

# *A Preliminary Study on the Construction of Digital Curriculum for Social Work Major*

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**Abstract:** Digital curriculum construction has become an important teaching mode in the new modern situation. This paper discusses the problems and challenges of digital curriculum construction, and analyzes the way of digital curriculum construction for social work majors, as well as the problems that need attention in the construction process, and proposes the possibility of its innovation.

With the continuous development of Internet technology and the computer industry, the application of digital technology in the field of education has received more and more attention, and the sudden new crown pneumonia epidemic has made more people see the advantages and important role of this technology in dealing with special situations. In recent years, the concept of digitalization has been accepted by more scholars, schools, majors, students and other groups, and the application of digitalization has been continuously practiced. Many facts tell us that compared with traditional education methods, it is also an effective educational technology and method. It needs continuous improvement and enrichment. With the gradual spread of digital curriculum construction in all levels of education, various schools, and various majors, this paper intends to explore the necessity and dilemma of digital curriculum construction in the development of social work majors in colleges and universities, to effectively connect social work and information technology, and to find possible solutions.[1]

## **1. Dilemmas and challenges faced by the construction of digital courses in the social work profession**

The construction of digital curriculum is inseparable from the development of information technology. Mr. Li Long divides the development of electronic education (educational technology) in China into five stages, including ①From the 1920s to the end of the 1940s, it was a start-up stage focusing on the promotion of slideshows and movies; ②From the late 1940s to the mid-1970s, it was the foundational period that paid attention to the promotion and application of audio-visual equipment in the field of education; ③From the mid-1970s to the early 1990s, The development stage when radio and television university education prevails; ④ After the mid-1990s, the development stage of intelligent agents and machine learning relying on multimedia computer networks; ⑤ The diversified development stage after the 21st century. At present, the construction of digital courses in China is mainly concentrated in economically and culturally developed regions such as the eastern,

southeastern and central and southern regions, such as Shanghai, Guangzhou, Beijing and other universities. In addition, in some majors and courses, digital construction has played an irreplaceable and important role, such as English (Zhao Hua, 2020; Peng Meifang, 2019, etc.), computer (Jia Jiabin, 2018; Liu Hongbing, 2018, etc.), Mental health education (Liu Yang, 2018), digitization of cultural heritage (Zhang Ziyang, 2020), photography (Li Meixuan, 2020), mathematics, physics and chemistry in junior and senior high schools (Zhou Shanshan, 2016), etc., covering a wide range, or discussing the feasibility and necessity of its construction or analyze the existing problems and reasons, or put forward construction paths and ideas through special practice examples[2].

The history of social work development in China is not long. It is a highly practical subject, focusing on the integration of theoretical knowledge, value ethics and practical technology, emphasizing students' comprehensive and multi-angle understanding of problems, flexible application of what they have learned, Ability to effectively solve problems. As a major, social work, like most majors, is based in the classroom and is dominated by traditional teaching by teachers. This method of feeding knowledge ignores the complexity and variability of the role of the social environment on people, and ignores the independence of students.[3] Ability to think and deal creatively with problems. The traditional flood-filled teaching leads to students' lack of learning initiative and enthusiasm, and the teaching effect is not ideal. This consequence may also affect the actual service work. Once it does not match what is learned in the classroom, it is easy to lack resilience and be overwhelmed. Many scholars have paid attention to this problem and tried to make up for the drawbacks brought by the traditional teaching mode with the help of new teaching mode, and made great achievements. Qin Anlan (2022) took "Human Behavior and Social Environment" as an example to explore the "Internet + split classroom" model, and divided the classroom into four parts: self-learning before class, teaching, internalized absorption, and discussion, which was widely recognized by students. Li Juan (2016) proposed that the "Internet + teaching" model in specific social work courses (such as "social work for the disabled") can make up for the lack of offline teaching functions, highlighting the role of network technology in social work. advantages in teaching. Han Bing (2020) also proposed a combination of online and offline The "Internet + Teaching" model leverages the advantages of MOOCs, micro-courses, and flipped classrooms to connect the processes before, during, and during class to meet the diverse requirements of students. Some scholars also position themselves according to different courses of social work majors and characteristics, and explore its combination with educational information technology, such as the combination of social work practice and MOOC (Wu Qingguo, 2018), using WeChat to participate in the flipped classroom of "Family Social Work" (Li Han, 2016), exploring the participation of Internet information technology in society Work case research and development (Zeng Yongquan, 2021), etc.

Like other majors, social work has also seen the advantages and power of information technology and methods in professional education. Some research scholars and educators continue to try and explore, and have achieved results with great reference value, becoming a social work major. An important cornerstone of the development of the times. At present, many social work professional courses in China are online on MOOC platforms, and some special social work course platforms have been formed and gradually improved. They cover a large number of professional course resources, which are convenient for those who are interested in understanding, researching, and developing social work. Reference and study.[4] However, from the current research, the level of digital construction of social work majors is uneven, and the courses of various resource platforms are not much different from conventional online courses, and the quality is not high.

