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The Curriculum System Development of Sightseeing Agriculture Major Based on Work Flow

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Abstract From the position setting of sightseeing agriculture businesses and ability analysis, this paper analyzes the career action field based on training objectives of sightseeing agriculture major and determines the typical tasks and career action field. According to the major teaching design of career action field, this paper introduces the systematic curriculum system of sightseeing agriculture major based on work flow.

Key words Sightseeing agriculture, Curriculum system, Development

Sightseeing agriculture is a new industry combining agriculture with tourism and leisure on the basis of traditional agriculture. With the development of sightseeing agriculture in recent years, there is a growing demand for more talents. On the basis of market research, Suzhou Polytechnic Institute of Agriculture timely adjusted major direction and set up the sightseeing agriculture major in 2009 according to the needs of society, and it began enrollment in the fall of the same year. Sightseeing agriculture is a new major for our institute, and in terms of curriculum system development, it adopts work flow-oriented vocational education theory^[1]. Through years of practice, it has made significant achievements, and it has become the main mode for our institute to promote curriculum reform. The development of the model is conducive to shortening the distance between learning and work, fostering students' post awareness and professional ability^[2], and thus enabling students to reduce or avoid the "re-assembly" process after finding jobs. As the academic leaders of sightseeing agriculture major, we take charge of and participate in the development and implementation of sightseeing agriculture curriculum system development project, and set forth some recommendations based on years of teaching experience in order to provide a useful reference for the curriculum development of sightseeing agriculture major based on work flow.

1 Steps of curriculum system development based on work flow

The sightseeing agriculture major was set up in our institute in 2009. The curriculum setting adopts the curriculum system based on work flow. On the basis of research and survey of sightseeing agriculture businesses' demand for vocational talents, we analyze the job group and typical tasks^[3], develop the training programs for sightseeing agriculture major, determine the curriculum system and curriculum standards, organize teaching materials develop-

ment, and implement the teaching process. The specific process is as follows:

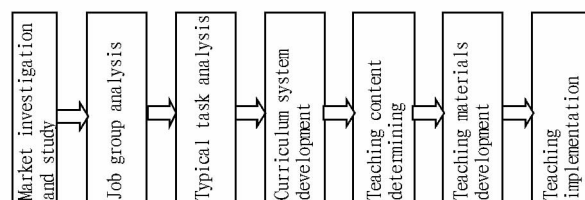


Fig. 1 Flow chart of curriculum system building

2 Analysis of vocational ability and objectives

The training objectives of sightseeing agriculture major are to cultivate the advanced applied technical professionals with the relevant knowledge and professional skills about agricultural park planning and design, agricultural operation and management, and tourism, with the purpose of addressing the talent shortage for the emerging industry. The sightseeing agriculture is a new cross-type industry involving a wide range of knowledge and skills, having clear skill requirements. On the basis of work flow analysis of jobs, we determine the vocational ability requirements as shown in Table 1.

3 Analysis of job group and typical tasks

According to the analysis of training objectives and vocational ability objectives on sightseeing agriculture major, we determine the job group of sightseeing agriculture major as sightseeing agricultural production, sightseeing agriculture tourism, sightseeing agriculture garden planning and agricultural park management. According to job group, four typical tasks are set up (agricultural park planning and design, crop planting, agricultural attractions introduction and agricultural park management). The main curriculum system is determined based on typical tasks. Specific tasks and main courses are shown in Fig. 2.

4 Curriculum system development

The main jobs provided by sightseeing agriculture businesses involve the planning, planting, management, marketing, and tourism of sightseeing agriculture garden. According to the professional training objectives and job group requirements, we build the

sightseeing agriculture major curriculum system based on work flow ^[4], as shown in Table 2.

Table 1 Vocational ability and objectives

Vocational ability	Specific requirements of vocational ability
Professional ability	Ability to carry out planning, design and functional layout of sightseeing agriculture park according to production needs; ability to plant and manage horticultural plants; sightseeing agriculture marketing and tourism management ability.
Method ability	Ability to use the basic ideas and methods of dialectical materialism to understand, analyze and solve problems; strong language and writing skills; English reading, speaking and writing ability; computer application skills; ability to continue to learn and ability to start businesses.
Social ability	Ability to independently conduct interpersonal communication, deal with public relations and bear social responsibility.

