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Original Paper

A Study on the Optimization Strategy of Teaching Models for Scientific Thesis Writing Courses for Undergraduates in Public Administration

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Abstract

Based on the case of School S, this paper examines the current state of scientific thesis writing courses for undergraduates in the field of public administration. The research reveals several key issues, including insufficient course content, an irrational course structure, and a relatively monotonous approach to teaching methods. The authors propose several strategies to solve these problems. Such as boosting the richness of the course content, refining the course structure for a deeper understanding of the thesis writing process, and integrating a variety of teaching methods to stimulate students' interest as well as improve their writing skills.

Keywords

Public Administration, Scientific Thesis Writing, Teaching Model, Talent Cultivation

1. Introduction

The scientific paper writing course is offered in a variety of majors across the educational spectrum, primarily but not exclusively in Chinese higher education institutions. The course's purpose is to provide students with a thorough understanding of the ideas, protocols, and methods involved in publishing scientific papers. It seeks to include scientific research approaches and improve analytical competency in expressing intrinsic, daily operational, and strength features of many subjects or social phenomena.

A good quality of instruction in a well-executed scientific paper writing course not only fosters an interest in scientific inquiry among students but also enhances their capacity to explore the frontiers of

science using their existing knowledge base. Furthermore, it contributes to the advancement of academic disciplines and the evolution of pedagogical reforms within higher education. Not only that, it promotes the institution's educational standards, adopts a "human-centered" philosophy, and contributes to the flourishing of national culture and progress towards a harmonious society.

At the same time, the field of public administration, as one of the key humanities and social science majors in higher education, is committed to nurturing compound talents who are eager to engage in management or scientific research within government agencies, enterprises, institutions, and social organizations. The teaching quality of scientific thesis writing courses is directly related to the success of talent cultivation in this major, as it significantly impacts students' professional core competitiveness and the development of academic disciplines.

We also mention that a course's teaching quality is largely determined by its teaching model. A well-adopted teaching model can maximize the effectiveness of a course. Therefore, the rationality of the teaching model used in scientific thesis writing courses for undergraduates in public administration will inevitably influence the satisfactory outcomes of talent cultivation in this field.

So this paper examines the current situation of the scientific thesis writing course for public administration undergraduates at School S, summarizes the main issues with the current teaching model, and proposes targeted optimization strategies.

2. Current Status of Scientific Thesis Writing Courses for Public Administration Undergraduates—A Case Study of School S

Located in the heart of China's economic powerhouse Guangzhou, School S has established a global reputation as one of the top research and innovation forces in terms of academic excellence, having been placed first in numerous prominent university rankings. The university's student body is varied and vibrant, and its staff includes internationally acclaimed experts. School S, a vibrant hub for innovation and intellectual exchange, has had a significant impact on the global stage.

At School S, the undergraduate public administration scientific thesis writing course is in its second year, lasting 32 weeks, and is regulated by standardized curriculum delivered. Topics may range from thesis title selection to the nature of research methods and methodological decision making, how to examine literature convincingly in support of a theoretical viewpoint, and carry out ethnographic and textual analyses. Engage with existing discussions effectively, combine findings into conclusions, and write up using specified formatting requirements. Attend scholarly seminars and submit acceptable materials. Designed to solve this issue, this comprehensive program walks students through the process of creating an end-to-end scientific thesis.

Regarding the course architecture, the core content modules are designed with a progressive sequence, ensuring that each module is allocated an equitable share of class time. This approach is intended to provide comprehensive exposure to all facets of scientific thesis writing for every student. In terms of pedagogical strategies, the instructor employs a didactic approach to convey the principles of scientific

thesis writing within the classroom. Furthermore, the curriculum incorporates classroom discussions, assignments, and culminating assessments to facilitate the consolidation and application of the knowledge acquired by the students.

