

Research on the Applications of High-impact Teaching Practice in Management Course

Abstract

Higher education plays an important role in the cultivation of talents in our country, which requires colleges and universities to continuously explore the effect of education and teaching. High-impact teaching has changed the former "Teacher-centered" teaching model to "Student-centered". Through pre-class, in-class, after-class teaching arrangements, teachers help students become independent learners by individual and group learning. This paper explores the high-impact teaching model in the context of management from three aspects: learning goal, learning guarantees and learning evaluation, it is a useful exploration for the teaching reform of Management Course in colleges and universities under the new situation.

Key words: Management Course; High-impact teaching; Student-centered; Student engagement

1. Introduction

In the mission and task of the new era, the report of the Party's "20th National Congress" pointed out: "We must adhere to the talent leadership and drive, accelerate the construction of a strong education and talent country, persist in educating people for the Party and the country, comprehensively improve the quality of independent talent training, and strive to create top innovative talents, and gather talents from all over the world." [1]. Secondly, the report "China's Education Modernization 2035" proposes in the development goals of the next 15 years that "the competitiveness of higher education will be significantly improved", and at the same time, it is necessary to strengthen the training of innovative talents, especially top-ranking innovative talents, and increase the proportion of application-oriented, composite and technical talents [2].

The Party's 20th National Congress mentioned comprehensively improving the quality of independent training of talents, which can be understood as the quantity of talent education in independent training is not a problem, but the quality is a problem. The report of China's Education Modernization 2035 more specifically points out that the current problem of the training of top innovative talents, as well as the problem of

the proportion of application-oriented, composite, technical and skilled talents. In summary, China's education is currently facing the problem of training quality, the training of top innovative talents, and the problem of the proportion of applied, composite, technical and skilled talents. How to overcome these problems is the key issue of current education research.

In response to this key issue, the research points out that high-impact teaching (SBL) focuses on student-based learning and attaches importance to outcome-based education (OBE). The training of application-oriented talents [3] is one of the feasible solutions to the above problems.

Through the interpretation of relevant policies, we can deeply understand that with the development of The Times, changes in population conditions and the continuous advancement of national higher education reform, the stage of the scale expansion of China's higher education has gradually passed [4]. In the new era, the higher education in our country pays more attention to realize the intension development of higher education by the quality improvement. Higher education in our country should innovate the personnel training mechanism and strengthen the training of applied and compound talents on the basis of stabilizing the current teaching scale.

Therefore, this study intends to take management courses as an example to try to explore the practice and application of high-impact teaching in management. Specifically, the research purpose of this paper is to sort out the mechanism of high-impact teaching and develop the curriculum design of management, including the analysis of learning situation, the design of teaching mode and the implementation of learning mode. This study obtained data through literature search and management teaching group discussion, based on which the problems of high-impact teaching in management were analyzed, and the application of high-impact teaching model in management was proposed.

With the continuous advancement of relevant research, there is still a certain degree of separation from the theoretical research level to the practical promotion level. Academic service serves practice. How to apply academic research on high-impact education in colleges and universities to the practice of college education reform is an important issue in college education research. Based on literature research, practical experience summary and statistical analysis, this paper begins with the course Management, summarizes the essence of scholars' high-impact research, and explores ways to improve the teaching effect and talent training quality by combining the nature of the course and training objectives.

2. Literature review

As early as the late 20th century, education circles in Europe and the United

States began to pay attention to the success of students in higher education (including grades and employment). George Ku, a professor of the "ecological School" of college student development in the United States, first proposed the concept of "high-impact teaching" in 2005. He summarized 10 typical teaching practice projects of high-impact teaching, reflecting the transformation and application of academic research results into practice in American higher education [5,6].

High-impact teaching activities are different from previous educational activities, mainly in the following aspects: students are highly engaged; Interaction between teachers, students and peers; Diverse educational experience; Timely feedback; Applying knowledge to specific situations [7,8]. It can be seen from the above characteristics that high-impact educational activities link formal and informal learning elements in institutions of higher learning.

In the past decade or so, with the continuous evolution of high impact research in higher education, many scholars have made great progress in the theoretical framework, empirical analysis and measurement tools of high impact and student development in colleges and universities. In his latest research, Bowie summarized the impact on student development from the organizational level of colleges and universities, and found that in addition to the important factors such as the investment and resource allocation of colleges and universities, teaching management system and student support system, classroom teaching methods, including teacher-student interaction outside the classroom field, also play an important role in the learning effect and future development of students [9].

