

# Offline First-class Graduate Course Construction Practice: Taking the Modern Agricultural Innovation and Rural Revitalization Strategy Course as an Example

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**Abstract.** In the process of offline first-class graduate course construction, teachers should update the teaching idea, explore the curriculum reform, strengthen the classroom teaching, innovative teaching mode, promote teaching, with student development as the centre, is committed to tap students' inner potential and stimulate learning motivation, pay attention to students' morality, intellectual and physique all-round development, ensure the teaching quality. In order to cultivate students' professional ability and innovation ability, the article first of the modern agricultural innovation and rural revitalization of strategic course construction content introduction, and then expounds the modern agricultural innovation and rural revitalization of strategic course construction ideas, finally discusses the modern agricultural innovation and rural revitalization strategy course as offline first-class graduate course construction practice.

## 1 Introduction

In the work of university talent training, the primary factor restricting the quality of talent training is the curriculum, which is the basis of education and teaching activities, the basic guarantee for the realization of educational goals, and the intermediary of all school activities. The reform of school education and teaching needs to rely on the reform of curriculum, and each curriculum reform promotes the deepening of the development of education and teaching [1].

Modern agricultural innovation and rural revitalization strategy is a public degree course clearly stipulated in the guiding training program of agricultural masters formulated by the National Agricultural Professional Degree Graduate Education Steering Committee. The construction of first-class graduate curriculum focuses on changing the concept, taking the student centre, adhering to the purpose of continuous improvement and output orientation, leading the curriculum construction with new ideas, changing the single way of imparting knowledge in the past, meeting the quality, ability and knowledge, and guiding

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the construction of curriculum with results-orientation. It also focuses on reforming teaching methods, improving teaching ability and improving course teaching effect. In the reform of the curriculum evaluation system, the focus is on the management course, and improve the effect by improving the executive force. The innovation of the curriculum must be valued, and the innovation will have a future[2]. Objective orientation should be clear, and the teaching method should be interactive and advanced, advocate students to deeply explore and combine personalized learning to make the classroom "live"[3]; curriculum design adds mixed, inquiry and innovative content; teaching should follow the forefront of The Times, such as the introduction of science and technology, curriculum thinking and politics, academic achievements.

## **2 Offline first-class graduate course construction ideas**

Offline first-class graduate courses mainly refer to the face-to-face courses, pay attention to students' comprehensive ability, optimize the course content, innovate teaching methods for the purpose of improving the teaching effect, change the classroom state, stimulate students' learning motivation, glow with classroom vitality, and better play the role of the main position, main channel and main battlefield of classroom teaching[4]. In the process of offline first-class graduate course construction, teachers should update the teaching idea, explore the curriculum reform, strengthen classroom teaching, innovative teaching mode, promote teaching, with student development as the centre, is committed to tap students' inner potential and stimulate learning motivation, pay attention to students' moral, intellectual and physique all-round development, ensure the teaching quality. In addition, students' interest in learning is further stimulated by expert entering the classroom and research case teaching, combined with online resources (including but not limited to MOOCs, exclusive online courses or other online courses) to mobilize students' subjective initiative and develop good self-study habits based on continuous improvement of outcome-oriented education[5].

## **3 Offline first-class graduate course construction practice**

Curriculum construction involves teachers, students, teaching materials, teaching methods, teaching facilities and other aspects, which is a long-term and gradual process. The curriculum reform should start from the foundation, grasp the basic aspects, study teachers, students, teaching materials, teaching methods, etc., and gradually promote it in the long-term reform process[6]. Below, this paper will take the course of modern agricultural innovation and rural revitalization strategy as an example.

