

Exploration of Optimization Mode for Classroom Teaching in Applied Universities

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Abstract: Through the analysis of the current situation of classroom teaching mode in applied universities in China, it is pointed out that factors such as schools, teachers, students, and external environment affect the reform of classroom teaching mode in applied universities. From a comprehensive perspective, the reform of classroom teaching mode in applied universities should focus on clarifying talent training goals and teaching objectives, building a hierarchical and progressive ability training system, optimizing teaching content, establishing a dynamic updating mechanism for teaching content, innovating teaching methods, building a cooperative learning community, cultivating a dual teacher team, strengthening diversified practical teaching, improving teaching evaluation, and constructing a comprehensive evaluation index system, in order to effectively improve the effectiveness of classroom teaching in applied universities.

Keywords: Teaching Mode; Applied University; Classroom Teaching.

1. Introduction

In the context of rapid socio-economic development today, applied universities play an increasingly important role in the higher education system. With the deepening of China's industrial upgrading and innovation driven development strategy, the demand for applied talents in society is becoming increasingly urgent, which puts forward higher requirements for classroom teaching in applied universities. Therefore, optimizing the classroom teaching mode of applied universities has become an important issue. Research has found that traditional teaching methods are difficult to meet the needs of cultivating applied talents to a certain extent, and there are problems such as relatively backward teaching concepts, single teaching methods, weak practical teaching links, unreasonable teacher structure, and inadequate teaching evaluation. These issues to some extent constrain the improvement of students' practical ability, innovative thinking, and comprehensive quality, and affect the ability of applied universities to serve local economic and social development. This study aims to explore the optimization mode of applied university classroom teaching in depth. By analyzing the current situation of applied university classroom teaching mode and exploring the factors that affect it, optimization strategies for applied university classroom teaching mode are proposed from multiple perspectives. This provides theoretical support and practical guidance for improving the quality of applied university classroom teaching, cultivating applied talents that meet the needs of the times, and promoting the deepening development of applied university education and teaching reform.

2. Analysis of the Current Situation of Classroom Teaching Mode in Applied Universities

2.1. Teaching Philosophy and Goal Positioning

2.1.1. Transformation of Training Objectives

Applied universities should be based on social

development needs, guided by serving the local economy, and focus on cultivating talents with solid professional skills, strong practical abilities, and adaptability to social development needs, so that students can quickly integrate into society after graduation and contribute to local development (Zhang Jijun, 2016). At the same time, applied universities should also deeply recognize the importance of comprehensively improving students' comprehensive quality. Applied talents should possess innovative thinking patterns and lifelong learning abilities to adapt to the constantly changing social environment. Therefore, universities should strive to enhance students' comprehensive qualities such as innovative thinking, teamwork, and communication skills in teaching, so that students not only master professional knowledge, but also have the ability to flexibly apply and solve practical problems in practice, and provide high-quality applied talents for the sustainable development of local economy and society (Zhuo Jun, 2016).

2.1.2. Update of Teaching Philosophy

In 2016, scholar Zhao Juming from the Education Science Research Institute of Huazhong University of Science and Technology first proposed the concept of "student-centered" undergraduate teaching reform. The domestic education sector began to study undergraduate teaching reform, and since then, the student-centered concept has gradually penetrated into people's hearts, emphasizing the subject status of students and the cultivation of their self-directed learning ability. For example, building a "shared" classroom teaching model, encouraging students to actively participate in classroom discussions, teachers guiding students to explore problems together, fully tapping into students' subjective initiative, and making students the masters of learning (Li Wei, 2016). In addition, applied universities emphasize the application and practice of knowledge, and focus on the combination of teaching and practical work. The proposal and application of project-based teaching method introduces practical projects into the classroom, allowing students to apply theoretical knowledge to practice during the process of completing projects, improving their practical operation ability, and enabling them to better understand the practical

value of knowledge (Jiang Jin, 2019).

2.2. Teaching Methods and Tools

2.2.1. Application and Implementation of Flipped Classroom and Project based Teaching

Firstly, the flipped classroom teaching model has been widely tried in applied universities, with various forms of application including interactive Q&A reversal, PPT visual impact, and teacher-student role exchange. In the flipped classroom mode, students cultivate their independent thinking and collaborative learning abilities through self-study before class, group discussions and collaborative exploration during class, and active expansion of learning after class, which helps to improve their ability to explore learning and solve practical problems (Zhang Chan, 2016). For example, in English teaching, students take the initiative in learning by watching videos for preview before class, conducting problem discussions, PPT presentations, and role swapping explanations during class, and restructuring the learning process (Bai Xiaohong, 2017).

