

The Research on Syllabus and the Construction of Teaching Standardization

Ling Tang ^a, Yumei Chen, Shunyong Zhou

College of Automation and Electronic Information, Sichuan University of Science & Engineering, Zigong, China

^afashion-kitty@163.com

Abstract

Syllabus is the outline of the course study. The key to guarantee the quality of teaching is the strict and detailed teaching standard and the management system based on syllabus, which is also a reasonable choice for the teaching reform of the course. Through syllabus compiling, we can master the curriculum development direction and prospect, and can further standardize the behavior of teachers and students in the teaching process, arouse students' learning initiative and consciousness. Therefore, in order to further promote the teaching reform in colleges and universities, it is necessary to strengthen the compiling and management of syllabus, thus promoting the construction of teaching standardization.

Keywords

Syllabus, Construction of teaching standardization, Teaching reform, Colleges teaching.

1. Definition of syllabus

Webster defined syllabus as "the outline of the course study". In the field of education, the meaning of "Syllabus" is a component of the course outline, the teaching plan and the course plan, including the course's reference and so on [1]. In the United States, syllabus is a basic teaching document that university teachers must provide to the students before classes began. Comparatively the teaching outline in our country is generally similar to the syllabus [2], but from the function and the implementation process, the difference between the two is obvious. The teaching outline is just one of the management methods to the teachers, which is for archival use. Thus the syllabus in the United States is mainly carried out for teachers and students, it is a contract between them, a tool for students to learn, and also an important reference standard to measure the teachers teaching. In short, the syllabus compiling is regarded as the important process of constructing the educational experience.

2. The composition of syllabus

Syllabus is a detailed teaching contract between the teachers and students as well as teachers and schools, with a high degree of planning and binding, which is an important condition on the quality of the course. Much foreign researchers study the elements of the outline [3][4]. Through the content analysis of some syllabus, the composition is divided into eight parts, including basic information, teaching philosophy, course introduction, course objective, course content implementation, course resources, course requirement and assessment, and other policies, etc.. Through the analysis of the contents of each component with integration and classification, the contents of the compositions are obtained, as shown in Table 1.

Table 1 Composition and content of syllabus

Composition	Content	Composition	Content
Basic information	1. Teacher information 2. Course information	Course objective	Student learning objective
Teaching philosophy	Pay attention to the development of students and teaching effectiveness and strategy	Course requirement and assessment	1. Homework requirement 2. Assessment project 3. Assessment method
Course introduction	1. Course nature 2. The position and function of the course 3. Development of course 4. Previous and follow-up courses	Course resources	1. Course materials 2. Reference books 3. Network resources
Course content implementation	1. Teaching content 2. Emphasis and difficulty 3. Teaching organization	Other policies	1. Academic integrity 2. Class regulation 3. Teaching contract

(1) Basic information: Mainly including course credits, class hours, teaching time, teaching classes, teachers, teachers' contact information and so on. In addition, some teachers can provide their own educational background and research area in the outline, so that students can get a understanding of the teachers before class for achieving better learning performance.

(2) Teaching philosophy: The basic belief of teachers in teaching activities, the basic concept of students' studying activities are the guiding ideology of teachers' individualized instruction. For different teachers and courses, the teaching philosophy may be different. We should pay more attention to the development of students, the effectiveness of teaching, the strategy of teaching, the value orientation of teaching and so on.

(3) Course introduction: Including the curriculum nature, the position and function of the course, the development of course, and the previous and the follow-up courses and so on. Course nature refers to the introduction of the course, in a simple and clear form it enables students to understand the focus of the course; The position of the course in the professional structure is to focus on why the course is offered, how the course is integrated with the curriculum system, which is to mobilize the enthusiasm and initiative of the study; The forefront development of the course allows students to understand the latest developments in the curriculum, to adapt to the development of times; Previous and follow-up courses are mainly to inform students the knowledge or skills before learning the course, as well as the relevant courses in the future, such information can be good for students to learn the course and prepare for the related follow-up courses.

(4) Course objective: Should reflect the requirement and achievement of the syllabus. Specifically it refers to the knowledge, skills and the degree of learning, which makes the students knowing the development of the course, the process of discovering and exploring the knowledge. Clear course goal is not only conducive for student learning, but also help teachers sort out their teaching objectives on more rational teaching process.

(5) Course content implementation: Mainly including the teaching content of the course, the focus and difficulty of teaching, the organization of teaching process and so on. According to the teaching contents of the course, we can sort out the teaching units, each unit contains 1-2 hours (or a class) teaching

content, and then the specific teaching schedule is drawn up according to each teaching unit, which should include teaching hours, teaching goal and content (including key and difficult), the organization of teaching process, classroom discussion topics, reading resources, work content, pre class preparation, class discussion content etc..

