A Study on the Teaching Model for Undergraduate Public Administration -Based on the Drive-Participation-Experience (DPE) Framework

Sha Sha[a] Ruiping Feng[b] Kaiye Gao[c] and Xinluan Tian[d]

[a]School of Marxism, Henan University,China
[b]School of philosophy and public management, Henan University, China
[c]School of Ecnomics and Management, Beijing Forestry University, China
[d]School of philosophy and public management, Henan University, China

Abstract

Purpose –In the context of the development of new liberal arts, it is crucial to explore innovative practices and pathways for talent cultivation in the field of public administration.
Design/Methodology/Approach – Addressing key challenges in public administration education, this paper proposes a teaching model based on the "Drive-Participation-Experience" (DPE) theoretical framework.
Findings – The model is conceptualized as a "one-centre, two-integration" approach, specifically focusing on the construction of a "pre-class, in-class, post-class" process-based learning model. This model fully integrates both online and offline components and fosters a collaborative, co-creative environment between teachers and students.
Research Implications – It provides new theoretical support and practical guidance for the innovation of the teaching mode of public management talent cultivation.

I. Introduction

With the ongoing advancement of higher education reform, deepening teaching reform has become an essential path for achieving the talent development goals of universities. To promote the comprehensive development of undergraduate education, the Ministry of Education launched the "Double Ten Thousand Plan" in April 2019. This initiative adheres to the core principle of student-centeredness, calling for continuous innovation in teaching concepts, methods, and tools to deepen educational reforms. It provides clear guidance for enhancing professional development quality and optimizing high-level talent cultivation mechanisms in higher education institutions.

Promoting integrated development is an inevitable choice for the construction of new liberal arts. In October 2020, the Ministry of Education issued the "Declaration on the Construction of New Liberal Arts," advocating for interdisciplinary integration between the humanities and fields such as science, technology, engineering, agriculture, and medicine. It also emphasized the incorporation of modern information technologies into liberal arts education as a key strategy for improving the overall level of new liberal arts construction. Universities are encouraged to optimize talent cultivation models based on emerging technological trends, thereby improving the quality of talent development and providing strong support for the growth of new productive forces.

The Public Administration program has produced a large number of applied, interdisciplinary, and high-level professionals for social development. However, the rapid changes in the public governance environment have raised higher demands for the skills and capabilities of public administration professionals, establishing new standards for talent development in the field. Teaching reform is a critical aspect of improving the quality of public administration education. Innovative teaching models can enhance students' sense of historical mission and social responsibility, stimulate enthusiasm for independent learning, foster creative thinking, and improve both professional expertise and practical skills. These innovations provide a strong response to the goals of new liberal arts construction and the cultivation of new talent.

Against this backdrop, this paper proposes an innovative practice teaching model for undergraduate public administration education based on the "Drive-Participation-Experience" (DPE) theoretical framework. This model, centred on student development, incorporates a hybrid teaching approach combining online and offline learning, and encourages co-creation between teachers and students. It explores pathways for optimising talent development in public administration to support students' comprehensive development and meet the evolving needs of China's high-quality development and future discipline growth.

II. A Review of Teaching Models in Public Administration

Traditional teaching models focus on passive knowledge delivery, a method that is not conducive to stimulating students' creative thinking(WEIMER M,2013). In order to enhance the quality of teaching and talent cultivation in public administration, scholars have engaged in extensive theoretical and practical explorations centered on a student-centric approach. Innovative teaching models, such as case-based teaching, experiential learning, and blended learning, have been proposed to encourage effective interaction between teaching and learning, guiding students to actively engage in the learning process and expanding and deepening the course content.

