

Research on the Innovative Path of Teaching Mode of Urban Management Major in Higher Education Continuing Education

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Abstract: At present, there are a series of challenges in the construction of urban management courses in continuing education in colleges and universities. The main reasons are the deviation of the orientation of universities and colleges, the lack of teachers' understanding of the necessity of continuing education curriculum teaching, the need for innovation in teaching methods, the significant defects and deficiencies in the current teaching evaluation system, and the lack of initiative of continuing education students in curriculum learning. Therefore, this study starts with the adjustment of the positioning of continuing education courses in universities, gradually analyzes the necessity of deepening teachers' understanding of continuing education teaching, and proposes five dimensions of suggestions to promote the construction of a scientific and reasonable continuing education teaching system, establish a scientific and reasonable continuing education teaching evaluation mechanism, and enhance the learning initiative of continuing education students.

Keywords: Urban Management Major; Curriculum Construction; Academic Continuing Education; Pedagogical Reform

1. Introduction

What kind of people to train, how to train people, and for whom to train people are the fundamental issues of education. The foundation of educating people lies in morality. It guides the direction of reform for our future education development [1]. The development of continuing education is an important part of improving the lifelong education system and building a learning society [2]. In the continuing education of colleges and universities, the educational objects of urban

management specialty are unique. They are a group of senior talents with considerable academic foundation and practical experience, aiming at deepening the scientific research, planning, and management ability of urban management. Urban management professionals will play a crucial part in the city's government agencies, public utilities, and urban infrastructure construction in the future. Consequently, the efficacy of reform of the professional curriculum for them will have a significant impact on the newcomers of various urban building industries at all levels as well as directly impact their levels of personal comprehensive quality for career growth, and even the healthy growth of China's as a whole urban construction and social harmony and stability.

The teaching of urban management subjects in the context of the new era has made it crucial to solve the problem of how to deeply comprehend and successfully integrate the professional curriculum that permeates the curriculum. This allows for the cultivation of professional talent that is not only adept at urban management knowledge and skills but also possesses an innate sense of social responsibility and noble moral sentiment. What famous scholars pointed out its scientific connotation: the essence of "reform of the professional curriculum" consists in cultivating students' ability to innovate and moistening things subtly, not in beginning a course or adding an activity, but in integrating innovative thinking towards every aspect of curriculum teaching and reform. Additionally, this study takes the curriculum reform of urban management major in higher education continuing education as the object, beginning with the real-world issues associated with the specialized design of curricula, investigates the reform of the professional curriculum path that is being constructed for the major in urban management in higher education and

continuing education, to cultivate construction individuals who possess both skill and moral integrity.

2. The Primary Issues with Reforming the Professional Curriculum in Urban Management Offered by Colleges and Universities for Continuing Education

China's colleges and universities' ongoing education has experienced four stages: germination, rise, development, and reform. Especially after the 1980s, the universities' and colleges' ongoing education has developed rapidly, the scale of running schools has gradually expanded, and the management system has been continuously improved. It has formed a diversified school-running pattern and contributed significantly to raising the standard of national culture and national construction. However, in the context of the new era, more demanding standards for schooling have been proposed. Urban management major in continuing education in colleges and universities is facing many challenges, which are embodied in many dimensions, such as school-running orientation, teaching concept, teaching method, evaluation system, and students' participation [3].

2.1 There are Deviations in the Orientation of College and University Continuing Education

Continuing education is an educational activity after school education based on the teaching resources of higher education institutions. However, some higher education institutions often place greater emphasis on full-time education than continuing education, especially in the field of urban management. When these universities set up the continuing education urban management major, their original intention often tends to use the existing teaching resources such as teachers and courses, to raise more funds for the school, rather than focusing on the quality of education and social value of the major. There is a deviation in the school's orientation and purpose of the urban management major in continuing education, and there is a lack of systematic planning for teachers and curriculum construction. There is no overall arrangement for

professional courses and curriculum in specialized courses according to the specific instructing organization form of continuing education and the characteristics of student groups. Examining the components of professional courses in urban management is not enough, and the existing professional resources, subject resources, and academic resources of colleges and universities are not transformed into educational resources suitable for continuing education students [4].

2.2 Teachers Have an Insufficient Understanding of the Need for Reforming the Professional Curriculum

In the current teaching of urban management majors in continuing education, some specialized course instructors often view the transmission of professional knowledge and practical application of courses as two separate domains, neglecting the complementary and mutually reinforcing relationship between the two in the field of urban management. This results in relatively uniform course design and a lack of integration between practical and professional teaching. In the process of advancing specialized course reforms, the practice of some expert teachers is mainly limited to the teaching exploration level of full-time students. Because of their teaching, scientific research, and many other responsibilities, it is difficult to free up sufficient moments and the drive to carry out comprehensive research and effectively implement innovative thinking strategies for students with continuing education [5].