Secondly, the project-based teaching method guided by market demand has entered the classroom teaching of applied universities, by decomposing professional courses into specific projects, allowing students to enhance their abilities in the process of completing projects. In the multimedia courseware production project, students are guided to participate in market research, project planning, implementation, and acceptance throughout the process, enabling them to master professional knowledge and skills in practice, and enhance their innovative spirit and cooperation awareness (Jiang Jin, 2019). In addition, project-based teaching emphasizes the combination of practice and theory, which promotes students to better understand the relationship between knowledge and practice. Students can apply their theoretical knowledge to practical operations in the project, deepen their understanding of knowledge and improve their ability to internalize and apply knowledge through practical project exercises, laying a solid foundation for their future career development.

2.2.2. Strengthening the Application of Information Technology Teaching Methods

With the deepening development of information technology, online course platforms such as MOOC and SPOC, as well as multimedia teaching methods, have been widely used in applied university teaching. Teachers provide students with diverse learning materials through multimedia courseware, online teaching platforms, and other means, which not only enriches teaching resources and improves teaching efficiency, but also stimulates students' interest in learning, making the teaching process more vivid and visual, thereby helping students better understand and master knowledge. The flipped classroom teaching model based on the SPOC concept utilizes online platforms to provide rich and diverse teaching resources, breaking the temporal and spatial limitations of traditional teaching models and facilitating students' self-directed learning (Wei Yuqiu, 2021).

2.3. Practical Teaching Activities

At present, applied universities generally recognize the importance of practical teaching, attach certain importance to the practical teaching process, and continuously increase the proportion of practical teaching in the teaching process. By adjusting the undergraduate professional training program and organically combining theoretical teaching, practical

teaching, and extracurricular activities, an applied and composite curriculum system is constructed to enable students to consolidate theoretical knowledge and improve their practical abilities in practice (Wang Bingtao, 2016). Secondly, scholars have proposed that the practical teaching forms of applied universities should be diversified, including but not limited to experimental teaching, internship training, graduation design and other forms. Schools can establish internship bases in cooperation with enterprises to actively provide students with practical internship opportunities, allowing students to hone their professional skills in real work environments, understand the overall development trend of the industry, and improve their professional and skill literacy. At the same time, there are still some problems that need to be improved in the practical teaching process, such as the phenomenon of disconnection between practical teaching content and actual work needs, inconsistent construction and stability of practical teaching bases, sometimes difficult to achieve expected educational effects in on campus practical bases, and the consideration of enterprise interests in off campus practical cooperation may affect the quality of students' practical experience (Wang Zhifei, 2017). To this end, scholars have proposed corresponding improvement measures, such as strengthening deep cooperation with enterprises, establishing long-term stable cooperative relationships, jointly developing and updating practical teaching plans based on social market demand, ensuring that practical teaching content is closely aligned with market demand, and thus improving students' practical ability and internship employment competitiveness.

2.4. Construction of Teaching Staff

Firstly, in the classroom teaching mode of applied universities, teachers should shift their roles from traditional knowledge transmitters to guides, organizers, and facilitators, and fully leverage their leading role in the teaching process. In the classroom teaching mode, teachers should pay attention to teaching design, actively discuss problems with students, and be good at guiding students to think, helping students to grow and succeed better (Zhuo Jun, 2016).

Secondly, teachers need to continuously improve their overall quality, including their educational and teaching abilities, practical skills, and professional competence. Especially in new models such as flipped classroom and project-based teaching, teachers need to master advanced teaching methods and technical skills. Only with certain practical experience can they better guide students in hands-on operations.

Finally, application-oriented universities should focus on optimizing the structure of their teaching staff, increasing the proportion of dual qualified teachers, actively introducing teachers with practical experience from enterprises, and encouraging teachers on campus to participate in enterprise practical training. Universities should also encourage and support teachers to form interdisciplinary teams, and strengthen collaboration and communication among teachers. Teachers can communicate with each other through teamwork on curriculum design, teaching content, teaching methods, and practical teaching guidance, jointly explore problems encountered in the teaching process, and share teaching experience and resources. Through cooperation between universities and enterprises, as well as teacher enterprise secondment training, the practical ability of university teachers can be enhanced, enabling them to better adapt to the

requirements of applied teaching (Li Longzhu, 2017).

