

Research on the Classroom Teaching Model of the Third Ring and Fifth Level of Undergraduates in Colleges and Universities Based on “Student Experience”—Take “Introduction To Museum Studies” as an Example



Xiuli Ji^{1,*}

¹*College of History, Taishan University, China*

Abstract: The liberal arts major in colleges and universities is an important part of the overall layout of the liberal arts and liberal arts in the new era. It focuses on the teaching objectives, the lack of the modernity of the teaching content, the traditional teaching methods and means, and the single evaluation methods. Taking the Introduction to Museum Studies as an example, academic research and courses hall teaching is closely combined. The concept of letting students “come from experience to experience” is put forward, reshaping “knowledge + skills + ability + quality” as the core curriculum goal, reconstructing the curriculum content system rich in the times, innovation, science and practice learning The three-ring and five-level teaching mode of student experience and the multi-evaluation method and the multi-evaluation subject curriculum evaluation mode that highlights the effectiveness of educating people have significantly improved students’ professional literacy and innovation and entrepreneurial ability, and they have a firm sense of professional belief and a sense of responsibility to serve the society with professionalism.

Keywords: student experience, the liberal arts major, three-ring and five-level classroom teaching mode

I. Introduction

Under the requirements of focusing on building a socialist cultural power, enhancing the country’s cultural soft power and the influence of Chinese culture, shaping a new pattern of moral education and talent cultivation, and cultivating a new generation of people who shoulder the great responsibility of national rejuvenation, as well as coordinating the promotion of value guidance, practical experience, and environmental creation, exploring the educational mechanism of in class and out of class collaboration, integration of campus and off campus, and online and offline integration, undergraduate majors in cultural relics and museum

Studies (hereinafter referred to as cultural and museum majors) in universities are an important part of building a modern cultural and educational power in the new era. They shoulder the responsibility of cultivating basic methods for “mastering historical information, being able to examine specific historical phenomena in historical processes and current situations, record, collect, and process relevant insights” ([Higher Education Teaching Guidance Committee of the Ministry of Education, 2018](#)), and being able to engage in management in various levels and fields of archaeological, cultural, and museum industries and related fields. The task of researching and managing specialized talents for work.

Corresponding Author: Xiuli Ji

College of History, Taishan University, China

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In order to give full play to the role of classroom teaching as the main channel and position of talent cultivation (Li, 2020), undergraduate teaching in colleges and universities should actively promote the reform of classroom teaching in order to cultivate high-quality applied literary and doctoral talents with deep patriotism, firm academic ambition and tenacious work style, and explore a way to teach in line with the development of Wenbo in the new era.

2. The Dilemma of Classroom Teaching in Liberal Arts Majors in Colleges and Universities

In the face of the rapid development of the literature and education industry, as a relatively young undergraduate major, the classroom teaching mode of the literature and education major is still immature. Take the professional basic course "Introduction to Museum Studies" as an example, the following problems are common in classroom teaching: first, the teaching goals and teaching content are not prominent in the times, and the combination with the actual development of literature and related disciplines is insufficient; second, the classroom teaching methods are traditional, the concept of the student center is not implemented, and the emphasis is too much emphasis on theoretical teaching, practical There is no grasp to practice innovation ability; Third, the classroom evaluation method is single, and it is difficult to promote learning through evaluation.

At present, the academic community lacks in-depth exploration of classroom teaching issues in the field of humanities and humanities, and there is a lack of specific classroom teaching reform practices. In the China National Knowledge Infrastructure database, there were 50 articles searched under the topics of "Cultural Relics and Museum Studies," "Cultural and Museum Talents," and "Classroom Teaching Reform." Relevant scholars focused on talent cultivation models, curriculum ideological and political education, and practical teaching, and put forward many innovative ideas, such as "believing that curriculum content reform with a focus on cultural relics, curriculum form reform with

communication and interaction as the key, and curriculum practice reform with visiting experience as the auxiliary will create a new pattern of collaborative education for this implicit course of ideological and political education" (Gong & Lv, 2024), "should explore new fields of teaching, research, and practice, pay attention to the cultivation of students' operational skills, strengthen disciplinary exchanges and cooperation, learn from teaching methods in engineering majors, and promote comprehensive professional development" etc. (Ma & Ren, 2023). But there is no research specifically focusing on classroom teaching in cultural and liberal arts majors, The existing research has seriously hindered the deepening of classroom teaching in cultural and museum majors. Dedicated to the research of classroom teaching models for cultural and museum majors, from classroom to course, from one course to a group of courses, and further promoting professional development, in order to cultivate high-quality cultural and museum professionals and meet the needs of the rapid development of the cultural and museum industry, it is of great significance. The concept and idea of the reform of classroom teaching in colleges and universities.

3. The Concept and Ideas of Classroom Teaching Reform in Cultural and Liberal Arts Majors in Universities

"Putting student development at the center has become a key concept and core task in accelerating the construction of high-level undergraduate education (Zhou, 2022). "Constructivism, represented by the famous educator Piaget, holds that "knowledge is not acquired through the teaching of teachers, but through the construction of meaning by learners in certain contexts, with the help of others (including teachers and learning partners) through collaborative activities in interpersonal communication, using necessary learning materials (Cao, 2014).

