

Research on the Reform Path of Public Administration Major in Colleges and Universities Under the Background of “Internet +”

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Abstract: With the in-depth implementation of education reform, the public administration major in colleges and universities should keep pace with the times, focusing on integrating the “Internet +” background to improve the effectiveness and efficiency of talent training, enabling students to comprehensively apply their professional knowledge to related work after graduation. To promote the smooth implementation of reform, teachers of public administration majors in colleges and universities need to base themselves on professional characteristics and students’ cognitive laws, combine the “Internet +” background, and analyze the significance of new technologies in talent training and social governance. This paper conducts research from two aspects: reform significance and practical paths, aiming to provide useful references for the high-quality development of public administration majors.

Keywords: “Internet +”; Public administration major in colleges and universities; Reform path

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1. Introduction

The rapid development of modern science and technology has made the “Internet +” model rise and gain wide application in China. The emergence of the Internet has not only changed students’ learning needs and ways of obtaining learning resources but also improved the professional competitiveness and talent training quality of schools. How to carry out teaching reform based on this change has become an important issue for educators, and the same is true for the teaching of public administration majors in colleges and universities^[1]. This paper focuses on the teaching reform of public administration majors in colleges and universities under the background of “Internet +”, analyzes its reform significance, and puts forward reform countermeasures, hoping to provide useful references for front-line teachers.

2. Significance of the reform of public administration major in colleges and universities under the background of “Internet +”

2.1. An inevitable choice to meet the needs of social governance in the new era

With the rapid development of science and technology, the application scope of “Internet +” technology has become

increasingly widespread. Its application in public fields such as government services and emergency management has brought new changes to social governance and accelerated its transformation and upgrading^[2]. The traditional public administration major emphasizes the teaching of theoretical knowledge while neglecting the cultivation of students' comprehensive literacy such as data thinking and digital governance capabilities, resulting in students mastering relatively single knowledge and skills, which cannot meet the demand for compound and innovative talents in the new era. Through reform, colleges and universities integrate cutting-edge technologies such as big data and artificial intelligence, helping students understand digital governance, master the use of governance tools, and have a clear understanding of the operation logic and processes of smart government platforms, as well as the relationship between data and decision-making, thus making the trained talents more in line with the governance needs of the new era. Such reforms not only help to get rid of the drawbacks of traditional teaching but also enable professionals in this field to play a greater role in emerging public fields such as government data integration and proper handling of emergency incidents, which is conducive to improving social governance efficiency^[3].

2.2. A core measure to improve the quality of talent training in public administration majors

To improve the quality of professional construction, colleges and universities should prioritize the quality of talent training. The professional teaching reform in the background of "Internet +" assumes important responsibilities in improving the quality of talent training in public administration majors. Traditional professional teaching mostly adopts the indoctrination teaching model. Although practical teaching activities are also set up, there is a tendency towards formalization, and students cannot transform the theoretical knowledge they have learned into practical abilities. Coupled with the lack of practical operation opportunities, they fall into the dilemma of unemployment immediately after graduation. Even if some students find jobs in related fields, they still need to spend a lot of time and energy adapting to the modern office environment and intelligent governance scenarios^[4]. After the reform, colleges and universities can adopt a new teaching model, namely online + offline. With the help of rich resources such as MOOCs, micro-courses, and virtual simulation experiment platforms, they can break the time and space boundaries, allowing students to learn and obtain resources anytime and anywhere, and participate in practical activities such as simulated government affairs processing and public policy simulation evaluation. At the same time, flexibly adopt various teaching methods such as project-based teaching and case-based teaching, and based on actual public administration projects, deepen students' understanding through practical participation, and improve their comprehensive abilities such as communication skills, cooperation awareness, and data analysis^[5].