2.5. Construction of Teaching Evaluation System

In the teaching mode of applied universities, teaching evaluation is no longer limited to traditional final exam scores, but comprehensively considers factors such as students' participation in the learning process, practical abilities, and innovative thinking, and constructs a scientifically reasonable and diversified teaching evaluation method, including student self-evaluation, teacher evaluation, group peer evaluation, which is assessed from two dimensions: grade results and quality evaluation (Liao Anchao, 2022).

Secondly, teachers should develop detailed evaluation indicators based on teaching objectives and course characteristics to ensure the fairness and objectivity of the evaluation. At the same time, the evaluation system should also have dynamism and be able to adjust and optimize according to the actual teaching situation at any time.

The final evaluation results should also be promptly fed back to students and teachers, providing specific support for teachers' teaching improvement. Students can understand their learning strengths and weaknesses through evaluation results, and teachers can adjust teaching methods and content in a timely manner based on evaluation feedback to improve teaching quality and promote mutual learning.

3. Factors Affecting the Classroom Teaching Mode of Applied Universities

The influencing factors of the classroom teaching mode in applied universities cover multiple levels such as schools, teachers, students, and external environment. These factors are interrelated and interact with each other, jointly affecting the implementation effect of the university teaching mode and the quality of cultivating applied talents.

3.1. School Factors

The educational philosophy and positioning of applied universities provide direction for the development of various school activities, directly determining the formulation of teaching objectives, the setting of course content, and the selection of teaching methods in universities. The educational philosophy of schools influences the innovation and transformation of teaching models. If the school adheres to traditional educational concepts, its teaching mode is relatively conservative, and teachers may pay more attention to imparting theoretical knowledge and indoctrination teaching; If we advocate a student-centered modern educational philosophy, we will pay more attention to cultivating students' practical abilities and innovative spirit, and carry out student-centered classroom teaching.

Secondly, as the material foundation of teaching activities, school teaching resources and facilities have a direct and significant impact on the implementation effect of teaching modes. The completeness of teaching facilities affects the implementation of teaching methods. Advanced practical teaching facilities such as laboratories and training bases provide students with good practical conditions, which helps teachers carry out practical teaching activities. The richness and high quality of course resources inject vitality into improving teaching effectiveness. High quality textbooks and online course resources provide diverse materials and choices

for teachers' teaching and students' learning, helping to broaden students' knowledge and deepen their understanding and application of knowledge, thereby improving learning outcomes.

Finally, application-oriented universities should pay attention to the adaptability of their courses, as the rationality of the curriculum system directly affects whether students can construct the correct knowledge structure. The reasonable curriculum system of applied universities should focus on cultivating students' practical abilities, emphasizing the combination of theoretical knowledge and practical abilities, so that students can gradually build a complete knowledge structure through the interaction of theory and practice.

3.2. Teacher Factors

As the leader of the teaching process, teachers' educational and teaching philosophy largely shapes their teaching behavior and patterns. Teachers who uphold the student-centered philosophy will prioritize students' needs and interests, actively encourage students to actively participate in classroom discussions and practical activities, and strive to cultivate students' self-learning ability and innovative thinking. Advanced teaching concepts are a powerful driving force for teachers to continuously explore innovative teaching methods and means.

Secondly, the solid professional knowledge of teachers is the foundation for carrying out high-quality teaching. Teachers must possess profound subject knowledge and cultural background, and have a deep understanding of the theoretical system and cutting-edge dynamics in their professional field, in order to accurately explain professional content, answer questions and doubts, and lay a solid theoretical foundation for students' learning and future career development. In practical teaching, teachers' rich practical experience can provide students with more targeted and practical guidance, helping them improve their practical skills and better adapt to the needs of their future careers.

In addition, the diverse teaching methods of teachers determine whether they can meet the needs of teaching diversity. Teachers should be proficient in various teaching methods and flexibly and comprehensively apply them based on teaching objectives, course characteristics, and students' actual learning situations. When explaining theoretical course content, the teaching method can be used first to explain basic knowledge, and then combined with case analysis and group discussion methods to deepen students' understanding and application of knowledge; For practical courses, project-based teaching method can be adopted to enable students to learn by doing and master skills through hands-on practical operation. By making reasonable choices and cleverly utilizing teaching methods, we can stimulate students' interest in learning and improve classroom teaching effectiveness.