### **3.1 Curriculum status**

Modern agricultural innovation and rural revitalization strategy course has five distinct characteristics. First, it has a strong theoretical nature. The curriculum incorporates a new theory of modern agriculture development and the implementation of the rural revitalization strategy. Second, it has a strong practicality nature. The course summarizes and summarizes the great initiatives of China to win the battle against poverty, as well as the "five-level" secretary responsibility system to promote the innovative development of agriculture and rural areas, the "three rights separation" system of homestead, and the new policies and measures to promote the priority development of agriculture and rural areas and the integrated development of rural industries. Third, it needs new ideas. The course insists on taking innovation as the first driving force leading the development of agriculture, rural

areas and farmers. China's agricultural scientific and technological strength continues to improve, and its international competitiveness is significantly enhanced, providing a strong momentum for the comprehensive development of agriculture and rural areas. Fourth, it needs new content. The course has absorbed and used the new achievements of more than 40 years of reform and opening up and the new theoretical and practical achievements of building a moderately prosperous society in an all-round way. Fifth, it needs fine cases. The textbook has carefully designed different types of cases for different research topics.

## **3.2 Curriculum construction**

### *3.2.1 Innovative curriculum teaching design ideas*

Teachers should follow the training goal as the guidance, the student-centred education concept, the training target to the training plan, then the training plan refinement and respectively as the curriculum module objectives and curriculum objectives, grasp the beneficial to achieve the course goal of teaching method, with training plan as the overall goal to carry out the course teaching and other teaching links[7]. At the same time, the mixed teaching, inquiry teaching methods, such as classroom teaching, expert teaching, field teaching, classroom discussion, online self-study, offline discussion, notes, tests, Q & A and homework, are comprehensively adopted, based on students' tests and tests, with questionnaire survey as the reference, and combined with practical teaching. In addition, with the curriculum design as the auxiliary, the curriculum teaching (teaching content, teaching methods, teaching forms, etc.) continuous improvement.

### *3.2.2 Pay attention to the solution of problems related to modern agricultural innovation and rural revitalization strategy curriculum*

The curriculum of modern agricultural innovation and rural revitalization strategy has a wide range of contents, and teachers need to design and improve their teaching methods targeted way. The curriculum of modern agricultural innovation and rural revitalization strategy has a wide range of contents, and teachers need to design and improve their teaching methods targeted way. In view of the problem of much content, teachers should explain students' motivation to learn and deepen their understanding of classroom content, supplemented by curriculum design, to strengthen students' mastery and application of teaching content. At the same time, we should combine the ideological and political thinking of the course to help students overcome the fear of difficulties, cultivate students' will and perseverance to be disciplined and overcome difficulties, as well as the good professional quality of technical excellence. In view of modern agricultural innovation, teachers should guide students to strengthen their understanding of innovation. For example, improving grain production capacity depends on scientific and technological innovation; agricultural structure adjustment also depends on scientific and technological support, shifting from production orientation to consumption orientation; transforming agricultural development mode, developing resource-saving and environmentally friendly agriculture requires innovation; increasing farmers' income, and exploring grassroots and mass initiative, especially making farmers become professional farmers and high-quality urban industrial workers[8]. In view of the rural revitalization strategy, teachers should guide students to strengthen the understanding of the "agriculture, rural areas and farmers" work. For example, let graduate students be deeply integrated into the classroom, and we can jointly analyze how to make agriculture a promising industry, make farmers become

attractive occupations, and make the countryside a beautiful home to live and work in peace and contentment.

### *3.2.3 Enrich the course teaching content and select the education teaching materials*

The teaching materials are recommended by the Teaching Index Committee. The teaching plans and presentations have been carefully designed and produced, integrating educational elements such as patriotism, legal awareness, social responsibility and craftsman spirit into the teaching materials to enrich the teaching content[9]. Focus on the introduction of a large number of research cases, strengthen the combination of theory and practical application. Keep pace with The Times, pay attention to the most cutting-edge new materials, new structural forms, advanced construction technology, etc., so that students can timely grasp the forefront of the course related majors. Pay attention to the application of teaching results, apply a series of achievements made in curriculum construction to daily teaching, continuously improve in the application process, and timely expand and update the existing resources (case database, special database, test database, operation system, examination system, examination system, etc.). The curriculum construction guided by the teaching concept of results-oriented education needs continuous improvement, especially the construction of digital teaching resources.

