



Construction of Participatory Teaching Innovation Model for Economic Management Courses in Colleges and Universities

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Abstract: The new period, new economy and new education have put forward new requirements for the teaching of economic management courses in colleges and universities, and various teaching modes have emerged. In this paper, Abstract research method, investigation method and empirical research method are adopted. Based on comprehensive analysis of undergraduate education and teaching, students' learning status, curriculum setting and teaching reform, highlighting students' learning process and improve the level of students' comprehensive, innovative teaching methods, the construction of TPS participatory model, the model for students to analyze problems, problem solving designed a special module, which is conducive to teachers to teach according to the material, can play the students' autonomy and creativity, and cultivate the spirit of mutual cooperation. A democratic and tolerant teaching environment is established to give full play to students' thinking ability and cultivate their innovation ability. An open-ended online questionnaire survey of nearly 1000 students in five universities was conducted to understand the application effect of the curriculum innovation model and to explore the idea of constructing a curriculum innovation model for teaching and economic management in universities. The results show that curriculum teaching innovation is a systematic project, and a successful curriculum teaching model must be a whole process, all-round and full participation and supervision. We will improve and consolidate the learning of students' professional basic knowledge, strengthen the construction of professional courses and promote the construction of professional curriculum teaching innovation model.

Keywords: Economic Management, Teaching Innovation, TPS Model Construction, Participatory Teaching

1. Introduction

Over the past 40 years of reform and opening up China has made some breakthroughs in the philosophy of higher education, training objectives and management system. After a whole century of twists and turns, China's modern higher education has a clear concept, goal and direction that are in line with the development of higher education in the world [1]. The National Medium and Long-term Education Reform and Development Plan (2010-2020) clearly state that education is the main way to develop human resources. It should be student-oriented, teacher-led, give full play to students' initiative, and make the promotion of students' healthy growth the starting and ending points of all school work; encourage localities and schools to

explore and experiment boldly, and take reform and innovation as a powerful driving force for educational development [2]. Curriculum teaching in higher education is the most basic unit for conducting education and teaching, and it is a vehicle for achieving the teaching expertise of teachers and the overall development of students, and for specific courses teachers to apply professional knowledge to teach and students to learn [3]. Participatory teaching is an educational concept and educational model that places students in the main role of educational and teaching life, and teachers organize and design "activities" in order to fully engage students in active participation, creative learning and development [4]. Higher education teaching should effectively use participatory mode for course delivery in order to achieve professional and course effects and meet the common

growth between teachers and students [5]. Therefore, the article examines the importance of a new and innovative teaching model to motivate students to participate in the whole course and classroom, to stimulate students' enthusiasm, to cultivate students' learning autonomy and to improve their comprehensive professional ability, and to establish good lifelong learning habits and to give full play to students' ownership. Teachers actively build participatory teaching innovation model by deeply integrating the curriculum, classroom and students through innovative teaching mode, and make participatory teaching throughout the professional courses of economics and management, so that it can become a professional course beneficial to students' professional and personal growth.

2. Research Methodology

2.1. Survey Method

The article collected questionnaires from nearly 1,000 students in five universities by open-ended online questionnaire research method. Two of the five universities are provincial universities in China, three are local universities and all of them are general universities of the first and second level, and the students are junior students of economics and management related majors. The selected universities are universal and representative, and the sample targets are targeted and the sample size is moderate. The backbone teachers of the teaching innovation subject group of economic management majors in each university were united to design questionnaires, distribute and collect data by using questionnaire star, and then organize, count and study the data to explore the idea of constructing participatory teaching innovation mode of professional courses.

2.2. Empirical Research Method

The participatory teaching innovation mode of the economic management courses in colleges and universities has been studied and practiced for a long time as a key topic in each college. Teachers of each professional course have reflected the students' participation in the whole process of teaching according to the course and students' characteristics, and the new mode of the course has really returned the classroom to the students, who are the protagonists of life. In the application of participatory teaching innovation model, teachers and students jointly observe, record and measure the interesting, valuable and effective points, lines and surfaces of each class. It is confirmed that the participatory teaching innovation model is beneficial to the joint growth of teachers and students.

