

# **Research on Economics Teaching Practice of Narrative Training**

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## **Abstract**

Economics is a basic subject for university majors. In view of the diversified admission channels, the background of students in technical colleges is increasingly diverse, and modern students are growing up under the background of the 3C generation of digital audio-visual and smart phones. In the era of "smartphone addiction, smartphone addiction is a common problem among young people. With the popularization of smartphones, the development of various communication software, and ubiquitous wireless networks, etc., there has recently been a correlation between smartphone dependence or improper use and learning, Medical (anxiety) and other related research. Therefore, their learning attention is easily attracted by audio and video, their concentration is too short, their willingness to learn is not high, their majors are underestimated, and their abilities are overestimated. Commonwealth magazine pointed out that as the "slippery" generation of Twitter, just a few words can make amateurs popular, and the key lies in "narrative ability". This study faces the hidden worries of learning in the mobile phone addicted generation, and cultivates students' narrative ability. From the perspective of representative figures of traditional classical economic theory, cultivate humanistic quality and humanitarian care spirit, and understand the thinking logic of economists. This study adopts the problem-based-learning (PBL) teaching method as the main academic basis. In the economics of Internet celebrities such as Internet information, audio and video, Youtuber channels, and live broadcasts, how do students internalize the information? With a more connotative and on-point narrative ability, to implement SDG4 high-quality education goals.

**Keywords: Economics, Digital, Smartphone Addiction, Narrative Ability, Problem-Based-Learning (PBL)**

## Introduction

Commonwealth magazine analyzed that as the "slippery" generation of Twitter, just a few words can make amateurs popular, and the key lies in "narrative ability" (Wang, 2016). Facing the hidden worries of the generation of mobile phone addiction, through Guide the biographies of economists, cultivate students' narrative ability, analyze the economic theories in current news from the perspective of representatives of various classic theories of economics, and include training in humanistic literacy, humanitarian care, and economists' thinking logic. Responding to the teaching innovation advocated by the cross-field narrative ability training program "Reading Literacy. Narrative Ability" cross-field innovative teaching practice workshop advocated by education.

## Research motivation and purpose

### Research Background

Economics is a basic subject for university majors. In view of the diversified admission channels, the background of students in technical colleges is increasingly diverse, and modern students are growing up under the background of the 3C generation of digital audio-visual and smart phones. In the era of "smartphone addiction, smartphone addiction is a common problem among young people. With the popularization of smartphones, the development of various communication software, and ubiquitous wireless networks, etc., there has recently been a correlation between smartphone dependence or improper use and learning, Medical (anxiety) and other related research. Therefore, their learning attention is easily attracted by audio and video, their concentration is too short, their willingness to learn is not high, their majors are underestimated, and their abilities are overestimated. The Ministry of Education actively promotes teaching models that go beyond the general framework, such as teacher growth and teaching transformation, through teaching excellence programs, teaching innovation pilot programs, and higher education deepening programs. Therefore, issues such as creative teaching, flipped teaching, and adaptive

teaching respond Born to improve the academic achievements of college students.

Integrating professional knowledge into narrative ability is based on knowledge power, narrative ability for use, and issues as the core, that is, through issues of concern, focus, and cross-field dialogues to cultivate problem-solving abilities, and narratives to create emotional teaching (Qu, Tsai and Chen, 2016). As Einstein (1879-1955) said: "The whole of science is nothing more than the refinement of everyday thinking", from the perspective of representatives of various economic theories, let students immediately Use mobile phones to find out the life and theoretical contributions of economists, and immediately present each student's thoughts on the discussion platform, supplemented by the application of current affairs news topics, to analyze the economic theories in current affairs news, and integrate humanistic literacy and the training of economists' thinking logic.

Modern students' learning concentration is significantly shortened. Deeply affected by the popularity of smartphones and the development of communication software, smartphone addiction is a common problem among modern people, especially among young students. The goal of teaching is nothing more than promoting students' learning interest or learning effect, promoting students' problem-solving ability or self-learning ability, and solving the current common teaching difficulties, etc. Instead of prohibiting students from taking out their mobile phones in class, this course has started in recent semesters Through the use of Interactive Response System (IRS), web clips, data query, etc., students' mobile phones can become part of the course.

