The Practical Application of Project-oriented Curriculum System in Applied University

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Abstract. At present, the reforms direction of the Ministry of Education has been clear: about 50% of universities in the country are gradually changing to the applied university and the applied university emphasize "application". Talent training mode is located in training of applied talents with hands-on ability and high-quality, and the main way of applied talent training is to improve the proportion of practice teaching modules through setting the project-oriented curriculum system. In order to ensure the smooth implementation of the project-oriented curriculum system, the following aspects should be done: locating the goal of personnel training, setting the project-oriented curriculum system and constructing double-certificated teachers.

1 Introduction

The reform of institutions of higher learning should adapt to the development of the times, the needs of the development of the industry, and the expectations of employers on the employment ability of college graduates. Therefore, the higher education training mode should be reformed and innovated, and the research training mode of some colleges and universities should be transformed from the original research type to the application type\cite{1}. Under the new situation of higher education, it is necessary to build a new subject direction, major structure and course system to meet and adapt to the needs of economic and social development. Meanwhile, it is necessary to update the teaching content, teaching links, teaching methods and teaching means, comprehensively improve the teaching level, and cultivate high-quality application-oriented talents with strong social adaptability and competitiveness. Each major of the university closely combines with local characteristics, pays attention to students' practical ability, and cultivates application-oriented talents. The construction of teaching system in applied University embodies the word "application", and its core link is the setting of curriculum system. The so-called curriculum system means that different courses of the same major are arranged according to different curriculum categories, which determine what kind of knowledge structure students will get through learning.

2 The percentage of credits in the political science and administration curriculum

The major of political science and administrative science was first set up in research universities, and the goal of talent training in research universities is science rather than technology, theory rather than application, so the setting of curriculum system tends to focus on the setting of theoretical curriculum system. In the setting of professional course, it is basically pure theory teaching, and the setting of course system in the absence of lesson plan. But in the concentrated practice link, most university's practice study branch station is 10% of the total score. Table 1 shows the talent training of political science and administration in Zhongshan University\cite{2}.In the setting of curriculum system The practice teaching accounts for 7.8% of the total credits. In the application-oriented undergraduate colleges, the curriculum system is to strengthen the construction of practical and skill-based curriculum system. At the same time, the corresponding increase in the proportion of credits in practical teaching. Table 2 is the political science and administrative science major of Qilu Institute of Technology (the setting of the vocational course system in 2015, practical teaching credits account for 22.22% of the total credits (excluding in class practical credits).
However, due to the lack of "double teacher" teachers and the phenomenon of setting up courses according to people in some colleges and universities, although the training goal is high-quality application-oriented talents, the setting of talent training program is basically inclined to the setting of research-oriented university curriculum system.

Table 1. Training program of politics and administration of Zhongshan University in 2016.

<table>
<thead>
<tr>
<th>Course category</th>
<th>Academic score</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public compulsory courses</td>
<td>31</td>
<td>22%</td>
</tr>
<tr>
<td>Public elective courses</td>
<td>16</td>
<td>11.3%</td>
</tr>
<tr>
<td>Professional required courses</td>
<td>57</td>
<td>40.4%</td>
</tr>
<tr>
<td>Professional elective courses</td>
<td>37</td>
<td>26.2%</td>
</tr>
<tr>
<td>Total credits for graduation</td>
<td>141</td>
<td>100%</td>
</tr>
<tr>
<td>(Practical teaching credits)</td>
<td>(11)</td>
<td>7.8%</td>
</tr>
<tr>
<td>Total class hours in class</td>
<td>2340+6 weeks</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2. Training program of politics and administration of Qilu Institute of Technology in 2015.

<table>
<thead>
<tr>
<th>Course category</th>
<th>Academic score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General education</td>
<td>58</td>
<td>32.22%</td>
</tr>
<tr>
<td>Professional education courses</td>
<td>83</td>
<td>46.11%</td>
</tr>
<tr>
<td>Innovation and entrepreneurship education course</td>
<td>3</td>
<td>1.67%</td>
</tr>
<tr>
<td>Concentrate practical teaching</td>
<td>36</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100%</td>
</tr>
</tbody>
</table>

3 The project curriculum system of politics and Administration

The students of applied Colleges and universities should have strong practical ability. Therefore, in the course system setting, we should strengthen the setting of practical course system[3]. The setting of practical curriculum system is to strengthen the construction of project-based curriculum system, that is, to design the teaching content of professional basic courses and professional courses as the project of training specific skills, and it implement the curriculum design of teaching and assessment according to the principles of project organization, it is to cultivate students' professional ability. The curriculum is project-based[4]. Based on the requirements of professional posts, the core of the curriculum is the actual work content and process of production, management, operation and service in the real professional field, and the typical professional work tasks or work items are the main content of the curriculum, which is connected with the requirements of the relevant national vocational qualification standards. Several project courses form the curriculum module, under each project. There are project objectives, project introduction, specific learning tasks, simulation training, extended reading, case analysis and thinking practice. And then it organically constitute a curriculum system closely linked with the actual business of professional posts. Some colleges and universities in China set up courses in two directions: grass-roots governance and administrative management practice in the personnel training program of political science and administrative science, and the specific project of each course is shown in Table 3.
Table 3. Project-oriented Curriculum System.