## **2. The application of digital curriculum construction in social work majors**

The construction of digital courses has become an educational development trend from the initial

digital teaching materials to the current online open courses. Compared with traditional courses, it has its own unique advantages in managing teaching activities, accumulating teaching resources, achieving teaching goals, and improving teaching quality. This paper mainly analyzes the digital curriculum construction goals, construction system, process design and evaluation feedback.

### **2.1. Objectives of digital curriculum construction**

For any course, determining the learning objectives of digital curriculum construction is the first thing to consider. The course of human behavior and social environment belongs to the core courses of majors, and is one of the important courses to consolidate the basic knowledge of majors and fully understand social work. Then, in the process of digital construction, it is first necessary to clarify its basic goals, that is, to encourage students to master basic knowledge, straighten out the knowledge structure, teach knowledge points, present learning courseware, test learning effects, recommend extended materials, etc. Due to the strong practicality of social work, the learning of basic knowledge is to better improve the practical application ability. Then, the application goal is to focus on students' understanding and application of knowledge points. Through group collaboration, competition, experiments and other methods, Ability to flexibly apply what is learned in the classroom to real life. In addition, the construction of digital courses should also focus on improving the goal. You can participate in high-level and high-quality forums through online and online methods, exchange ideas or opinions, and improve students' research ability.

### **2.2. Construction of digital curriculum system**

According to the existing curriculum construction goals, the curriculum construction system includes five parts: curriculum description, mind map, curriculum resources, curriculum practice, and after-class consolidation. The course description section includes course introduction, teaching objectives, teaching process, course outline, teaching material information, etc. The mind map part mainly clarifies the course structure framework through charts, visualizes the course knowledge points, and visualizes the learning methods of knowledge points. Course resources include two modules, online and offline. Online resources include learning videos available on various teaching resource platforms, videos made by the teachers themselves based on the former resources to check for omissions and fill in the gaps, and more detailed courseware libraries or learning resources.[5] The practice part of the course is the part that students complete the tasks according to the requirements of course practice, and it is also an important part of intuitively showing the students' thinking, analysis, and practical ability. The after-class consolidation part is mainly used in the discussion area organized by students on their own interests. Teachers will continuously update learning materials, such as relevant authoritative references, website information, classic cases, etc.

### **2.3. Process design**

The construction of digital courses focuses on using the important role of information technology in education, combining the advantages of traditional teaching methods and online teaching methods, emphasizing the dominant position of students, playing a guiding role in teaching, and continuously improving students' learning efficiency and enhancing learning effects. It not only pays attention to the learning of solid basic knowledge, but also pays more attention to the cultivation of students' thinking and analysis ability. In the process design, fully grasp all aspects of the teaching process, use a variety of methods to stimulate the enthusiasm and initiative of learning, and emphasize the all-round input and participation of students.

Before the start of the whole course, the teachers design a thorough questionnaire, and use the

questionnaire and other tools to get a preliminary understanding of the students' understanding, understanding, expectations, preparation of learning attitude, and ways to invest in the course, and analyze the students' impression of the course in general. And hopefully, discover its problems. On the premise of ensuring that the course objectives remain unchanged, according to the different needs of students in each class, the focus and methods of teaching should be adjusted to better achieve the teaching objectives. In addition, in the early stage, the ways and methods of course realization are introduced in detail, so that students can know and adapt to the new teaching mode as soon as possible, and prepare their minds.

Before class, teachers will release preview requirements through micro-teaching assistants, including relevant reading materials, discussion questions, teamwork tasks (such as sitcoms, individual or group experiments, etc., watching learning on relevant platforms, etc.), and students need to upload and complete the results. Teachers can Monitor the progress and quality of completion at any time through the system. For example, in the human behavior and social environment course, the group is required to complete the project research and submit the report courseware, the teacher will check it in time, and point out the problems according to the students' research topics, prompting the students to continuously optimize In order to ensure the integrity of knowledge and not omit important content, teachers check and fill in the gaps in classroom design.

In the class, the teacher briefly explained the problems that need to be paid attention to in the knowledge module, analyzed the students' completion of the task, and enriched the design of teaching activities by means of video broadcasts, research keynote speeches, personal sharing, and world coffee houses. For example, in the course of women's social work, students are divided into two groups, pros and cons, to debate on women-related topics. Students collect materials after class according to their own viewpoints, accumulate debate materials, and express their views on their own positions in class. Improving students' ability to identify and organize materials can also exercise students' oral expression and on-the-spot adaptability, while deepening students' rational view of gender and enhancing their social awareness of equality between men and women. In addition, during the course of the lecture, the teacher can post the content prepared by the teacher through the platform such as Haodanmu and Weibo teaching assistant, which can not only express and exchange their own opinions in real time, but also stimulate students' attention and enthusiasm in class, making full use of modern The power of science and technology has transformed "no mobile phone use in class" into "must play mobile phone well in class". You can also use the bullet screen to understand the students' classroom participation rate and instant views on knowledge points, and grasp the students' learning dynamics.