It is pointed out in the research that management discipline is to transform complex theories into specific action strategies and test or revise them in practice, which is the real function and practice-oriented of management discipline [10]. In addition, high-impact teaching requires students' high input in educational practice and academic projects to enable students to apply knowledge inside and outside the classroom [11]. Moreover, various high-impact education practices have a heterogeneous impact on undergraduates' critical thinking ability [12], indicating that high-impact teaching must attach importance to practice. As the primary discipline of economics and management, Management plays a fundamental and forerunner role in the study of economics and management students. Therefore, from the teaching level of colleges and universities, this study focuses on classroom teaching methods and teacher-student interaction outside the classroom field, and studies high-impact teaching practice methods to further improve teaching effect and training quality, which has important practical significance and practical significance.

3. The Curriculum situation

Management course is a basic course for economic and management majors in universities. The study of Management at the beginning of university is the only opportunity for most students to devote themselves to systematic management knowledge during their university study and even in their future career. Today, with the rapid development of economy and society, it is a major challenge for the teaching of Management to enable students to master basic management theories and have the ability of initial management practice through the study of management course.

Management is a comprehensive subject, it covers philosophy, psychology, economics, sociology and information management technology and other comprehensive content, which requires teachers to have a comprehensive basic knowledge reserve. At the same time, due to the flexibility and variability of management environment and the diversity and complexity of management objects, management is required to have the ability to comprehensively apply various management skills in solving practical management problems. Therefore, management is a highly practical subject, and teachers need to spread students' management thinking as far as possible through the explanation of classic cases and the creation of management scenarios. Exercise the students' management practice ability.

"Management" course is usually opened in the first semester or the next semester of the first year of the basic course, for the students who have just entered the university campus, they have just passed from the high-intensity high school study life to the university, from the learning style has not changed from the cramming test learning. At the same time, due to the lack of social practical experience, it is difficult to understand the practical management theories. Therefore, in the teaching of management, a considerable number of students think that Management is empty, boring, abstract and difficult, and can not keep up with the learning rhythm of teachers.

Because what Management teaches students is a kind of management insight and problem-solving thinking ability, rather than learning specific skills like repairing cars or cutting hair, teachers usually introduce management scenes and classic cases in class to assist learning. However, in fact, they did not get the ideal feedback from students. Students either could not understand the situation and problems in the case because of the lack of practical experience, or they felt that they would not take the management position within the expected time, and they had no interest in such learning, let alone the sense of participation.

4. The High-impact teaching model design

As shown in Figure 1 and Table 1, combined with the investigation and analysis

of the past teaching practice and the research and exploration of high-impact teaching mode, we find that there are essential differences between traditional teaching and high-impact teaching mode. According to Figure 1, we can find that the traditional teaching mode is mostly "teacher-centered". From the perspective of the classroom form, the teacher speaks on the platform and the students listen on the seat. From the perspective of teaching content, teachers combine their own understanding of curriculum knowledge and experience accumulation to impart to students in a relatively mechanical way in a face-to-face manner. On the other hand, high-impact teaching is "student-centered". Teachers carry out curriculum design with learning as the center. Teachers integrate into the class group in the classroom, become the guide and guide of students' learning, and help students become independent learners through individual learning and group cooperative learning.

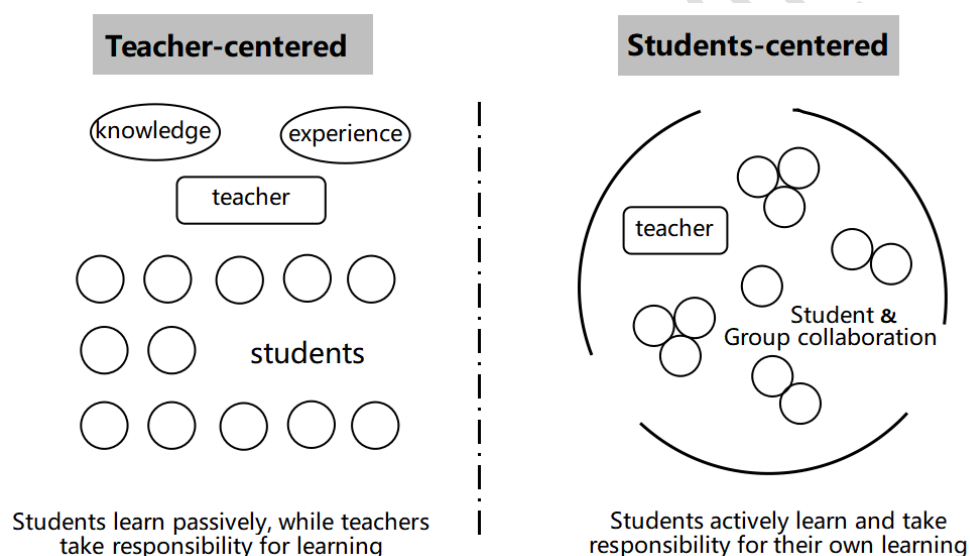


Figure 1. The comparison between traditional teaching model and high-impact teaching model

