

Research on the Reform Model of General Education Course in Public Relations Etiquette Practice Based on COAF Concept

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Abstract: This study takes the general course of "Public Relations Etiquette Practice" at Lingnan Normal University as a case study, and deeply explores the curriculum reform model based on the COAF concept. By clarifying course objectives, optimizing teaching content, innovating teaching methods, and strengthening practical activities, this study has successfully improved the teaching quality of the course and promoted the comprehensive development of students. In the cycle of construction, operation, adjustment, and feedback, the curriculum is constantly optimized to meet the needs of the times and the characteristics of students. This study provides reform ideas for this course at Lingnan Normal University, and provides useful reference and inspiration for the reform of general education courses in other universities.

Keywords: Public Relations; Etiquette Practice; General Education Courses; Creative Spirit

1. Introduction

In today's society, public relations etiquette practice, as a general education course, plays a crucial role in cultivating students' comprehensive qualities and social skills. The practice of public relations etiquette is not only related to the shaping of personal image, but also to the harmonious communication between organizations and society. However, in the current teaching process of the general course of Public Relations Etiquette Practice, we can easily identify some problems and challenges. These issues include a disconnect between course content and actual needs, a single teaching method, and low student participation, all of which constrain the improvement of course teaching effectiveness.

To address these issues, we need to introduce new teaching concepts and methods [1]. The COAF concept, which includes construction, operation, adjustment, and feedback, provides us with a new perspective. It emphasizes that in curriculum reform, the first step is to carry out systematic construction, clarify curriculum objectives, content, and teaching methods; Then, through effective operation, put the course design into practice; Next, make necessary adjustments based on teaching effectiveness and feedback; Finally, through a continuous feedback mechanism, continuously optimize and improve the course design [2].

In the reform of the general course of Public Relations Etiquette Practice, the COAF concept has extremely high application value. It can help us clarify course objectives and ensure that course content aligns with actual needs. It encourages us to adopt diverse teaching methods and means to enhance students' interest and participation in learning. It emphasizes timely adjustment based on teaching effectiveness and feedback to ensure the scientific and effective design of the curriculum. It promotes continuous improvement and optimization of the curriculum by establishing a feedback mechanism. Therefore, the research purpose of this article is to explore how to apply the COAF concept to the reform of the general course of Public Relations Etiquette Practice. Specifically, we will study the following issues: firstly, how to construct a general course system for Public Relations Etiquette Practice that meets practical needs based on the COAF concept; Secondly, how to use diverse teaching methods and means to improve the teaching effectiveness of the curriculum; Thirdly, how to make necessary adjustments and optimizations to the curriculum based on teaching effectiveness and feedback; The fourth is how to establish an effective feedback

mechanism to promote continuous improvement of the curriculum.

Through in-depth research on these issues, we hope to provide useful reference and inspiration for the reform of the general course of Public Relations Etiquette Practice, promote the improvement of course teaching effectiveness, and make greater contributions to the cultivation of students' comprehensive quality and social skills [3]. At the same time, we also hope that through the research in this article, we can further promote the reform and development of general education, and provide strong support for cultivating high-quality talents with a global perspective and innovative spirit [4].

2. COAF Concept Construction

2.1 Construction (C)

In the reform of the general course "Public Relations Etiquette Practice", the construction stage is a crucial first step, which involves careful design and construction of course objectives, content system, and teaching methods.

2.1.1 Clarify the objectives of the course

For Public Relations Etiquette Practice, the goal is not only to impart basic etiquette knowledge, but more importantly, to cultivate students' practical application ability and social literacy. Therefore, in the construction stage, we need to set clear, specific, and in line with the concept of general education curriculum goals, such as improving students' public communication skills, cultivating cross-cultural communication skills, and enhancing personal image shaping abilities [5].

2.1.2 Building a course content system

In terms of content selection, it is important to ensure that it covers both the basic theories of public relations etiquette and emphasizes practical operations and case analysis. We can start with the origin and development of etiquette, gradually delving into various aspects such as etiquette norms, communication skills, and crisis response in various occasions [6]. At the same time, in order to enhance students' practical abilities, we can design simulation exercises, role-playing and other practical activities, allowing students to personally experience and apply the etiquette knowledge they have learned in simulated situations [7].

2.1.3 Innovative Teaching Methods and Means

Traditional teaching methods often focus on lectures and lack interaction and practice. In the construction phase, we need to explore more teaching methods that meet the characteristics of the curriculum and the needs of students, such as case teaching, group discussions, interactive Q&A. These methods can stimulate students' interest and enthusiasm in learning, and improve teaching effectiveness. In addition, we can also utilize modern information technology tools, such as multimedia teaching, online learning platforms, etc., to provide students with richer and more convenient learning resources.