2.3. A key path to enhance the competitiveness of public administration majors in colleges and universities

At present, the competition in higher education is becoming increasingly fierce. To attract high-quality students and continuously improve their school-running level, colleges and universities should create professional characteristics. At present, although many colleges and universities have set up public administration majors, there are problems of convergence in curriculum settings and teaching models. In addition, the traditional talent training model cannot form a competitive advantage, making some colleges and universities face greater difficulties in enrollment and employment. The professional reform under the background of "Internet +" allows colleges and universities to focus on creating professional characteristics. In practical work, colleges and universities can construct a curriculum system based on their own disciplinary advantages and combined with regional development needs. When constructing, digital genes can be injected, such as offering characteristic courses such as smart government affairs and big data and public policy analysis, forming their own professional characteristics and highlighting school-running advantages. At the same time, strengthen cooperation with government departments and related enterprises, build a talent training base integrating production, teaching, and research, solve the problem of insufficient practical operation opportunities for students, and allow them to learn knowledge, accumulate experience, and improve professional abilities and literacy through real project scenarios,

thereby enhancing the social recognition of the major^[6].

3. Reform path of public administration major in colleges and universities under the background of “Internet +”

3.1. Optimize the curriculum system and integrate “Internet +” related content

The reform of public administration majors in colleges and universities under the background of “Internet +” needs to comprehensively optimize the existing curriculum system, that is, build a new curriculum framework by integrating “Internet +” related content, which deeply integrates theory and technology. For example, for professional curriculum settings, courses such as Introduction to Big Data and Fundamentals of Artificial Intelligence can be added to change students' cognition, make them fully understand their basic principles and application scenarios, so as to cultivate students' digital thinking and technical literacy for their subsequent learning; for professional core courses, reconstruct the content of courses such as Public Policy Analysis and Social Governance, and add digital governance cases and analysis methods. For example, for the course of Administrative Management, content such as digital office and smart government platform operation can be integrated to help students understand administrative work and master its technical processes; for elective courses, characteristic courses such as Smart Government Affairs and Digital City Management can be offered to meet students' development needs, broaden their horizons, and allow them to choose their favorite courses based on their own interests and career plans^[7]. In addition, colleges and universities should pay attention to curriculum connection, avoid content repetition and gaps, and ensure that the curriculum system is not only complete but also progressive, laying a foundation for students to grow into compound talents^[8].

To this end, colleges and universities can adopt a modular curriculum design method, dividing the curriculum into specific modules, namely theoretical foundation, technical application, and practical innovation, and each module is connected and progressive^[9]. Among them, the theoretical foundation module focuses on the teaching of core public management theories and “Internet +” technical foundations to help students build a knowledge framework; the technical application module mainly focuses on the specific application of technology in the field of public management, cultivating students' practical abilities through case analysis and simulation operations; the practical innovation module focuses on project practice, exercising students' knowledge application abilities through real projects. At the same time, pay attention to the update of curriculum content, and integrate the latest theories and technologies into curriculum teaching in combination with the development trend of “Internet +” technology and the actual needs of social governance. For example, for smart city construction, new model-related content can be integrated into the Digital City Management course to ensure the timeliness and practicality of the content. In short, focusing on the optimization of the curriculum system allows the public administration major to build a new knowledge framework for students, which combines theory and technology to improve students' professional competitiveness^[10].

3.2. Innovate teaching models and create online-offline integrated classrooms

Colleges and universities innovate teaching models and create online-offline integrated classrooms, which is conducive to giving full play to the integrated advantages of both, namely the flexibility of online teaching and the interactivity of offline teaching. For online teaching, colleges and universities can build a distinctive learning community for teachers and students through teaching tools such as MOOC platforms and Learning Pass. Teachers can upload curriculum videos, case analyses, and other related resources to the community, allowing students to learn anytime and anywhere, and arrange learning plans based on their learning progress and weak links to make up for gaps in a timely manner. At the same time, teachers can issue preview tasks and after-class assignments through online platforms to understand students' learning progress and their mastery of knowledge. For students' weak links, teachers should provide targeted tutoring to make teaching more precise^[11]. In addition, real-time teaching can be carried out with the help of online live streaming tools, guiding students to conduct online discussions and answer their questions, breaking the time and space limitations,

allowing students with a learning willingness to participate regardless of their location, and improving the flexibility and convenience of teaching. In addition, full use should be made of online platforms, and their data analysis function should be used to track and analyze students' learning behaviors and effects. Based on the results, teaching strategies should be improved to achieve personalized teaching^[12].

