

# Service Local Economic and Social Development Curriculum Design and Implementation Strategy: Taking the Course of “Guangxi Economic Research” as an Example

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**Abstract:** The orientation of talent training in local universities is to cultivate talents that meet the actual needs of economic and social development in the region. This paper summarizes and analyzes the design ideas and teaching arrangements of local service courses in universities, and comprehensively expounds the characteristics of such courses from the aspects of development ideas, content design, teaching methods, and curriculum evaluation. Based on the above analysis, taking the course of “Guangxi Economic Research” as an example, this paper summarizes the teaching design and teaching arrangement of the course through teaching practice, and provides experience for the development and design of similar courses in other local universities. It helps the universities to improve the quality of personnel training, improve the personnel training system, and meet the actual needs of local economic and social development.

**Keywords:** Service; Local economic and social development; Curriculum design; Curriculum implementation

**Online publication:** May 2, 2025

## 1. Introduction

Providing human capital support for the actual needs of economic and social development in the region is an important manifestation of the talent training and innovation contribution functions of local universities. Only by deeply integrating talent training with local economic and social development can colleges and universities provide strong intellectual support for regional high-quality development. In the talent training system, the curriculum is undoubtedly the most basic and key element to achieve the goal of talent training, which affects the direction, type, and quality of talent training. Therefore, facing the actual needs of local economic and social development, colleges and universities need to take the initiative to develop relevant characteristic courses, and give full play to the positive role of colleges and universities in promoting local economic and social development.

The construction of characteristic courses serving local development has attracted wide attention of higher education workers. Relevant research has been discussed from the perspectives of promoting the significance of local economic and social development, enriching the current curriculum system, and cultivating high-quality applied talents. Improving the curriculum of serving local economic development can give full play to the role of talents in serving regional economic development and realize the close connection between schools and social needs <sup>[1]</sup>. Designing the teaching content of professional courses to adapt to the local economic development, serve the local economy, and meet the needs of the industry is the starting point for cultivating excellent talents directly facing the local economic construction <sup>[2]</sup>. Serving local courses has strong practicality. Students enter the society and enter the enterprise to carry out research, which is conducive to students writing practical and insightful graduation theses based on theoretical study in school and off-campus practice <sup>[3]</sup>.

In terms of specific curriculum construction and reform, some educators put forward a series of measures to serve local curriculum construction based on summarizing their own teaching practice experience, including deepening the integration of production and education, dynamic adjustment, local actual case base construction, and so on <sup>[4-6]</sup>. In the existing research, most of the service local courses are aimed at specific skills of specific posts, and the practical training is mainly completed in enterprises. However, the nature of some local courses is different. For example, the courses for local economic development have obvious interdisciplinary, multi-level, and comprehensive characteristics. Based on this, this paper takes the course of “Guangxi Economic Research” as an example, discusses how to systematically develop the characteristic courses serving the local economic development around the reality of local colleges and universities, and discusses the design ideas and teaching arrangements of serving the local characteristic courses with the teaching practice of this course, to provide experience for the construction of related courses serving local development.

## **2. Designing idea and teaching arrangement of the course for serving local economic and social development**

### **2.1. Thoughts for course design**

The characteristic curriculum design of colleges and universities serving local economic and social development should be combined with the actual needs of the local economy, society, and culture to cultivate students' practical ability, innovative spirit, and social responsibility. As the intellectual engine of regional economic development, local colleges and universities bear the practical responsibility of implementing national strategies such as “rural revitalization” and “common prosperity,” so that students can acquire skills to solve local social problems and strengthen students' sense of identity and sense of responsibility for traditional culture. Second, from the perspective of professional training objectives, it should be guided by the reality of local economic and social development, and the course content should be closely combined with local economic, social, and cultural characteristics to highlight local needs. Guiding students to conduct in-depth investigations to understand the reality of local development. Thirdly, the course should reflect the characteristics of multidisciplinary integration, integrate the knowledge of sociology, regional economics, and other disciplines, help students understand the professional research methods and professional tools of these disciplines, and cultivate students' ability to use multidisciplinary knowledge to solve problems. Finally, the courses serving local development should highlight the characteristics of strong practicality, encourage students to enter the society and enter the enterprise, carry out research on the specific problems of local economy and society, fully understand the actual needs of regional development, and try to use the professional knowledge to solve the practical problems faced by local

development.