2.2 Operate (O)

2.2.1 Accurate execution of teaching plans

In the operational phase, the primary task is to ensure the precise execution of the teaching plan. For Public Relations Etiquette Practice, the teaching plan should cover multiple stages such as theoretical teaching, case analysis, and simulation exercises. We need to strictly follow the plan to ensure that every step is fully carried out. For example, in the theoretical teaching section, teachers should systematically introduce the basic theory of public relations etiquette based on the curriculum content system; In the case analysis section, representative cases should be selected to guide students to engage in in-depth discussions and analysis; In the simulation exercise section, real-life scenarios should be designed to allow students to experience and apply etiquette knowledge in the simulation.

2.2.2 Effective implementation of classroom teaching

Classroom teaching is the core of the operational stage. In the classroom teaching of Public Relations Etiquette Practice, teachers should pay attention to student participation and interaction. Students can be motivated and motivated to learn through group discussions, role-playing, interactive Q&A. At the same time, teachers should also pay attention to the learning situation of students, provide timely guidance and feedback, and ensure that students can fully understand and master the course content.

2.2.3 Strengthening the implementation of practical teaching

The strengthening and implementation of practical teaching is crucial for practical

courses such as Public Relations Etiquette Practice. We can deepen students' understanding of the application of public relations etiquette in practical work through enterprise visits, internships, and practical training. In addition, challenging practical tasks can be designed to help students develop their practical skills and problem-solving abilities while completing the tasks. Through practical teaching, students can better integrate theoretical knowledge with practical applications, improve their comprehensive quality and social skills.

2.3 Adjustment (A)

2.3.1 Course content adjustment based on student feedback

During the course implementation process, student feedback is an important reference for evaluating teaching effectiveness. We should regularly collect students' opinions and suggestions on the course, including their understanding of the course content, acceptance of teaching methods, and difficulties in practical application. Based on these feedbacks, we can make targeted adjustments to the course content [8]. For example, if we find that students do not have a deep understanding of certain knowledge points, we can add relevant cases or practical activities to help students better grasp them; If students are not interested in certain content or find it too difficult, we can consider replacing or adjusting the teaching content to better meet their needs and interests.

2.3.2 Flexible adjustment of teaching methods

The flexible adjustment of teaching methods is the key to ensuring the effectiveness of the curriculum. In teaching practice, we need to constantly observe the learning status and reactions of students to evaluate the applicability and effectiveness of teaching methods. If we find that a certain teaching method is not effective, we should make timely adjustments. For example, if students have low participation in group discussions, we can try changing the topic or format of the discussion to stimulate their enthusiasm for participation; If students are more interested in multimedia teaching, we can increase relevant teaching resources and improve teaching effectiveness. In addition, we can also try to introduce new teaching methods, such as flipped classroom and blended learning, to

enrich teaching methods and improve students' learning interest and enthusiasm.

2.4 Feedback (F)

2.4.1 Collection and analysis of student feedback

Students are the most direct audience for the course, and their feedback is crucial for improving the course. In the course of Public Relations Etiquette Practice, we can collect feedback from students in various ways. First of all, students can anonymously evaluate the content, teaching methods, practical activities and other aspects of the course by using the after class questionnaire or online evaluation system. This method can quickly collect a large amount of data and provide strong support for course improvement.

Face to face communication with students is also an effective way to obtain feedback. Teachers can gain a deeper understanding of the problems and confusions students encounter during the learning process, as well as their expectations and suggestions for the course, through classroom discussions, after-school tutoring, online Q&A. This communication method is more direct and in-depth, which can help establish closer connections between students and teachers [9]. After collecting student feedback, we need to conduct in-depth analysis on it. Through statistics and analysis of data, we can identify the problems and shortcomings in the curriculum, as well as the areas that students are most concerned about and need to improve. At the same time, we also need to compare student feedback with course objectives, content systems, and teaching methods, identify gaps and reasons, and provide direction for course optimization and improvement.

2.4.2 Feedback and suggestions from industry partners

Public Relations Etiquette Practice is a course closely related to the industry, therefore, feedback and suggestions from industry partners are equally important for improving the course. We can establish cooperative relationships with relevant enterprises and invite industry experts to participate in course design, teaching, and evaluation. They can share information on the latest developments, practical experience, and talent needs in the industry, providing targeted guidance and

suggestions for the course.

In addition, we can organize students to exchange and interact with industry experts, such as visiting enterprises, interning and training, case studies, etc. These activities can help students gain a deeper understanding of the needs and expectations of the industry, thereby better adjusting their learning direction and goals [10]. Meanwhile, feedback and suggestions from industry partners can also help us more accurately grasp the development direction and improvement focus of the course [11].