The development of talent in the field of public administration emphasizes strong practical and applied

aspects, requiring in-depth analysis of real-world cases to accumulate experience in solving related issues and improve the necessary skills. As a result, case-based teaching has become a distinctive and effective method in public administration education. Case teaching takes rich practical experience and real situations in real examples as case materials(W ELLET,2007),case analysis in simple terms can help students realize systematic understanding and acquire a more comprehensive understanding of knowledge(GUMMESSON V,1999). Zhang Liang(2016) developed a case-based teaching model for Master of Public Administration (MPA) students based on cognitive learning theory. This model, through scenario creation and guiding students towards self-directed learning, strengthens MPA students' depth of understanding of public administration issues, analytical skills, and problem-solving techniques. Li Yanling(2016) emphasized that in the process of case-based teaching, students can extract general management principles or rules through the analysis, comparison, and exploration of various cases. She also highlighted the three key elements of implementing case-based teaching: selecting appropriate teaching cases, designing interactive classrooms, and creating teaching scenarios.

Practical skills courses, serving as a bridge between theory and practice, allow students to apply their theoretical knowledge to solve real-world problems, thereby enhancing their practical skills and overall quality(AEBERSOLD M,2018). Wei Hongzheng(2013) conducted an in-depth analysis of the limitations and shortcomings of practical teaching in public administration talent development in Chinese universities. Based on this, he proposed that universities should construct a practical teaching system that integrates "from classroom to laboratory, on-campus to off-campus" based on their own educational resources and characteristics. In the context of the new era, Liu Xiufeng(2023) conducted a thorough exploration of laboratory development in public administration programs. She proposed suggestions for updating experimental teaching systems, reforming experimental teaching models, building open and shared platforms, and fostering collaborative team support to enhance the practical abilities of public administration students.

Public administration professionals need to possess an interdisciplinary knowledge base and comprehensive abilities to address the complex and ever-changing demands of public governance. To cultivate up-to-date, cross-disciplinary talent, Yang Jing(2022) developed a "cross-boundary integration" talent development mechanism combining "electronic information + public administration." This approach explores how leveraging strengths from other disciplines can enhance liberal arts programs, responding to the talent development goals of new liberal arts construction. Chen Yumei(2017) innovatively incorporated computer-simulated scenario teaching into public administration education, significantly enhancing students' comprehensive analytical abilities, cognitive judgment, organizational coordination, scientific decision-making skills, and problem-solving capabilities.

Driven, participatory, and experiential teaching models have emerged as key strategies for improving education quality. Each of these models brings unique teaching philosophies and implementation strategies, all aimed at stimulating students' interest, increasing their learning initiative, and enhancing practical skills. The task-driven teaching method, grounded in constructivist learning theory, uses engaging tasks closely linked to course content to motivate students and foster autonomous learning(LLACH M.C,2023). Wu Zhiwei(2023) designed a task-driven flipped classroom model, which shifts the simpler knowledge transfer outside of class, allowing students to learn independently, while facilitating dynamic interaction between students and teachers in class. This model aims to develop students' problem research skills, advanced reasoning, and critical thinking abilities.

The participatory teaching model encourages students to actively engage in the learning process, emphasizing the central role of students and fostering cooperation, communication, and negotiation between

teachers and students, as well as among peers. The goal is to achieve a symbiotic and communicative teaching environment(Ran Yuanmao,2023). Boppps teaching mode is widely used in classroom practice. It divides the teaching process into six links: Bridge in(B), Objective (O), Pre-assessment (P), Participatory learning(P), Post assessment(P), and Summary(S) (Chung C,2015).Liu Yiqing(2024) implemented participatory teaching in the "Public Relations Practice" course and observed that this teaching model exhibited multiple characteristics such as situationality, proactivity, differentiation, interactivity, process-orientation, and reflectiveness. Practical evidence shows that participatory teaching significantly enhances learning outcomes and improves teaching efficiency. Xue Yongji(2021) analyzed the practical application of participatory teaching in rural public administration courses, discussing the integration of technical innovations in areas such as software and equipment development, alongside educational innovations in teaching content, strategies, organization, and evaluation.

