

Research on the Construction of Modular Curriculum Teaching for Speech and Eloquence

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Abstract: Modular teaching based on team collaboration is an important task in the reform of national vocational education. Taking the course "Speech and Eloquence" as an example, this paper explores the application and practice of modular teaching strategies in higher vocational education through modular curriculum reform, which aims to leverage the initiative and creativity of the teaching team. It addresses issues such as monotonous course evaluation, single teacher resource, and homogeneous content. The paper provides a valuable reference for the construction of modular courses in higher vocational education.

Keywords: Modular Curriculum; Teaching Reform

1. Research Significance

1.1 Enhancing Students' Adaptability to Social Demands

The objective of higher vocational education is to nurture high-quality, skilled talents who are well-suited to meet societal demands. The development of modular curricula allows for agile adaptations in teaching content and orientation, grounded in market demands and industry dynamics, ensuring that education remains closely attuned to societal needs. Through modular instruction, students gain profound insights into cutting-edge industry technologies and market trends, thereby bolstering their overall competencies and employment competitiveness.

1.2 Elevating Students' Professional Proficiency

In the modular curriculum development of "Speech and Eloquence," a practical application-oriented approach to teaching is consistently upheld, with a strong emphasis on fostering students' practical skills and

innovative thinking. Modular teaching enables students to attain a deeper comprehension and mastery of professional knowledge, thereby elevating their overall proficiency. Furthermore, it prioritizes the cultivation of students' self-directed and collaborative learning abilities, encouraging them to actively engage in the learning process, ultimately enhancing their learning efficiency and autonomous learning capabilities.

1.3. Advancing Comprehensive Teacher Growth

In the modular curriculum construction of "Speech and Eloquence," classroom instruction necessitates teachers to possess robust professional expertise and teaching capabilities. By researching and implementing modular teaching, teachers can consistently update their knowledge frameworks, elevate their instructional proficiency, and align with the evolving demands of educational reform. Additionally, modular teaching fosters teachers' engagement in instructional innovation and practical exploration, igniting their innovative spirit and passion for teaching, and ultimately promoting their comprehensive professional growth.

2. Current Research Status

Modular teaching was initially proposed around 1970. It generally integrates teaching content into a modular framework, forming a large modular framework for subject teaching content and various modular structures, with teaching content strictly planned. In a narrow sense, modular teaching refers to constructing a complete and comprehensive learning unit based on the specific teaching objectives of a particular course within a certain discipline, which not only meets the teaching requirements but also satisfies the needs of the new curriculum reform.

Research on modular teaching and training in higher vocational education, both domestically

and internationally, is still in its infancy stage. In China, research and practice on modular teaching preceded "project-based" teaching, with explorations commencing in the early 1990s. MES (Modules of Employable Skills) is a teaching model developed by the International Labour Organization in the early 1970s, focusing on field-based instruction and skills training as its core. It determines modules based on job tasks and revolves around the completion process of actual job roles in a particular occupation, which can be termed as "task modules." CBE (Competency-Based Education), primarily represented by Canada and the United States, determines modules based on executive competencies and revolves around the cognitive and activity competencies required for a particular occupation, which can be termed as "competency modules."

Currently, the curriculum system of our college's marketing professional group is also composed of modular courses, including professional platform courses, vocational position courses, and vocational expansion courses. "Speech and Eloquence" is a platform course that serves four majors: marketing, e-commerce, modern logistics management, and customs affairs and foreign trade services.

3. Research Basis

Firstly, a course team for the modular teaching of "Speech and Eloquence" has been established. the course "Speech and Eloquence" serves as a platform course within the marketing professional group. It supports the core position competencies of the major, serves as a necessary support course for vocational skills competitions (presentation-based), assists in the Mandarin proficiency test, and is an elective course for students of all majors in our university. In March 2022, our college successfully applied to form a course team for the modular teaching of "Speech and Eloquence". Adhering to the concept of "innovation, sharing, and openness," and the principles of "demand-oriented and problem-oriented," the course team relies on the online open course platform of Chongqing colleges and universities. By adhering to the principle of "demand-oriented, with the school as the main body and teacher-student growth as the core," the team conducts activities such as course theoretical research, textbook

development, and academic exchanges with similar colleges and universities both within and outside the city, striving to provide course support for teacher-student growth.

Secondly, a platform for modular course learning has been established. This course was rated as a quality online open course in Chongqing colleges and universities in April 2021. Up to now, it has been offered online for seven sessions, with a total of 30,088 students enrolled online. the course is offered at least once a year, providing learners with auxiliary teaching activities such as quizzes, assignments, exams, question-answering sessions, and discussions according to the school's teaching plans and requirements.

4. Research Objectives

Firstly, through this research, to achieve a flexible and reasonable combination of course modules, thereby cultivating the professional abilities required by students of different majors in this course and achieving the expected educational outcomes.

Secondly, to promote the construction and integrated application of course informatization through this research.

Thirdly, to enhance the development of the teaching staff based on the research project.

5. Research Process

5.1 Conduct Instructional Seminars and Scientifically Design Modular Teaching Content

After reconstructing course modules and integrating resources based on the characteristics of professional talent demand, the "Speech and Eloquence" course is progressively organized into three parts: Fundamentals, Eloquence, and Application. the course runs for 2 hours per week, with 8 situational tasks corresponding to each part. Project-driven learning is implemented, closely aligning with the course's knowledge objectives, skill objectives, and quality objectives. Course resources and announcements are released according to the schedule.

Explore the "Three-Stage, Four-Dimension" blended teaching mode based on PDCA. In specific teaching, the implementation is organized into three stages: online 预习 and pre-learning before class; integrating situations

during class for mutual learning and question-solving; and expanding application and reflecting for improvement after class. the four dimensions are used to help students overcome key and difficult points.