3. Main Issues in the Teaching Model of Scientific Thesis Writing Courses for Public Administration Undergraduates

3.1 Insufficient Course Content

The teaching of scientific thesis writing courses has a strong practical attribute. Allowing students to integrate professional knowledge to enhance their scientific thesis writing skills can better stimulate individual academic interest and research motivation. However, the current content of scientific thesis writing courses in colleges and universities is limited to the explanation of pure writing methods, which invisibly severs the systematic learning of professional knowledge and thesis methods.

In terms of the relevant module content of thesis methods, the current teaching of scientific thesis writing courses has not kept pace with the times and lags behind students' learning needs for scientific thesis writing methods. For example, empirical analysis, a widely used research method in the field of public administration, is generally regarded as a key component of the scientific thesis writing course. However, in some colleges and universities, this section focuses on case analysis methods, with little instruction on common statistical regression model analysis. Although regression analysis techniques have a certain degree of "learning threshold" and the instructors may have their own academic expertise, it is unreasonable to completely exclude statistical regression modeling from the curriculum.

This is because, first, statistical regression model analysis has long become an important method of empirical analysis. If it is included as a key teaching content of the course, it will help students understand the standardized use of this method, thereby enhancing their research capabilities. Second, the application of case analysis methods often requires real-life field research so that thesis authors can obtain first-hand information through questionnaire distribution and offline interviews, leading to a relatively high cost for students to transform scientific thesis writing theory into practice. However, students can fully utilize authoritative data publicly available from the government to try modeling and empirical research at school. In addition, due to the relatively small number of class hours, the scientific thesis writing course for public administration undergraduates at School S does not cover an in-depth introduction to academic ethics.

In fact, during the process of completing scientific theses or graduation theses, if college students have a weak sense of academic ethics or fail to accurately identify academic misconduct, it can easily lead to plagiarism and other academically inappropriate behaviors in the content of the thesis.

3.2 Unreasonable Course Structure

The course's structural design, which incorporates the entire creative process of a scientific thesis, aims to enhance students' intuitive understanding of scientific thesis writing. However, given the objective requirements of undergraduate students' practical ability in scientific thesis writing, it is undoubtedly a

key step to quickly master certain research design ideas or empirical analysis methods (Shi & Guo, 2021). After all, different research topics often require the thesis author to use corresponding research methods, and the difficulty of these methods varies, thereby placing different requirements on students' knowledge foundations.

In this way, according to the course structure arrangement of the scientific thesis writing course for public administration undergraduates at School S, the teaching of module content progresses logically according to the order of thesis writing, and the class hours used for each module are roughly the same. Students who have selected their thesis research topics early may only discover in the later stages that there are objective constraints on methodological conditions (such as the inability to access research sites or interview subjects), thus being forced to overturn the original research design. The negative effects also include the potential for some students to feel as though they have wasted time, leading to a fear of thesis writing and even the idea of abandoning the course. The structure and arrangement of the scientific thesis writing course should also take into account the rational allocation between theoretical and practical class hours. Theoretical teaching is indeed important for improving the scientific thesis writing ability of public administration undergraduates, but practical teaching is also a necessary part of consolidating students' mastery of scientific thesis writing skills.

After all, students can use the practical class hours of the scientific thesis writing course to train their writing skills, which not only facilitates teachers to discover and correct students' writing habits in time but also produces a learning effect similar to "learning by doing", enhancing the teaching effect of the scientific thesis writing course. The structure of the scientific thesis writing course for public administration undergraduates at School S has neglected the role of practical teaching, with most class hours arranged for theoretical teaching. Although the instructor usually assigns homework and asks students to use after-class time to train their writing skills, due to the large number of students in the teaching class and the greater pressure on the instructor's scientific research, the ideal effect has not been achieved.