Effective experiential teaching models focus on the central role of students in the learning process. By constructing contextualized teaching environments and using open and flexible teaching strategies and methods, the aim is to achieve predefined educational objectives(Gemmell R M,2013). This approach places teachers, students, and peers in an interactive and dialogic state, gradually stimulating students' entrepreneurial motivation(Gao Xuesheng,2022). Luo Baoyong(2022) and others explored the experiential learning models in American archival education, including project-based learning, internships, community service, and workshops, arguing that experiential teaching effectively stimulates student motivation, develops comprehensive competencies, and enhances students' competitive edge in the job market.

The aforementioned studies focus on the innovative exploration of public administration teaching models, providing an explanation and summary of the principles and practices of driven, participatory, and experiential teaching. These studies lay a solid theoretical foundation and offer rich practical experience for reforming public administration education. However, there remain certain shortcomings in the existing literature. First, the understanding and application of various teaching models are still largely independent, with little systematic integration or collaborative progression towards their organic fusion. Second, public administration education has not sufficiently introduced methods and mature experiences from other disciplines, such as information technology, which would facilitate interdisciplinary integration and mutual learning. To address these gaps, this paper proposes a student-centered, integrated teaching model for public administration under the "Driven-Participation-Experience" theoretical framework. This model combines online and offline teaching, and emphasizes co-creation between teachers and students throughout the entire learning process—before, during, and after class. The integration of modern digital technologies and teacher-student interaction aims to enhance the quality of talent development in public administration education.

III. Issues in Public Administration Education

1. Fragmented Knowledge Content and Difficulty in Constructing a Knowledge System

The curriculum structure of public administration follows a "spiral ascent" approach, starting with general education courses in the first year, followed by more specialized courses in the second and third years, and culminating with practical courses in the fourth year. The theoretical depth and complexity of these courses gradually increase. The curriculum includes theoretical courses such as Public Policy, economics courses like

Western Economics, statistical and practical courses such as Big Data Analysis, and social research courses. While the variety and abundance of courses present students with different types of knowledge, this diversity demands that students employ various modes of thinking and learning methods. This presents a significant challenge to students' ability to transition between different subjects and methods of learning. As a result, many students struggle when faced with shifting between courses, finding it difficult to establish connections and build logical frameworks between different areas of knowledge.

Additionally, since each course syllabus is independently developed, there is a lack of coordination and communication between adjacent courses, potentially leading to redundancy or disconnection in the content delivery. This can result in gaps in the students' knowledge system. The main principle of undergraduate courses is to deliver complete knowledge, but due to the extensive content and numerous complex concepts involved, the presentation of knowledge tends to be fragmented. With a fixed number of teaching hours, students face a heavy burden in mastering all the necessary content. If foundational knowledge is not solidified, students may experience confusion and pressure in the subsequent stages of knowledge deepening and progression, making it difficult to understand the overall structure and context of the curriculum. As a result, the effectiveness of learning is significantly reduced.

2. Weak Student Motivation and Insufficient Classroom Participation

Currently, the teaching of public administration courses largely remains within the traditional lecture-based, passive learning model, with the dominant approach being "instructional" in nature. Teachers focus on delivering content to fulfill the teaching objectives, often leaving insufficient time for students to reflect, discuss, or question the material. Furthermore, there is little opportunity for students to express themselves, and the student's central role is frequently overlooked.

With the advancement of modern educational technology and the integration of multimedia teaching tools, online education has become a primary mode for incorporating digital resources into public administration education. Many universities have adopted a blended learning model that combines online and offline teaching, aiming to leverage online resources and platforms to enhance students' self-directed learning abilities and promote teacher-student interaction. However, in practice, this model often remains superficial. Students tend to treat pre-class materials and platform interactions as routine assignments, displaying a passive attitude. In the classroom, traditional teacher-centered instruction persists, making it difficult to break free from the conventional teacher-dominated teaching model. To foster more positive and dynamic interaction between teachers and students, educators have experimented with innovative teaching models such as flipped classrooms, case-based teaching, and extracurricular activities. While these approaches have achieved some success in boosting student engagement and interaction, a single teaching design is often insufficient to truly stimulate students' intrinsic motivation for learning and to develop their self-driven learning capabilities.

