

Reform of the Course "Administrative Ethics" in Universities under the New Situation

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Abstract: With the continuous development and progress of society, higher education is also undergoing constant reform and innovation, and the teaching of the course "Administrative Ethics" is facing challenges and reforms. Under the new situation, how to adapt to the needs of society and strengthen students' administrative ethics quality has become the core issue of reform in the teaching of administrative ethics in universities. This article will explore the reform and progress of the teaching of the course "Administrative Ethics" in universities from three aspects: the teaching characteristics of administrative ethics, existing problems, and reform proposals.

1. Introduction

In recent years, with the progress and development of society, administrative ethics issues have become increasingly prominent. Unlawful behavior of a few public officials has seriously damaged the image of our government, such as lax enforcement, dereliction of duty, corruption, and abuse of power, and the specific social events resulting from these actions have drawn sustained attention from the public and diminished the credibility of our government. Faced with this challenge, universities urgently need to strengthen education and guidance on administrative ethics, cultivate students' correct values and moral consciousness, and enhance their ethical standards when facing administrative responsibilities in their future careers.

2. Teaching characteristics of the course "Administrative Ethics"

Administrative Ethics is an interdisciplinary course based on moral ethics, supported by political science, law, management, and other disciplines. It mainly explores the moral norms and ethical standards of administrative behavior, making it an essential course for cultivating students' moral thinking, understanding politics, knowing the law, and mastering management. The content of the course is relatively fixed, covering topics such as administrative ethics, administrative morality, and administrative professional ethics, making it a relatively theoretical course. Another characteristic of Administrative Ethics is its strong practicality. Administrative behavior is closely related to the public, and teaching requires the analysis of real-life cases to guide students in learning and applying specific ethical norms and standards. The teaching of the course requires active student participation, and teachers need to guide students to think and discuss actively, mastering administrative ethics principles and methods to enhance their ethical standards. With the development and progress of

society, the connotation of administrative ethics is constantly updated and improved. Teachers need to pay attention to social hot issues, continuously update teaching content and case studies, guide students to maintain a keen sense of observation and critical thinking, keep up with the pace of the times, encourage active participation in teaching, and improve students' administrative ethics quality.[1]

3. Analysis of the importance of the reform of the course "Administrative Ethics" in universities under the new situation

Under the new situation, university students will become future practitioners and decision-makers in various fields of society. They need to possess correct values and moral consciousness, be able to handle administrative responsibilities correctly, abide by professional ethical norms, and maintain integrity, fairness, and honesty. The reform of the teaching of the course "Administrative Ethics" is helpful in cultivating students' correct behavioral guidelines and moral concepts, enabling them to follow ethical principles and make correct decisions and actions in their future administrative work. The reform of the teaching of the course "Administrative Ethics" should focus on cultivating students' administrative professional qualities, including a sense of responsibility, communication and coordination abilities, decision-making skills, and team spirit.[2] Through the reform of the teaching of the course "Administrative Ethics," students can have an in-depth understanding of the basic principles and practical applications of administrative ethics, enhancing their professional qualities and capabilities in administrative management.

Currently, there are indeed some problems prevalent in social management, such as misconduct, abuse of power, and institutional deficiencies, seriously affecting the country's governance capacity and the modernization of governance. Universities are important components of society, bearing the crucial mission of talent cultivation and promoting social progress. Through the reform of the teaching of the course "Administrative Ethics," students can be guided to correctly recognize and understand these problems, enhance the moral level and behavioral norms of talent cultivation in universities, and establish a healthy, transparent, and effective management mechanism. Through the reform of the teaching of the course "Administrative Ethics," students can be guided to have a deep understanding of the social responsibility of universities, strengthen their attention to social public interests, cultivate a sense of social responsibility and civic consciousness, and actively participate in problem-solving and social progress.[3]