2.3. Digest Research Method

Before carrying out the empirical research method the teacher team of participatory teaching innovation mode of economics and management professional courses has carried out a large number of digest reviews, analyzed foreign and domestic advanced teaching methods, made comparative analysis of each method, studied the successful cases at home

and abroad in depth, had a certain grasp and decomposition of various different courses, students of different majors and different participatory teaching methods, so as to The successful construction of the participatory teaching innovation model of this professional course creates a theoretical and practical foundation. Participatory teaching method is a kind of cooperative or collaborative teaching method, which is student-centered, fully applies flexible and visual teaching methods, encourages students to actively participate in the teaching process, strengthens the information exchange and feedback between teachers and students as well as between students, so that students can deeply comprehend and master the knowledge learned and can apply this knowledge to practice and students [6]. A general participatory teaching model is shown in the following figure.

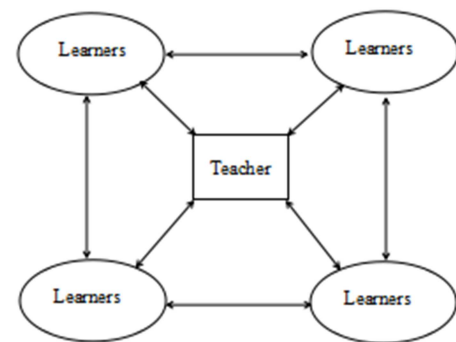


Figure 1. General participatory teaching model.

The article focuses on quantitative and qualitative analysis of data, participatory teaching effectiveness by survey method and questionnaire research.

3. Model Design

Two of the five comprehensive universities (two provincial and three local universities) have a 3+1 academic system and three years on campus and one year in the enterprise; three have a 3.5+0.5 academic system and three and a half years on campus and half a year in the enterprise. The courses of Economics and Management are arranged to each semester according to the syllabus of each major. The first year is mainly for public basic courses and professional basic courses; the second year is mainly for professional courses; the third year has core professional courses and comprehensive practical courses; the fourth year is for thesis, internship project and social practice.

3.1. Current Status of Curriculum and Study in Economics and Management

Students majoring in economics and management are enthusiastic in learning when they first enter the university, and they have been on their feet and studying hard; there are also students who have lost the motivation and direction of learning because their basic theoretical knowledge is not solid, their major courses are boring and difficult to understand, and their learning goals are not clear. Specifically, as it is shown in Table 1.

Table 1. The current situation of students' learning at each stage in 5 universities.

Grade	University level	Learning Status A	Learning Status B
First Year	Adjustment period of university life	Planning for college studies Participate in sports and recreational activities as appropriate Set the goal of acquiring professional skills certificates	Have no goals in school and attend classes passively Participate in club activities to fill their free time Do what you want to do
Second Year	Maturity of university life	Use extracurricular time to work part-time at companies to gain work and social experience	Participate in club activities according to your preference
Third Year	Initial social awareness period	Prepare materials for graduate school, public examinations and editorial examinations Participate in various subject competitions Prepare for exams and review in a targeted manner	Seize the last days of college and have fun Facing society without a clue and anxiety
Fourth Year	Enterprise capstone period	Use your internship to learn about business management and operations and gain work experience Plan for your career	Work in a corporate internship on a step-by-step basis

3.2. Courses and Learning Needs

Studying the curricula of five colleges and universities, we found that the courses of each major are formulated by the director of the faculty (according to a certain ratio of public courses, basic courses and professional courses in the college, while referring to the requirements of other general undergraduate majors), and then agreed by the leaders of the second-level faculty; the teachers of any subject then design their own course contents and class patterns; electives are generally offered according to the interests of students and the specialties of teachers. The senior management of the college has been paying more attention to curriculum reform and curriculum construction, encouraging teachers to apply for teaching reform projects every year, and teachers are more active, but careful analysis and research reveals several problems: first, the construction of the curriculum is not standardized, and many courses lack construction planning from program to evaluation; second, teaching and education reform is feasible in theory, but the application to practice lacks hardware and software environment, such as on and off-campus laboratory environment, financial conditions, security, teachers' energy and students' level and other requirements, which are beyond the reach of ordinary undergraduate colleges. Third, most of the courses (professional electives and public electives) are based on teachers' specialties and are grassroots courses, lacking systematic thinking and overall structure at the school level [7]. Curriculum construction should be top-down, based on the school's intention and vision of the overall design, on the basis of which the gaps are checked and gradually improved, so that the school can gradually form a curriculum system [8]. According to the professional requirements to tightly grasp the basic skills of students, highlight the characteristics of the profession, and aim at the cultivation of students' life survival skills, the teaching activities applicable to online, offline, and practical teaching, stimulate students to maintain a high level of enthusiasm for learning and improve their initiative and participation, while promoting the deep integration of higher education and regional economic development.