### Teaching Tools and Concept

The teaching design concept of this study focuses on creative teaching. Table 1 uses Truman (2011) to quote Wallas's discussion in 1926 and proposes four stages of creative formation, namely preparation, incubation, illumination and verification. The verification process includes personal and social factors, that is, creative new products need to meet personal goals and be able to withstand the evaluation of the public.

**Table 1** Four stages of creative instructional design concept

Stage	Design Concept
Preparation	Analysis of the current learning patterns and attitudes of first-year university students
Incubation	Construction and execution content: integration of teaching experience, teacher growth professional community, participation in teaching seminars.
Illumination	<ul style="list-style-type: none"> <li>Brainstorming, collection of opinions from teachers and students;</li> <li>Peer evaluation.</li> </ul>
Verification	Discussion and feedback reflection

Sources: Truman (2011), From this research (2023)

This study adopts the problem-based-learning (PBL) teaching method as the main theoretical basis, which refers to constructivism, situational learning theory and cooperative learning theory, etc., which were first used in the field of medical education (Albanese & Mitchell, 1993), where knowledge value includes knowledge memory, knowledge understanding, knowledge application, knowledge analogy, knowledge creation and theoretical construction (Wen, Zheng and Guo, 2010).

## Literature review

Faulkner (2011) knowledge inheritance and creativity are the key to economic success, and the core of knowledge is creativity; Truman (2011) also mentioned that because teachers need to find solutions to many complex challenges, teaching is basically creativity professional display; while creative teaching must achieve "structure" and "freedom", including encouraging students' learning motivation. Bruner (1966) proposed more than 50 years ago that learning through mining or creation can provide learners with the ability to apply, generalize, and think, and to construct their own knowledge system during the learning process. Chen (2006) also mentioned in the book "Theory and Practice of Creative Thinking Teaching" that creative teaching is developed based on the idea that "students' interest in learning can be stimulated"; and Wei (2007) defined creative teaching as Develop and apply novel, original approaches to teaching.

According to Luo (2017) research, the most frequently used places for teenagers to use smartphones are at home, commuting and school; and the most frequently used functions are "communication, social chat" and "video, audio, multimedia"., "Life Application Tools" and "News Information Retrieval". Therefore, how to combine students' habit of bowing their heads with learning, and students' learning interest and motivation will become an important topic in current education.

Creative teaching emphasizes the diversity of teaching resources, teaching aids, and teaching evaluation, and the teaching methods are lively and interesting. Its goal is to arouse students' interest, investment and thinking in teaching activities, and there is no fixed model (Chiu, 2009). Resnick et al. (2009) believed that learners in the information age should not only browse information, but should use information tools to create in order to demonstrate the ability of digital fluency; this is also what the teaching strategies and teaching models explored in this project The emphasis is also on the expected learning outcomes after implementation. Schwab (1973)

believed that teachers are an indispensable and important driving force in curriculum commonplaces; Tyler (1949) pointed out that teachers are the designers of students' learning stages and shoulder the heavy responsibility of selecting and arranging students' learning experiences. Therefore, with the accumulation of teaching seniority, the age gap between teachers and students in each class widens. Therefore, teaching design must be innovated and reversed in response to different generations.

Filipenko & Naslund (2016) stated that PBL is mainly based on theories such as pragmatism, constructivism, scaffolding theory, information processing theory, situational learning, and cooperative learning. In the context of learning, through group cooperation to solve problems together, experience the real process of doing it, and develop the ability to integrate knowledge and solve problems (Allen et al., 1996). The Ministry of Education also pointed out that cultivating students' abilities of listening and listening correctly, taking notes, reading, writing, covering up oral issues, creative communication, and narrative imagination that refuses to practice kinetic energy is the so-called multiple narrative ability. Therefore, how to help students receive, internalize, and convey training information in a more precise way, and express the connotation of feelings, has become a very important basic ability in life.

Qu, Tsai and Chen (2016) believed that narrative ability mainly lies in being problem-oriented, cultivating students' ability to explore problems; knowledge integration, cultivating students' vision of viewing things; through the integration of issues and knowledge, cultivating students with knowledge and reflection on reality The ability of the environment, as well as the narrative ability of oral topic presentations, cultivate students' ability to define problems, discuss and describe visions.

Sternberg & Lubart (1991) investment theory of creativity, it is considered that the six input resources of intellectual process, knowledge, cognitive style, personality traits, motivation and environment and their interaction affect creativity. Through the operation process of creativity, these six different The basic resources of creation are combined to form a number of creative capabilities in different fields; these capabilities combine creative concepts in corresponding fields through creative combination technology; and then turn this concept into an evaluable creative product.