4. Strategies for the reform of the course "Administrative Ethics" in universities under the new situation

4.1. Adapt to development needs and improve teaching objectives

In recent years, higher education administration has faced new situations and challenges. To meet the demands of social development, higher education in the new era has experienced significant changes in responsibilities and requirements, requiring comprehensive and diverse knowledge and capabilities to support administrative management. Therefore, administrative management should closely align with the practical needs of teaching reform, cultivating high-quality administrative management personnel with innovative thinking, good communication and collaboration skills, and ethical and moral cultivation. On one hand, teachers can introduce new teaching content, focusing on current administrative management hot issues such as the impact of technological development on administrative management and ethical considerations in public decision-making. On the other hand, teachers can increase practical components, guiding students to participate in real-life case analysis, team collaboration projects, and simulation exercises, enhancing their practical operational

capabilities and problem-solving abilities. Additionally, teachers should emphasize cultivating students' moral character and sense of social responsibility, improving their self-discipline and integrity in future administrative management positions.[4]

To improve the teaching quality and effectiveness of the course "Administrative Ethics," universities need to focus on faculty development. Teachers are key to teaching reform and should possess strong subject knowledge and teaching abilities. Universities should establish a sound faculty team, continuously cultivate and recruit teachers with administrative practical experience and research backgrounds, and enhance their teaching level and capabilities. Traditional classroom teaching methods are no longer sufficient to meet the needs of contemporary students; therefore, various teaching methods such as case analysis, group discussions, and interactive teaching should be adopted to stimulate students' interest and proactivity in learning. Regular course evaluations and student feedback can help identify teaching problems and deficiencies, leading to corresponding adjustments and improvements. Additionally, universities can conduct teaching research, exploring new teaching methods and strategies to continuously enhance teaching effectiveness. Collaborating with enterprises, institutions, and government departments, universities can conduct practical projects and external cooperation, providing students with opportunities and platforms for administrative practice. Interactive exchanges with society can make the course more relevant to actual work demands, nurturing students' problem-solving abilities in real-world environments.

4.2. Reform teaching content based on teaching objectives

In updating teaching content, teachers can focus on current hot issues and challenges in administrative management, such as information security and privacy protection in the digital era, environmental protection, and sustainable development. By introducing these latest topics, students can understand and adapt to ethical dilemmas in real-world administrative management and develop problem-solving abilities. Regarding foundational professional content, the course "Administrative Ethics" should focus on cultivating students' legal, ethical, and moral literacy, enabling them to possess a strong sense of administrative ethics and legal norms. Therefore, relevant laws and regulations, administrative ethics theories, and case analyses can be added to deepen students' understanding of administrative ethics. Teachers can combine theoretical knowledge with practical applications by organizing students to participate in practical projects, visiting enterprises and institutions, and conducting social research. In this way, students' practical capabilities and problem-solving abilities can be enhanced, preparing them to handle ethical issues in practical work.

Moreover, adding cutting-edge knowledge teaching is essential in teaching reform. The course "Administrative Ethics" should pay attention to new trends and cutting-edge knowledge in industry development, such as the application of artificial intelligence in administrative management, data ethics, etc. By introducing these cutting-edge knowledge areas, students' horizons can be broadened, cultivating their innovative thinking and ability to face future challenges. In the process of teaching reform, teachers should adjust teaching methods according to students' learning characteristics and needs, employing diverse teaching methods such as case analysis, group discussions, and interactive teaching to stimulate students' interest and proactivity, establishing a comprehensive assessment and feedback mechanism to promptly understand teaching effectiveness and student feedback for necessary adjustments and improvements. To strengthen teaching content, teachers should emphasize explaining the basic theoretical knowledge of administrative ethics, including ethical principles, ethical decision-making, ethical norms, etc., to cultivate students' fundamental understanding and cognition of administrative ethics. Through case analysis, abstract ethical theories can be applied to practical administrative practices, helping students understand the complexity of administrative ethics problems. Students can participate in forms like group discussions and debates to share their

viewpoints and engage in critical thinking, thus developing their analytical and problem-solving abilities. As an interdisciplinary subject, administrative ethics is closely related to disciplines such as politics, law, and sociology. In teaching content, relevant cross-disciplinary knowledge can be introduced to help students establish a more comprehensive understanding of administrative ethics, fostering their interdisciplinary thinking capabilities. In teaching content, emphasis should be placed on cultivating students' sense of social responsibility and public awareness. By introducing ethical issues related to public services, social justice, etc., students can contemplate the relationship between administrative ethics and social ethics, stimulating their social engagement consciousness.