## **2.2. Course content design**

To achieve the purpose of effectively serving the local area, such courses should enable students to understand the connotation of local economic and social development, master the basic theories of regional economic aggregate and structure, social governance theory, regional industrial layout, and government policy formulation and implementation. Using the research methods of regional economics, industrial economics, and sociology to analyze and solve specific problems, and then understand the significance of the economic and social development strategic planning formulated by the government. It helps students establish the concept of sustainable development, understand the synergistic relationship between economic development, ecological protection, and social equity, enhance social responsibility and service awareness, and pay attention to local economic and people's livelihood issues.

First of all, the course content should cover the evaluation of the overall situation of the regional economy and the analysis of specific economic factors. The content includes the basic situation of the regional economy and the analysis of three industries, the local economic structure and industrial layout, the bottleneck of economic development, the current situation and prospects of characteristic industries, the interpretation of regional economic policies, and industrial development planning. Secondly, investigate and analyze the specific development of the place. The content involves the regional urban-rural gap, population aging, distribution of educational resources, social public services, cultural inheritance and innovation, local ecological environment, and sustainable development. Finally, guide students to implement the concept of high-quality development into local economic and social development, and understand that regional economic growth should be coordinated with ecological environment protection, green development, and social governance modernization.

## **2.3. Teaching methods**

The teaching of serving local economic and social development courses should comprehensively use practical teaching methods such as case teaching, project-driven, and field research. Case teaching is a typical case of teachers, through the analysis of local economic, social, cultural, and other fields, combined with the actual transformation of local industries, organizing students to carry out group discussions, and trying to put forward problem solutions. The introduction of projects in the teaching process is a key factor in the improvement of students' practical ability <sup>[7]</sup>. Project-driven teaching is guided by local practical problems, combined with local medium and long-term development planning, design project tasks, and leads students to complete projects in a teamwork manner. Field research is to organize students to conduct field research in local enterprises, communities, villages, etc., collect first-hand information, and provide information, cases, and materials for students to solve practical economic and social problems.

## **2.4. Curriculum evaluation**

By ensuring that the characteristic courses of colleges and universities serving the local areas can be effectively implemented and achieve the expected goals, it is very important to design a scientific and reasonable assessment plan. Adapting to the above teaching methods and course content, the assessment plan should pay attention to both the results and the process, reflecting the characteristics of strong practicality. The process evaluation focuses on students' participation in the course, teamwork ability, practical performance, and so on. The results evaluation mainly evaluates the results of the project report, research report, innovation and entrepreneurship plan, and

makes a comprehensive score according to the completion quality of the above results. At the same time, the assessment program should introduce diversified evaluation subjects to participate in the evaluation. Diversified evaluation mainly introduces external evaluations, such as local enterprises, governments, and communities, to jointly participate in the evaluation of the actual effect of the course. Through the above assessment scheme, we can comprehensively evaluate the performance of students in serving local development courses and ensure the realization of curriculum objectives.

### **3. Specific implementation measures for the course of “Guangxi Economic Thematic Research”**

The course of “Guangxi Economic Thematic Research” is a course offered by economics and management majors with distinctive characteristics of serving local economic and social development. The course design mainly focuses on the current situation and main problems of regional economic development in Guangxi, and guides students to use economic analysis tools to analyze and solve the specific problems of Guangxi’s economic development in combination with the specific conditions of regional medium and long-term development planning, characteristic industries, and resource endowments.

#### **3.1. Curriculum objectives**

##### **3.1.1. Ideological and political goals**

To enhance students’ attention and sense of responsibility for Guangxi’s economic and social development, to recognize the advantages and disadvantages of regional economic development, to organically integrate ideological and political elements such as ‘lucid waters and lush mountains are invaluable assets’ and ‘casting a strong sense of community of the Chinese nation’ into teaching links such as Guangxi’s industrial chain analysis and regional planning, to stimulate students’ enthusiasm for dedicating youth to the development of their hometowns, and to cultivate students’ sense of social responsibility to actively participate in the high-quality development of Guangxi.

##### **3.1.2. Knowledge and ability goal**

In terms of knowledge objectives, through the study of the basic theory of economic, social and cultural development, this paper analyzes the basic characteristics, industrial structure, development mode and related policies of Guangxi’s economy, understands the key areas and future development plans of Guangxi’s economic development at the present stage, and discusses the status and role of Guangxi in the national economy. In terms of ability objectives, it mainly cultivates students’ ability to analyze regional economic problems, improves their ability to conduct research, data analysis, policy interpretation, and propose solutions, and understands the development model of Guangxi’s characteristic industries and the challenges and opportunities of Guangxi’s economic transformation. In terms of practical objectives, through field research, project practice case analysis, etc., students’ economic analysis ability and practical application ability are cultivated, and students’ ability to solve practical economic problems in Guangxi is enhanced.

