

The Application of Project-Teaching Method in Course of “Social Survey Methodology” among Undergraduate Teaching

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Abstract. Research and research ability is the ability students should have in college. However, the normal classroom teaching method limited in unilateral explanation theory by teachers, and neglects the improvement of the students' actual research ability. The “Social Survey Methodology” is a course with strong practicality and application. After the introduction of Project-Teaching Method, the better teaching effect, improved teaching quality, and improved students' innovative consciousness and research ability are all achieved.

Introduction

“Social Survey Methodology” is a very practical course, involving many aspects of social science and natural science. In the course teaching of “Social Survey Methodology”, many colleges and universities adopt a single classroom teaching model recent year in China. For attaches great importance to the theory and not paying attention to practical teaching, the students were difficult to really understand the relevant theoretical knowledge, eventually reduces their initiative to learn and creativity in practice. In recent years, some scholars mentioned the teaching model of “open class”^[1], and the teaching model of “Class participation”^[2]. However, the teaching model of “open class” mainly focuses on the reform aspects of opening the teaching content, opening the teaching process, opening teaching means, opening the assessment form. Therefore, this model is limited to the reform of teaching form, lack of training for students' investigation and practical ability. The primary task of the course “Social Survey Methodology” is to enables students to observe social changes, analyze social relations, explain social phenomena and solve social problems through social investigation and research methods^[3], as well as to grasp the objective law of social development to a certain extent, and cultivate the qualities and abilities necessary for future social development. Therefore, the mode of “open class” teaching is not enough to solve the problem. The teaching model of “Class participation” mainly emphasizes to implement teaching by changing teaching concept, transforming teaching mode, changing teacher's role and transferring teaching center. However, this mode is only a reform attempt in the concept of thinking, and lacks the concrete mode and method of practice. The course “Social Survey Methodology” emphasizes the combination of theory and practice. It should not only help students to understand the theory principle comprehensively and comprehensively, but also help students to be familiar with various investigation methods and analytical skills. In addition, it should base on the research items selected by the students, to guide students to combine theoretical analysis and empirical analysis, so as to achieve that can reveal the causes of various social problems in China and find solutions to solve social problems. Therefore, the teaching model of “Class participation” is hard to do that. Based on the features of the course of “Social Survey Methodology”, this paper explores a set of methods combining theory with practice by applying the Project-Teaching Method.

The Strengths of Project-Teaching Method

Project-Teaching Method divided course teaching into four parts: determining purpose, drawing up plans, implementing plans and evaluating the results. The purpose is to make students organize all or part of learning, arrange learning behavior, and solve the difficulties encountered in the project^[4]. Project teaching method is a typical student-centered teaching method, students participate in the

whole process of project research under the guidance of teachers, in this process, and students learn to master the teaching contents in the teaching plan. Such teaching mode can not only improve students' learning interest, but also can arouse the enthusiasm of learning. The specific strengths are as follows:

Give play to the Autonomy of Students' Learning and Guide Students' Attention to Social Reality. The project in the Project-Teaching Method is proposed by students after their own social observation, the entire process from project selection, research planning to project implementation are all carried out by students themselves. The teacher is only responsible for explaining the required theoretical knowledge and guiding students to complete the project, answer questions for students during project implementation.

To Improve Students' Practical Ability by Combination of Theory and Practice. The Project-Teaching Method can realize the combination of theory and practice well. It not only enables students to understand the objective reality related to social investigation theory, but also enables students to improve their cognition of social reality, stimulate students' need for knowledge. More importantly, in the process of project research, we could make full use of resources and conditions from inside and outside the school, to realize learning theory and the same time applies the theory under the guidance of the teacher. To solve the social problems in the real world, so as to improve students' own practical ability.

To Cultivate the Team Spirit of Students. The Project-Teaching Method divides students into groups. The completion of a project depends on the strength of the team, team members are required to participate fully discuss and work together. After the joint efforts of the team members, the research project can not only be completed successfully, but also the team spirit of students can be cultivated.

Diversified Evaluation Methods, Promote the Teaching Reform Comprehensively. In the process of Project-Teaching Method, the assessment of students not only depends on the completion quality of the project, but also needs to evaluate the specific performance of the students in the project implementation process. In addition to teachers, the evaluation model also adopts the diversified assessment mode combining student mutual evaluation and self-assessment. Therefore, the Project-Teaching Method not only deepens students' understanding of various theoretical knowledge, but also grasps the skills of applying theoretical knowledge to solve practical problems.

It is Helpful for Teachers to Teach in Accordance with Students' Aptitude. The Project-Teaching Method requires teachers to look closely at each of the students' interest in learning and learning progress, grasp every student's learning characteristics, and according to the characteristics of students' learning, to develop personality, and to pay attention to the balance of the teaching plan.

The Implementation Steps of the Project-Teaching Method in Course of "Social Survey Methodology"

Grouping. According to the class size, divide the whole class into several groups, each group include 6 to 7 students. The grouping is carried out in a voluntary combination, and in order to ensure the smooth development of the investigation, each group is a relationship of division of labor and cooperation.