<table>
<thead>
<tr>
<th>Course title</th>
<th>Specific items</th>
</tr>
</thead>
</table>
| Grassroots governance               | Project 1: Top level design  
Project 2: Work system  
Project 3: Social Governance  
Project 4: Way to the future       |
| Community management                | Project 1: Community party building and democratic politics  
Project 2: Community service and community social work  
Project 3: Community culture, health and community education  
Project 4: Community safety and community correction  
Project 5: Community workers and volunteers |
| Local government management         | Project 1: Financial management  
Project 2: Social management  
Project 3: Citizen participation in local government management  
Project 4: Performance Management |
| Social policies                     | Project 1: Social policy analysis  
Project 2: Public assistance  
Project 3: Social insurance  
Project 4: Education and labor market |
| Social work practice                | Project 1: Case work  
Project 2: Group work  
Project 3: Organization and community work |
| Human resource management practice  | Project 1: Human Resource Planning  
Project 2: Analysis and job description  
Project 3: Recruitment and selection of personnel  
Project 4: Personnel training and development  
Project 5: Personnel performance management  
Project 6: Personnel compensation management |
| Administrative Document Writing     | Project 1: necessary knowledge and technical problems of administrative documents  
Project 2: Basic skills of document writing  
Project 3: Writing skills of document types |
| Public relations practice           | Project 1: Public relations research  
Project 2: Public relations planning  
Project 3: Public relations implementation |
| Public management                   | Project 1: Public leadership and public policy  
Project 2: Public budget management  
Project 3: Public Crisis Management  
Project 4: Public sector performance evaluation. |
| Civics                              | Project 1: Urban planning management  
Project 2: Public finance management  
Project 3: Municipal Public Utility Management  
Project 4: Public security management  
Project 5: Urban renewal management |

In addition, the system of in-class practical courses is also strengthened. There are independent courses in the in-class practical course system, which are also set according to project-based courses. At present, the project curriculum system of Qilu Institute of Technology includes social investigation methods, organizational behavior, and administrative procedure law.

4 The following measures of the project-based curriculum system should be strengthened

4.1. A clear the training needs of application-oriented undergraduate talents.

The training objectives of applied colleges are oriented to meet the needs of the economic, social and technological development, they are also guided by the selection of educational ideas. The
application-oriented undergraduate should focus on cultivating the application-oriented talents with solid foundation, strong practical ability and wide adaptability. Therefore, in the training objectives of political science and administrative science is professionals, the setting of the curriculum system should be closely related to the needs of the industry and technology, and the setting of the curriculum system should correspond to the needs of the industry, strengthen the construction of the project-based curriculum system, strengthen the training of students' skills through the project-based curriculum system, so as to achieve the application-oriented undergraduate talent training goals.

4.2. **Strengthen the construction of project-based curriculum system teachers**

The smooth implementation of the curriculum system can not be separated from the teachers' teaching, in the Project-based Curriculum. In the smooth implementation of the program system, it is also inseparable from the teaching of dual teachers. The premise of strengthening the construction of the project-based curriculum system is to strengthen the construction of dual teachers. It is necessary to vigorously introduce dual teachers with industry background, and vigorously advocate full-time teachers to take advantage of winter and summer holidays to exercise in enterprises, so as to improve the industry practice ability of teachers.

4.3. **Strengthen the construction of teaching base of project-based curriculum system.**

In order to ensure the smooth development of the project-based curriculum system, it is necessary to strengthen the construction of the project-based practice base, which is divided into two types of practice bases inside and outside the school. In the construction of the practice base inside the school, the comprehensive and developmental construction of the practice base should be considered, as well as the close combination of the practice base and the local policy and economic development. In the construction of the off campus practice base, we should strengthen the cooperation between the school and the government, the school and the enterprise, and the government, the enterprise and the school should jointly build courses, send teachers, jointly develop courses, syllabus, curriculum standards, etc., so as to provide a better practice platform for the smooth implementation of the project-based curriculum system.

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