

Exploration on the teaching reform of "case-guided + task-driven" course of "Sociology" for public management majors

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Abstract: "Sociology" course, as a basic subject course for public administration majors, has strong theoretical and practical nature. The current "Sociology" course generally has a single teaching mode, too many teaching contents and lack of local sociology. Disconnection between theory, teaching content and practice. In this regard, this paper proposes a teaching method of "case-guided + task-driven", which is guided by field investigation cases, constructs a comprehensive teaching with students as the main body, task completion as the driving force, and focuses on independent inquiry learning and cooperative learning, so as to guide students to understand contemporary China. Urban and rural social life, social phenomena and social problems, cultivate students' ability to link theory with practice, and promote the unity of knowledge transfer and value guidance.

Keywords: Case Guidance, Task-Driven, Fieldwork, Autonomous Inquiry

1. Introduction

Sociology is a comprehensive study of society, with strong theoretical and practical characteristics. The "Sociology" course is a basic subject course for public management majors such as administrative management and public utility management. Through the study of the "Sociology" course, students can systematically master the basic theories and basic thinking methods of sociology, and apply Perspectives and methods, in-depth understanding, understanding, and analysis of social life and social phenomena, cultivate students' awareness of actively taking on social roles, enhance their ability to adapt to society, help students establish a correct outlook on society and life, strengthen their sense of social responsibility, and promote students' sense of responsibility. Comprehensive development.

2. Common problems in the teaching of "Sociology"

2.1. The teaching mode is relatively simple, and the teaching effect is not good

At present, most of the "Sociology" courses for public management majors adopt combined class teaching, with a total class time of 32 to 48 hours. There is little interaction between teachers and students during the teaching process, students complete learning through passive "listening", teachers' "teaching" and students' "learning" do not form an effective connection, and students' learning initiative and enthusiasm are poor. The teaching effect is not ideal. In addition, the current "Sociology" course assessment is mostly in the form of paper examinations, focusing on memorization and light application, focusing on the memory of concepts and theories, rather than oriented by ability improvement, failing to conduct targeted assessments based on professional characteristics. Assessment is not conducive to students' mastery and application of sociological theory.

2.2. Too much teaching content and lack of local sociological theory

Non-sociology majors in the course "Sociology" generally have the problem of too comprehensive teaching content[1]. Taking the textbook "Introduction to Sociology" edited by Zheng Hangsheng as an example, it includes an overview of social operation, microscopic analysis of social operation, The macro analysis of social operation, social operation and social construction consists of four major parts, with a total of 20 chapters. It is difficult to teach all chapters and special topics in limited class hours. The

curriculum content fails to fully reflect the localized sociological research results. More Sociological theories with Chinese local characteristics guide students to analyze social problems using localized theories.

2.3. Disconnection between teaching content and practice

Practical awareness is the inherent requirement of sociology discipline construction, the development of sociology needs to strengthen "practice consciousness"⁴, and integrating the latest social practice into curriculum teaching is an important link in the training of new liberal arts talents in the new era, but the current "Sociology". The course teaching fails to fully integrate the fieldwork and other social practice teaching content. Therefore, it is urgent to introduce practical cases into the course to build a bridge between theory and practice.

3. The connotation of the teaching mode of "case-guided + task-driven"

The "case-guided + task-driven" teaching model is a comprehensive teaching model that combines the advantages of "case-guided teaching method" and "task-driven teaching method". The "case-guided + task-driven" teaching mode is guided by cases, students are the main body, and task completion is the driving force. It includes case inspiration, problem analysis, task completion and other links. In the teaching process, cases are used to explain knowledge points, and students are in the task. In the process of completion, students can independently explore knowledge points and deeply understand the basic theory of sociology and field investigation methods.

3.1. Deepening the orientation of practical teaching with field investigation cases

The introduction of field research cases in the teaching process of "Sociology" enables students to get in touch with and understand social issues and social phenomena in a short course study period without actually going deep into field research practice. Guided by cases, the practice teaching of "case-guided learning-independent inquiry-practical expansion" is constructed, and the traditional indoctrination teaching is changed, so that the teaching content is richer and more vivid, and the learning effect of sociological theory is improved.

3.2. Promoting students' self-exploration by task-driven

The task-driven teaching mode integrates course knowledge points into specific tasks through teaching design, and students conduct autonomous exploration and learning in the process of completing tasks. Task-driven is the embodiment of the teaching philosophy of "student-centered, teacher-led", and the role of teachers has changed from single teaching to organizing, guiding, motivating, assisting, and evaluating. Task-driven can fully mobilize students' learning initiative and enthusiasm in teaching, improve students' awareness of classroom participation, and improve students' ability to analyze problems, teamwork, and case writing in the process of task completion.

