

Exploration and Practice on Blended-Teaching Golden Course Featured “Dual Link, Triple Advancement, Quadruple Coordination”

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Abstract

Against the background of educational informationization, and based on the requirements for Golden Course, which should be advanced, innovative and challenging, this thesis takes the course “Teaching of Toy Making” for example to explore the major problems in teaching, and conduct an innovative and practical teaching reform of the course, in the hope to promote and expand our teaching work, optimize students’ learning styles, and improve our teaching quality. Specifically, the “dual link” refers to the link between online classroom and offline classroom; the “triple advancement”, which refers to the advancement of teaching contents, objectives, and forms, highlights the advanced quality of Golden Course; the “quadruple coordination”, which includes coordination of teaching contents, forms, difficulty and assessment, promotes students to realize a better, organic integration of their knowledge, competence and quality, and help to cultivate students’ comprehensive ability to deal with complicated problems as well as their advanced thinking.

Key words: Blended-teaching Golden course; Teaching of toy making; Mode

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According to “Mains Points for the 2019 Work of Department of Higher Education of the Ministry of Education”, China should quicken its step to implement the “Double 10000 Plan”, or the “Double First-Class Major Plan”, and the construction of advanced, innovative and challenging “Golden Courses” is also included in the plan. As the main developer and practitioner of educational informationization, teachers of higher education ought to conform to the developing trend of educational informationization so as to contribute to the development of digital teaching resources. Therefore, in the upcoming era of Golden Course, how to continuously advance the construction of normal online open courses and classroom application, and how to comprehend, focus and reflect on the construction and practice of Golden Course has become the mission of college and university teachers. As a main course of the “Preschool Education” major in colleges and universities, “Teaching of Toy Making” is a fusion of the teaching of environment creation, folk arts, modelling design and so on, thus this course is of great significance for the cultivation of students’ aesthetic ability and practical skills. So far, however, no research has been made on the Golden Course construction of “Teaching of Toy Making”, though some relevant studies provide important enlightenment for the study in this thesis.

1. THE INTRODUCTION OF THE ISSUE

Theoretical research on “Teaching of Toy Making”. The scholar Pan Yuejuan made a study of the theoretical connotations, significance, contents and principles of the teaching of toy making, and the scholar Wang Yanqun studied the theories of interactive teaching of toy making from the perspective of guiding preschool school children’s interest. 2. Practical research on the teaching of “Teaching of Toy Making”. Scholars Xue Xiaoqin, Tian Dandan and Liu Jie pointed out in their research that there exist

a series of problems in the current teaching of the course “Teaching of Toy Making”, including strong utilitarianism, fake participation, monotonous teaching methods, and so on, and they proposed to reform and innovate the course. Besides, the scholar Su Chun also pointed out several major problems in the teaching of “Teaching of Toy Making” in today’s colleges and universities. First, due to large class size, it’s often difficult for all students in the class to take a close look at the classroom demonstration. Second, the teaching of the course is mainly in classroom, which hinders students’ ubiquitous learning. Third, the teaching is teacher-centered, which harms students’ initiative in learning. As a result, it’s usually difficult for students to gain satisfying learning effect despite the time and energy they have put into their study.

2. THE SIGNIFICANCE OF THE CONSTRUCTION OF BLENDED-TEACHING GOLDEN COURSE

2.1 To Advance the Course Construction of “Blended-Teaching Golden Course” and Expand Our Teaching Cause

The research and development of digital teaching resources are the foundation of information-based teaching. Thus, in constructing “Teaching of Toy Making” into a blended-teaching Golden Course, we should make use of the National Excellent Online Open Course and the micro-course resources that are developed by the course team itself, design online study guide for students, adopt online teaching and interactive teaching, and improve the course’s question-answering link so as to deepen the course reform, promote the ubiquitous learning of students, improve teachers’ professional level and their ability to construct digital teaching resources, and finally realize the comprehensive optimization and expansion of our teaching cause.

2.2 To Promote The “Student-Centered” Teaching Reform And Optimize Students’ Learning Styles

By digitizing learning contents, digital teaching resources can provide learners with fragmented, mobile dynamic learning experience. Core knowledge of “Teaching of Toy Making” can be made into fine-quality online micro-lectures, and every two to three micro-lectures under the same theme can be put in the same group. In this way, we can assist students’ to establish ties between different knowledge points and to compare these points, effectively enhance students’ initiative in learning, and enormously improve their learning efficiency.

2.3 To Promote the Formation of an “Interactive” Teaching Mode and Improve Teaching Quality

By making use of the National Excellent Online Open Course and the micro-course videos that are developed

by the course team itself, we can organize teacher-student interactive teaching activities in both online and offline classroom, and the teaching method of flipped classroom can be adopted to contribute to developing an interactive teaching mode in the course “Teaching of Toy Making”. The ways of “teaching interaction” can be continuously optimized to promote harmonious teacher-student interaction, interaction between students, and between learning individuals and the teaching medium, and then bring about teaching resonance and improve the course’s teaching quality.