3. Insufficient Practical Training and Disconnect Between Theory and Practice

Public administration is an emerging interdisciplinary field that draws on political science, management, sociology, economics, psychology, and statistics to study public affairs, particularly the general principles of government operations. This field has a clear practical orientation. However, there is a significant gap between the practical skills of public administration graduates and the objectives of training talent to address the

complex, integrated issues of modern public affairs.

In practical training, many universities have introduced the teaching of statistical software such as SPSS and Stata. However, these software training sessions often involve simple tasks and outdated data, meaning that theoretical teaching remains limited to basic operations, failing to keep pace with the development of modern big data analysis and processing in government affairs. The transition from knowledge acquisition to practical application is a difficult process, requiring complex steps of knowledge internalization and skill development.

Due to constraints of time and space, many practical teaching activities are confined to classroom settings, leaving students less attuned to the dynamic complexities of social issues in the real world. This limits their ability to connect theoretical knowledge with practical contexts and hinders deep reflection on case studies, preventing effective knowledge transfer. Although some institutions have proposed reforms in student social practice, practical engagement is often restricted to basic activities like visiting demonstration bases, due to limitations in funding, faculty, and platform collaboration. More hands-on activities such as field visits to government agencies, community interviews, or public service initiatives are often absent, leading to a disconnect between theoretical knowledge and its real-world application.

4. Single Evaluation Criteria and the Need for an Improved Assessment System

Students' learning outcomes are influenced by multiple factors. However, teacher assessments predominantly focus on final examinations, with limited diversity in evaluation methods. Public administration courses often rely on traditional written exams or report submissions as the primary mode of assessment. While formative assessments account for 30%-40% of the final grade, these are typically based on attendance, in-class participation, and homework. As a result, students with low levels of participation may not be accurately assessed in terms of their learning abilities and overall competencies. Moreover, assignments are often paper-based, failing to capture the students' actual learning process and outcomes.

This approach can lead to a lack of differentiation in formative assessments, thus undermining the purpose of continuous evaluation. Ultimately, final grades rely heavily on the summative evaluation of end-of-term exams. Furthermore, the evaluation system is dominated by the teacher as the sole authority, with little room for self-assessment by students or peer feedback. This one-directional assessment structure does not highlight the students' role as active participants in the learning process and lacks comprehensive, multidimensional evaluation. As a result, it is less effective in fostering self-improvement and enhancing students' overall development and competencies.

IV. Constructing the "One Center, Two Integrations" Teaching Model Based on the DPE Theoretical Framework

1. Design of the "One Center, Two Integrations" Teaching Model Based on the DPE Framework

Traditional teaching methods are often one-dimensional, failing to effectively engage students' initiative and interest. Moreover, given the limited class time, students' acquisition of course knowledge is typically confined to the physical classroom, restricting their ability to develop expansive thinking and practical skills.

To address the challenges posed by the traditional teaching model in public administration, which lacks student-driven learning and practical engagement, the teaching team has designed a comprehensive "One Center, Two Integrations" model based on the DPE framework (see Figure 1). This model is centered on student development and incorporates a blended learning approach, combining both online and offline learning, as well as collaborative creation between teachers and students. The goal is to enhance teaching efficiency and quality, strengthen the development of diverse talent in public administration, and advance innovation and entrepreneurship in teaching reforms.
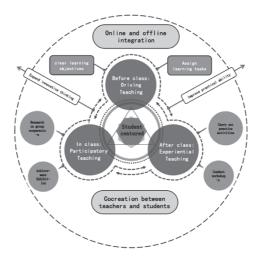

Fig. 1. "One Center, Two Integrations" model based on the DPE framework
Source: Self organized

Firstly, in terms of educational philosophy, the model emphasizes the concept of "student-centered development." This approach is embedded throughout the training process in public administration, guiding the reform and development of teaching methods. After thoroughly understanding students' diverse learning abilities and objectives, the teaching team adopts various tailored teaching methods to support classroom learning. The role of the teacher gradually shifts from a controller to that of an organizer and facilitator, with students actively participating in classroom interactions, thus asserting their central role in the learning process(BARR R B,1995).