Table 1 The comparison between Traditional Teaching Models and High Impact Teaching Models

Teacher-centered	Students--centered
Pay attention to the teaching tasks of teachers	Pay attention to the needs and interests of students
Teacher decide what students learn and how to learn	Students take responsibility for their own learning
Teachers supervises students' learning outcomes	Students supervise their learning outcomes and teacher assist
Teachers focus on teaching in class while students listen	Students actively participate in various activities during class

Single evaluation	Diverse evaluation
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There are several problems in the teaching of Management in the past, such as unclear teaching goal, lack of pertinence in teaching content, single teaching mode and lack of social practice, unreasonable curriculum setting and poor learning effect. Based on the above definition of high-impact teaching mode, we need to "student-centered" course design for the course of Management, which includes the following three aspects: (1) Focus on the needs and interests of students, and set course objectives and outline based on learning results; (2) The diversified combination of curriculum contents and activities forms a positive interaction between students' self-responsibility and teachers' assistance; (3) Diversified evaluation methods, process and timely feedback, as shown in Figure 3. The important prerequisite for the success of this teaching mode is that in the teaching context, students are not only the receivers of knowledge and the existence of the classroom, but also knowledge explorers and active learners.

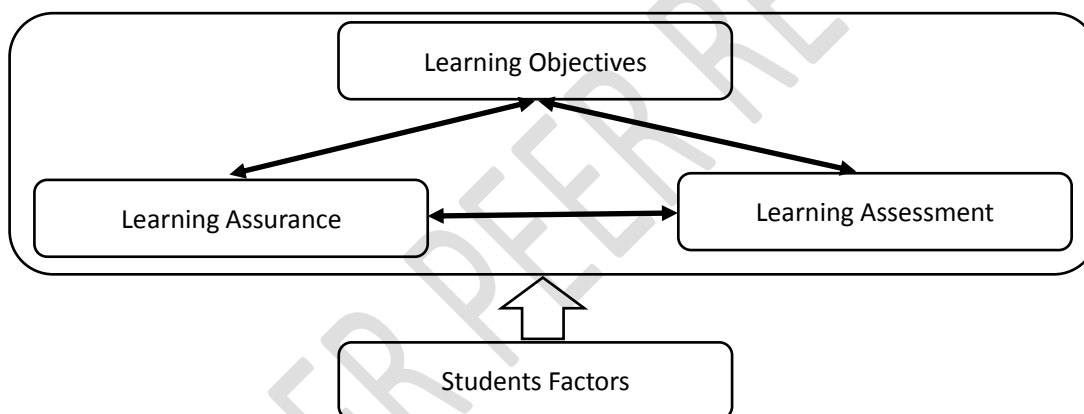


Figure 2 The design of high-impact teaching Model

5. The Implementation of high-impact teaching model

5.1 Learning goals

For economics and management majors, the course of Management plays a leading role in the study of subsequent university courses and assists the understanding and study of future courses. At the same time, as a basic course for training future managers, it has the nature of management enlightenment [13]. To determine the teaching objectives of Management course based on students' learning outcomes and then design the course is not only in line with the requirements of the Outcome-based Education (OBE) concept, but also the starting point of the learning-centered curriculum design of high-impact teaching. As shown in Figure 3, by focusing on the basic job groups and ability requirements of the students majoring

in economic and management marketing, this paper explores the specific training objectives of the course Management.

