

# On the Construction Standard of First-class Undergraduate Courses

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**Abstract:** In the process of "double first-class" construction, it is of great guiding significance for colleges and universities to examine the problems of first-class course construction, trace the guidance of first-class course construction, and explore and practice the standards of first-class course construction. This article discusses the historical problems of the construction of undergraduate courses, positioning and standard problems, proposed the first-class course construction from the education development stage, the superior file spirit and the "gold" roots in three aspects: the curriculum construction standard construction practice, the contrast research development center of Shanghai jiao tong university teaching a lesson course construction and four universities evaluation standard. The author thinks independently about the construction standard of first-class course, which can provide inspiration and reference for promoting the construction of first-class course.

**Keywords:** First-class undergraduate; Curriculum construction standards; Practice

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Working in teaching management for more than 20 years, we are often troubled by various indicators and standards, and often think and explore some standard problems in combination with our work. In October 2019, the Ministry of Education issued the implementation opinions of the Ministry of education on the construction of first-class undergraduate courses to implement the "double 10000 plan" of first-class undergraduate courses. In November 2020, the Ministry of Education announced the first batch of national first-class undergraduate courses, and identified 5118 courses as the first batch of national first-class undergraduate courses. In April 2021, the Ministry of Education issued the notice of the general office of the Ministry of education on the identification of the second batch of national first-class undergraduate courses to continue to identify first-class courses, strive to promote the construction of curriculum quality, guide higher education to promote the rapid development of "quality revolution" with "learning Revolution", and educators began to study and discuss issues related to the construction of first-class courses again.

As for the research on the standard of first-class curriculum construction, using the keyword "first-class curriculum construction" to retrieve the topic-related data from the website: [www.cnki.net](http://www.cnki.net), we can find that the number of papers published in 2012 was 560, then decreased year by year to 480 in 2018, and the number of papers published in 2020 soared to 2000. From this, it can be seen that the construction of first-class curriculum has become a hot spot in education management and education research.

## 1. Main Problems Faced by the Construction of First-class Undergraduate Courses

### 1.1 Historical Problems of Curriculum Construction in Colleges and Universities

There are some universal problems in the construction of undergraduate courses in colleges and universities. Xu Mingming and others believe in the article "Thoughts on the construction of first-class undergraduate courses" that the problems existing in the curriculum construction include the lag in the renewal of teaching content, the weakness of teaching team, unreasonable structure, poor students' active participation and unreasonable curriculum evaluation mechanism. This view is an objective summary from the current situation of the operation of undergraduate courses. The construction of first-class curriculum can not be divorced from the realistic basis of curriculum construction. <sup>[1]</sup>When we talk about the construction of first-class curriculum, we are facing the current situation.

We believe that some problems are fairly common existing in undergraduate education: the renewal is slow, the knowledge is mainly imparted, and the students' active participation is very insufficient; the level of curriculum team is not high and the teaching innovation is limited; the challenge of course learning and assessment is not high, the course academic evaluation is unscientific, and the assessment method is single. The current course assessment mostly adopts the form of written examination; the assessment focuses on the results and neglects the process, takes the final examination results as the main assessment standard, and pays insufficient attention to the process assessment in the teaching process; the assessment focuses on theory and ignores ability, and the assessment content is mainly book knowledge. It fails to comprehensively assess students' ability to flexibly solve practical problems by using theoretical knowledge, <sup>[2]</sup>which is not conducive to the cultivation of students' divergent thinking and innovative spirit.

These problems are institutional, comprehensive and universal, but they appear to varying degrees in newly-built colleges, local

colleges and key colleges.

## **1.2 Orientation of Curriculum Construction in Colleges and Universities**

Curriculum is the basic element of talent training. The original intention of our project to study the engineering curriculum of application-oriented private colleges and universities is to try to explore how to set up the curriculum system to better meet the cultivation of students' professional ability and meet the needs of students' personalized development under the background of "four new construction". A comprehensive understanding of curriculum orientation should consider at least two aspects: the orientation of curriculum in talent training and the orientation of curriculum in education industry.

The orientation of curriculum construction in the process of professional talent training. Generally speaking, the curriculum of undergraduate professional talent training is divided into general courses, professional basic courses and professional courses for positioning and setting. Various courses and professional talent training constitute the support of ability and quality training. Some courses indirectly support majors, and some courses and professional ability training constitute direct support, so as to determine the curriculum positioning of courses in talent training.

It is undeniable that some undergraduate courses have vague objectives and unclear positioning in the construction and teaching objectives. In particular, there is still a lot of work to be done on how to select course teaching content, expand course extension and support professional needs. There is still a gap in action in adopting different curriculum construction ideas, methods and standards in academic universities, application-oriented universities and scientific research universities, and there is no real positioning of curriculum construction.