3. OVERALL DESIGN OF BLENDED-TEACHING GOLDEN COURSE

Based on the requirements for Golden Course, which should be advanced, innovative and challenging, this study seeks to explore the practical teaching mode for blended-teaching Golden Course. Instead of being simple, repeated classroom instruction, or being the simple overlapping of online and offline teaching, the blended-teaching Golden Course “Teaching of Toy Making” has been the outcome of intensive processing of the textbook. Through making a scientific analysis and an informational presentation of the core points and skills in the course, we are able to promote students to be more active and effective in the course learning. Hence, starting from the problems found in the teaching of “Teaching of Toy Making”, and taking the establishment of a “student-centered” learning style as its driving force and the construction of a blended-teaching Golden Course as its goal, this research attempts to build an advanced, innovative and challenging blended-teaching Golden Course of “Teaching of Toy Making”.

3.1 Dual Link: The Link Between Online Classroom And Offline Classroom

Construct a two-way link between online classroom and offline classroom. Offline classroom, which include such teaching procedures as analyzing students’ learning patterns, carrying out intensive instruction of key points and difficult points, and making reflection on the classroom teaching, focuses on the real classroom, so it should base itself on students’ needs. In contrast, based on the National Excellent Online Open Course and featured digital resources that are developed by the course team itself, online classroom should provide such functions as online autonomous learning guide, resources pushing, and online interaction, which will not only stimulate students’ initiative to learn, but also promote the link between online classroom and offline classroom. In this study, on the basis of an in-depth analysis of the teaching program and the textbook of “Teaching of Toy Making”, the researcher designs teaching resources of five categories in combination of students’ feedback and

the researcher's own teaching experience. Under each theme there will be two to three key knowledge points, or difficult points, or points that students may get confused with easily. In this way, the study offers potential solutions to the construction and practice of blended-teaching Golden Course. Meanwhile, in order to construct digital teaching resources for the course, the researcher should manage to collect all possible resources related to the course "Teaching of Toy Making", and add to the course featured micro-lectures and topics for discussion that are developed by the course team. Then, a scientific and reasonable online learning guide can be designed to guide students to carry out their online study more effectively, and the link between online and offline teaching should also be optimized so that the two can better integrate with and complement each other.

3.2 Triple Advancement: the Advancement of Teaching Contents, Teaching Objectives, and Teaching Forms

The advancement of teaching objectives: Set four different teaching objectives, which belong to four different categories of toy making, for each learning theme. The setting of teaching objectives should comply with students' learning laws, and gradually advance from the easy to the difficult and complicated.

The advancement of teaching contents: Prepare teaching resources of five categories: health, society, language, art and science. Teaching contents should gradually advance from the making of two-dimensional toys to the making of three-dimensional toys, and meanwhile go with students' zone of proximal development. The choice and analysis of knowledge points are of great importance to the teaching effect of blended teaching. Thus, it's necessary to make scientific analyses and processing of the chosen key points and difficult points according to the course's characteristics and the related materials. Moreover, the design of online teaching should make special efforts to skillfully enlighten and actively guide students to learn, and should use concise language and rigorous deduction to complete the teaching task within the given time while highlighting the depth and breadth of the course.

The advancement of teaching forms: Use heuristic teaching, demonstration teaching, interactive teaching and other teaching forms to scientifically guide students' autonomous learning. On this basis, such teaching modes as task-driven teaching and flipped classroom teaching can be employed to cultivate students' advanced thinking. Then, the entire course "Teaching of Toy Making" can be carefully made into fifteen micro-lectures so as to enrich the course's featured teaching resources, improve students' learning interest, and enhance their independent learning ability and innovation. This new teaching platform will

also enable students to expand their study from classroom learning to mobile learning, which better satisfies each "Preschool Education" major's personal needs in the study of the handwork knowledge. This can not only enable students to find out their weak points in study and consolidate what they have learned, but can also promote the reform of the "student-centered" learning style.

3.3 Quadruple Coordination: Coordination of Teaching Contents, Forms, Difficulty, and Assessment

The construction of blended-teaching Golden Course should base itself on the basic requirements of Golden Course, select advanced, innovative and challenging teaching contents, and promote the updating of knowledge through the coordination of teaching contents. Then, the coordination of teaching forms should be stressed so as to promote the interaction between teaching and learning and highlight the advanced nature and interactivity of Golden Course. Next, the coordination of difficulty requires that teaching contents should be individually arranged according to their difficulty, so that students can carry out individualized learning and optimize their learning effect. Last but not least, the coordination of assessment promotes the implementation of formative assessment. This quadruple coordination enables students to practically integrate their knowledge, competence and quality, and cultivate students' comprehensive ability to deal with complicated problems as well as their advanced thinking capability.

Based itself on the basic laws and developing trends of higher education, this study has carried out a teaching reform of the course "Teaching of Toy Making". Strengthening the applicability, practice, and the actual effects of teaching, the entire reform is both feasible and practical. Through providing students with new learning space, the course seeks to guide students to learn autonomously and change from "I'm forced to learn" to "I want to learn", thus promoting the formation of student-centered teaching. The construction of blended-teaching Golden Course can help colleges and universities to better adapt themselves to the requirements put forward by the "Quality Project" of the Ministry of Education to the work of education and teaching informationization in the sector of higher education, and it can also provide direct, objective real-world evidence for the design and organization of the blended teaching of the course "Teaching of Toy Making" in the context of resource sharing. Next, we can gradually construct "Teaching of Toy Making" into an excellent course, enhance the course's teaching resources construction, and continue to strengthen the information support for the course's teaching process and links in multiple teaching modes.