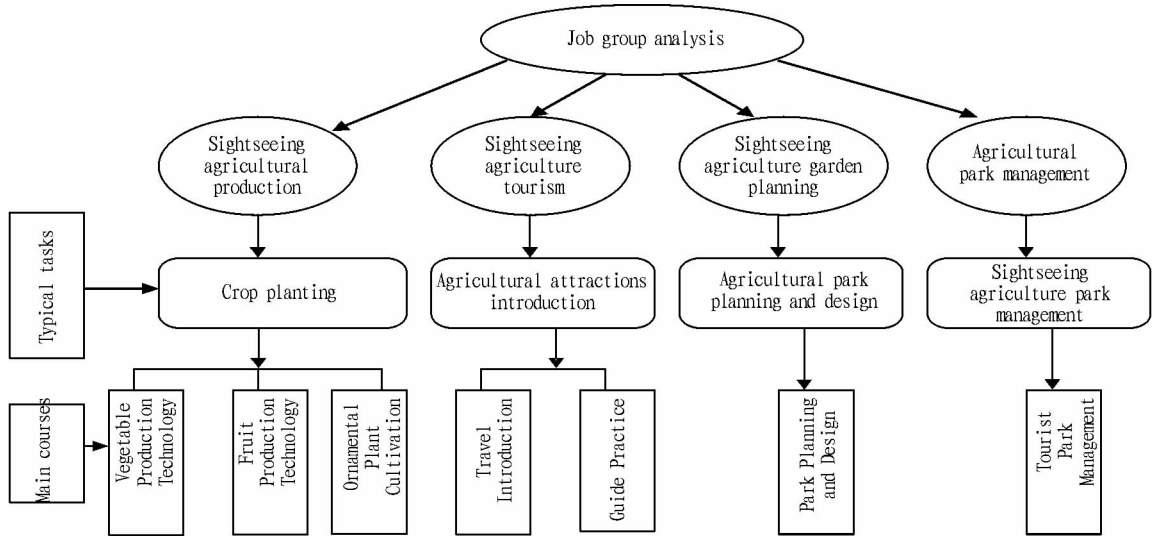


Fig.2 Job group analysis of sightseeing agriculture major

Table 2 The setting of sightseeing agriculture curriculum system

Basic course module	Ideological and Moral Education and Law Foundation	
	Mao Zedong Thought and Introduction to Theoretical System of Socialism with Chinese Characteristics, Deng Xiaoping's Theory and Theory of "Three – Represents"	
	Physical Education and Health	
	Basics of Computer Applications	
	Practical English	
Professional course module	Module I Sightseeing agriculture garden planning	Design Fundamentals
		Ecology
		Agricultural Park Planning and Design
		Indoor Plant Decoration and Application
	Module II Sightseeing agricultural production	Plant Growth Environment
		Horticultural Facility
		Production Technology of Horticultural Plants
		Horticultural Plant Disease and Pest Control
	Module III Agricultural park management	Production Technology of Garden Plant Seeds
		Tourist Park Management
Professional development module	Module IV Sightseeing agriculture tourism	Tourism Marketing
		Tourism Psychology
		Travel Introduction
		Guide Practice
		Penjing
		Interior Decoration
	Social Practice	
	Vocational Skills Certificates	
	Employment and Entrepreneurship Education Topics	

strengthen the cultivation of business practice capacity, take advantage of high technology and network resources to establish business simulation training room, to help students, especially rural students who are not familiar with the employment environment to know well the workflow, division of labor and responsibilities as soon as possible.

3.1.3 Deepening the school-enterprise cooperation. Schools should increase the depth and breadth of cooperation with enterprises. First of all, in the study period, it is necessary to organize students to make an on-the-spot investigation in the foreign trade enterprises, and have a full understanding of the actual work, so as to enhance the students' sensory awareness, and eliminate the unknown sense of loss and even fear. When the students have solid professional knowledge and basic skills, and approach graduation, it is necessary to arrange students to perform the post practice in the enterprises, in order to test students' theoretical knowledge and practical skills and lay the foundation for the future employment. Secondly, it is necessary to hire the enterprise's "craftsmen" to get involved in teaching, teaching material compilation and assessment design based on the actual needs of enterprises, so that the school's teaching truly meets the needs of the enterprise. Thirdly, there is a need to provide more opportunities for teachers to perform professional practice in the enterprises, thus creating a number of teachers who are good at teaching, understand business, and know employment.

3.1.4 Flexible and scientific teaching mechanism. The arrangement of major teaching plan in the school should be scientific, rational, and flexible. Many employers will choose to recruit a lot of staff in slow business season in order to have sufficient time to carry out pre-job training for new employees, but the time often conflicts with the school's teaching and exam arrangement time. Usually the task of teaching the students has not yet been completed. Due to suddenly expanded business volume, some enterprises sometimes urgently need a large number of employees, taking the school by surprise, so that many students miss employment opportunities. Therefore, scientific, rational and flexible major teaching

programs should be introduced urgently to make the school respond flexibly to various forms of corporate recruitment.

3.2 The state should improve employment policies, improve publicity and enhance corporate recruitment standards First of all, the state should reform and improve the system of graduates' household registration, talent flow, records management and unemployment assistance, to create a fair and just competitive environment, and establish a sound social employment security system. Secondly, the state should increase publicity, change the employment concept of rural students and their families, guide rural students to establish a correct concept of employment, adjust employment expectations, and encourage and guide them to start their own businesses. Thirdly, the state should enhance the overall business recruitment standards. It is necessary to increase the recruitment information publicity, so that the Business English talents can timely obtain the recruitment information; enrich the recruitment methods and adopt written examination, network interviews, telephone interviews and other forms, breaking the geographical and time restrictions, to provide a broader platform for the Business English talents' employment.

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5 Conclusions

The development of sightseeing agriculture major is the integration of existing majors and building of new majors according to social development and changes in career and job. The core of major development is the development of curriculum system^[5]. With the rapid development of sightseeing agriculture industry, the specifications of the demand for talent will be further elevated, so the curriculum system development based on work flow is becoming particularly important. Due to the joint effort made by the departments of our institute and active cooperation with businesses, the sightseeing agriculture major, as a new major, has achieved some success in curriculum system development, but the effectiveness of curriculum development remains to be tested by practice. The sightseeing agriculture major students should gain

success in the new curriculum system and teaching mode, and make contribution to the development of sightseeing agriculture major.

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