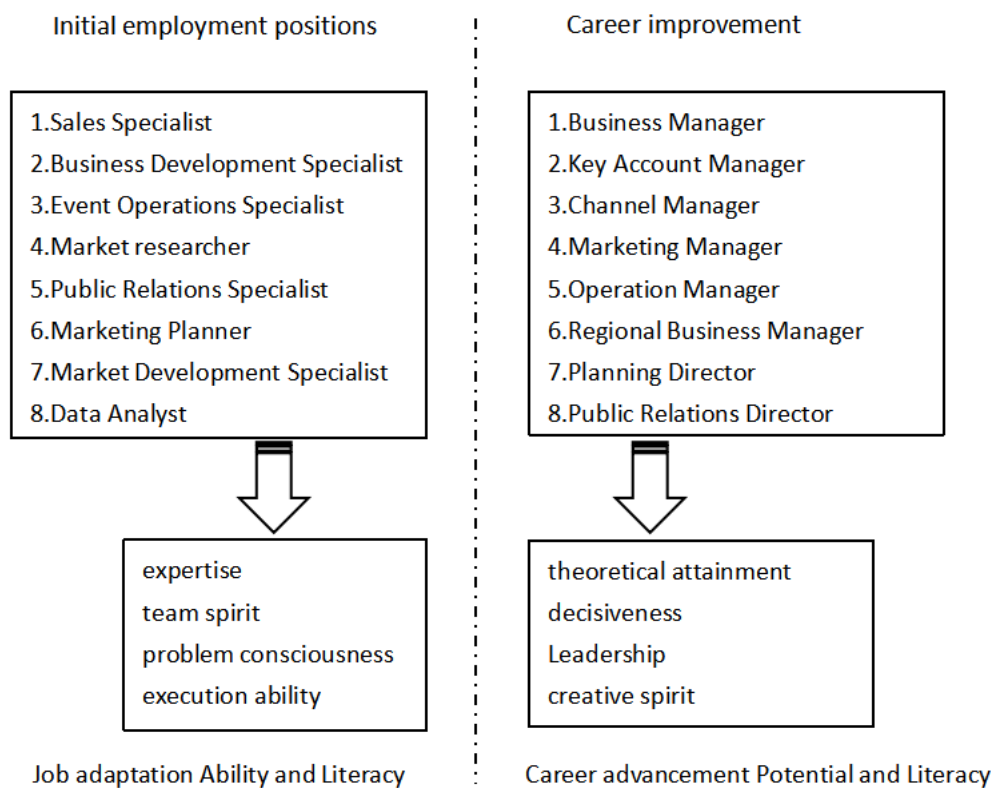


Figure 3. Basic employment positions and skill requirements for students

Based on the above analysis of the abilities and qualities required for the improvement of students' initial jobs and future careers, we further identify the basic training goals to be achieved in the teaching of Management course: (1) Master the basic concepts, principles and general methods of management, let students establish the ideas of modern management, and improve students' awareness of social responsibility. (2) Cultivate students' ability of independent decision-making and teamwork. (3) Cultivate students' ability to think systematically and be able to effectively analyze and formulate corporate strategies. (4) Develop students' ability to engage in planning and goal setting and management. (5) Understand the impact of organizational systems on organizational performance and effectively improve organizational design capabilities. (6) Understand the nature of incentive, master effective incentive means, and improve their communication and coordination ability. (7) Improve students' ability to find problems, analyze problems and solve problems by using management principles and methods. (8) Cultivate students' practical ability and innovation ability, improve students' professional quality, and lay a solid theoretical and vocational foundation for students' employment.

5.2 Study Assurance

Management is a subject with strong application. In the teaching of this course, teachers should not only guide students to systematically learn the theories and knowledge of management, but also adapt to the changes of social environment and the practice of enterprise management, explore a scientific practical teaching system, and cultivate students' comprehensive management skills. Based on the above exploration of the teaching objectives of "Management" course and the original intention of "learning-centered" high-impact teaching design, we designed the whole teaching process of this course as a closed loop of "introduction-learning-thinking", specifically from the aspects of curriculum introduction, classroom activities, learning evaluation and after-class tracking (see Figure 4).

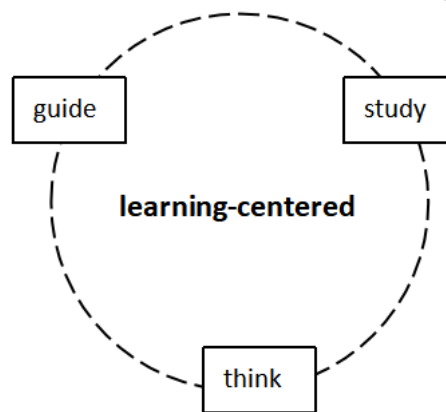


Figure 4. Classroom Activity Design

■ Course introduction -- introducing courses and stimulating interest

Management is highly practical, and the management environment is changing rapidly. Therefore, in the first class of Management course, the teacher recommended certain time-effective journals and magazines for students, such as Business, Harvard Business Review, etc. At the same time, in order to ensure that students can effectively make use of these social resources. The teacher will arrange the students to collect and introduce the latest management cases in small groups. In the first 5-10 minutes of each class, the representatives of the study group will share the management cases, and the teacher will make brief comments, which not only supplements the knowledge of management cases, but also broadens the students' management vision, improves the knowledge reserve of all the members of the class, and realizes the socialization and diversification of learning resources.