Secondly, in the teaching process, the model establishes an integrated approach of "pre-task-driven learning, in-class participation, and post-class experiential learning." During the pre-class phase, the course team sets learning tasks that promote independent learning, encouraging students to engage in autonomous thinking and inquiry under task and problem-driven frameworks, thereby fostering self-discipline and a spirit of exploration. In the in-class phase, the model incorporates flipped classroom strategies to enhance student participation and deepen learning, fully engaging students and facilitating positive teacher-student interaction and improved learning outcomes. In the post-class phase, the teaching team organizes thematic seminars and collaborates with government departments and social organizations to establish public administration practice bases. This enables students to actively engage in practical learning, translating classroom knowledge into real-world applications, thereby ensuring the consistency and systematization of both in-class and out-of-class learning, and promoting

deeper integration of theory and practice.

Finally, in terms of implementation, the model integrates online learning resources with offline classroom activities, creating an interactive and collaborative learning environment. The teaching team leverages internet technologies to provide students with a diverse, multi-layered, and personalized range of learning resources. Through online platforms, the team strengthens effective interaction between teachers and students both inside and outside the classroom, breaking down time and space constraints, and extending the learning experience beyond the traditional classroom setting(Nollenberger K,2017). This approach motivates students to develop intrinsic learning drives, catering to their individual learning needs, and ensuring that they experience well-rounded and comprehensive development.

2. DPE-Based "One Center, Two Integrations" Teaching Practice

2.1 Task-Driven Learning: Constructing the Knowledge System and Task-Driven Learning Objectives

The student-centered teaching philosophy requires the teaching team to have a thorough understanding of students' professional foundations and learning abilities in order to guide them toward clearly defined learning objectives. The teaching team employs tools such as the Holland Occupational Interest Inventory and the SMART goal management method to assess students' learning interests and motivations, helping them set learning goals and provide necessary guidance in a timely manner.

When designing the course syllabus, the team sets learning objectives across three key dimensions—cognitive, emotional, and skill-based—while also outlining the course content and timeline. Each chapter's characteristics are carefully analyzed, and the teaching content is reorganized. The team reinterprets the content based on the knowledge progression model of "low-level memorization, intermediate-level theory consolidation, and high-level value formation", innovating the teaching structure accordingly. This approach includes customized lesson plans and handouts tailored to the specific needs of students. Furthermore, the team utilizes the sequence of course chapters to summarize and map out the knowledge for each lesson using mind maps, helping students better understand and construct a coherent knowledge system, ensuring they can grasp key concepts and the logical relationships between different chapters.

Task-driven learning operates on the central principles of "task orientation, student-centeredness, and teacher guidance," facilitating knowledge acquisition while enhancing students' ability to engage in self-directed learning and cultivate a spirit of exploration. To support students' pre-class autonomous learning, the teaching team leverages resources such as high-quality MOOCs and online teaching platforms, offering a wealth of teaching materials and setting learning tasks that encourage students to engage in task-driven learning aligned with the course objectives. Students participate in initial shallow learning through viewing resources, completing online tests, and identifying areas of difficulty. During this process, students summarize existing problems for further focus in class. After watching online videos, students complete pre-class online quizzes to assess their understanding of the material. This pre-assessment helps students gauge their own grasp of the content, while enabling the teaching team to monitor student progress, identify potential issues, and adjust the teaching design as needed.