3. Case Practice of Lingnan Normal University

3.1 Background Introduction

With the rapid development of society and the advancement of globalization, the importance of public relations and etiquette literacy in various industries is increasingly prominent. Whether it is business negotiations between enterprises, public relations activities of government departments, or social occasions in daily life, solid knowledge of public relations and etiquette is required. In order to adapt to this trend, Lingnan Normal University has decided to reform the general course of Public Relations Etiquette Practice, which is an elective course for the entire school. This course aims to help students master the basic theories and etiquette knowledge of public relations, enhance their social skills and professional competitiveness. Through reform, the college hopes to provide students with more practical and cutting-edge teaching content, as well as more diverse learning experiences and practical opportunities. This measure not only contributes to the comprehensive development of individual students, but also enhances the teaching quality and social reputation of the college.

3.2 Reform Practice

Lingnan Normal University's reform and practice of the general course "Public Relations Etiquette Practice" is comprehensive and in-depth. Firstly, in the reform of course content, the college has introduced the latest public relations theory and etiquette knowledge, combining tradition with modernity to ensure that the content learned by students is cutting-edge and practical. At the

same time, the course also includes a case analysis section, which helps students better understand the application of public relations and etiquette in practical work by analyzing real cases.

In terms of teaching methods, the college has also made bold innovations. In addition to traditional teaching methods, various interactive teaching methods such as flipped classroom, scenario simulation, and role-playing have also been introduced. These new methods not only stimulate students' interest in learning, but also improve their participation and practical abilities. Especially in flipped classrooms, students are encouraged to learn independently before class, engage in in-depth discussions and practice in the classroom, and effectively improve teaching effectiveness.

In addition, the college has also strengthened practical teaching. By organizing students to participate in activities such as company visits and internships, students can experience firsthand the application of public relations and etiquette in practical work. These practical opportunities not only enable students to better grasp theoretical knowledge, but also cultivate their practical skills and problem-solving abilities.

3.3 Success Experience

Lingnan Normal University has achieved significant success in the reform practice of the general course "Public Relations Etiquette Practice", mainly reflected in the following aspects.

Firstly, the college accurately grasps the needs of society and the interests of students, closely integrating course content with practical applications. By introducing the latest public relations theory and etiquette knowledge, as well as adding case analysis sections, students can continuously feel the practicality and value of knowledge in their learning, thereby stimulating their enthusiasm and enthusiasm for learning.

Secondly, the college has made bold innovations and attempts in teaching methods. The introduction of interactive teaching methods such as flipped classroom, scenario simulation, and role-playing not only breaks the dull atmosphere of traditional teaching, but also provides students with more opportunities to showcase themselves and exercise their abilities. The application of these teaching

methods not only enhances students' participation and practical abilities, but also promotes communication and interaction between teachers and students, creating a good learning atmosphere.

In addition, the college also focuses on strengthening the practical teaching process. By organizing students to participate in enterprise visits, internships, and practical training activities, students can personally experience the application of public relations and etiquette in practical work, deepening their understanding and mastery of theoretical knowledge. This teaching method that combines theory with practice not only improves students' comprehensive quality and professional competitiveness, but also lays a solid foundation for their future career development.

3.4 Shortcomings

Although Lingnan Normal University has achieved significant results in the reform and practice of the general course of Public Relations Etiquette Practice, there are still some shortcomings. Firstly, due to limitations in course resources, some practical activities may not cover all students, resulting in limited practical opportunities for some students. Secondly, the speed of updating course content may not be able to fully keep up with the pace of social development and industry changes, and regular updates and improvements are needed. In addition, innovation in teaching methods also requires continuous exploration and improvement to meet the learning needs and interests of different students. These issues need to be given attention and addressed in future curriculum reforms.

4. Conclusion

The reform model of the general education course "Public Relations Etiquette Practice" based on the COAF concept has achieved significant results through four stages of cyclic iteration: construction, operation, adjustment, and feedback. This model effectively improves the teaching quality and student satisfaction of the curriculum by clarifying the curriculum objectives, optimizing teaching content, innovating teaching methods and strengthening practice links. Meanwhile, through continuous feedback and adjustment, we continuously identify and solve problems in teaching,

ensuring the continuous improvement and development of the curriculum. This reform model not only provides strong support for the teaching of the general course "Public Relations Etiquette Practice", but also provides useful reference and reference for the reform of other courses. In the future, we will continue to deepen the application of this model and promote the further improvement of curriculum quality.

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