#### **3.2. Course content design**

##### **3.2.1. Module 1: Guangxi’s economic overview and development process**

The content of this module mainly includes understanding Guangxi’s economic geography, resource endowment and economic status, clarifying the historical context and stage characteristics of Guangxi’s



economic development, understanding Guangxi's division of labor and role in the "Belt and Road" strategy, and understanding Guangxi's important position in the China-ASEAN Free Trade Area. The main economic indicators, industrial layout, regional economic structure, and development bottleneck of Guangxi are analyzed.

### **3.2.2. Module 2: Guangxi industrial structure and characteristic economy**

The main contents of this module include understanding the development status of the three industries in Guangxi and the distribution of regional characteristic industries. Such as Guangxi's agricultural industry in sugar, fruit, silkworm, and other characteristics of agriculture, the second industry in the automobile manufacturing, non-ferrous metals, and building materials industry, the third industry in tourism and border trade, and so on. Guide students to learn industrial analysis methods, such as industrial comparative advantage, location quotient, industrial specialization coefficient, industrial structure change rate, structural impact index, benefit transcendence coefficient, deviation-share analysis, and other methods, comprehensively analyze the development status of these industries, and propose specific paths to promote industrial transformation and upgrading. At the same time, combined with the wide application of artificial intelligence technology, it guides students to think deeply about how to use an innovation-driven development strategy to achieve green development and sustainable development in Guangxi in the era of digital intelligence.

### **3.2.3. Module 3: Guangxi economic policy and regional development strategy**

Through the interpretation of Guangxi's current economic policies and development plans, we can understand the strategic planning of Guangxi's regional economic development at this stage. It guides students to study the national western development strategy, Guangxi's '14th Five-Year Plan', the government's annual work report, and other contents, and deeply understands the strategic task of 'one district, two places, one park and one channel' in Guangxi. Guide students to deeply understand the specific development policies formulated by the government around the strategic tasks, and require students to complete the topic selection of course papers according to the strategic objectives and specific policies of Guangxi's development.

### **3.2.4. Module 4: Challenges and opportunities for Guangxi's economy**

This paper analyzes the main problems faced by Guangxi's economic development at the present stage by using the theories and methods of regional economics and industrial economics, and discusses the challenges brought by the above problems to Guangxi's economic development. For example, at present, Guangxi's agriculture is mainly based on traditional planting, and its development is relatively lagging. The industrial structure is not reasonable, the resource-based industry is dominant, the industrial structure is single, mainly dependent on resource consumption, and the risk of ecological environment pollution cannot be ignored. The economic foundation is relatively weak, and the economic development is backward compared with the neighboring provinces. The economic aggregate is only slightly higher than that of Guizhou, and the gap with Guangdong and Hunan is very large. At the same time, the imbalance of regional development in Guangxi is serious; the development of western Guangxi and eastern Guangxi is relatively lagging, and the gap in economic aggregate among prefecture-level cities in the whole region is obvious. Although there are some problems in the development, the prospects of Guangxi are still relatively broad.

The construction of a new land-sea channel in western China has become a new engine to drive the economic take-off of Guangxi. As an important strategic hinterland of the Guangdong-Hong Kong-Macao Greater Bay Area,

there will be more opportunities to integrate into the development of the Greater Bay Area. Trade and investment cooperation with ASEAN countries is expected to be further deepened. The cultivation of digital new quality productivity is booming. The government has begun to look forward to the layout of the artificial intelligence industry and related industries, and the development prospects of emerging economic fields are broad.

### **3.2.5. Module 5: Specific measures for Guangxi's economic development**

Based on understanding the general situation of regional economic development, industrial structure and industrial layout, the development of characteristic industries, regional development strategies and policies, students are required to use the economic analysis methods they have learned, combined with the actual development of Guangxi or prefecture-level cities in the region at this stage, to complete the topic selection of the thesis. Encourage students to enter the community, into the enterprise, through field research and analysis, targeted to put forward specific countermeasures and suggestions for regional economic development.