Finally, teachers' information technology teaching ability has become an essential skill for teaching innovation. Teachers should be proficient in using multimedia courseware, online teaching platforms, virtual simulation software and other information technology tools to assist teaching. One is that multimedia courseware can present teaching content in a way that combines graphics, text, audio, and video, making abstract knowledge vivid and lively. The second is that online teaching platforms break the limitations of time and space, making it convenient for teachers and students, as well as students to communicate and learn anytime and anywhere, such as conducting online discussions, assigning and grading

homework, etc. Thirdly, virtual simulation software provides students with a simulated practical environment, allowing them to conduct experimental operations and skill training in virtual scenes, effectively improving the safety and learning efficiency of practical teaching.

3.3. Student Factors

Students, as an important part of classroom teaching, have become another significant factor influencing the teaching mode. Some teaching modes have excessively high requirements for students' basic knowledge and qualities, and students with weak basic knowledge or low basic qualities are not suitable for a certain teaching mode. Secondly, students' interest in learning is the intrinsic motivation that drives them to actively participate in learning. When students are interested in a certain subject or field, they will show higher enthusiasm and initiative for learning. Under the influence of traditional indoctrination teaching mode, there is a common phenomenon in university classrooms where students are habitually inactive and lack interest in knowledge and the ability to actively acquire it. Students have a strong dependence, and it is more difficult to cultivate their comprehensive qualities and abilities. Finally, students' intrinsic motivation for learning stems from their desire and pursuit of knowledge itself, while their extrinsic motivation is influenced by external factors such as scholarships, employment pressure, and parental expectations. These external factors can to some extent motivate students to study hard, but excessive reliance on external motivation may lead to passive and utilitarian learning. Therefore, in applied university classrooms, teachers need to guide students to view external motivation correctly, transform external pressure into internal motivation, and on the basis of understanding students, how to teach students according to their aptitude and change the traditional indoctrination teaching mode is worth teachers' thinking and exploration.

3.4. External Environmental Factors

External environmental factors have a wide and profound impact on the classroom teaching mode of applied universities, shaping and changing it from multiple dimensions, promoting the teaching mode to continuously adapt to changes in the external environment, and cultivating applied talents that better meet social needs. The upgrading and adjustment of the social industrial structure have led to a continuous change in the demand structure for applied talents; The increasing competition pressure in the job market directly affects the teaching objectives and focus of applied universities, making classroom teaching models more focused on practical teaching, increasing the proportion of internships and practical training, allowing students to exercise practical operational skills and accumulate work experience in real work scenarios, thereby improving their employment competitiveness; The introduction, promulgation, and implementation of educational policies and regulations are interrelated, jointly shaping the teaching mode of applied universities and affecting the quality of teaching and student development.

4. Construction of Optimization Mode for Classroom Teaching in Applied Universities

4.1. Clarify Teaching Objectives

One is to accurately match the professional needs of the industry. Applied universities should be based on local economic development, conduct in-depth research on the talent needs of leading and emerging industries in the region, and form professional research teams in conjunction with local government departments, industry associations, and leading enterprises to regularly collect industry dynamic information and analyze job skill requirements. Based on the research results, accurately position the professional training direction, refine the job requirements and the knowledge, skills, and qualities required for each position, and then translate them into specific and actionable course teaching objectives. The second is to build a hierarchical and progressive ability development system. Divide the four years of university into four stages: solid foundation, professional improvement, comprehensive application, and practical strengthening. In the first year, focus on cultivating students' basic knowledge and skills, laying a solid foundation for subsequent professional learning; In the second and third years of college, emphasis is placed on training students in core professional knowledge and specialized skills. Targeted professional courses can be offered, combined with practical activities such as course experiments and design, to enhance students' professional competence; In the fourth year of college, emphasis is placed on shaping students' comprehensive application abilities and professional qualities. Through comprehensive project practice, graduation design, enterprise internships, etc., students can integrate knowledge and skills to solve complex practical problems, while cultivating professional abilities such as teamwork, communication, adaptability, and innovation, ensuring that students have comprehensive and solid applied abilities upon graduation. The third is to integrate innovation and entrepreneurship education. Since the enrollment of students, innovation and entrepreneurship education should be integrated into the entire teaching process, and the requirements for cultivating innovation and entrepreneurship abilities should be clearly defined in the professional teaching objectives. On the one hand, setting up specialized innovation and entrepreneurship courses, such as imparting basic knowledge of entrepreneurship theory, business models, project management; On the other hand, we should be good at exploring innovative and entrepreneurial elements in professional courses, encourage teachers to guide students to discover innovative points and entrepreneurial opportunities in their professional fields in daily teaching, encourage teachers to organize and guide students to participate in innovation and entrepreneurship competitions, cultivate students' innovative thinking, entrepreneurial spirit, and practical abilities, so that students can not only be competent in conventional employment positions, but also have the potential to explore new careers.