3.3. Teaching Innovation Model: A Case Study of Economics and Management Courses

The article takes the course of economics and management

as an example to break the traditional "full classroom" teaching method and use "participatory teaching" throughout the class. TPS (Think-Pair-Share) is an effective teaching method that stimulates all students (good and bad) to actively participate in thinking when the teacher asks a question or gives a task [9]. The teacher-student, student-student interaction in the course is extremely strong, applicable to all grades and courses, and the higher the grade level, the better the effect. Innovative model of teaching and management courses in five universities has some courses using the TPS method, first the teacher breaks down the teaching activity into three segments:

- 1) Think: Have students think independently, or complete a task independently.
- 2) Pair: Have tables share, critique, and discuss with each other. If the number of students is large, it is also possible to have groups of five or six discussing with each other.
- 3) Share: the teacher invites students to present and share in front of the class [10] (teacher introduces before class and summarizes questions after class).

This simple three-part process can be an effective solution to the problem of student engagement. In teaching practice, when applied properly, it always achieves magical results [11].

Professional courses are generally mandatory courses for sophomores and juniors of undergraduate majors. Students have mastered other professional basic courses such as accounting, economics, management, statistics, and operations research before that, and have some knowledge and research on the profession. They have also adapted to the learning environment of the school and become more and clearer about their learning goals. Therefore, the professional courses focus on giving full play to students' learning initiative, classroom reference and interaction, stimulating students' enthusiasm and innovation, sublimating professional skills from fragmentation to integration; reshaping the academic value of the major from multiple theories and perspectives, and attaching importance to the social value of the major based on economic practice.

3.3.1. Professional Course Design

Professional courses are generally 64 credit hours, 4 credit hours per week, 16 weeks in total; the instructor teaching special circumstances can be adjusted to 8 weeks, 8 sections

per week to complete. Table 2 and Figure 2 show the curriculum plan, teaching innovation model construction and training objectives.

Table 2. Professional course schedule.

Time (class hours)	Project content
Week 1	Course requirements (group completion of book reviews, PPT presentations, papers, content sharing, questions, reflections and discussions), grading of grades, mock presentations: instructor's introduction and explanation of course content
Week 2-15	Students will make a PowerPoint presentation on the subject matter, present and share, and answer questions from the teacher and other students in the classroom (each week, four groups of students will report, and each group will have 15-25 minutes to report), After each group has reported, the teacher will ask questions (students may not answer first), then add key knowledge points and comment on the effectiveness of each group's project completion: completeness of chapter content, grasp of concepts and methods, expansion and innovation points, and finally grading
Week 2-15	Other students participate in the class content, adding, commenting, reflecting and discussing on the topic knowledge points
Week 16	Students complete a professional paper (final paper); teachers summarize the key contents of the course and carry out final and other related work, students' final grade = final paper (50%) + presentation (30%) + class discussion (20%)

The teaching objectives of the professional courses are to enable students to master the necessary professional basic theories, professional knowledge and professional skills, to understand the frontier science and technology and development trends of the profession, and to develop the

ability to analyze and solve general practical problems within the scope of the profession [12]; on this basis to expand their thinking, dare to explore and innovate, and have the ability of teamwork spirit and unique insights.