2.3 Teachers' Teaching Methods Need to be Innovated

May 2023: Relevant departments issued the "Plan for Enhancing Basic Education Curriculum Reform" and "Initiative for Teaching Method Transformation" aiming to implement the curriculum plan and curriculum standards and comprehensively promote the reform of instructional strategies. However, in the continuing education classroom of urban management major, the instructional strategies of some teachers are still lagging, failing to fully respond to the call of this change. For full-time students, the conventional classroom

teaching approach is still in use, ignoring the particularity of continuing education students and the uniqueness of urban management majors, which complicates the effective integration of components of course innovation, and a design for instructional links is difficult to achieve the expected results. Meanwhile, the selection of teaching methods does not characteristics and requirements of teaching that align with personalized education and foster innovative thinking, which leads to the separation of curriculum content and practical factors [6].

2.4 There are Significant Defects and Deficiencies in the Current Teaching Evaluation System

At present, the urban management courses' teaching system of evaluation is facing significant defects and deficiencies. The core problem lies in the thinness of the assessment dimension and the limitations of the assessment techniques. The evaluation methods of urban management courses are traditional and single, relying too much on written examinations and questionnaires. It is difficult to capture students' comprehensive presentation in practical learning in classroom interaction and practical activities, which limits the depth and accuracy of the evaluation. Furthermore, the evaluation process of the urban management curriculum lacks the participation of several topics, and the opinions of pupils, teachers, and society from all walks of life are not fully integrated, which makes the evaluation perspective limited and difficult to form comprehensive and objective feedback. Concurrently, the application of the assessment findings of urban management courses is not sufficient, and it has not been effectively transformed into the driving force to promote the revamp and innovation for instruction, which has affected the continuous improvement of teaching quality and the realization of student's all-round development.

2.5 Continuing Education Students Lack the Initiative to Learn

The participation and enthusiasm of students in the continuing instruction of

urban management specialty are not high, which results in the lack of effective feedback on specialized knowledge during implementation, thereby hindering the innovation of the curriculum. The continuing education students of this major have their work-study pressure and family-study contradiction. Especially in the current situation of online teaching, continuing education students learn online through the network platform, and put forward higher learning requirements for them. Maintaining core learning tasks in urban management courses and actively engaging in useful tasks is challenging. Simultaneously, students tend to ignore the importance of hands-on classrooms in higher education continuing education, so they can not actively understand the concept of reforming and innovating professional curricula.

3. Strategies for Reforming Urban Management Courses in Continuing Education at Higher Education Institutions

Revamping specialized courses should be integrated throughout the entire curriculum development process in colleges and universities [7]. The continuing education curriculum of urban management major needs to take the initiative to promote innovative practice, align with social progress, cultivate outstanding and practical talents in the field of urban construction, achieve a strong integration of realistic teachings with the theoretical knowledge of urban management, and maximize the effectiveness of talent in urban construction and planning for the new era. Starting from the practical problems of curriculum specialized courses construction, this paper examines the development approach of urban management specialty in the continuing education of college education, as shown in Figure 1.

3.1 Modify the School's Direction Based on Reforming the Curriculum Professionally

The host institutions of continuing education should be based on their school-running orientation and characteristic advantages, deeply implant the concept of curriculum expertise in professional courses into talent development goals, types, and specifications of continuing education,

adhere to the public welfare attributes of continuing education, and incorporate continuing education into the school's talent training work for overall planning and unified requirements. At the same time, we should deepen the classified development strategy under the guidance of curriculum-based education, and combine the differentiated needs of academic continuing education and non-academic continuing education to clarify the core position of curriculum-based expertise in professional

courses in all levels of education. By optimizing the orientation of running a school and deepening the classified development strategy under the framework of restructuring the way professional courses are taught, continuing education in colleges and universities can better blend professional knowledge and useful tasks, creating a synergistic effect, and cultivating urban management professionals with high-level professional skills and a strong sense of duty and mission for the country.