## **1.3 Standards of Curriculum Construction in Colleges and Universities**

The standard of curriculum construction is a relative concept. The newly constructed courses must meet the standards of qualified courses, while the standards of other courses correspond to the standards of high-quality courses, high-quality courses, "golden courses" or first-class course construction. Subjectively, in recent years, higher education emphasizes "humanism and four returns", and undergraduate education pays more attention to discipline and curriculum construction; Objectively, throughout the country, the curriculum construction standards of colleges and universities are still uneven in understanding and implementation, which belongs to a gray area that is difficult to grasp and implement. Especially since the implementation of the "double 10000 plan", the state has approved the construction of national first-class undergraduate courses, and provinces and cities have approved the construction of provincial first-class undergraduate courses. There is a lack of relatively clear construction standards for construction standards, which is at a large and unified level of extensive understanding.

## **2. Traceability of First-class Undergraduate Curriculum Construction Standards**

### **2.1 To find Standards From the Stage of Educational Development**

Wu Yan, director of the Higher Education Department of the Ministry of Education, pointed out in his article "Standing up to the tide and empowering the future",<sup>[3]</sup> that China's higher education should shift from scale expansion to connotative development. The status and role of higher education should change from "basic support" to "equal emphasis on support and guidance". The development stage has become the "basic education" of most people's career, and the type structure is from "pyramid" to "Wuzhishan", stage coordinate pattern plans development and reform in the world stage, international coordinates and global pattern, and participates in competition and governance.

Higher education is at the crossroads of century change. The construction of first-class undergraduate courses must face the development and change stage of higher education. Corresponding to the current historical stage of the development of higher education, the standards for the construction of first-class undergraduate courses should consider the international content, international level and international standards. Introduce high-quality overseas courses and high-level overseas teachers, so that willing undergraduates can get opportunities for national (border) diplomatic flow during school, and constantly expand students' international vision.

Nowadays, the development stage of China's higher education determines that China's first-class undergraduate curriculum construction standards should be international, leading and innovative. It is the due meaning of the construction standards that the curriculum construction should quickly solve the problems of limitations, obsolescence and tradition.

### **2.2 To find Standards From the Spirit of Superior Documents**

In the measures for the recommendation and recognition of national first-class undergraduate courses of the "double 10000 plan" issued by the Ministry of education, it is mentioned that the first-class undergraduate courses to be applied for construction need advanced teaching ideas, remarkable teaching achievements of the curriculum teaching team, support of curriculum objectives, achievement of training objectives, scientific and reasonable curriculum teaching design, keeping pace with the times, highlighting the student-centered position in teaching organization and implementation. The curriculum management and evaluation are scientific and measurable, which have made substantive innovations in seven aspects, have distinctive characteristics and good results in similar courses, and promise to make continuous improvement after being selected. These seven conditions are very important and guide the key direction and construction standards of first-class undergraduate curriculum construction.

The construction of first-class curriculum varies according to level, type and region. From the perspective of level, the construction standards of national first-class, provincial first-class and school first-class courses are different. In terms of types, the construction standards of first-class courses in academic universities and application-oriented universities are also different. From a regional perspective, there are great regional differences in China, the industrial division of local economic and social development is different, and the courses serving regional economic and social development are also different in construction contents and standards.

### **2.3 To find Standards From the Construction Practice of "Golden Course"**

Building a first-class curriculum is to create a "golden curriculum", focusing on the high-level, innovation and challenge of the curriculum.

"High order" is the organic integration of knowledge, ability and quality, focusing on cultivating students' comprehensive ability and advanced thinking to solve complex problems. "Innovation" refers to the content of curriculum should reflect the frontier and the times.<sup>[4]</sup> The teaching form is advanced and interactive, and the learning results are exploratory and personalized. The design of curriculum teaching activities should conform to the direction of student-centered curriculum teaching reform, pay attention to stimulating students' learning interest and potential, and enhance students' sense of social responsibility, innovative spirit and practical ability. "Challenge degree" means that students can "mix credits" if they can't study easily in class. The examination has a certain challenge degree and carries out all-round challenges for course knowledge, application skills and learning attitude.

### 3. To practice and Explore First-class Curriculum Construction Standards

From 2019, colleges and universities across the country began to study and formulate first-class curriculum construction standards. In December 2019 and June 2020, the teaching development center of Shanghai Jiaotong University successively released the first-class undergraduate course evaluation gauge (v1.0 trial version) and v2.0 version. There are 7 primary indicators in both versions, and the secondary indicators are divided into 25 and 27. Focusing on the curriculum construction and evaluation of Application-oriented Colleges and universities, we make a comparative study on the evaluation of first-class undergraduate curriculum construction of four domestic colleges and universities.