Project Selection and Design. To ensure the direction and significance of the topic, students select projects should be under the guidance of teachers. The students choose the project independently, the teachers participate in the discussion, and timely guide and check.

Research Design. The research design includes the following four steps:

Design survey scheme

The teacher teaches the main steps in the design scheme, the students collected relevant materials in the field, completed the literature review of the survey, and determined the research plan of the project, including the research direction, research methods, sampling methods, analytical methods, etc. Teachers give guidance to the problems in the investigation plan.

Select the survey method

Design the questionnaire and implement the pre-survey. The teacher directs the project team to use the abundant library resources of university, students make a plan to collect and analyze data.

Take samples and conduct investigation

After the sample is taken, the students undertake the investigation tasks respectively. The teacher keeps in touch with the students at any time and guides the students' problems.

Analysis method

The data obtained from the questionnaire survey should be statistically analyzed. It is very important to use accurate statistical method to study the problem. Under the guidance of teachers, the most appropriate statistical methods should be selected ^[5].

Statistical Analysis. Teacher teach relevant knowledge about how to analyze data, students collect questionnaires and prepare for statistical analysis. Students conduct statistical analysis, and the teachers give guidance to the problems and mistakes in the middle.

Write Research Report. The research report should be reported in class and let students discuss it fully. Then, Teacher should make appropriate comments on the academic and normative aspects of the research report.

After completed the five steps above, students not only understand the basic knowledge of social investigation and research systematically, but also master the basic operating procedures of investigation and research. At the same time, it deepens students' understanding of social reality. In the course of the project, the teacher's role also needs to change from a single knowledge giver to a knowledge giver, a practical organizer, mentor, and supervisor.

Therefore, Project-Teaching Method is the teaching method combining the teacher's theory teaching and the student's practical activity. It has the following three characteristics: The first, combine teaching and practice, so as to optimize teaching and learning mode. The second, divide the whole class into several groups, students select the topic and design the project, collect and process data and conduct a complete social survey, give full play to students' autonomy. The third, change the traditional way of passing the final exam, the students' learning attitude, and way of thinking, cooperation with the team members and the specific completion of the project are all included in the assessment scope.

The Practical Teaching Effect of Project-Teaching Method in Course of “Social Survey Methodology”

We use the method of questionnaire survey to analyze the actual teaching effect of Project-Teaching Method. The respondents were students from two classes majoring in administrative management in 2015. Ask students to answer the results of the introduction of Project-Teaching Method in the class of social survey research methods. The questionnaire designed six aspects, including: the classroom atmosphere, the teaching interest, the mastery of the teaching content, the classroom harvest, the comprehensive application ability of knowledge and the overall evaluation of the class. Students asked to score the six aspects above, the survey results show in table 1.

It can be seen from table 1, compared with the traditional teaching method, students give high evaluation to the Project-Teaching Method, believed that the teaching method of Project-Teaching Method breaks the routine "cramming" teaching method. It is more beneficial for students to master the teaching content of “Social Survey Methodology”. The survey results show that the Project-Teaching Method has received the following four teaching effects:

Project-Teaching Method Improves Students' autonomy Of Learning and Research. It creates a relaxed learning atmosphere by teachers and students discuss the content and steps of the project together, to convert students from passive learning to active learning, make theoretical learning turn to a roadmap to guide project progress, deepened their understanding of knowledge.

Project-Teaching Method Enriched the Practical Contents of Students' Social Investigation. The student selects the project content independently. After the full cooperation of team members, students work together to find and overcome problems in the actual survey ^[6].

Table 1 The score of six aspects in questionnaire (%)

	Classroom Atmosphere	Teaching Interest	Mastery of the Teaching Content	Classroom Harvest	Comprehensive Application Ability	Overall Evaluation of the Class
Conventional Teaching Method in Class 1	20.4	26.3	35.6	20.6	36.2	34.5
Project Teaching Method in Class 2	88.2	78.2	84.4	81.9	82.7	70.2

The Results of Social Investigation are Remarkable. Students have made great achievements in social research after the introduction of project teaching method. For example, student research projects “Research on consumer behavior of Genetically modified food in yangzhou city”, “Investigation and research on consumer’s tourism consumption behavior in yangzhou”, “Research on the consumption behavior of college students' online takeout” applied for and obtained the university student innovation project in the year 2017.

Students' Comprehensive Ability has been Improved. The Project-Teaching Method active the students' classroom atmosphere, stimulates students' subjective initiative, obtain better teaching results than the regular classroom teaching method. The degree of knowledge and comprehensive utilization of knowledge have been greatly improved.

Project-Teaching Method adhere to the combination of theoretical teaching and practical teaching, pay more attention to practical teaching, try to realize the diversity of practice teaching form. It is a good solution to the problems of conventional teaching methods, and should be the main model of curriculum reform of “Social Survey Methodology” among undergraduate teaching.

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