4.2. Optimize Teaching Content

One is to restructure traditional modular courses. Teachers should dare to break the inherent framework of the traditional curriculum system, and modularize, reorganize, and optimize the curriculum according to the inherent logic

and application areas of knowledge. In specific courses, each module is relatively independent and interrelated. It not only covers the complete knowledge and skills system, but also requires the former module to be the basis of the latter module. It is not only convenient for students to learn systematically, but also provides students with a progressive learning path. Teachers can flexibly choose module combinations based on professional needs and students' basic conditions to achieve personalized teaching, ultimately improving teaching efficiency and knowledge practicality. The second is to establish a dynamic update mechanism for teaching content. A teacher learning community can be established, consisting of backbone teachers, subject leaders, and industry experts. The members of the community mainly focus on the cutting-edge progress in the field of disciplines and the technological changes in the industry. They regularly screen, organize, and integrate them into the curriculum teaching, so that the teaching content is always in sync with the times, constantly expanding students' knowledge and stimulating their interest in exploring the forefront. The third is to benchmark professional qualification standards and optimize teaching content. Analyze the mainstream vocational qualification certificate examination outlines corresponding to each major, and organically integrate the examination requirements, knowledge points, and skill points into the curriculum. Strengthen case analysis and practical exercises in classroom teaching, so that students can simultaneously complete their preparation during the course learning process, successfully pass the vocational qualification examination and obtain the corresponding vocational qualification certificate before graduation, and enhance their competitiveness in employment after graduation.

4.3. Innovative Teaching Methods

One is problem task driven teaching, which is problem oriented, allowing students to learn and apply knowledge in the process of completing projects, improve practical ability and innovative thinking. Applied universities aim to cultivate talents that meet the needs of social development. Therefore, teachers should design teaching processes guided by industry issues and carefully design a series of problem chains based on the key and difficult points of the curriculum and practical application scenarios. Starting from the beginning of the course, throw out the core questions that arouse students' interest, guide them to explore independently, consult materials, and have group discussions, gradually analyze the essence of the problem to find the final solution. In the process of solving practical problems, students can learn relevant knowledge and skills, cultivate their thinking ability, and effectively improve their ability to apply knowledge and solve problems. The second is to use information technology teaching methods to broaden the application of blended learning, enrich learning content to enhance learning effectiveness. Applied universities should deeply integrate the advantages of online and offline teaching, and create a comprehensive blended learning model. Online, we can rely on high-quality online teaching platforms to build a rich library of course resources, including micro course videos, electronic textbooks, online testing, virtual simulation experiments, etc.; Offline activities such as classroom lectures, group discussions, project practices, and field research can be organized. Teachers can flexibly arrange online and offline teaching activities according to the teaching content, such as pre reading before class, deepening offline

interaction during class, and expanding online review after class, ultimately achieving the expansion of learning time and space and the improvement of learning effectiveness. The third is to build a cooperative learning community and cultivate students' communication skills and critical thinking. Teachers can group students into cooperative learning communities based on their knowledge base, personal abilities, personality, and other aspects, with professional guidance teachers assigned to each group. Establish clear division of labor and collaboration rules within the community, and carry out cooperative learning around curriculum projects, academic topics, practical tasks, etc. Members of the community each perform their own duties, work together to complete various tasks, and enhance students' comprehensive literacy.

