

Research on the Interactive Teaching of Wechat Public Account

A Case Study of the *Easy to Divide*

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Abstract—In order to better attract and interact with students in class, the author puts forward mobile interact teaching by WeChat public account. Taking the WeChat public account of "Easy to Divide" as an example, this paper proposes some measures in interactive teaching, such as how to select reasonable interactive teaching opportunities, interactive teaching content, maintain an active interactive atmosphere and ensure interactive teaching effects.

Keywords—WeChat public account; interactive; Easy to Divide; application

I. INTRODUCTION

More than 90% of university students have a smart phone and 90% college students will take the mobile phone to class, "Table I" shows the data of using the mobile phone in class.

From the "Table I", it can be seen that the university students use the mobile for less than 5 minutes per class is 29%, 22% of 5-10 minutes; while ordinary college students use 24% of mobile phones for less than 5 minutes per class, and 25% for 5-10 minutes. What is even more shocking is that higher vocational colleges use mobile phones for more than 30 minutes during class hours, up to 15%. In order to solve this kind of phenomenon that students play mobile

phones in college classrooms, many colleges and universities have come up with various ways to solve these problems. For example, some universities force students to store their mobile phones in the grid in front of the classroom before class. Then some students have come up with two mobile phones to deal with them. Some universities cooperate with stores to stipulate students, if students do not play mobile phones for a certain period of time, they can exchange points for shopping in the store, but the results are not satisfactory. Some colleges implement the mandatory screening function, but they also give the criminals a chance to use the students to contact the outside time to swindle the parents of the students, which brings certain property safety risks to the students. Therefore, how to better improve students' attendance rate, better interaction, and ensure the effectiveness of class is an inevitable topic. In line with the idea of blocking it, the author thinks that the mobile phone can be used as a learning tool, and according to the characteristics that students like to play with friends and send WeChat, the convenient and practical WeChat public account can be selected as a tool for interactive teaching. Promote the interest and effect of student learning.

TABLE I. THE TABLE OF STUDENTS USING MOBILE PHONE

Account Time	University Students	Ordinary College Students	Higher Vocational Students
5 minus	29%	24%	/
5-10 minus	22%	25%	/
30 minus	/	/	15%

^a *Date from Tencent-Max

II. LITERATURE REVIEW OF THE INTERACTIVE TEACHING OF WECHAT PUBLIC ACCOUNT

According to the investigation result of Xu Jianli (2016), more than 95% of students believe that using WeChat learning is acceptable, and analyzes the problems and countermeasures of WeChat learning [1]. Wu Junqi, Wang Xunqian (2016) proposed that the design process of high-quality mobile micro-learning activities should include: activity content, activity tasks, activity organization strategy,

activity process design, supervision and evaluation, and take PPT handheld as an example [2]. Zhu Yangqiong (2016) proposed to use the WeChat public account to carry out the teaching design of the "English Listening and Speaking" course, and proposed that the performance of the mobile phone is not good, the speed is slow, and the mobile Internet traffic and time are limited, which affects the enthusiasm for learning [3]. Xu Ruihong and Dai Gangshu (2016) believe that the construction and use of the WeChat teaching platform in colleges and universities should be strengthened

in terms of discourse reshaping, content innovation, and online and offline teaching coordination [4]. Ye Jing, Liu Chaonan (2016) proposed to use WeChat to flip the classroom. The main elements of the design are: the design of pre-course teaching materials, the design of the teaching process of the traditional classroom, the stimulation of students' self-learning and the design of classroom discussion [5]. The literature mainly discusses how to apply WeChat to classroom teaching, improve teaching efficiency and quality, and improve students' interest, convenience and effect. However, there is not much research on using WeChat to better carry out interactive teaching. Some scholars have proposed to use WeChat public account, PPT handheld communication and other software for WeChat teaching, but the function is still limited to WeChat's own program function. WeChat is the platform but there is not many independent professional teaching public accounts, and relies on it. There are few studies on the interaction between teaching activities and students, which provides space for the research of interactive teaching of WeChat public account.

III. THE CHARACTERISTICS AND FUNCTIONS OF THE WECHAT PUBLIC ACCOUNT

A. *The Feature of the Public Account of the Easy to Divide*

There are already some WeChat teaching public accounts on WeChat, which can better meet the teachers' interactive teaching use. Among them, the WeChat public account of *Easy to Divide* is a teaching public account that integrates multiple functions. In addition to common uploading documents and PPT documents, it also realizes resource sharing, as well as uploading videos, web addresses, randomizing students, online answering questions, and papers. Test, point to, raise hands, discuss and other functions, can achieve a good interaction and learning between teachers and students, students and students.

B. *The Role of the Easy to Divide Teaching*

The use of interactive teaching of the public account has the following functions: First, for teachers, it is better to urge students to carry out pre-study, improve learning efficiency, and also better realize network resources, such as brother institutions. Resources, online teaching videos, teaching movies, teaching websites, articles, pictures, etc., to open up students' learning horizons and enhance learning results. Second, for the curriculum, the WeChat teaching platform can better restructure the curriculum, change the teaching process, enhance the interest of learning, enrich the content of the course, and make the content of the course more realistic and visual. Third, for students, it is conducive to learning anywhere and anytime, to improve learning interest. Better mutual supervision, improves the quality of learning, and ensures the learning effect. At the same time, the distance from the teacher is pulled in, the feeling of closeness to the teacher is enhanced, and the desire for learning is enhanced.