## **3.3. Main teaching methods**

The course mainly adopts the teaching methods of theoretical teaching, field research, project-driven, case analysis, and so on. The theory teaching is mainly to teach students the basic theory and analysis methods of regional economics and industrial economics, and to provide research methods for students' follow-up research on specific issues. Project practice is that teachers determine a series of project topics for students' reference according to Guangxi's development plan, development priorities, and specific problems. As the course proceeds, students begin to carry out research work and write course papers around their topics, and submit the final draft of the course paper before the end of the course. Field research is when students go to relevant enterprises, institutions, rural areas, and border areas in Guangxi to conduct field research and obtain first-hand research data for the needs of research projects. Case analysis is a wide-ranging discussion between teachers and students in the classroom on typical cases of regional economic development and practical problems encountered in the study of local economic development in Guangxi. Teachers open up ideas and provide references for students to study locally specific problems by introducing typical regional economic development cases at home and abroad. Students regularly report on the research progress and periodic research results of their topic selection projects in the classroom, summarize their own research experience, and teachers and other students participate in the review and put forward reasonable suggestions.

## **3.4. Course assessment program**

### **3.4.1. Assessment objectives**

Ideological and political objectives: to assess the scientific accuracy of the ideological and political perspective in the course report submitted by students, and to discuss whether it is complete and standardized.

Knowledge goal: To evaluate students' mastery of basic knowledge of regional economics and industrial economics and students' understanding of the current situation of regional economic development in Guangxi, focusing on how students use the above knowledge to solve practical problems of local economic and social development, including research, analysis, and innovation.

### **3.4.2. Specific content**

The course assessment reflected the characteristics of a comprehensive and diversified evaluation. Comprehensiveness is to pay attention to the comprehensive performance of students in learning knowledge,

research and investigation, writing reports, and other aspects. The course assessment of “Guangxi Economic Research” includes two parts: process assessment and result assessment. In the final score, the result assessment accounts for 60 %, and the process assessment accounts for 40 %. The result assessment adopts the form of course papers to examine students’ mastery of Guangxi’s economic development and current policies, and whether they correctly use the research methods of industrial economics and regional economics to solve local specific problems. The results of the process assessment include attendance rate, participation in classroom discussion, display of phased results, mutual evaluation of students in the group, and so on. Teachers, school-enterprise cooperation tutors, or heads of research enterprises participate in the curriculum assessment and evaluation jointly, and comprehensively evaluate the research significance, logic, research depth, applicability, and innovation of the conclusions of the curriculum papers.

#### **4. Conclusion and future prospects**

As a characteristic course of serving local economic development, the curriculum design of “Guangxi Economic Research” fully reflects the characteristics of serving local areas, and has a high reference value for the development and design of such courses. First of all, the course highlights practicality, advocates students’ field research, case analysis, and project practice, and strengthens students’ practical ability. Secondly, through the study of this course, students have a comprehensive understanding of the current situation of Guangxi’s economic development and the key economic development strategy of Guangxi at the present stage, and enhance students’ sense of responsibility for the economic development of their hometown and their sense of identity with regional culture. Thirdly, learning this course also improves the enthusiasm of students to participate in the application of college students’ innovation and entrepreneurship projects. Some students rely on the topic selection of their course papers to apply for projects. Due to the professional knowledge and research foundation, the project application and research process are also relatively smooth. Finally, by investigating the development of enterprises in the region, students are more likely to transform classroom knowledge into practical understanding and enhance their ability to solve practical problems. At the same time, it also helps students to enhance their awareness of careers and plan for their future employment in advance.

There are still two limitations in this paper. First, students need to go out and investigate to complete the course paper, but it is difficult to obtain the survey data, so students can only use more yearbook data to carry out research, which has a certain impact on the research conclusion. Secondly, due to the wide range of economic research in Guangxi, the students’ topics are also diversified and personalized. The research methods involve industrial economics, regional economics, institutional economics, and game theory. The research tools also involve the application of different statistical analysis software. It is often difficult for teachers to provide high-quality guidance when guiding course papers. Therefore, in future curriculum design, teachers can guide students to focus on several fields to carry out topics and research, which can improve the quality of guidance for course papers.

#### **Funding**

The 2024 Guangxi Vocational Education Teaching Reform Research Project “Top-notch Entrepreneurial Talents ‘Double Tutors’ of Business in Local Undergraduate Colleges’ Exploration on the Training Mode of School-enterprise Collaborative Education” (GXGZJG2024B228)

## Disclosure statement

The authors declare no conflict of interest.

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