3.3. Taking moral education as the core, curriculum ideology and politics

In the "case-guided + task-driven" teaching model, local fieldwork cases are used as the carrier to allow students to deeply experience the social life and social issues in contemporary China's urban and rural areas, especially in the context of the sociological turn of public administration, to guide students to understand the grassroots Social life, learning the localized sociological theories and perspectives developed based on the reality of Chinese society, is of great significance for exerting the educating function of the basic courses of disciplines and promoting the unity of knowledge transmission and value guidance.[2]

4. "Case-guided + task-driven" teaching design

4.1. Selected Field Investigation Cases

Fieldwork is an important means to carry out sociological research. The problem awareness, concept construction, practice orientation, and theoretical innovation of fieldwork cases play a guiding role in the study of sociological knowledge. While learning the method of fieldwork, students can observe different

social groups, understood social conditions and public opinion, and experienced changes in various regions and strata. The selected cases in the course are from the winning papers of the "Fei Xiaotong Field Investigation Award" initiated by the Social Investigation Center of the Counselor's Office of the State Council. The papers show the daily economic and social life of people in various regions and reflect various social phenomena and trends in social changes.

The course of Sociology covers a wide range of contents (see Table 1), and the course needs to be adjusted according to the training requirements of students majoring in public administration. In the teaching, select people's socialization, social groups, social network, social organization, community, social system, social stratification, social mobility, social change, social problems, social policies and other chapters to explain. Choose the appropriate case content according to the teaching theme, and combined with the students' reading comprehension ability and knowledge structure for case screening, replace a batch of latest fieldwork cases, case selection and teaching content echo, deepen the understanding and understanding of the teaching content through the case teaching, at the same time learning fieldwork methods and case writing points, comprehensive improve students' ability.

Table 1: Teaching Content and Cases of the Sociology Curriculum

Curriculum content of Sociology			Examples of the fieldwork cases
The first part: An Overview of Sociology	Chapter one	Introduction to sociology	-----
	Chapter two	The material and conditions of society	-----
	Chapter three	The material and conditions of society	-----
The second part of the micro- analysis of social operation	Chapter four	Individuals and society	Through the shadow of the text: two illiterates in Guangzhou
	Chapter Five	Social groups	Overhang between urban and rural "hummingbird" —— urban express boy group research report
	Chapter Six	Social network	The status of non-genetic inheritors from the perspective of social capital. —— is based on multi-case analysis
The third part of the macro- analysis of social operation	Chapter Six	Family and marriage	"compatriot estrangement" and family change in the post-only child era
	Chapter Seven	social organization	Research on the split reason of derivative-competitive small and medium-sized family enterprises and its influence on the industry
	Chapter Eight	Community and urbanization	Industry-oriented semi-urbanization phenomenon of urban edge villages —— Field survey report in Dounan Street, Chenggong District, Kunming City
	Chapter Nine	Social system	Dai old man "Go into the depression" the investigation and discussion of the pension mode——Take Shousha Village, Ruili City, Yunnan Province, as an example
	Chapter Ten	Social stratification and social mobility	Changing policies and fragile opportunities——A Study on the Living Opportunities of rural migrant workers
The fourth part: Social Operation and Social Construction	Chapter Eleven	Social change and social modernization	The Three Gorges migrant livelihood change and transformation——Take Zhaoqing Dawang Immigrant village as an example
	Chapter Twelve	Social Development and Social Policy	Contamination——A Beijing community from coal to electricity process
	Chapter Thirteen	Social problems and Social governance	The role, dilemma and way out of civilian new village talents in rural governance——Based on the investigation of Fengyu Town, Dali Bai Autonomous Prefecture

Case source: The Social Investigation Center of the Counsellors' Office of The State Council. Contemporary China Field Observation (2017-2019).

4.2. Assignment of group tasks

The number of groups and the number of groups are determined according to the teaching hours, the arrangement of teaching content, the number of teaching cases and the number of students. Teachers issue group tasks and students can form teams freely. The task of the group is divided into two parts. In

the first part of the task, each group conducts case analysis and interpretation, and analyzes the main social groups, social problems, and social phenomena reflected in the field investigation cases, such as the life of migrant workers, immigration in the Three Gorges, Semi-urbanization of marginal villages, rural governance and other real problems in the current society, based on reading and analyzing field investigation cases, make case reviews to deepen the understanding of the cases. The second part of the task is to make a video of the case analysis of this group. The video should include three parts: case summary, case analysis, and case commentary. The length of the video is 8-15 minutes. The video explains the work of this group and ensures that the group is divided reasonably. The member's task difficulty.

4.3. Group task presentation and discussion

Teachers release the study materials of field investigation cases through the Rain Classroom online learning platform before class, and students conduct preview and self-study before class. In classroom teaching, group tasks are played in the form of video micro-lectures. Considering the limitation of course hours, group videos can be arranged as pre-class preview micro-lectures.[3] Teachers publish thinking questions based on the case content, students watch and learn with the questions, and group representatives answer the thinking questions after discussion. The teacher commented on the group's answers, summarized the case content and the completion of the group's tasks, and finally combined the course content with the case content to introduce the course content and explain the corresponding knowledge points.

4.4. After-school homework and assessment

After studying a number of fieldwork cases, teachers release post-class fieldwork case writing assignments, students refer to fieldwork cases in class, conduct field research or telephone interviews in their hometown or villages and towns around the school, collect historical documents or fieldwork Data, apply the sociological theories and perspectives learned, analyze specific social phenomena and social problems, and finally form an investigation and research report. The assessment method of this course focuses on process evaluation, including classroom performance, group task results, fieldwork report results, examination results, etc. The group task grades are composed of teacher evaluation and inter-group evaluation, and students' learning outcomes are examined more comprehensively through diverse assessments.

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