(6) Course requirement and assessment: The course requirement mainly reflect the students' learning requirements, including preview, after-school review, reading report and other items, and also the extracurricular reading, course discussion, practice. Teachers should provide students with accurate description of the assessment methods, which can be composed of small test, mid-term examination, final examination, laboratory examination, reading report, class discussion or lecture, attendance, etc., and the percentage of each part needed to be showed.

(7) Course resources: The types of course resources are varied, including textbooks, reference books, online reading resources, course websites and so on, which contains public information, personal or other teacher's research results, network video, etc.. Course resources are sometimes combined with the course schedule, according to the different course content there are corresponding references. Students can complete the reading of these materials during the study period.

(8) Other policies: Including academic integrity, class regulation, teaching contract, etc.. Academic integrity refers to the teachers to convey to students the school's management system, the examination of discipline and cheating, plagiarism and other academic misconduct. Class regulation requires students to understand the classroom discipline and etiquette, knowing what behavior is expressly prohibited, which acts are students must comply with. Teaching contract clearly requires students to seriously read the curriculum implementation of the syllabus, and agreed to abide the responsibilities and obligations set out in the syllabus.

3. The function of syllabus

Syllabus has become the basic standard of teaching and the tool of quality assurance, depending on its own unique features [5]:

(1) Syllabus is the teaching contract between teachers and students, which plays a role in restraining the behaviors. In the contract, the rights and obligations of teachers and students within the stated period (usually a semester) is defined, the two parties shall perform their respective duties in accordance with the provisions of the contract. Not only it has played a very good constraint on the teacher's teaching behavior, but also restrict the learning behavior of students.

(2) Syllabus is a bridge between teachers and students. Teachers at the beginning of the outline list their names, office location, contact information, etc. to help students solving the learning questions or difficulties timely. It establishes initial communication between teachers and students, and provides students with learning guidance.

(3) Syllabus is a tool for students to learn. It is helpful for students to form the ability of time management, multi task management, and the ability of research and study. The more detailed syllabus has, the more be able to help students achieving the goal.

(4) Syllabus is an important assessment tool. As a tool for information transmission, syllabus can integrate isolated knowledge activities into a logical and meaningful whole. It records all the content and the whole process of the teacher's teaching. And the teacher's teaching attitude, teaching concept, teaching method and academic level are also responded. At the same time, students can compare and evaluate the teaching and the learning.

4. Syllabus and teaching standardization construction

Syllabus is the foundation of the university teaching standard construction and the teaching management system, and is the key to ensure the quality of teaching. In the implementation of syllabus, it can be used as the starting point to improve the quality of teaching, promote teaching reform and strengthen the

construction of standardized teaching. According to this, we put forward the following policy recommendations [6]:

- (1) Suggest the colleges and universities introduce relevant policies, the teacher before classes need to provide syllabus as a mandatory requirement, and is required to strictly follow the syllabus content for teaching.
- (2) Syllabus in our country is relatively backward, teachers generally do not know the structure and elements of outline. In colleges and universities it is necessary to carry out special training for teachers, making teachers know the meaning of designing and writing syllabus, understand the structure, function and elements. At the same time, the process should be reviewed and evaluated regularly.
- (3) Syllabus and teaching assessment (and the post promotion) are linked together, and become the basis of the students' evaluation. To make the outline effectively implemented, not only need to promote the relevant policies, but also need a series of evaluation and incentive system as a safeguard mechanism, which can change the deficiency of teaching assessment and the lack of reliable basis for students' evaluation.
- (4) Consider syllabus as a basic indicator on teaching level evaluation. The purpose of teaching evaluation is to promote the education department, deepen the teaching reform, improve the quality of teaching. It is beneficial to promote the establishment and implementation of the syllabus of the university while making syllabus as the evaluation index, so that the teaching evaluation results are more real and objective.

5. Conclusion

Syllabus as the basic teaching document plays a vital role in teaching quality assurance. In order to promote the teaching reform and establish a more effective internal teaching quality system, we must pay more attention to the construction of teaching standardization. Learning and drawing upon the syllabus from other universities and establishing relevant management system to promote teaching reform is a more economical and effective way to improve the quality of teaching.

Acknowledgments

This work was supported by projects of Sichuan University of Science & Engineering Teaching Reform (No. JG-1625, No. JG-1415).

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