4.4. Strengthen Practical Teaching

One is to build diversified practice bases and establish a collaborative education mechanism. Applied universities should establish a diversified network of practice bases. In addition to collaborating with large enterprises to establish off campus internship bases, they should also expand cooperation with small and medium-sized enterprises, research institutes, innovation and entrepreneurship parks, and other units to meet the practical teaching and development needs of different students. Small and medium-sized enterprises can provide students with multiple job rotation opportunities, allowing them to experience flexible and varied work scenarios and gain rich grassroots work experience; Research institutes provide students with opportunities to participate in cutting-edge research projects, and students can enhance their research and innovation abilities through practical experience; Innovation and entrepreneurship parks can provide students with an entrepreneurial incubation environment, reduce their entrepreneurial costs, and offer abundant entrepreneurial resources and comprehensive support and guidance. The second is to create a hierarchical internal practice platform, including basic experimental platforms, professional training platforms, innovation and entrepreneurship practice platforms, and other types. The basic experimental platform is mainly aimed at lower grade students, equipped with conventional experimental equipment to facilitate students to conduct confirmatory and basic experiments, and help students familiarize themselves with the basic principles and experimental operation norms of the subject; The professional training platform is designed for middle and high school students, creating simulated real-life work scenarios and introducing actual enterprise projects or cases for students to undergo specialized skills training; The innovation and entrepreneurship practice platform needs to gather resources from all sectors of society, provide guidance and support such as funds, venues, and technology for students who are interested in entrepreneurship, stimulate students' innovation and entrepreneurship vitality, and ultimately form a campus practice ecology from basic to high-end. The third is to develop a systematic teacher training plan and cultivate a dual teacher and dual skilled teaching staff. On the one hand, applied universities should regularly select teachers to participate in high-level academic conferences and professional training courses at home and abroad, in order to enhance the academic level and professional competence of teachers. On the other hand, professional teachers should be arranged to intern in enterprises, participate in the entire process of production, research and development, and

management, accumulate practical experience, and enhance teachers' practical abilities. In addition, teachers should be encouraged to obtain relevant industry professional qualification certificates to enhance the authority and professionalism of their practical skills. At the same time, universities can introduce a group of high-end talents with rich practical experience from enterprises and research institutions to serve as part-time teachers, in order to enrich the teaching staff, optimize the teaching structure, and form a teaching team that emphasizes both theory and practice, providing strong guarantees for high-quality practical teaching in applied universities.

4.5. Improve Teaching Evaluation

One is to construct a comprehensive evaluation index system that covers multiple dimensions such as students' knowledge, skills, literacy, and attitudes. The knowledge dimension mainly focuses on testing students' understanding, memory, and application of professional theoretical knowledge; The skill dimension focuses on students' practical operation ability, tool and software usage, experimental design and analysis; The literacy dimension mainly evaluates students' innovative thinking, critical thinking, information literacy, and interdisciplinary integration abilities; The attitude dimension mainly focuses on students' learning enthusiasm, teamwork spirit, classroom participation, and timely completion of assignments. More detailed sub indicators can be set for each dimension, and teachers need to allocate weights reasonably based on the nature of the course, professional characteristics, to ensure that the evaluation comprehensively and objectively reflects students' learning outcomes. The second is to flexibly design dynamic adaptive evaluation methods based on teaching stages and learning tasks. In the early stage of the course, emphasis should be placed on the process evaluation of students' preview of learning content, classroom participation level, etc. Teachers need to provide timely feedback to students on their learning status and guide them to actively adjust their learning strategies. During the mid-term of the course, teachers can assess students' mastery and application of knowledge and skills based on the progress of group projects and the results of periodic tests. In the later stages of the course, the focus should be on comprehensive practical projects and final exams, with a particular emphasis on evaluating students' overall abilities and the completeness of their knowledge system. The third is to strengthen the feedback and application of evaluation results, and establish a linkage mechanism between evaluation results and teaching improvement. Teachers should provide personalized and detailed evaluation reports to students in a timely manner at the end of the semester, including grade distribution, performance analysis in various dimensions, strengths and weaknesses, to guide students in developing improvement learning plans. At the same time, teachers should reflect on the teaching process based on the evaluation results, analyze the problems in teaching methods, teaching content, and learning progress, adjust the teaching plan accordingly, optimize the teaching design, and provide experience

reference for the next round of teaching, forming a virtuous cycle of evaluation promoting teaching and evaluation promoting learning.

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