5.2 Explore Diversified Evaluation Methods

Based on "value guidance" and "moral education functions," manage the process and evaluate quality. Combine activities such as essay competitions, classic recitations, themed speeches, report exchanges, social practices, and volunteer services to create a cultural atmosphere. Implement traditional culture education by setting up life-like scenarios and diverse educational contexts.

Practical teaching focuses on students and encourages them to engage in experiential learning through lively and dynamic formats, fostering their deep understanding, experience, and perception of traditional culture, and truly allowing the culture to take root in their hearts. Various forms are utilized to evaluate teaching outcomes in terms of professional knowledge, ideological enhancement, behavior, and other aspects, strengthening students' cultural subject consciousness and cultural innovation awareness.

5.3 Establish a Collaboration Mechanism Among Schools for Joint Course Development and Sharing

Relying on the online open course platform of Chongqing universities, teachers from similar institutions who teach related courses can jointly discuss and delineate the ideological and political responsibilities and requirements for the course, enhance the systematicness and orderliness of teaching content design, screen and reorganize high-quality course resources, and achieve resource sharing.

5.4 Integration of Courses and Competitions, and Alignment of Courses with Certifications

By integrating essay competitions, speech contests, debates, Putonghua (Mandarin) proficiency tests, and other activities, we achieve the integration of courses and competitions, as well as the alignment of courses with certifications. This forms an effective evaluation system and supervision method for the construction quality of the modularized "Speech and Eloquence" course,

which can provide academic guidance and theoretical support for the practical exploration of curriculum development within professional groups.

6. The Specific Approaches are as Follows

6.1 Based on the Various Majors Corresponding to the Marketing Professional Group, We Will Identify the Core Competencies Required by each Major and Conduct Modular Reorganization and Task Optimization of the Overall Curriculum Scenario

Guided by the development needs of enterprises that partner with various majors, we dynamically update course content and establish a professional technical resource library to provide students with abundant learning resources. Schools, in collaboration with enterprises, industries, and even the government, jointly develop a module library with significance for career development. Students can independently choose to align with these modules, enabling diversified development in their careers and satisfying their self-development needs.

6.2 The Second is to Revise the Talent Training Program and Curriculum Standards

By integrating the students' need for Putonghua (Mandarin) certification, we will restructure the basic section of the curriculum with ladder-type training tasks, reform the assessment methods, and develop diversified evaluation indicators. In this way, students' horizons and thinking can be broadened, with knowledge acquisition and ability cultivation proceeding simultaneously, thereby eliminating the drawback of high scores but low ability.

6.3 The Third is to Leverage Information Technology Tools To Enrich Digital Resources for Courses and Build a Systematic and Sustainable Learning Platform

Through curriculum research and enterprise research, and by conducting horizontal comparisons (with other higher vocational colleges) and vertical comparisons (with secondary vocational schools and undergraduate universities), we summarize

successful experiences in modular teaching organization and management. This provides support for modular teaching design, enabling the rational setting of teaching tasks and goals, and breaking through the bottlenecks and constraints of traditional teaching platform management.

7. Research Achievements

7.1 It Has Promoted the Progress of the Modular Teaching Team and Enriched the Digital Resources on the Curriculum Platform

The Speech and Eloquence course has developed a total of 44 teaching videos and audios (totaling 419 minutes), 42 teaching presentations, 198 question bank items, and several text-based case studies. the course teaching resources have been fully utilized, with a total of 30, 008 students enrolled as of now, and active users accounting for 67.49% of the total.

7.2 Optimized the Design of Course Modules and Teaching Plans, Enhancing the Bond Between Teachers and Students as Well as Students' Enthusiasm in Class

Through optimizing course modules and lesson plans to carry out teaching reforms, both online and offline learning support such as quizzes, assignments, exams, Q&A sessions, and discussions are provided for learners. In the 5th and 6th sessions alone, 9, 841 assignments were graded, 61 quizzes were conducted, 11, 045 students participated in the final assessment, and 10, 998 students passed. the evaluation of online learning effectiveness consists of several components, including video and courseware learning (30%), course discussions, quizzes, and assignments (20%), and online knowledge tests (50%). Following the four dimensions of process, outcome, comprehensiveness, and value-added, multiple evaluations are conducted focusing on key indicators such as learning duration, online postings, online communication, proficiency tests, and summative assessments.

7.3 The Expected Results Have Been Achieved, and It Has Been Promoted Among Similar Institutions

Firstly, promoted classroom teaching reform The construction of modular courses

helps drive the reform of education and teaching in speech and eloquence, improves teaching quality, and meets the individualized development needs of students.

Secondly, assisted students in adapting to social demands The reorganization of modular courses equips students with professional skills related to speech through new knowledge and skills, helping them better adapt to the demands of social development and improve their employment competitiveness.

Thirdly, Enhanced the overall quality of teachers and students Through the construction of modular courses, teachers optimize course design and reorganize knowledge points to form a concept of knowledge maps, empowering the development of digital textbooks. Meanwhile, students can enhance their learning interest, improve their language expression abilities, and cultivate overall qualities such as self-confidence and logical thinking through the wisdom of teachers and new forms of classroom organization.

8. Research Outlook

After the completion of the project, the research team intends to continue conducting in-depth research on this topic. the revised speech and eloquence course, "Cultivation of Practical Communication Skills for College Students, " will be further refined. A digital textbook project, "Handbook of Practical Communication Skills for College Students, " will be developed. Efforts will be made to update and record modular knowledge points in the construction of digital textbooks by 2025, refining and solidifying the new round of online courses. the team will continuously update online and offline course-related electronic resources, actively participate in the construction of professional teaching resource libraries, improve the course evaluation system, and strive for future applications for national quality online courses.

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