Management theory is boring, but many management cases and some artistic

management behaviors are more interesting. Therefore, in order to arouse students' interest in learning, the teacher will release some case materials online in advance before each chapter and ask students to preview and get familiar with them. At the beginning of the chapter, classic management cases or management stories are introduced to eliminate students' sense of strangeness and distance. Through the update of the above external management resources and the introduction of management cases, the purpose of stimulating students' interest in learning is achieved.

■Classroom activities -- the combination of heuristic teaching and team-oriented learning

The theory of management is monotonous and highly condensed, but the situation of management is diverse and complex. Therefore, the learning of knowledge content of management courses can be integrated into diversified teaching situations and carried out in a team-oriented way. In the main content modules of management, such as managers, management environment, planning/decision-making, organization and control, and innovation, various teaching methods are used to diversify and enrich teaching forms.

For example, in the part of organization and control, aiming at five typical types of organization structure, students were asked to set up companies in class in groups to simulate organizational scenarios, and explore the advantages and disadvantages of different organizational forms in management and their application. In such classroom activities, the teacher mainly plays the role of a guide, carries out timely correction, guides the students to carry out diversified discussions, opens their minds, and encourages the team to exert the effect of co-creation as much as possible, so as to experience the scientific and artistic management of different enterprise organizational forms.

■office hour -- follow-up and timely feedback outside the learning field

Outside the classroom, teachers encourage students to participate in activities organized by associations, apply the book knowledge of management to practice, and participate in some innovation and entrepreneurship practice activities or enterprise visit and study activities. At the same time, as a helping mentor, teachers can provide timely office hours after class based on students' course learning, provide guidance and answer for students' learning doubts encountered in class or management difficulties encountered in practice outside class, and even appropriately expand the emotional communication between teachers and students. To guide students from curriculum to life management planning. Under normal circumstances, students will

not actively invite office hour appointments after class due to their introverted or indifferent attitude. Teachers can take the initiative in the first round of after-class appointments and interviews. After a round of basic communication, students' enthusiasm will be greatly stimulated.

5.3 Learning assessment

Based on the learning arrangement of the whole process of Management study before, during and after class, an evaluation system combining process evaluation and final evaluation is implemented in the course learning evaluation. One is the student's usual results, accounting for 50%. It mainly includes class participation, knowledge mastery level, teamwork ability, class presentation and sharing ability, etc. For team work completed by group cooperation, such as case analysis and class sharing, the specific performance measurement includes three parts: inter-group mutual evaluation, intra-group evaluation and teacher evaluation.

In the middle and late semester, the teacher will synchronize a score to the students, on the one hand, let the students know their usual performance, on the other hand, guide the students to actively participate in class learning, study hard, and pull their usual grades to improve. Second, students' final assessment results, accounting for 50%, that is, students' knowledge mastery level is measured by final examination at the end of the semester. Management covers a lot of practical management theories, analytical tools and practical methods, which require students to memorize key knowledge contents. Therefore, ending the course by examination is also an opportunity for students to read through the textbook and keep knowledge in mind. The examination at the end of the semester can be said to be indispensable.

Based on this combination of process evaluation and terminal evaluation, the course assessment evaluation not only encourages students to participate in the whole learning process of the course, but also can realize the combination of theory and practice, understanding and memory, so as to achieve all-round and whole-process learning and assessment supervision of students, which is very helpful in achieving high-impact learning results.

6. Conclusion

Reviewing the implementation of the high-impact teaching of Management, teachers need to pay more time and energy than the traditional teaching mode, but judging from the feedback of students, this teaching mode is effective. According to the questionnaire statistics of students' learning effect, more than 90% of students recognize the important role of Management in their business studies; More than 65% of the students prefer team learning and group sharing. In addition to the basic

knowledge of management, students generally believe that they have also learned teamwork experience, presentation skills, and broadened their horizons of business management at home and abroad.

Colleges and universities are a very important part of cultivating high-quality talents, which requires colleges and universities to improve the quality of teaching resource investment, teaching management system and student support system, and more importantly, in basic teaching links, so that students can master knowledge more practically, adapt to the ever-changing environment, and flexibly apply theoretical knowledge to practice. This also means that we need to conduct more exploration and practice in high-impact teaching to further improve the quality of talent training.

Finally, this study has explored the application of high-impact teaching in management and proposed curriculum design. Future research will continue to analyze the teaching methods of high-impact teaching, learning assurance, assessment, and how to lead students to become good leaders. At the same time, future research can also carry out scale development and quantitative research.

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