiveness of practical teaching***

During the implementation of service learning, students are co-supervised by both the school-side supervisor and the agency-side supervisor, which has been a common approach in social work professional practice. In the traditional professional practice model, the school supervisor focuses on theoretical guidance and the agency supervisor focuses on administrative guidance. Supervisors from both sides take students' professional growth as the linkage point, forming a complementary social work service learning supervision model. To enhance the effectiveness of practice teaching under the service-learning approach, it is necessary to strengthen the construction of on-campus and off-campus supervisory teams, and the university should do a better job of cultivating "dual-teacher" professional teachers. In the basic experimental teaching stage of service learning, the supervisory work can only be carried out by the teachers of professional courses, if they have both theoretical teaching ability and service practice ability, then the smooth operation of the service learning mode can be ensured in the absence of institutional supervisors.

### ***5.4 Changing the teaching methods and evaluation of traditional professional practice teaching courses***

Applied talent training needs to innovate and introduce diversified teaching methods, and actively explore practical teaching organization forms suitable for the training of applied talents. Unlike the traditional practical course classroom simulation learning, service learning emphasizes learning in community service and service for learning. Transform the case study and situational simulation teaching methods, emphasize the new teaching methods of community service learning, problem-oriented learning and cooperative learning, and transform the concept of service into concrete actions. Secondly, multiple evaluation promotes the construction. The main body of evaluation mainly includes professional tutors, peer tutors and vocational tutors, etc. It is also manifested in the diversity of evaluation content, which is dynamically adjusted according to the type of service to ensure the realization of the dual goals of student performance evaluation and professional growth, so as to achieve the purpose of examining the effectiveness of the talent cultivation service.

## **6. Conclusions**

To sum up, the integration of industry and education in the social work profession is of great significance for improving teaching quality, cultivating students' practical ability, promoting university-industry cooperation, facilitating students' employment, promoting academic research and fostering professional development, and it is an important direction and strategy for the development of social work professional education. Through the integration of industry and education, the social work profession can better meet the needs of society and cultivate social workers with more practical ability and professionalism. Through the implementation of the workshop, students can gain richer practical experience and professional skills, enhance their employment competitiveness and practical working ability, and provide an important practical platform and capacity development opportunity for future social workers.

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