4.3. Adopt appropriate teaching methods based on teaching content

In the process of reforming the "Administrative Ethics" course at the university level, teachers need to adopt appropriate teaching methods in addition to revising the teaching content to improve students' learning effectiveness and interest. For instance, the case study method can be employed, where teachers introduce actual cases for students to analyze and solve ethical dilemmas in administrative contexts. Representative cases from various fields and industries can be chosen to encourage critical thinking and judgment in practical situations, fostering problem-solving abilities. During the teaching process, teachers can facilitate interactive discussions either in small groups or as a whole class. By encouraging students to share their viewpoints and exchange ideas, teachers can stimulate critical thinking and teamwork skills. As a guiding figure, the teacher should provide timely guidance and summarization to ensure the quality and effectiveness of the discussions. When faced with real-life issues, teachers can guide students through role-playing activities, allowing them to simulate various ethical conflicts and decision-making processes in administrative settings. By taking on different administrative roles and confronting challenges and dilemmas, students can enhance their situational awareness and ethical decision-making capabilities, preparing them for practical applications in the future.

Furthermore, teachers can organize students to conduct field research and observations at enterprises, institutions, and government departments. Interacting with administrative professionals and work environments will provide students with in-depth insights into ethical dilemmas and challenges in actual administrative management, enhancing their understanding and application of administrative ethics knowledge. Modern educational technology, such as PowerPoint presentations, videos, and online resources, can be utilized to enrich the teaching content and formats. Showcasing case studies, playing videos, and analyzing data can spark students' interest and improve the teaching effectiveness. Online learning platforms can be employed to facilitate continuous learning and interactions, allowing students to access relevant resources and participate in discussions at any time and from anywhere. The choice of teaching methods should be tailored to specific teaching content and students' characteristics, taking into account both teachers' and students' practical situations. Teachers can adjust and improve the teaching methods based on student feedback and assessment results to enhance the overall teaching effectiveness. Moreover, combining and innovating different teaching methods can cater to the evolving needs of the "Administrative Ethics" course in higher education.

4.4. Extensive use of modern educational technology means

In the current information age, teachers can utilize online learning platforms and remote education technologies to offer an online version or blended teaching mode for the "Administrative Ethics" course. This approach allows students to engage in course learning and discussions through the internet, overcoming time and space constraints and enhancing flexibility and convenience. The development and use of multimedia teaching resources, such as instructional videos, PowerPoint

presentations, and audio materials, can present vivid and interesting teaching content, stimulating students' interest and improving teaching effectiveness. Virtual simulation technology and practical environments can provide students with simulated administrative management scenarios and practical opportunities. For instance, virtual laboratories and role-playing activities can help students develop practical skills and problem-solving abilities. Data analysis tools and case study platforms can guide students in analyzing real administrative cases and data, fostering their data analysis and decision-making capabilities. By studying and analyzing actual cases, students can better comprehend the theoretical knowledge of administrative ethics and apply it to real-world scenarios.

In the teaching of the topic "Administrative Ethics Decision-making and Moral Reasoning," teachers can use modern educational technology to assist teaching, such as utilizing online teaching platforms and virtual laboratories. Through virtual simulation software, students can take on different roles and face various moral decision-making scenarios. They will be required to make decisions within a short period and explain the moral reasoning behind their choices. This virtual simulation experiment can widely use modern educational technology to enhance teaching effectiveness. Virtual reality technology can immerse students in realistic situations, allowing them to experience the complexity and challenges brought about by moral decision-making. Through interaction with virtual characters, students can engage in moral decision-making and observe the consequences of different choices. Teachers can also use online teaching platforms or learning management systems for real-time interaction and discussion with students. Students can share their decision-making ideas and experiences on the platform, exchange ideas with peers, and promote active cooperation and knowledge sharing among students. This teaching method can stimulate students' interest, increase their engagement in the "Administrative Ethics" course, and improve learning effectiveness.

