

A Study of The Application of The Action-oriented Teaching Model in Community Social Work Courses Practical Teaching

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Abstract: The action-oriented teaching model is a multi-participation teaching paradigm that demonstrates integrity, interaction, collaboration, and variety. Currently, the community social work education method stresses theoretical learning but not enough practical skill; to address this issue, the action-oriented teaching approach has a natural and unique benefit. According to research, utilizing an action-oriented teaching paradigm in community social work practice sessions allows students to engage in Panel Discussions to examine and reflect on classroom simulations of practice and apply these reflections to specific community problems in natural communities. This allows students to apply their professional expertise in the problem-solving process, mastering, internalizing, updating, and even creating relevant knowledge, which is more beneficial than traditional instruction. Teachers that employ the action-oriented teaching approach may successfully ignite students' potential, allow them to actively participate in course instruction, and increase their comprehensive knowledge application and practical abilities.

Keywords: Action-oriented, Teaching model, Social work teaching, Community social work.

1. Introduction

The action-oriented teaching methodology is based on the German dual education system. It is a teaching model that uses employment-oriented, competence-based, national vocational qualification standards as the foundation and vocational activities in the workplace as the content to organize teaching so that students may engage in learning, experience learning, and eventually learn to learn in the vocational teaching process, and grow technically proficient persons with complete vocational ability. [1].

The objective of the course "Community Social Work" is to enable social work students to master the fundamental theories, models, methods, and techniques of community social work and to be able to apply them scientifically and flexibly in the practice of community social work, to form the practical ability of community social work, and to have a rational attitude to correctly view community problems and a strong emotion for loving community social work. The curriculum for community social work includes extensive knowledge, a direct connection between theory and practice, and competency-based training objectives. In the process of teaching community social work, teachers should adopt a variety of teaching methods, continuously innovate teaching content, guide students to consider actual problems in China's community construction, ensure that students master the theory and methods of community social work, and cultivate students' capacity to implement community social work locally in China. Community social work is the primary field of social work and one of its three major approaches, which is both a methodology and a practice model [2]. The present curricular teaching practices in China exhibit the following characteristics:

First, the layout of the textbook is dominated by western theoretical traits. This instructional material provides students with community-related information and working paradigms

that differ somewhat from actual community social work in China. After studying, students have a limited understanding of the present community condition in China, and some community social work models are overly idealized for practical implementation.

Secondly, the Community social work courses are distinct from other courses. On contrast to Case and Group Social Work, which are courses in social work technique, community social work practice has distinct needs. To apply what they have learned in the classroom, students must participate in actual community life. However, there are insufficient community groups that can offer practice opportunities.

Third, classroom instruction is based on conventional approaches. In this method, the instructor teaches in class while the pupils passively listen. This form of instruction is better suited for more theoretical subjects. However, it is slightly unsuitable for problem-solving-focused courses such as community social work.

Based on the aforementioned needs for community social work courses and the conventional teaching reality, it is necessary to use an action-oriented teaching method in the practical teaching session.

2. Applications Educational

2.1. The Notion of Curriculum Planning

2.1.1. Integrity

The instructional process adheres to a comprehensive action model, a crucial aspect of the action-oriented teaching approach. The action-oriented teaching paradigm includes tasks clarification, information collection, planning, decision making, organization implementation, process checking, and summary evaluation [3].

2.1.2. Interactivity

In the conventional teaching approach, the teacher's lecture

is the focal point, and pupils are primarily concerned with answering the teacher's questions, comprehending the material, and memorization. The entirety of the teaching process lacks adequate teacher-student and student-student contact. The action-oriented teaching paradigm, in contrast, is extremely engaging. Throughout the teaching process, teachers must speak and engage with students in order to comprehend their learning condition. In group projects, students must talk and engage with one another to comprehend the perspectives of their peers. In the assessment and feedback process, teachers and students must evaluate and provide feedback to one another and collaborate. Increased student engagement and interaction significantly promotes students' learning initiative [4].

2.1.3. Cooperative

The action-oriented teaching style encourages teachers to establish as many collaborative learning environments as feasible and encourages students to participate in cooperative group learning. Knowledge conversation and outcomes presentation are the student-student collaboration activities. In addition, the assessment and feedback phase demonstrates the teamwork between professors and students, as well as amongst students. In cooperative group learning, members equally collaborate, motivate, and respect one another, which meets their respect and self-actualization requirements. The interaction between instructors and students enables teachers keeping track of students' learning and meticulously summarizing the experience of this teaching design in order to give resources for enhancing and optimizing the teaching design [5].

2.1.4. Diversity

The action-oriented teaching mode includes a range of specialized teaching approaches, such as the case teaching method, role-playing method, simulation teaching method, project teaching method, guided text teaching method, task-driven teaching method, and others. The action-oriented teaching paradigm necessitates instructors to employ different teaching techniques under different contexts, and there is a great deal of latitude in selecting participation methods [6].

2.2. Classroom Procedure Configuration

In community social work courses, the use of the action-oriented teaching approach might consist of two components: real community practice and classroom simulation. After completing the design of the action course, the instructors implemented the practice with undergraduate social work students at our university. The whole practice session consists of both classroom simulation and community practice. Through the collision of topic simulation and actual community practice, students may experience the natural community and the use of social work in a more varied and multidimensional manner. The following is an illustration of how the action-oriented teaching paradigm might be used to the topic "Knowing and Understanding Communities."

2.2.1. classroom simulation

Action-oriented instruction begins with course simulation practice in the form of lab sessions in the classroom, followed by genuine community practice created by teachers to lead students in their thinking, learning, and practice.