## Study Framework and Methodology

According to Chen (2017) research, the important elements for the successful implementation of PBL teaching include: teaching process planning that meets the needs of the course, questions or cases that fit the real situation, and the teacher appropriately guides the group to conduct cooperative discussions, etc. The application is as follows:

**Table 2** Instructional design table integrated into PBL

Stage	Course and Syllabus	Properties	Design Concept
Teaching process planning in line with course needs	Freshman professional basic courses		<ul style="list-style-type: none"> <li>Curriculum planning according to the syllabus;</li> <li>Pre-test: Use the ZUVIO interactive learning system to understand students' narrative ability of the word "economics", which can be used as a reference for planning course adjustments.</li> </ul>
Questions or cases that fit real situations	Unit theme		Through peer-to-peer learning, it is hoped that different interpretations will be stimulated, the theory will be activated, and wonderful learning will be made.
The teacher appropriately guides the group to conduct cooperative discussions	Homework design		<ul style="list-style-type: none"> <li>Independent Topics - Each group of selected biographers;</li> <li>After watching economic-related films, use ZUVIO to observe and evaluate students' narrative ability.</li> <li>Then the teacher will link it with the textbook, be problem-oriented, and cultivate students' exploration and narrative abilities.</li> <li>From the perspective of biographical figures, interpret the growth background, native family, schooling process and other elements of the characters, and connect them with the cognition of economic theory.</li> </ul>
Learning effectiveness verification and reflection	Assessment strategy		<ul style="list-style-type: none"> <li>Through the ZUVIO interactive learning system, set peer-to-peer mutual evaluation, and adopt points system and open-ended advantages and disadvantages suggestions.</li> <li>Regular group reflections are held to train students to reflect on real economic and trade issues by integrating them with economics expertise.</li> <li>Help students to express and convey information in a more precise way, making narrative ability an important basic ability in life and an advantage in the workplace.</li> <li>Post-test: To evaluate students' learning effectiveness.</li> </ul>

Sources: Chen (2017), From this research (2023)

## Conclusion and Suggestion

Through the implementation of the course, the feedback and reflection of students' learning, as well as the accumulation of teaching experience and their own profession, the teacher personally develops new teaching materials, and in the process of course progressing chapter by chapter, catches hot Internet news, through economists The perspective of the biography, the narrative cultivation of the biography, highlights the humanistic quality issues of the history of economic thought, is closer to the learning habits of the students, and adds to the attractiveness and creativity of the course.

By focusing on the introduction and reading of biographical figures related to economics, combined with the introduction of textbook theory, supplemented by the application of current news issues, and analyzing the economic theories in current news from the perspective of representatives of various classic theories, in order to collect The training of humanistic literacy, humanitarian concern and economist's thinking logic enriches its narrative ability. The following are the learning outcomes of the students.

**Table 3** Student Learning Outcomes

Item	Content	Score	Average
Teaching Connotation	• The teaching objectives are clear, and the teaching content is consistent with the course title	4.07	4.00
	• The teacher will take the initiative to understand the learning status of the students, and adjust the teaching content or methods in a timely manner	4.05	
	• The content of the course is moderate and helpful for my study	3.98	
	• The teacher is fully prepared for teaching and the progress is properly controlled	3.95	
	• The teacher's teaching method is simple, clear and easy to understand	4.02	
	• The teaching mode of this course can enhance my interest in learning	3.97	
	• An assignment or activity for this course would help me learn more about this	3.98	

Item	Content	Score	Average
course			
Teaching Attitude	• The teacher's teaching attitude is serious and well-prepared	4.05	4.06
	• Teachers care about students' learning and are willing to help students solve learning difficulties	4.07	
	• Teachers respect students' views or opinions	4.03	
	• Teachers pay attention to students' class status	4.12	
Innovative teaching and training	• I think the teaching of this course is creative	3.88	3.94
	• I think the interactive atmosphere of this course helps to enhance "creative ability"	3.90	
	• I think the learning atmosphere of this course can help develop the ability of "alternative thinking"	4.03	

Sources: Chen (2017), From this research (2023)

Based on the use of the 5-point Likert scale above, it is known that there are positive learning effects in Teaching Connotation, Teaching Attitude, and Innovative teaching and training.

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