4.5. Establish a diversified evaluation system

Traditional examination and essay evaluation methods can only assess students' knowledge mastery, but administrative ethics places greater emphasis on students' ethical and moral qualities and practical abilities. Therefore, a diverse evaluation system should be introduced to comprehensively assess students' capabilities and qualities, such as group discussions, individual case analysis reports, and practical projects. Teachers should integrate evaluation with students' individual characteristics and developmental needs, adopting differentiated evaluation methods to provide personalized assessments and feedback to students. For instance, through students' autonomous topic selection and assessment design, they are encouraged to showcase their strengths and potentials. Encouraging peer and classmate evaluations among students can foster cooperation and communication. In the context of the administrative ethics course, practical experience should be a significant evaluation criterion. Students' participation and performance in practical activities can be used to assess their comprehension and application of theories. For example, engaging in social welfare projects or field visits and using administrative ethics principles to solve real-world problems. Teachers should provide timely evaluation feedback and personalized guidance. Through classroom discussions, individual tutoring, and other forms of communication, teachers can help students recognize their weaknesses and provide appropriate learning and developmental advice.

For example, when teaching the chapter on "Professional Ethics and Behavioral Norms," teachers can establish a diverse evaluation system. Through active participation, questioning, and discussions in the classroom, teachers can assess students' understanding and application of professional ethics and behavioral norms. Encouraging students to think about ethical dilemmas in the classroom and propose corresponding solutions can be beneficial. Students should be required to analyze practical cases, explore ethical issues involved, and write case analysis reports accordingly. This approach allows the evaluation of students' analytical and problem-solving abilities in ethical issues, as well as

their written expression skills. Organizing students into groups to work on projects and present their research outcomes on different ethical issues in various industries or fields can assess their teamwork, research, and oral presentation abilities. Encouraging students to participate in relevant practical activities or internships, requiring them to write practice reports and reflect on the ethical challenges encountered and coping strategies, can evaluate their ability to apply learned knowledge in practical contexts and reflect on their experiences.

5. Analysis of the Future Development Prospects of the University Course "Administrative Ethics"

With the continuous development and progress of society, there is an increasing demand for comprehensive qualities in college graduates, which includes a strong emphasis on administrative ethics. The education authorities have provided clear policy guidance for university teaching reforms, emphasizing the cultivation of students' humanistic spirit, moral qualities, and social responsibility. In this policy context, the reform of the university course "Administrative Ethics" has received support and direction, presenting vast future development prospects. Currently, universities possess a rich pool of teaching staff, with many faculty members having extensive practical experience in the administrative field. This provides a solid foundation of expertise for the reform of the "Administrative Ethics" course, allowing for the deepening and improvement of its teaching through the efforts and innovations of the instructors. Furthermore, universities have abundant teaching resources, including libraries, databases, research institutions, etc. These resources play a crucial role in supporting the teaching reform of "Administrative Ethics," providing students with platforms for learning, research, and practice.

Ethics is a universally relevant discipline, and there are mature experiences and theories internationally. By enhancing international exchanges and collaborations, universities can introduce advanced international administrative ethics teaching concepts and methods, enriching the course content and enhancing its quality. However, it is important to note that the reform of the university course "Administrative Ethics" also faces challenges and issues, such as textbook updates, evaluation system design, and faculty development. It requires joint efforts from universities and education authorities to address these problems and promote the sustainable development of course teaching reform. With the support of societal demands, policy backing, strong faculty capacity, and teaching resources, the university course "Administrative Ethics" holds a promising future. By further improving its quality and standards, it can cultivate more graduates with administrative ethics competence, making a positive contribution to societal development and progress.

6. Conclusion

In the face of new circumstances, the reform of the university course "Administrative Ethics" is necessary and significant. By integrating modern educational technologies, it can enhance teaching effectiveness and students' interest in learning, fostering their practical abilities and ethical awareness, thus aligning with the needs of the evolving society. This approach provides students with more flexible, convenient, and diverse learning experiences. Through continuous efforts in teaching reform, educators can effectively cultivate students' ethical consciousness and practical skills in administrative management, making valuable contributions to the construction of a harmonious society. Furthermore, this endeavor offers beneficial insights for the innovative development of higher education, enabling it to adapt to societal changes successfully.

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