### *3.2.4 Update the teaching methods and mobilize the classroom atmosphere*

Teachers should strengthen the interaction between teachers and students in the classroom, so that students can better integrate into the classroom, closely follow the teachers' thinking and rhythm, and improve the learning effect. Specifically, teachers can appropriately adopt the flipped classroom teaching method, encourage students to explain some simple concepts; increase the form of interaction, strengthen the interactive experience, make the interaction diversified, flexible, let students actively participate, stimulate their drive, and even enable them to initiate classroom interaction, into classroom teaching, and improve the quality of learning. At the same time, the teacher in class should not compare the courseware to the textbook, which will make students have audio-visual fatigue, and should not take the whole way by the teacher to teach, because it is easy to make students breed psychological dependence, only wait for the teacher to solve doubts without deep thinking. This does not improve the effectiveness of teaching. In this regard, teachers can use the way of teachers and students asking questions to each other, simplify the complex problems, refine the core of the problem, so that students can take the initiative to think about the questions, and give expansion and supplement after the students answer. In order to encourage all the students to actively participate in this communication activity, the teachers can take the students' performance in the communication as the assessment content, and pay attention to the combination of the evaluation.

### *3.2.5 Form a diversified assessment methods*

Teachers should strengthen the assessment of peacetime results, comprehensive evaluation of the results. Teachers to update the original course performance evaluation method, assessment including in-class test, group support, homework, mid-term test, case summary and final exam six parts, including in-class test accounted for 10%, homework (including homework and website homework) accounted for 10%, mid-term test accounted for 10%, case report accounted for 10%, the final exam accounted for 60%. At ordinary times, the results and the final examination are quantified according to the corresponding scoring

standards, so as to strengthen the curriculum process assessment, which helps to strengthen students' understanding of the course mastery, and also facilitate teachers to timely adjust the teaching progress and depth, better serve students, and strengthen the curriculum construction.

### *3.2.6 Realize a student-centred curriculum teaching evaluation*

Curriculum teaching evaluation is an important part in the process of education and teaching, which can provide important support for the guidance, optimization and regulation of the curriculum construction in the later period. Therefore, strengthening the curriculum construction must pay attention to the improvement and perfection of the curriculum evaluation. The foothold of course quality evaluation is to better promote the improvement of students' ability, and the education and teaching process and links are to serve the realization of the training program. For the curriculum system to be a platform to realize the training program, The organization and construction of teaching teams and the allocation of teaching resources should be developed towards the direction of improving students' professional ability and professional quality, All teaching activities should be directed towards the implementation of the training program and the realization of the teaching goals, Comprehensive utilization of mid-term questionnaire survey (satisfaction and suggestions on course teaching content, teaching methods and assessment forms), final questionnaire survey (feedback and supervision of course continuous improvement effect), student teaching evaluation, student mid-term and final discussion (suggestions and effect of course continuous improvement), etc., Establish a student-centred curriculum evaluation and feedback supervision mechanism, And according to the evaluation results, the teaching content, teaching methods and teaching mode are targeted to reform. At the same time, teachers should actively explore diversified evaluation modes, timely feedback, record the learning and interactive process, so as to facilitate teaching and research.

## **4 Conclusion**

In the process of talent training work, the primary factor restricting the quality of talent training is the curriculum. With the development of economy and society, China's talent demand has changed, which puts forward higher requirements for talent training. Therefore, the teaching content and teaching method of the curriculum should also be reformed in response to the development of The Times. In the construction process of offline first-class undergraduate courses, through curriculum reform, classroom teaching and teaching methods are updated, the communication between teachers and students are strengthened, teaching and learning are promoted, and the teaching quality and teaching effect are guaranteed. Through full cooperation, the teaching team actively promotes the curriculum construction and accelerates the course construction process; expert introduction, research case teaching and field teaching further stimulate students' interest in learning, enhance the learning motivation; online open video online self-study arouses students' subjective initiative, cultivate good self-study habits, and clarify the learning objectives, and steadily improve the teaching effect. In the future, we will, according to the characteristics of offline and online teaching, explore diversified mixed teaching modes, strengthen experimental teaching, deepen cross-professional cooperative research, and focus on cultivating students' practical and innovation ability. Modern agricultural innovation and rural revitalization of the strategy course for agriculture master public degree courses, course content, knowledge multifarious, short hours, so the course construction needs to further strengthen, for the construction of the master of agriculture teaching system, teaching mode reform and improve teaching quality all have very good theoretical and practical significance.

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