Table 1: number of primary indicators for curriculum construction evaluation

University name	Number of indicators 1	Number of indicators 2
Shanghai Jiaotong University Teaching Development CenterV1.0	7	25
Shanghai Jiaotong University Teaching Development CenterV1.0	7	27
Chang'an University	5	13
Anhui Wenda University of Information and Engineering	6	19
Hebei film and Television Media College	6	18
Henan Urban Construction College	8	19

Note: the above table takes the first-class indicators of offline first-class courses as the object

After learning these two gauges, from the perspective of the evaluation index system, its two-level index refining is restricted by the measures for the recommendation and identification of national first-class undergraduate courses in the "double 10000 plan", which basically adopts the original expression in the documents of the Ministry of education, such as "curriculum objectives effectively support the achievement of training objectives" directly refined into "curriculum objectives" from the perspective of evaluation indicators As a primary indicator, it is more professional and concise. In addition, the gauge does not give weight to indicators at all levels, nor does it distinguish five first-class courses: offline, online, online and offline hybrid, virtual simulation and social practice, which is worthy of improvement and discussion.

Table 2: comparison of index content and weight

Indicator 1 name	University 1		University 2		University 3		University 4	
Teaching concept	/	10	/	/				
Course content	20	/	25	10				
Teaching resources	/	25	/	5				
instructional design	30	15	15	15				
teaching process	/	/	/	25				
Organization and Implementation			/	15	/	/		
Activities and evaluation	/	/	/	15	/			
Teaching team	20	15	20	10				
Teaching support	10	/	20	/				
Effect and influence	20	20	15	20				
Information security and intellectual property protection					/	/	10	/
Continuous improvement	/	/	/		5			
Characteristic project	/	/	/	10				

**Notes:** 1. University 1 - Chang'an University, University 2 - Anhui Wenda University of Information and Engineering, University 3 - Hebei film and television media college, University 4 - Henan urban construction college; 2. "/" in the table indicates that the university has no such index;

### 4. The above table takes the level-1 indicators of offline first-class courses as the object

In February 2020, Chang'an University issued the measures for the evaluation of first-class undergraduate courses of Chang'an University, which defined the evaluation of first-class courses with five types of first-class courses as the object and seven recommended conditions specified in the documents of the Ministry of Education as the content. Online first-class courses, offline first-class courses, online and offline mixed first-class courses, social practice courses, curriculum content, curriculum teaching design, curriculum team, teaching support, application effect and impact, virtual simulation first-class courses, project requirements, project background, project content, R & D technology, continuous operation, teaching team project sharing and other seven primary indicators.<sup>[5]</sup> The indicators at all levels are given weight, and the hundred mark system is used to evaluate the first-class curriculum construction. Compared with the gauge of Shanghai University, the first-class curriculum evaluation standard of Chang'an University not only integrates the first-class indicators, but also increases the weight, which provides quantitative guidance for the standards of first-class curriculum construction.

In October 2020, Anhui Wenda University of Information and Engineering issued a first-class curriculum construction standard.

The first-class courses are divided into school level, provincial level and national level construction standards. Six first-class indicators are set in the construction standards of offline courses, online courses and online and offline hybrid courses at all levels, including teaching concept (15 points), course team (12 points), course construction (25 points), teaching design (13 points), organization and Implementation (15 points) and teaching effect (20 points), There are 20 secondary indicators, covering the requirements of seven aspects of the application conditions for first-class courses. Each secondary indicator sets excellent construction standards and qualified construction standards. The first-class undergraduate curriculum construction standard is limited to newly-built application-oriented private colleges and universities, and lacks requirements and guidance for curriculum internationalization construction. At the same time, the salient points of virtual simulation and social practice curriculum standards are not obvious.

To sum up, the first-class curriculum construction is to face up to the problems existing in the curriculum construction, identify the source of the curriculum construction standards, and combine the University's own development stage and talent training orientation. Although the overall direction of the first-class undergraduate curriculum construction standards in Colleges and universities is the same, they are different due to the different levels, types, regions and school conditions of curriculum construction, which requires college managers and curriculum principals to fully combine their own reality, find the correct positioning, continuously innovate and improve the construction standards, and use the dynamic concept of curriculum construction to continuously improve and innovate. In order to speed up the construction process of first-class universities, first-class majors and first-class courses, improve the construction quality and level, comprehensively promote Chinese education to the world, promote Chinese education to lead the world, and accelerate the pace of Chinese culture affecting the world.

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