3.3 Relatively Singular Teaching Form

The scientific thesis writing course, predominantly theoretical in nature, frequently employs classroom multimedia and traditional chalkboard instruction to impart course knowledge to students. However, some students, due to low levels of engagement, are susceptible to distractions, potentially overlooking pivotal course material (Li, Chen, & Zhang, 2021). Even those who manage to maintain attention throughout may struggle to clarify their thoughts when confronted with ambiguous concepts. An in-depth examination of the teaching dynamics within the scientific thesis writing course for public administration undergraduates at School S reveals that some instructors are endeavoring to shift away from a unidirectional "infusion" of knowledge. For example, to enliven the learning environment, they may increase the incidence of questioning. Yet, the theoretical components of the course can be challenging to grasp for students. The reason is they have not fully comprehended these areas may find it difficult to respond effectively to in-class queries, potentially leading to a resistant mindset as well as

diminishing the educational impact.

Additionally, some teachers try to organize the group participation in class activities. But the absence of a well-structured incentive system, coupled with the free-riding behavior of certain students, has not yielded the desired educational outcomes. Furthermore, while teachers attempt to incorporate classic articles and other illustrative examples during the case analysis segment, the disconnect between these materials and the student's daily experiences often hinders meaningful engagement, so that impedes the enhancement of the course's instructional efficacy.

4. Optimization Strategies for the Teaching Model of Scientific Thesis Writing Courses for Public Administration Undergraduates

4.1 Enriching Course Content

Enriching the content of scientific thesis writing courses is a fundamental necessity for advancing pedagogical strategies within the academic sphere (Lee & Liu, 2021). The relevant academic affairs institutions or departments of the school should focus on the following aspects to enrich the teaching content of the scientific thesis writing course:.

Firstly, classic theories and cutting-edge academic knowledge of administrative management should be introduced into the course content, fully facilitating students to consciously connect their professional knowledge learning with the improvement of scientific paper writing and guiding them to actively use scientific paper writing skills to attempt to analyze academic research problems in administrative management.

Secondly, considering that there may be differences in academic research directions among different teachers, the arrangement of professional knowledge in course teaching content should appropriately empower teachers with sufficient curriculum autonomy. Specifically, it is up to the teachers to determine the specific professional knowledge that needs to be introduced into the teaching of science and technology paper writing courses for undergraduate students majoring in administrative management, taking into account the teaching characteristics of science and technology paper writing courses and their own research areas of expertise.

Thirdly, statistical regression methods should become an important component of curriculum teaching content. The reason for doing so is that most administrative management majors in universities do not offer basic courses such as probability theory and linear algebra. The lack of course content in this section often leads to undergraduate students majoring in administrative management not being able to systematically learn the mathematical knowledge required for statistical regression models. Therefore, when statistical regression models become the teaching content of scientific paper writing courses, they should include important knowledge points such as statistical regression principles, statistical regression applications, and related software operations.

In addition, teachers should add knowledge about academic ethics to the course content. This part of the content should be an independent part of the course's teaching.

Finally, teachers should let students know the universally acknowledged structure when writing a thesis, such as "IMRAD". It includes an introduction, methods, results, and discussion (Sarah Cuschieri, Victor Grech, and Charles Savona-Ventura, 2018). A summary of the thesis, known as the 'Abstract', is placed at the beginning of the "IMRAD", while all references cited in the thesis are placed at the very end. The thesis format is similar to a research manuscript prepared for publication in a scientific journal, but there are significant differences between the two types of academic works. For example, the liberal use of graphical aids in the form of figures and/or tables enhances the delivery of results. It is essential to ensure that all the literature referred to in the thesis is cited, while paying particular attention to potential plagiarism. When writing a thesis, the student needs to keep in mind three factors: the structure, the substance, and the style. Once the student has developed a good plan for thesis layout, writing becomes greatly facilitated.

Moreover, teachers need to provide detailed examples to help students understand the various manifestations of academic misconduct and how to avoid academic misconduct, such as plagiarism, in order to guide students to develop good academic integrity.