IV. THE IDEA OF USING THE INTERACTIVE TEACHING OF THE WECHAT PUBLIC ACCOUNT

A. *Selecting a Reasonable Time for Interactive Teaching*

Using the interactive teaching of the WeChat public account, the interactive teaching time is divided into two periods: in-class and outside the classroom. In the classroom, interactive teaching can begin when you enter your password for attendance. When asking students to raise their hands to ask questions, they are required to use the raise hand button in the split. Some important and long-term learning materials or teaching videos can first ask students to watch outside the class, and ask questions, and ask for answers in the classroom to save classroom interactive teaching time and improve teaching efficiency. Students can also be tested in the public account to deepen the content of the study, and students who have doubts can answer the questions. Outside the classroom, students are also encouraged to promptly ask questions to the teacher through the function of sending messages to the public account. If the teacher wants to interact with the student the next day, the relevant teaching materials should be sent to the public account in advance, and the students should be asked to prepare in advance. It is worth noting that students usually have classes outside the classroom. During the day, there is no more time to pay attention to the contents of the public account. In the evening, there is plenty of time. You can concentrate some content to the public account at night, leave enough time for students, and log in to the public account during class. It will improve learning efficiency.

B. *Selecting Reasonable Interactive Teaching Content*

The selection of interactive content should be carefully selected, and the content should be difficult to think about and explore. For example, after the class, the students will watch a video or teaching video or movie on the Dividend Public Account. After reading it, write a post-view and post it in the discussion area. At the same time, attention should be paid to improving the interest in the course and attracting students to interact with the curriculum and teachers outside the classroom. In this regard, it is necessary to pay attention to the selection of professional-related and interesting learning materials to be uploaded to the public account. Such as industry websites, videos, videos, professional films, TV series, professional representative biographies and related materials, professional websites of brothers and universities, excellent course websites, and the latest news, to broaden their horizons and encourage students to learn while learning knowledge and skills. The method, know how to use the network tools for me, and know how to ask questions, analyze problems, solve problems, and improve the overall quality.

C. *Maintaining an Active and Interactive Atmosphere*

In order to ensure the active interaction of the public account, one can enhance the communication, communication and teamwork spirit between the students through the random grouping function of the public account or the 1 plus 1 grouping function. At the same time, students

and students are encouraged to better supervise each other, score each other, and increase their enthusiasm for learning. The second is to invite hotel guests to join the WeChat group, so that they can answer the students' questions at any time, so that students and hotel people can make friends and engage in deep interaction. The third is to timely mine some of the latest hotel industry news, students are usually more interested in the latest news, to better enhance the timeliness of learning, to give students a stronger sense of the times and novelty and fun. Fourth, the teacher should be able to respond to the students' questions and reactions in a timely manner, so as not to be unintentionally left out, and finally lose enthusiasm. The fifth is to select some active classmates in the class as "micro-trust" to mobilize the atmosphere in the group to make the interaction more active. At the same time, it promises to have a higher level of peacetime, and other activities that are active are also given a higher level of peacetime. The sixth is to establish a class-based WeChat red envelope reward fund, and send a small amount of WeChat red envelopes in the group to encourage the difference. The amount is not too big, just a symbolic point. You can even use one cent as a point. The higher the score at the end of the period, the higher the usual score. You can also give extra bonuses, such as the price of a nutritious breakfast, or a book to maintaining an active, interactive atmosphere.

D. Diversified Interactive Objects

To use the public account to achieve the online reviews between teachers and students, students and students in the classroom, to attract students to focus on the classroom, to achieve teacher-student interaction and student-student interaction. At the same time, through the random grouping function, different groups of students can practice and discuss the classroom around certain topics to realize the interaction between groups. You can also invite business people to join the E-distribution public account, participate in the interaction with the students in a timely manner, and also realize the interaction between the teacher and the hotel; better understand the social needs and students' ability to solve real problems. You can even send some online teaching video link addresses to the E-distribution public account, so that students can interact with the teachers of the online course teaching and leave messages to better expand their horizons and gain more professional knowledge.

E. To Guarantee the Effect of Interactive Teaching

Interacting with students on the E-distribution public account is not intended to cater to students, simply to enhance the fun of learning, but also to ensure interactive teaching effects. To this end, the first is to play the leading role of class cadres, student council cadres, party members, and party activists, and ask these students who are more motivated, actively cooperate with teachers to avoid cold spots, and thus drive other students through herd mentality. Participate and enhance the appeal of the course. Second, it is necessary to keep homework and test in the public account in time. In the public account, the teacher should promptly correct, timely comments, and timely feedback. It is also possible for other students to comment on each other and even establish a one-on-one cooperation group between

students to jointly supervise and progress. In order to pass the evaluation review, ensure the learning effect. Third, students can be asked to do homework on the scores of the public, and share screenshots to the circle of friends, to gather praises and prizes, to gather the most students, to receive WeChat red envelope fund points rewards, extra points, teacher oral praise and Encourage public greetings and other means of publicity. Fourth, the hotel staff can be asked to evaluate the students' homework to reflect the practicality of the teaching. At the same time, hotel guests can also post the problems encountered in the operation of the hotel to the public account of the points, praise the students who propose better solutions, and even get the WeChat fund points reward to better enhance the interaction effect, and at the same time improve Students' self-confidence and ability to solve professional problems.

V. CONCLUSION

When using the public account of *Easy to Divide*, people need wireless network support and log in our mobile phone. In this regard, schools need to provide free and fast wireless Internet access services to share more and better online resources to students and better interactive teaching. At the same time, attention must be paid to maintaining the long-term attractiveness of the course. The ultimate goal is to realize the students' self-distribution of the public account or other online media space, establish their own curriculum resource database, and constantly ask questions, analyze problems and solve problems by continuously collecting course materials. The problem is to finally realize the interaction between the students and themselves, that is, to achieve the improvement of the ability to solve professional problems, so that the students' self-learning ability is fundamentally improved. At the same time, encourage the sharing of the curriculum resource pool between the students, through the interaction between the students, jointly explore and make progress together.

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