How can students become active constructors of meaning? Marx pointed out in Capital: "For all

children who have reached a certain age, future education is a combination of production and labor with intellectual education and physical education. It is not only a way to improve social production, but also the only way to create people with comprehensive development” (Marx & Engels, 1956). This scientific argument answers that to cultivate people with comprehensive development, education must be combined with production and labor.

What are the production activities that students can engage in related to the professional study of literature and literature? The cultural and educational industry exists in our lives. There are rich cultural and educational resources around the school and in the students’ hometowns. Almost every student has had direct offline experience of cultural and educational institutions of different degrees, such as visiting exhibitions, visiting cultural relics restoration, visiting archaeological sites, listening to lectures, serving as volunteers, buying cultural and creative products, etc., network technology The development of art has also provided convenience for the realization of indirect experiences such as online viewing of virtual exhibitions, querying museum collections, and browsing museum cultural and creative online stores. Therefore, students’ literary experience is an important resource for classroom teaching, and it is the starting point and landing point of classroom teaching.

How to use these students’ experiences for teaching? Dewey, a famous educator, believes that “all learning is a by-product of action”, “teaching is life, growth, and the transformation of experience” (Dewey, 1991), put forward the teaching statement from middle school, pointing out that teachers should encourage students to think and advance by guiding students to “do”, that is, participate in various forms of practical activities. And master knowledge and improve ability.

Therefore, the classroom teaching of Wenbo professional courses should be centered on student experience, starting from student experience, and returning to student experience. Specifically: three links and five stages. The pre-class link assigns

student experience tasks; the in-class link combines student experience to teach. First, establish a connection between the course content and student experience, ask questions, and let students think and discuss; secondly, analyze the relationship between the course content and student experience on the basis of students’ answers, and abstract relevant knowledge points; the third practice in class, online experience to test the knowledge points learned. After-class, students are assigned to experience tasks to deepen what they have learned and improve the quality of experience. In this process, from pre-class to post-class, the students’ experience is gradually deepened, and the quality of students’ experience is gradually improved from this after-class to the next pre-class. The whole learning process revolves around the student’s experience to form a closed loop. Through experience, students continue to accumulate and transform experience, so as to achieve their learning goals.

4. The Content of Classroom Teaching Reform-Take the Introduction to Museology as an Example

As the basic course and introductory course of Wenbo’s major, Introduction to Museology is generally set up in the first semester of the freshman year. Its classroom teaching mode has a great impact on the overall classroom teaching of Wenbo majors, and is an important part of the classroom teaching of Wenbo majors.

The classroom teaching of introduction to museum studies connects with the professional training plan, curriculum syllabus, and learning situation, and formulates a specific classroom teaching reform implementation plan around the four aspects of teaching objectives, content, mode and evaluation. Adhere to the problem-oriented, through the improvement of teaching objectives, the reconstruction of teaching content, the innovation of teaching methods and means, and the improvement of teaching evaluation, we will build a “three-ring and fifth-level classroom teaching model starting from student experience and returning to student

experience". The specific contents are as follows.

4.1 Reshape "knowledge + skills + ability + quality" as the core teaching goal

In combination with the professional talent training plan, curriculum syllabus and learning situation, on the development concept of "protection and utilization" of Wenbo, the transformation of Wenbo function of "highlighting educational function", and the mission education of "highlighting cultural and creative ability" of Wenbo workers are implemented into the teaching goals. Determine the following course goals with "knowledge + skills + ability + quality" as the core:

In terms of knowledge, it can describe the concept of museums and museology, explain the content, characteristics and development of museology and museums, summarize the basic business processes of museums, and build a systematic knowledge system of museums.

In terms of ability, have the ability to comprehensively apply theoretical knowledge to observe and analyze the development of museums.

In terms of skills, master museum collection management, cultural and creative product design, exhibition explanation and other skills.

In terms of literacy, master the ability of cultural self-confidence, scientific awareness, psychology, pedagogy and other related moral cultivation factors contained in the teaching content, and cultivate rigorous work style and scientific literacy.

4.2 Reconstruct a contemporary, innovative, scientific and practical curriculum content system

On the basis of the systematic research on important discussion of Wenbo, literary practice and discussion are compiled, and the cutting-edge of the discipline is absorbed and integrated into the course content, so that the course content is contemporary and scientific.

Establish a case library, expand the utilization of cultural and museum resources, cultivate cultural and creative abilities, and make professional skills training, such as explanation and cultural and creative product design, an important component of teaching content. Integrate the stories behind cultural

relics as an important source of ideological and political education into the teaching content, making the course content innovative and practical.3.3 Practice the three-ring and fourth-order classroom teaching model based on student experience

4.3 Practice the three-ring and fourth-order classroom teaching model based on student experience

4.3.1 Student experience is effectively integrated with the three links of pre-class, in-class and after-class teaching process.

