

The Rapid and Mixed Remolding of the Teaching Mode of Management Courses in Application-oriented Colleges and Universities under the Innovation-driven Background

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Abstract

It is imperative to reshape the traditional teaching model by innovation-driven, improving the teaching methods of teachers and the participation of learners with the help of online courses. First of all, the article points out that this kind of teaching mode has good realistic foundation and condition. Secondly, it puts forward a mixed teaching mode with on-line and off-line teaching, which is suitable for the characteristics of application, and realizes the close cooperation of on-line and off-line teaching, taking student participation as the key point and relying on the multi-dimension of teaching process and teaching evaluation, in order to achieve the goal of innovation-driven teaching, we should solve the problems of process assessment, course question and case simulation, which are common in management courses.

Keywords

Management Courses; Hybrid Teaching Model; Online assistance.

1. Introduction

What role can online education play in China's large-scale classroom education, especially the applied curriculum which needs practical cases and exercises to support it? How to integrate technology and education in a comprehensive and deep way? What kind of evaluation system should be established to better investigate the whole process of students' online and offline learning activities? The answer of these questions has given birth to the reform and innovation of the current curriculum teaching mode, and has also brought about the discussion and application of the mixed teaching mode.

The hybrid teaching mode can not be separated from the cooperation of online open courses, which are free and high quality in the form of platform. The construction of online course resources is mostly based on short video, and most of them are focused on one knowledge point. The granularity of knowledge is relatively small, which is beneficial to learners' fragmented learning and understanding, but the shortcoming lies in with the traditional classroom teaching can not carry on the very effective link.

Developed countries such as Europe and America firstly carried out the teaching reform in this aspect in the late 20th century. American colleges and universities have built online resources for traditional courses through the Blackboard platform, allowing them to develop blended teaching practices that integrate online and offline[1]. In American colleges and universities, there are many teaching resources available on the online ocw platform to serve the blended teaching, including the national excellent online ocw, the virtual simulation experimental teaching resources and the recorded video courses in each school. At present, colleges and universities in China are also encouraging the construction and release of teaching resources in various platforms, vigorously promoting hybrid teaching, and some course platforms have realized the application requirements of rich resources, fine products and specialization. It can

be said that colleges and universities all over the country have invested a great deal of energy in the construction of curriculum resources and carried out some innovative exploration, which provides a solid foundation for the continuous promotion and healthy development of mixed teaching mode in our country.

There are many colleges and universities in our country, each of which offers many majors and involves a large number of courses. At present, the construction of curriculum resources in our country has more invested in the core courses of core majors or key majors, basic courses and other courses that students can benefit from a wide range. It is foreseeable that in the future, with the help of various platforms, the construction of online curriculum resources, the hybrid teaching mode will be popularized and applied in every major and every course.

At present, most universities in China are still increasing the participatory reform of online teaching, but due to their own conditions and environment, a large number of courses have not been able to implement blended teaching. Taking the applied management courses as an example, most colleges and universities offer such majors and courses, but such majors are often underappreciated in colleges and universities, and most of the courses have not completely broken through the traditional teaching mode, teachers are still one-way knowledge-based, "low participation of students, learning efficiency is not high, learning effect is not good", the status quo has not been completely broken. The traditional teaching mode is not only disadvantageous to the cultivation of students' ability of innovation and entrepreneurship, but also likely to become a shackle or obstacle. It is imperative to reform the traditional teaching model by improving the teaching methods of the teachers and the learning methods and models of the learners with the help of the online course.

2. The Quick and Mixed Remolding of The Teaching Mode of The Management Courses Under the Innovation-Driven Has A Better Realistic Basis and Conditions

Different from other online platform construction model, based on the simple and diverse mobile online platform assistance, can quickly complete the application-oriented management curriculum teaching reconstruction, this emphasis on the reform of hybrid teaching model is to combine offline online learning with traditional classroom learning, and to infiltrate and transform the roles and functions between teachers and students through online assistance of teaching platform, with the help of students' participatory learning, the basic functions and goals of blended instruction can be achieved at low cost. This learning mode of "platform + classroom" can fully integrate the two resources of "classroom + classroom" and integrate the teaching contents of various links, thus arousing the enthusiasm of students participating in curriculum learning after class, make the case that does not have time to complete at ordinary times exercise, process check, course ask and answer to wait for a problem to be able to solve, student's innovation consciousness and ability can get thereby train and exercise.