4.2 Improving Course Structure and Arrangement

The structure of a course syllabus is critical to teaching effectiveness. Based on the research of previous scholars, we can find that a well-structured lesson not only imparts knowledge but also promotes the development of critical thinking and analytical skills in students. The first step to improving the course structure is to design a rational syllabus, which can significantly augment the students' ability to apply complex theoretical concepts in paper writing.

Besides, we hope to increase the teaching hours for scientific thesis writing courses to provide a more substantial learning experience. This growth is accompanied by a nice combination of theoretical and practical experience for the students to become acquainted with theory, but we all know they are ready to apply their talents professionally while writing papers. Furthermore, the course should place a greater emphasis on teaching empirical analysis and practical experience with software tools. It attempts to combine students' research interests with their practical skills, allowing them to learn the essential procedures for dealing with the complexity of scientific inquiry.

Furthermore, due to the challenges associated with a few elements, such as the literature review, theoretical analysis, and empirical, this part requires an additional number of hours of course time. This strategic resource allocation will allow us to go deeper in formalizing these areas for students, providing the finest instruction possible, and creating an academic environment in which you would like to be or have your work associated. Naturally, the model must be dynamic because changes in scientific research and the needs of the academic community may necessitate frequent review modifications. This flexibility, in turn, will help to keep their courses current and prepare students for the demands of future academic education.

In summary, the course can better prepare students for the demands of scientific thesis writing by refining the syllabus structure with a focus on increased instructional hours, balanced theoretical and

practical sessions, and prioritized teaching of key analytical skills. These methods will contribute to the cultivation of a new generation of scholars who are well-equipped to contribute meaningfully to their fields of study.

4.3 Integrating Various Teaching Methods

The teaching content of any course requires appropriate teaching methods to be presented in order to achieve good teaching results. So the science and technology paper writing course for undergraduate students majoring in administrative management is no exception. Although multimedia tools and traditional blackboard writing are still important teaching methods for centralized teaching, schools should encourage teachers to introduce various forms of flexible teaching methods when teaching scientific paper writing courses.

For example, the teacher can choose an appropriate teaching method of scenario simulation and role-playing based on the course content. This not only creates an academic reporting scene but also invites students to play different roles, such as academic article reporter, commentator, responsible editor, etc., forming an academic salon process through character interaction. The advantage of this is that whether students participate in this activity through participation or observation, they can deepen their perception of the process of writing scientific papers and also increase the fun of classroom teaching.

At the same time, universities should encourage students to participate in academic competitions or research projects related to scientific paper writing. This can also become the teaching content for teachers. Specifically, teachers guide students to directly use the scientific paper writing methods learned in class to participate in various academic competitions by integrating and matching classroom teaching content with the prescribed content of undergraduate academic competitions (or research projects). Not only that, teachers can also personally serve as guides for student research projects to further stimulate students' learning motivation for the science and technology paper writing course and achieve the teaching effect of promoting competition results through teaching.

In addition, regarding the content of software tool learning for science and technology paper writing courses, teachers can use recorded online courses to break the time and space limitations of the teaching process. This approach can also alleviate the learning pressure of students majoring in administrative management on the course of scientific paper writing, which is beneficial for improving the overall teaching effectiveness of the course.

5. Conclusion

This study critically examined the teaching mode of the undergraduate science thesis writing course for public administration majors. Through the case study of S school, we found that the current educational methods include insufficient curriculum content, unreasonable curriculum structure, and single teaching methods. In order to make up for these shortcomings, this article proposes various strategies aimed at enriching the curriculum by integrating basic theory and contemporary theory, strengthening

the curriculum structure, better combining practical skills with theoretical knowledge, and integrating diverse teaching methods to cultivate a more interactive and attractive learning experience. These strategies aim to stimulate students' interest, improve their writing skills, and ultimately help cultivate scholars who can advance the comprehensive development of their respective fields.

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