Before class, students are assigned to preview relevant content in combination with their own experience; during class, students are combined with their own experience to learn relevant content through four stages such as guidance, discussion, summary and practice; after class, students are encouraged to re-experience or try new experiences according to the guidance they have learned. The whole process reflects from experience to experience.

For example: when learning the definition of museum exhibition, before class, let students combine their own experience of visiting museum exhibitions, summarize the elements of museum exhibitions, and guide students to think about where the exhibition is displayed, what is displayed, the form of display, the purpose of display, the number of exhibits and other issues.

In the class, students answer about the preview and guide them to analyze what questions the museum exhibition definition answers. On the basis of students' answers, the commonality of the museum exhibition location, display content, display form, display purpose and display quantity is summarized. From the conclusion, the exhibition refers to "in a specific space, based on physical exhibits and academic research results, assisted by art or technical auxiliary exhibits, and display equipment as a platform, according to the specific purpose of communication or education, using special interpretation methods and learning order, according to a certain exhibition theme, structure, content and

art form, carry out intuitive and vivid display art image sequences of views and ideas, knowledge and information, values and emotions” (Lu, 2016). And cite the exhibitions that students are interested in, conduct online experience, and explain them in combination with the definition of the exhibition to further deepen their understanding of the definition.

After class, let students have their own experience, and answer the five questions of the exhibition definition for the museum exhibition.

4.3.2 Integration of online and offline

Through the online platform of the course, teachers enrich online resources, so that teaching activities such as pre-class preview, in-class discussion, exercise, voting, etc. can break the limitations of time and space. They can not only pay attention to each student, but also teach according to their talents through relevant data collection, so as to achieve the organic integration of modern technology and classroom teaching to meet the needs of students.

4.3.3 The integration of multiple teaching methods

Comprehensively apply case method, project design, situational teaching, exercise method, practice method, lecture method and other teaching methods to mobilize students' enthusiasm for learning.

4.4 Practice the curriculum evaluation mode of multi-assessment methods and multi-evaluation subjects that highlight the effectiveness of educating people

Break the assessment method of “one examination to determine results”, introduce industry tutors and students into the main body of evaluation; introduce professional explanations of literature and doctoral, skill training and competitions such as cultural and creative product design, online learning, etc. into evaluation content; introduce defense, on-site display, online learning data, etc. into the evaluation mode; highlight the course assessment standards and industry Development standard docking. Implement the “non-standard answer” assessment method to promote learning through evaluation.

The multi-assessment method means that in

addition to the closed-paper examination, there are also students' on-site display (exhibition explanation), on-site scoring; students' writing design plans (cultural and creative design), scoring through defense, etc.

Multi-evaluation subjects: It consists of three parts: teachers in charge of the course, industry tutors, and students.

The results of the assessment are as follows:

(1) Classroom performance accounts for 20%

It is mainly based on the relevant data of students' participation in interactive learning on the learning platform. At the same time, it is necessary to supplement the evaluation in combination with random checking students' classroom notes and discussions with some students.

(2) Normal homework scores account for 10%

It is mainly evaluated according to the review of students' usual homework.

(3) Skill competition accounts for 20%

It is mainly based on the evaluation of the works of students participating in the (explanation and cultural and creative product design) skill competition.

(4) 50% of the final exam will be conducted in a closed form. (Comprehensively check the basic knowledge, ability and literacy of the course)

The Introduction to Museum Studies establishes from the student experience, returns to the three-ring and fifth-level classroom teaching mode of student experience, and then promotes to relevant courses, then promotes the optimization of the professional curriculum system and the revision of talent training plans, and finally promotes the in-depth development of cultural relics and museum majors.

5. Reflection on Classroom Teaching Reform

In the process of classroom teaching reform, we must adhere to problem-oriented, and the main ways to solve classroom teaching problems are:

5.1 Improve the ability of teachers

Through teachers' self-study and collective discussion in the teaching and research room, we will deeply study view of literature and education,

understand the essence, deeply understand and grasp the function, development and mission of their own work, improve the teaching ability of teachers, become practitioners view of culture and education, and consciously integrate it into classroom teaching, design, practice Implement a systematic and scientific reform plan.

5.2 Carry out comprehensive classroom teaching reform

Under the guidance of the concept of “coming from experience to experience” for students, specific classroom teaching reform implementation plans are formulated around teaching objectives, content, mode, and evaluation by integrating professional training programs, course teaching outlines, and learning situations. Adhering to a problem oriented approach, by enhancing teaching objectives, reconstructing teaching content, innovating teaching methods and means, and improving teaching evaluation, a classroom teaching model can be constructed. This not only stimulates students’ interest but also enables them to apply what they have learned, truly reflecting the student-centered approach and solving key issues in classroom teaching.

5.3 Establish a classroom teaching reform case library and condense the classroom teaching model.

In the process of teaching reform, carefully sort out each classroom teaching, accumulate typical cases of classroom teaching reform, and systematically sort them out, establish a case library, and condense the classroom teaching model from it.

In a word, based on the new changes and requirements of the new era, teachers closely combine academic research with classroom teaching., and finally promote the in-depth development of cultural relics and museums.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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