(1) Experimental grouping based on the objective of the experiment and the number of students.

The purpose of this experiment is to map the three major geographic categories of communities so that students may

have a deeper grasp of the idea, elements, categorization, and functions of communities in relation to their role in the drawing process. Students were separated into three distinct groups. The number of pupils in each category was determined by the overall student body. The grouping principle was based on community type, structure, and organization[7].

Here, we simulated three groups: metropolitan communities, market town communities, and rural communities, then segmented each group based on the circumstances. For instance, the simulated urban community group can be divided into community committees, community party committees, community social workers, social groups, district units, properties, and residents, with each party represented by a single student (if the number of students is small, each student can represent two similar roles; if the number of students is large, you can also increase the number of representatives of certain roles, such as residents can be played by two students). In the simulated urban community group, there can be a community committee, community party committee, community social workers, social groups, district units, and residents, each represented by one student (if the number of students is small, each student can represent two similar roles; if the number of students is large, the number of representatives of certain roles can also be increased, such as residents can be played by two or three students, etc.), so that the sim can accurately represent a real urban community group. There can be a village committee, village party committee, community social workers, social groups, and villagers, each represented by one student (if the number of students is small, each student can represent two similar roles; if the number of students is large, you can also increase the number of representatives of certain roles, such as villagers can be played by two or three students, etc.).

(2) Developing plans for ideal communities

Based on the community they are replicating, each group creates a design of an ideal community for a rural community, a market town community, and an urban community. The sketched communities must reflect the qualities of the community type, the community's elements, and its functions. Each student should provide ideas regarding the distribution and content of the community map based on the function he or she performs, and then each group will include and represent the opinions of the group members in the community map.

(3) Explain each group's community plan and discuss the mapping process.

Each group may pick one student to describe the community map created by the group. Each group's explanation and sharing should have the following elements.

① The name of the community.

The presentation of the principal facts of the drawn community should include the name of the community (either the name of the natural community or the name of the community conceived by the students based on the type of community), the type of community, the distribution of the community, the principal components of the community map, etc.

② The graphic depicts the aspects of the community.

Each group must first identify the important aspects of a

community and then explain how these elements are displayed openly on their community map.

③ Community functions in the map

Each group must first identify the community's functions and then explain how these functions are reflected in the community map they've created.

④ Each member of the group's experimental experience

After completing the basic introduction, each group member can discuss how his or her proposals are reflected in the diagram, why the suggestions were rejected, and the overall experimental experience. During the process of sharing, group members can discuss their understanding of the characteristics of the type of community, the components of the community, and the functions of the community as a result of the experiment (it takes longer for each group member to do the experiment sharing, so it can be decided whether each group member will share or share as a group according to the teaching schedule).

2.2.2. Real Community Practice

After drafting and summarizing the ideal plan, students were assigned to conduct rural exploration tasks in small groups. Each group will locate a nearby neighborhood and investigate it comprehensively, doing a preliminary outline of observations and interviews using web-based data collecting while reflecting on and answering the following questions.

(1) What parallels and contrasts exist between your "ideal community" and the group you're investigating?

(2) In what ways (geographically, culturally, organizationally, and demographically) is the community you're investigating presently evolving? What resources are available? What are the special characteristics?

(3) What do you think after investigating the communities?

(4) From the perspective of existing national programs for rural areas, such as "rural revitalization," what difficulties do you believe exist in the places you explored? How ought these to be resolved? How can you better assist this community?

(5) Create a PowerPoint presentation and provide a group report.

2.2.3. Experimental Evaluation

In the action-oriented teaching and learning style, students were extremely engaged and driven, as seen by their energetic and animated remarks. Students said that they preferred this hands-on, interactive, and practical teaching and learning experience over standard classroom instruction. The disparity between the imagined and actual community also stimulated the kids significantly. They obtained a comprehensive and multidimensional grasp of the community as a whole.

Students must undertake eight experimental sessions, ranging from topic simulation to practice, throughout the duration of the program. In addition to the foregoing courses, they also contain the regional development model, the social planning model, the social action model, community care, the community social work process, the community social work methodology, and the application of community theater theory. It enlivens and concretizes the original dull and abstract community social work courses, allowing students to learn more about social work practice skills. Simultaneously, it cultivates students' abilities to detect, evaluate, and solve practical issues.

3. Conclusion

As China's community construction and community governance continue to advance and as awareness of professional community services grows, the significance of professional community social work in the community is becoming increasingly acknowledged, and the demand for professional community social workers is increasing. The objective of professional education in social work in colleges and universities is to nurture applied abilities with a sound theoretical basis and mastery of expert practical procedures and skills [8]. Through case studies, this study illustrates that the concept and approach of integrating action-oriented teaching into community social work education are applicable. The classroom environment becomes more engaging, and students' learning initiative and capacity to assimilate knowledge are enhanced. The students' professional consciousness and sense of self are elevated, and their practical abilities are reinforced. During the training process, the professionalism and skill of the instructors also increased. It shown that action-oriented instruction plays a greater role in the development of a community social work curriculum. It can provide instructional effects not possible with conventional instruction.

However, action-oriented education imposes rigorous requirements and expectations on educators. Action orientation necessitates the incorporation of practical instruction into the curriculum in order to successfully excite students' potential and allow them to engage in the curriculum to its fullest extent. Teachers function not just as instructors, but also as guides, enablers, facilitators, managers, and coordinators in enhancing the application of comprehensive knowledge and practical skills. Teachers must possess a high degree of professional knowledge, talents, and practical skills, which places a great deal of pressure and challenge on them.

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