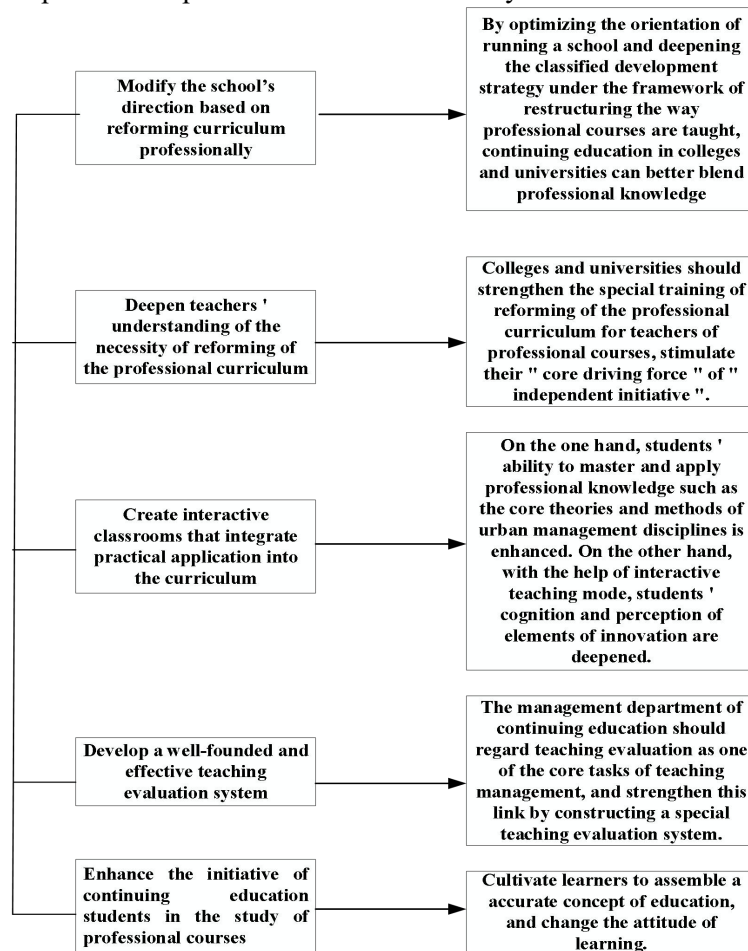


Figure 1. Strategies for Reforming Urban Management Courses in Continuing Education at Higher Education Institutions

3.2 Deepen Teachers' Understanding of the Necessity of Reforming the Professional Curriculum

Colleges and universities should strengthen the special training of reforming the professional curriculum for teachers of professional courses, stimulate their “core driving force” of “independent initiative”, clarify the specific implementation standards of curriculum education, and effectively boost teachers' enthusiasm and initiative to independently

implement reforming of the professional curriculum; at the same time, teachers should stay updated on the latest policy directions and research trends in education, and adeptly incorporate elements of innovation into each chapter and teaching segment of urban management courses, tailored to local conditions, to highlight the unique educational value and function of this major. Through in-depth analysis of policy formulation and management practice in urban management, the infusion of the elements of innovation can

enhance students' logical thinking and value judgment ability in an all-round way, cultivate compound talents with both professional quality and noble morality and ensure that students confidently meet and properly handle the diverse opportunities and complex challenges emerging in the field of modern urban management.

3.3 Create Interactive Classrooms that Integrate Practical Applications into the Curriculum

This paper introduces the interactive classroom form into the teaching process of "urban management," on the one hand, to improve students' ability to master and apply professional content such as the theory and method of "urban management" course; on the other hand, through students' participatory classroom, students' understanding of practical activities is deepened, and their enthusiasm and initiative for professional knowledge learning and practical courses are improved. In the first stage, through the teaching of professional knowledge and cases by the course tutor, students can master the basic theory and method of "urban management" and enhance their sense of identity to the curriculum reform. In the second stage, based on the teaching results of the first stage, students collect relevant cases and materials of urban management, process and process them, form mature teaching cases, and display them in the classroom, further deepen students' understanding of professional knowledge, promote the sharing of knowledge and information, and promote the improvement of the overall teaching effect [8].

3.4 Develop a Well-founded and Effective Teaching Evaluation System

The management department of continuing education should regard teaching evaluation as one of the core tasks of teaching management, and strengthen this link by constructing a special teaching evaluation system. Through the establishment of a special group for teaching evaluation and the rational allocation of membership structure, including a certain proportion of teaching supervision experts, managers in the field of continuing education, and senior experts outside the school, to ensure the professionalism and scope of the evaluation. When creating the evaluation index

system, the impact of restructuring the professional curriculum should be considered the central focus. The effectiveness of theoretical teaching in urban management courses is the basic framework of evaluation, and the actual effect of students' ability improvement is the top priority of evaluation. To guarantee thoroughness and impartiality in the evaluation outcomes, a method combining teacher self-evaluation, expert assessment, and student feedback is employed [9].

3.5 Enhance the Initiative of Continuing Education Students in the Study of Professional Courses

Cultivate learners to assemble an accurate concept of education, and change their attitude of learning. When dealing with professional training programs, we should actively cooperate with the practical activities of subject-specific instructors and actively understand the innovation aspects contained in specialized knowledge. In ongoing education, students majoring in urban management are an important object in the process of the development of reforming the professional curriculum. The effectiveness of reforming the professional curriculum is ultimately reflected in the initiative of students in continuing education. Only by continuing education do students change their attitude toward learning, and enhance their sense of innovation, to ensure that the course of reforms instruction in the practice of higher education plays the greatest effect [10].

4. Conclusion

Whether the management of the city is good or not represents the appearance of a city. In the process of continuous development of the city, new requirements have been put forward for the intensity of urban management education. In the innovation and practice of course reform for urban management in higher education continuing education, it is essential to align with the current state and trends of urban development in China. When constructing teaching objectives, planning the teaching process, designing teaching programs, and adopting teaching methods, it is necessary to deeply integrate practical education concepts and humanistic values, fostering positive synergies among various aspects to promote the comprehensive development of students.

Specific construction paths include: adjusting the positioning of professional courses in higher education institutions; deepening teachers' understanding of the necessity of course reform; implementing interactive teaching in the classroom to enhance students' understanding of relevant innovative elements; improving the scientific and rational teaching evaluation system to ensure the comprehensiveness and objectivity of evaluation results; and increasing students' enthusiasm for learning in urban management to maximize the effectiveness of course reform in the practice of higher continuing education.

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