3.3.2. Teaching Innovation Model Construction

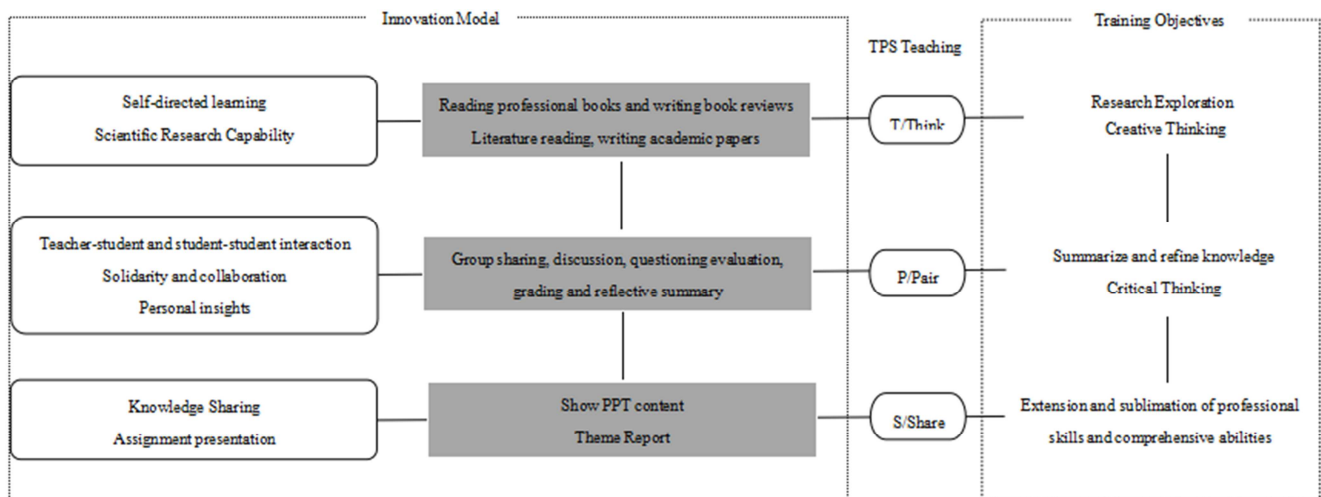


Figure 2. Construction of participatory teaching innovation model for professional courses.

The teaching model is a set of methodological systems for organizing, designing and regulating teaching activities established on the basis of teaching practice [13]. This teaching innovation model is free and open, whether it is concerned with the improvement of students' abilities or the mutual integration of people and knowledge in the classroom, etc., focusing on the overall development of students and cultivating thoughtful and opinionated talents of the new era. The model is designed with special modules for students' analysis and problem solving, which is conducive to the teacher's teaching according to the students' abilities; can bring into play the students' autonomy and creativity; cultivate the spirit of mutual cooperation; establish a democratic and tolerant teaching environment; give full play to the students' thinking skills; and develop their innovative abilities [14]. The teaching mode contains a certain teaching ideology and the curriculum design, teaching principles, structure of teacher-student activities, ways and means under the guidance

of this teaching ideology [15]. A variety of teaching methods can be concentrated in one educational model. Of course, no model is a rigid dogma, and it is necessary to understand and create innovative models of teaching and learning with the eyes of development and change.

4. Effect Analysis

A questionnaire study was conducted on the innovative model of teaching and learning of professional courses in five general undergraduate colleges of economics and management, with a pilot period of TPS model from 2019-2022, in which several thousand students participated. In order to fully understand the effectiveness of the innovative model of teaching and learning of professional courses in economics and management, and also to have more, better and more innovative models of teaching and learning of courses that are suitable for students' learning and

personal development in the future course teaching reform; 1,000 students were surveyed by using the web tool-Questionnaire Star, and 998 questionnaires were

returned, with a recovery rate of 99.8%; the relevant questions were organized and the effect was analyzed.

4.1. Teaching Innovation Model Students Favor More Problems

Table 3. Teaching innovation model students favor more problems.

Question Type		Options (some options omitted)	proportion
Objective questions	What types of universities are suitable for the teaching innovation model	General undergraduates can try the model	71%
		Suitable for 211, 985 universities	15%
		Willingness	72.5%
	I would like to try a similar class in the future.	Both can	16.67%
		I like the traditional class method and the teacher's teaching materials	7.02%
		Very good promotion	38.5%
	The teaching model is a good contribution to the understanding of the subject	There is a certain promotion	36%
		General	21%
		No	4.5%
	In this mode of teaching, students have more room to play, and teachers and students speak freely and harmoniously on an equal footing.	Agree	75.4%
Disagree (feel bored with the effort of the class)		15.5%	
Does the teaching model improve your ability to learn independently, to report, and to obtain information		Upgrade a lot	45.7%
		Partial improvement	36%
	No feeling	5%	
	Subjective questions	Students' overall evaluation of the new model	The new way of teaching is very good, and it will improve the students' professional knowledge and other abilities, but I think that the advanced teaching mode also requires interesting courses and classes, equal teachers and students, and harmonious classes, and I hope that the teachers will be funny and humorous. The more difficult topics will be systematically told by the teacher and then discussed.

The vast majority of students affirmed the innovative mode of teaching and learning, and that the new teaching approach could comprehensively cultivate and enhance students' professional ability, innovative thinking, literature

digest reading, academic specialization and writing, teamwork and other comprehensive abilities and unique qualities of talents.

4.2. Teaching Innovation Model Students Are Not Optimistic About the Problem

Table 4. Teaching innovation model students are not optimistic about the problem.