For offline teaching, colleges and universities should attach equal importance to practical teaching and interactive teaching, combining online teaching content with offline classroom practice to promote knowledge internalization and transfer. In addition, teachers can adopt the case-based teaching method, select typical cases, such as the construction of a local smart government platform and a digital community governance project, and organize students to discuss the case background and implementation process^[13]. For example, take the construction of a local smart government platform as a specific case. To improve service efficiency, the local government increased the integration of data resources and built a new online platform that integrates government affairs handling, complaints, and suggestions, etc., realizing one-stop government services. In this process, teachers should guide students to comprehensively analyze the platform's design concept and operation mechanism, and discuss various problems faced in the platform construction process, such as department coordination and information security. Through case analysis, their ability to solve practical problems is improved^[14]. In addition, colleges and universities should adopt the project-based teaching method, divide students into several groups, and conduct research and scheme design on public administration projects in groups, such as designing a smart elderly care service platform for communities, to cultivate students' team awareness and exercise their innovative abilities. In short, the online + offline integrated teaching model is conducive to improving students' learning enthusiasm and helping them become the main body of learning^[15].

3.3. Strengthen practical teaching and build an industry-university-research integrated talent training mechanism

Colleges and universities' public administration majors pay attention to practical teaching links and build a talent training mechanism with in-depth integration of industry, university, and research, which is conducive to cultivating students' professional abilities and improving their ability to apply theoretical knowledge. To this end, colleges and universities should establish a long-term cooperation mechanism with government departments, social organizations, and Internet enterprises to jointly build practical teaching bases and create internship and training opportunities for students. For example, reach a cooperation agreement with local government service centers to allow students to truly participate in practical work, such as the daily maintenance of smart government platforms and data statistics. Through this way, students can understand the entire process of digital government services, be familiar with how to collect and sort out government data, and master their analysis methods; cooperate with Internet-related enterprises to participate in actual enterprise projects, such as project planning and software development, allowing students to combine the technical knowledge they have learned with public management-related theories to improve their practical abilities and project management skills; cooperate with communities to participate in digital community governance projects, such as the construction of community smart security systems and the digital management of residents' information, creating favorable conditions for students to go to the grassroots, facilitating them to deeply understand the needs of grassroots governance, and improving their ability to solve practical grassroots problems.

To this end, on the basis of attaching importance to practical teaching, colleges and universities can incorporate it into the talent training plan and set corresponding credits to ensure the quality of practical teaching. In practical teaching, it can be divided into three stages: curriculum practice, professional internship, and graduation design. Among them, curriculum practice should be carried out around classroom teaching content, such as arranging small-scale research projects for students to help them accumulate practical experience; professional internship is mainly concentrated in the third and fourth years of college, organizing students to carry out on-the-job internships in cooperative enterprises, participating in actual work projects as interns, and cultivating their professional literacy and work abilities by applying the knowledge they have learned to practice; graduation design requires students to conduct research based on their own internship

experience and combined with professional knowledge. When choosing research topics, the principle of practicality should be emphasized, and directions with high practical significance should be selected, such as the optimization path of grassroots community governance under the background of “Internet +”. On this basis, write a graduation thesis to cultivate students’ innovative awareness and scientific research abilities. In short, the talent training mechanism integrating industry, university, and research is conducive to enabling students to transform their theoretical knowledge into practical abilities, enhance their employment competitiveness, and thus transport more high-quality public management talents to society.

4. Conclusion

Against the background of “Internet +”, the reform and innovation of public administration majors in colleges and universities conform to the trend of education development and the laws of talent growth and success. Therefore, relevant educators in colleges and universities should actively change their concepts to have a more comprehensive and clear understanding of “Internet +”, so as to actively integrate it into education and teaching and strengthen the cultivation of students’ comprehensive literacy such as innovative awareness and scientific research abilities. This paper discusses from the aspects of optimizing the curriculum system and integrating “Internet +” related content; innovating teaching models and creating online-offline integrated classrooms, aiming to promote the reform process of public administration majors in colleges and universities and improve the efficiency and effectiveness of talent training.

Disclosure statement

The author declares no conflict of interest.

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