2.2 Participatory Learning: Project-Based Group Training and Flipped Classroom to Promote Classroom Co-creation

Participatory learning emphasizes collaborative student engagement. The teaching team constructs an interactive classroom environment through methods such as question-and-answer sessions, group discussions, and project-based group work. This approach encourages students to actively participate in the learning process, breaking away from the traditional teacher-dominated teaching model, and fostering deeper student enthusiasm and exploration.

The classroom is divided into two segments: a teacher-led lecture phase and a student-led discussion phase. During the lecture segment, the teaching team provides key insights into the foundational theories and complex concepts of the course, while simplifying basic knowledge points through random questioning using smart classroom tools to engage students actively in the discussion. More challenging concepts are introduced through the integration of case studies, video-based teaching, and contextual learning techniques, which help students better understand and absorb difficult topics.

In the discussion phase, students are divided into groups based on project tasks. Each group focuses on a specific topic discussed in class and conducts a group discussion, where each member contributes their opinions. The group then synthesizes its discussions into a collective output, which is presented in class by a representative. The teacher and other students then engage in a discussion of each group's presentation, providing feedback and critiques. This peer-to-peer and student-teacher interaction helps students internalize the knowledge and enhances their understanding.

In real-world scenarios, students collaborate within their groups to complete project tasks. This dynamic fosters new insights through the clash of ideas and perspectives, leading to a deeper exploration of the issues at hand. As a result, students can better integrate and absorb course material while also improving their teamwork and collaboration skills. The teacher also gains insight into each group's understanding of the course content and skill development through their presentations, allowing for timely clarification of doubts and guidance. This interaction ultimately increases student participation, performance, and comprehension in the classroom.

2.3 Experiential Learning: Conducting Teaching Seminars and Participating in Practical Research and Study

To assess student learning outcomes and deepen relevant knowledge and skills, the teaching team designs after-class exercises on the online learning platform. Students complete these exercises and submit their assignments via the online community. The teaching team then grades the assignments and provides timely feedback. Each month, the Public Administration program organizes mock exams that do not adhere strictly to traditional formats. These exams are based on the content taught that month, and flexible assessment methods are employed to evaluate students' mastery of the material through follow-up testing.

In addition, the teaching team actively organizes academic exchange seminars in the form of project-based discussions. These seminars focus on the challenges and difficult topics that students encounter in their learning, and serve as a platform for expanding and reconstructing course content. The seminars guide students to explore current research trends and hot topics in the field. Before the seminar, students are tasked with gathering materials related to the topic, and during the seminar, both teachers and students engage in thorough discussions. Students present their viewpoints, while the teacher offers guidance and supplementary insights,

fostering deeper exploration of the topic and stimulating students' innovative thinking. This process facilitates a mutual enrichment of teaching and learning(SENGE P,1994).

The enhancement of students' practical skills is a crucial aspect of their development. Practical training enables students to apply knowledge and skills to solve real-world problems. In this model, the teaching team leads students to visit grassroots government offices or corporate collaboration bases for field visits, research, academic exchanges, or internships, implementing 36 hours of off-campus practice education each semester. Furthermore, students are required to conduct group social research or community work during the summer. Each group, after several discussions both inside and outside the classroom, finalizes their project plans, assigns tasks, and prepares for the activity. The results are submitted as practical reports.

Building on the findings from these practical research activities, the teaching team encourages students to participate in innovation and entrepreneurship competitions, such as the University Innovation and Entrepreneurship Competition, the Public Administration Case Competition, and the Challenge Cup. These activities promote the interdisciplinary integration of knowledge, theory, methods, and technology, enhancing students' ability to solve complex problems and improving their overall practical skills.

V. Conclusion

Against the backdrop of the development of the new liberal arts, advancing the reform of the Public Administration curriculum is a key approach to improving undergraduate education quality and will have a profound impact on the broader educational reform. By constructing a comprehensive "pre-class drive – in-class participation – post-class experience" teaching model and integrating online resources, digital technologies, and diverse student-teacher interactions, we can transform the teaching approach to be more student-centered and promote a deeper integration of theory and practice. This will improve the quality of talent development in public administration and enhance teaching effectiveness. In future development, the Public Administration program will continue to strengthen teaching capabilities, expand educational resources, and improve institutional support to ensure the effective implementation of this teaching model.