Question Type		Options (some options omitted)	proportion
Objective questions	What kind of teaching mode do you usually prefer in professional course lectures?	Teacher lectures are the main focus, supplemented by class discussions	38%
		Practice, case based, other methods as a supplement	31%
		Like to participate in course games, classroom interaction-oriented	18%
		New and challenging modes can be tried	13%
	Problems that may arise with this teaching model	Different levels and abilities of students affect the quality of the classroom	37.4%
		Different from traditional teaching methods, causing aversion to learning	15.5%
		Uncertainty (with expectations, apprehension, uneasiness)	29.5%
		Not interested in the subject matter, poor debriefing and performance	17.6%
	Challenges faced by students in the application of innovative models of teaching and learning	Problems in writing academic papers	49.6%
		Team Theme Debriefing	22.4%
Asking questions, evaluation and scoring		23%	
No		5%	
Subjective questions	What do you think are the possible reasons for students not liking the innovative model of teaching?	There are too many uncertainties and the new model has some risks	58%
		Fear of not learning anything, resulting in a poor final course grade	31%
	What are the possible reasons why teachers do not like innovative models of teaching and learning (answered by teachers)	The front-end design is too complex and risky	28.7%
		Unable to accomplish teaching objectives, worried that students will not cooperate	25.8%
		Influence teaching evaluations (students rate teachers and influence merit ratings)	40.5%
	Students' overall evaluation of the new model	Some students are more negative about the teaching innovation model; they think that the model is more difficult for students with poor foundation, and students are in different states and learning ability now, and their own quality varies, so the report can't achieve better results; more students are worried that the academic paper writing can't be finished on time and in quality because they have no research foundation. In addition, students respond that they like to add more interesting cases and stories to enrich the classroom content.	

The data shows that a small number of students are not used to using their brains and brains, and the active

participation in the course class is low, which leads to resistance to this innovative mode of teaching.

Collating the information of the questionnaire star and

making statistics on the data, the details that the innovative mode of teaching economic and management courses can effectively play a role are shown in the following table.

Table 5. Teaching innovation models can work effectively Details.

Category	Evaluation results	proportion	Causes (endogenous, exogenous)
1	Like	$\geq 70\%$	Solid professional foundation, like challenging courses and classes; the new model is different from indoctrination classroom, more projects, more interesting, expand professional knowledge, there is the use of personal comprehensive ability to improve, also can learn and grow with each other
2	Dislike	$\leq 15\%$	Learning without planning, weak foundation, used to the old classroom, not used to this teaching innovation model; also think it takes up too much after-school time, affecting other courses learning
3	Doesn't matter	$\approx 15\%$	Been used to passive acceptance, just pass and graduate; just complete the task as required

5. Conclusion

The construction of teaching innovation mode in colleges and universities is a long-term systematic project and a lasting project that needs to be followed up by many parties. The article investigates the construction process and follow-up of teaching innovation mode of economic management courses in five colleges and universities, and summarizes as follows:

- (1) The new model should be in line with the actual situation: the new model should be in line with the local economic development and the characteristics of the school students. Talent cultivation in higher education emphasizes application-oriented, practical and serving the construction of local economy; teaching innovation mode is a gradual process, which should be combined with the traditional teaching methods of the school and students' learning traits for innovative reform.
- (2) Change of mindset: students and teachers should understand the curriculum education reform correctly, dare to seek truth in change, use scientific methods to improve the education reform and achieve high quality development of the curriculum. Faced with the anxiety and controversy of the innovation model, stakeholders should be brave enough to face problems and solve them together. Teachers and students should get out of their comfort zone, break the traditional ideology, and actively explore the curriculum education reform model.
- (3) The mutual combination of basic and professional, individual and collective: to strengthen students' basic knowledge and cultivate students' learning initiative, innovative and critical thinking about the profession; to mobilize students' enthusiasm for learning, their desire to seek truth and knowledge, their love for the profession and the curriculum, and to cultivate independent opinions but also the spirit of teamwork the mutual combination of basic and professional, individual and collective: to strengthen students' basic knowledge and cultivate students' learning initiative, innovative and critical thinking about the profession; to mobilize students' enthusiasm for learning, their desire to seek truth and knowledge, their love for the

profession and the curriculum, and to cultivate independent opinions but also the spirit of teamwork.

- (4) Effective communication throughout the whole process: the school, teachers and students communicate effectively, especially between teachers and students, and firstly, let students fully understand the value of the teaching innovation model and help them overcome difficulties. In different environments, combined with the requirements of the development of the times and from the practical point of view, we are able to use and adjust the teaching model flexibly to promote the effectiveness of teaching and learning reform.

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