Taking "wechat assistant" as an example, as a free mobile phone platform, no classroom hardware requirement is required. Under the condition of not increasing the burden of teaching expenses in universities, teachers can use mobile phones or computers to teach and interact with all students in the classroom. At the same time, students can sign up for check-in, topic discussion, testing, group evaluation and other activities by simply logging on to the "micro-teaching Assistant" public account[3]. Through this online platform, teachers and students can easily check-in, answer questions and discuss with each other, preview in advance, review after class, test exercises and other classroom teaching activities, can quickly achieve a large-scale replication and use.

With the help of this kind of third-party mobile online platform, such as "micro-teaching assistant" and "rain class", and through the rapid development of hybrid teaching mode and the

participation and interaction of teachers and students, can better achieve the “goal-driven-self-learning-capacity development -innovation-driven” virtuous circle.

First of all, it can realize the rapid remolding of the course teaching, and will realize the rapid replication of the remolded pattern. Online platform courses provide better learning conditions, no matter when and where, can be online learning. Based on the convenience of the platform, the construction of the online course and the corresponding reform of the mixed teaching mode, it requires our teachers to actively deal with and prepare for it, and to explore an effective teaching mode which accords with their own reality in practice, this is obviously feasible in the current environment of advocating and encouraging the reform of teaching model and the abundance of online course resources. For example, the “Micro Teaching Assistant” public number of the mobile phone wechat platform, teachers can easily and quickly remodel the teaching mode through the mobile phone and the classroom computer after building various aspects of the curriculum on the computer side, and will be able to build a good curriculum resources to be quickly replicated.

The simple management course is theoretical and can make students feel difficult and boring in the course of traditional classroom teaching. And by exploring the hybrid teaching model of both in and out of the class, theory and practice, peacetime and final examination, and student participation, students’ learning interest and sense of participation can be fully mobilized, improving students’ innovative ability to analyze and solve problems.

Secondly, the cycle of “goal driven-self learning-ability driven-innovation driven” can be smoothly realized through the two-way participation of teachers and students and the increase of process assessment content. The teaching goal of management courses is to improve the practical ability, based on the third-party platform of mobile phone that everyone has, to realize the teaching assistance of online courses, can the traditional teaching model can not be carried out under the case analysis, team exercises, simulation, process assessment and other practical or practical teaching content can be well carried out and implemented. The increase of teaching contents and links brings about the increase of process assessment, which requires to enhance the two-way participation of teachers and students, and to realize a virtuous circle with “innovation-driven” as the starting point and belonging point. Blended teaching can improve students’ innovative ability and practical operation ability, and can improve students’ innovative consciousness and ability on the basis of case investigation and team simulation.

Finally, it meets the requirements of the construction of various specialties of management in application-oriented colleges and universities, especially the requirements of the pilot comprehensive reform of specialties, so as to realize the innovation of talent cultivation with the goal of innovation. As the current connotation construction of professional training is still lacking, the investment in Manpower and capital is still insufficient, and in the actual situation, there are indeed such and such problems, such as talent evaluation and curriculum assessment assessment, practical ability training, and so on, we need to put forward the corresponding teaching model.

3. The Realization of The Fast Mixed Remolding of The Teaching Mode of Management Courses Under The “Innovation-driven”

The essence of the mixed teaching mode is to change the single mode of “one speech, one classroom” in the past classroom teaching, through the means and links of teaching interaction, case teaching, problem discussion, test and practice, open class, etc. , in order to realize the multi-dimensional teaching mode, it has a broad application prospect in the management courses with stronger application[2].

In the process of exploration and implementation of multi-dimension, firstly, emphasis is placed on the reform of content, including the multi-dimension of teaching process and teaching

evaluation, and the multi-dimension of teaching process mainly includes teaching subject, teaching content and teaching links, etc., the teaching evaluation is a multi-dimensional evaluation mode (as shown in Table 1), which takes the traditional paper evaluation as the main body and the process evaluation as the auxiliary. In the tool aspect it may use “the micro assistant”, “the rain classroom” and so on simple quick third party platform. These two aspects must complement each other if we are to achieve our stated reform goals.

Table 1. Multi-dimensionalization of blended instruction

multi-dimensional teaching process			multi-dimensional teaching evaluation	
teaching subject	teaching content	teaching link	traditional paper-based evaluation	process evaluation
Students, teachers	basic theories, case studies, situational exercises, problem-solving, etc.	questions, questions, lectures, discussions, group exercises	course examinations	periodic tests, problem sets, daily assignments, group exercises, etc.