References

WEIMER M.Learner–centered teaching: Five key changes to practice[M]. John Wiley & Sons,2013:128.

W ELLET.The case study handbood[M].Boston:Harvard Business School Press,2007:86.

GUMMESSON V. Qualitative methods in management research [M]. 2nd edition. Sage Publications,Inc.,1999:53.

Zhang Liang, Liu Rong.Building MPA case teaching based on cognitive learning theory [J]. China Higher Education, 2016, (05): 56–58.

Li Yanling.Research on the theory and practice of case teaching method in public management teaching[J]. University Education Management, 2016, 10(02): 103–110.

AEBERSOLD M.Simulation–based learning:no longer a novelty in undergraduate education[J].OJIN,2018,23(2):12.

Wei Hongzheng.Innovation of practical teaching mode for public management talent cultivation [J]. Education

Review, 2013, (06): 24–26.

Liu Xiufeng,Wu Zhuwu,Li Guie.Exploration on the construction of public management specialty laboratory in Colleges and universities with industry characteristics under the background of new liberal arts[J]. Experimental Technology and Management, 2023, 40 (06): 217–221.

Yang Jing, Shen Xiaorong.Innovative practice of "electronic information+public management" talent training under the background of new liberal arts [J]. China Higher Education, 2022, (18): 45–46.

Chen Yumei, Chen Shanshan.Research on the application of sble in public management education [J]. China Administration, 2017, (09): 146–150.

LLACH M.C，BASTIDA M.L. Exploring Innovative Strategies in problem based learning to contribute to sustainable development：A Case Study[J]. International Journal of Sustainability in Higher Education,2023,24(9):159–177.

Wu Zhiwei,Zhou Geng,Pan Chen.Teaching practice of task driven flipped classroom based on deep learning [J]. Laboratory Research and Exploration, 2023, 42 (02): 288–293.

Ran Yuanmao,Li siwen.Enhancing symbiosis and communication: the core of Participatory Teaching –– an analysis of participatory teaching practice based on the concept of "three education" [J]. Education Academic Monthly, 2023, (08): 74–79+86.

Chung C, Dzan W, Shih R, et al. Study on BOPPPS application for creativity learning effectiveness [J].The International Journal of Engineering Education, 2015,31(2) : 648–660.

Liu Yiqing, Li wen.Research on the application of experiential teaching in classroom teaching in Higher Vocational Colleges [J]. Vocational and Technical Education, 2024, 45 (11): 55–60.

Xue Yongji, Hui Huixian, Wu Chengliang.Graduate curriculum organization and practice based on Participatory Teaching –– Taking the rural public management course as an example [J]. Degree and Graduate Education, 2021, (05): 21–26.

Gemmell R M, Kolb D A. Experiential Learning and Creativity in Entrepreneu–rship[M].New York: Springer, 2013.

Gao Xuesheng, Ma Liping.A new exploration of experiential teaching mode in University Entrepreneurship Education: using self determination theory as a tool [J]. Journal of Hebei University (Philosophy and Social Sciences Edition), 2022, 47 (06): 99–109.

Luo Baoyong.Research on the experiential teaching mode of Archival Science in the United States and Its Enlightenment [J]. Archival Science Research, 2022, (01): 136–141.

BARR R B，TAGG J.From teaching to learning—A new paradigm for undergraduate education[J].Change:The magazine of higher learning,1995,27(6):12–26.

Nollenberger K.On–Campus Versus Hybrid Courses in a Master of Public Administration Program[J].Journal of public affairs education,2017,23(1): 625–636.

SENGE P, KLEINER A, ROBERTS C.The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization[M].New York: Doubleday,1994:3.