After class, students are required to use the teaching platform to choose and focus on post-class tasks, such as uploading final assignments, participating in group discussions, course quizzes (sometimes in class), mutual evaluation of class tasks and performance, etc. They also choose a reasonable way to answer questions online or offline, consolidate the knowledge they have learned, and improve their thinking and analytical skills. Some after-class tasks are uniquely challenging, which not only test students' determination and ability to complete work independently, but also may require students to form a team and achieve goals in a collaborative, step-by-step and planned way. The quality that social work students gradually acquire through training is one of the important ways to reflect the characteristics of social work. Whether teachers teach or students participate, whether online learning or offline communication, the ultimate goal is to improve students' learning ability.

## **2.4. Evaluation feedback**

At the end of the course, two forms of assessment with different grade weights are used. The first is the assessment of course participation. Teachers examine students' learning from multiple

perspectives based on daily attendance, video viewing, discussion and participation, practical activities, task sharing, and course testing. In addition, if there are teamwork tasks in the course, students within and between groups can also use the teaching platform to complete the assessment according to the roles and tasks within the group, to prevent free-rider situations. In short, this form of assessment has many components, which can give comprehensive feedback on students' learning. The second is the final exam evaluation. This closed-book form not only examines the students' precise cognition of knowledge, but also deepens and theorizes those apparent understandings obtained through practice, so as to cultivate students' scientific learning attitude and rigorous research spirit.

### **3. Issues that need attention**

#### **3.1. Improve educators' awareness of digital curriculum construction**

For the construction of digital courses, many educators and even organizers only use it as script writing, video shooting, and textbook reading. To learn knowledge points, to be familiar with knowledge in advance. This lack of design concepts also weakens students' desire to learn and is tired of completing tasks. When they need to discuss in class, they are still unfamiliar with knowledge points and have no own thinking and ideas. There are also some people who believe that digitalization is the blind use of network technology, and some offline education methods can be avoided. These ideas and practices are contrary to the original intention of digital curriculum construction. Digital construction focuses on students as the center, emphasizes the cultivation of students' independent thinking and innovation ability, and complements offline teaching. It mainly relies on information technology to gather a variety of educational resources for teaching activities. Compared with traditional teaching activities, it pays more attention to the enthusiasm and initiative of students' participation, and pays more attention to the improvement of students' ability and literacy. Teachers should not only integrate the current resource platform videos, update outdated knowledge points with the times, and carry out secondary development of platform resources according to the characteristics of teachers and students and professional characteristics of the school to make it more suitable for the diverse needs of students.

#### **3.2. Give full play to the demonstration role of quality courses, and implement curriculum construction from point to area**

Some regions and schools saw the important role of digital curriculum construction earlier, and took the lead in exploring the construction model, and it was very effective, while some regions and schools were in the initial stage, and it became a full-scale deployment, making teachers unable to grasp the essentials and have no way to start. In order to improve the quality of construction and establish a demonstration effect, the method of "point to surface" can be adopted, which is implemented in a step-by-step, planned and staged manner, establishing characteristic courses and high-quality courses as the first experimental points, as a brand representative to drive other course samples, and gradually explore suitable courses. A collection of digital curriculum construction resources for individual courses or majors. Different from traditional course construction, digital course construction requires a lot of human, financial and time investment. From course design, video recording, platform management, to assessment and evaluation, it needs to be supervised and controlled at every level. Take video recording as an example, in order to stimulate students' interest in learning and stand out from many video materials, it is necessary to carry out diversified designs in terms of video content, presentation methods, and effect evaluation. The role of the producer is not very competent. The completion of the construction of a high-quality course also requires the

cooperation of the network technology platform to better achieve the goal, which requires more financial resources. If all courses are built in parallel, it may result in a low-quality and inefficient situation. Only on the premise that teachers fully communicate students' needs, professional knowledge and the main body of network development, they can achieve the goal of innovative curriculum construction by exerting their respective professional strengths.

### 3.3. Give full play to the characteristics of professional courses and innovate course construction

The social work major emphasizes practicality and application, and only relying on teacher-centered teaching methods leads to passive slack of students. It needs more participatory teaching. In traditional teaching, case teaching, situational simulation and other methods are also presented, but often the case information in the textbooks is not three-dimensional enough, often unable to present the real situation of the client, and there are distortion problems during role-playing, which cannot meet the requirements of classroom training. For example, social work majors can use advanced network technology and rich network resources to develop case studies to form video materials, which can be used as classroom teaching materials for students to analyze and discuss. Teachers use platforms such as Micro-Teaching Assistant, Duoyiyi, Rain Classroom and other platforms to publish practical tasks. Students can form effective records such as specific video materials and text materials according to specific requirements and daily practical services. Teacher evaluation or mutual evaluation of students can monitor students at any time. Completion and quality can also form exchanges and learning among students.

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