In practice, we should pay special attention to the following aspects:

(1) According to the characteristics of students, explore the online course auxiliary teaching function. Take the mobile phone third-party platform “wechat” public number “micro teaching assistant” online platform as an example, its main components are courseware, exercises, discussions, check-in, Q&A, etc., courseware and materials learning can be carried out in any time and environment of the students’ mobile phone, and can be suspended at any time during the course. Student check-in, answer and discussion interaction, case study and other classroom teaching processes can be well used, can significantly improve the function of mobile technology assisted classroom teaching.

(2) To explore and guide the students to change the traditional classroom learning mode, so that students can participate in all aspects of curriculum learning. In the traditional classroom teaching, the teacher can realize the strict supervision to the student, the student often is in the passive condition. However, under the hybrid teaching model, students’ learning relies more on their own initiative, while teachers play a leading and supervising role in testing the effectiveness of students’ online learning through classroom questions and online tests. In this process, teachers need to guide students to improve their ability to accept and innovate new knowledge through the design of pre-class, mid-class and post-class, as shown in Table 2.

Table 2. Course design of blended instruction

pre-class		mid-class		post-class	
teacher	students	teacher	students	teacher	students
upload course courseware, handouts, problem sets, case studies and other related materials	review as required; review	course question; course explanation	participate in the course explanation; discussion; answer	arrange tests, assignments, case studies	complete the corresponding content on time; self-assessment

(3) Strengthen the strength and scientificity of the process assessment, and explore the effective change of the traditional assessment method. As shown in Table 1, the curriculum evaluation needs to be multi-dimensional under the hybrid teaching mode. The assessment of

students' course performance can be divided into several parts, such as the completion of the online course, a test in each chapter, daily assignments, class discussions (each discussion should have relevant grade records), a final exam, etc., it is more reasonable and fair to calculate the final results through the different weights of each part, and can better mobilize the students' enthusiasm and initiative in the whole learning process, truly will the student's innovation ability raise to put into practice.

(4) The multi-methods of application-oriented management courses should be combined, and the reform of teaching methods should be advocated. There are many kinds of teaching methods in hybrid teaching. When choosing teaching methods, it is necessary to conform to the characteristics of the course and approach the teaching practice, the main methods that can be used are case analysis method, scenario simulation method, problem-driven method, simulation training method, group class shift hot discussion, project-driven method and so on, the teacher also becomes the instructor before class, the assistant in class and the evaluator after class.

With the help of "micro-assistant" and other online teaching AIDS, hybrid teaching can quickly improve the teaching quality of the course. According to Yang Ying's research on English teaching, blended teaching not only affirms the positive effect of online teaching on students' learning, but also finds that there are significant differences between the control class and the experimental class in teachers' offline face-to-face teaching, the students in the experimental group showed significant improvement in reading skills and reading ability[4].

4. Summary

The application of management courses is high, students' practice and practice are often arranged in the simulation, and the practice links of management courses are few and the number of students is large. In this case, blended teaching needs to emphasize the combination of on-line and off-line, theory and practice, and find out the teaching mode of management courses which accords with its own reality and is based on the demand of innovation ability.

At present, domestic colleges and universities are vigorously implementing hybrid teaching reform based on "innovation-driven" and the MOOC construction cost of some colleges and universities is high, mobile-based online courses include check-in, data upload, answer, discussion, mutual evaluation and other functions, which can achieve the rapid restructuring of hybrid teaching tools.

With the help of online assistance, the teachers realize the close cooperation of online and offline teaching through the reasonable course teaching design, and take student participation as the grasping hand, in order to achieve the teaching goal of innovation-driven practice ability, the process assessment, question answering, case practice and so on in management courses are solved. It can be said that the convenience of the online platform provides an effective condition guarantee for the rapid remolding of the hybrid teaching model.

In the reform of hybrid teaching, the online and offline teaching should be combined reasonably. Because the study situation analysis involves a large number of operations, the difficulty of human completion is greater, can be used online platform. For instructional design, online and offline teaching can be used reasonably. For the implementation of teaching, as long as strict implementation of the teaching design can be, lecturers choose teaching and expand the materials, select some classes for experimental teaching, in the experimental class teaching to change the traditional indoctrination teaching, with the help of online assistant courses, we can carry out the blended teaching, make contrast in time, adjust and perfect the research plan in time, and explore the effective teaching mode which accords with our own needs.

Combined with the nature of management courses, and with the help of online assistance, the hybrid teaching model is popularized in the individual core courses, which influences and

drives more courses to join through the simple remolding of the traditional course teaching, therefore, it is a practical and convenient way to realize the low-cost and large-area spread of the mixed teaching mode.

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