

Teaching Practice and Exploration of Efficient Classroom Learning Based on World University City Platform

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Abstract. This paper introduces the effective teaching & learning practices base on the World University City Platform with the case of “financial marketing”. The teaching practices are divided into three parts: self-study online and offline, classroom presentations and after-class extension activities, attempting to build an effective teaching system with student-orientation and teachers’ guidance towards their engagement in the teaching process, with students’ full potentials triggered. There will also be discussions on problems in the practices. The analysis of average test results after class shows an improvement compared to the past.

Keywords: Teaching Practice and Exploration, World University City Platform, Efficient Classroom Learning.

1. Introduction

In Chapter 9 of the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020), it indicates, “to strengthen the application of information technology, improve teachers’ application level of information technology, update teaching concepts, and improve teaching methods & teaching outcomes; to encourage students to use information techniques to master learning, conduct independent learning, and enhance the ability of applying information technology to analyze and solve problems.” The development of the Internet era has brought huge impacts on the traditional teaching mode. How to use various Internet resources reasonably and effectively, and how to create a student-centered and efficient teaching system, have been debatable topics in the education field.

Definition of Effective Learning The idea of “effective learning” can date back to America at the end of the 20th century, referring to the classes with high learning efficiency and those with the teaching aims fulfilled. More specifically, these classes have not only efficiency of teaching & learning and achieving goals, but also great influence and social effects on education.

World University City Platform: Worlduc.com Worlduc.com is a platform with mutual supports in online education, with the features of distance learning, network admin, up-to-date communication, business management, highly accessible media, and personalized digital library. On the website of worlduc.com, teachers can not only create personal zones and manage classes, but also upload videos and teaching materials, interact with students online, assign homework online, grade homework, and organize online tests for a specific course. Students can also conduct online preview and review through the website and collect relevant materials through the digital library of the platform. When encountering difficult problems, they can have group discussion or seek help from teachers on Internet. This online platform breaks the traditional teaching mode, provides a good platform for online learning and interaction between teachers and students, and increases the applicability of efficient classroom implementation.

The question of how to improve learning efficiency significantly has always been a prevalent issue in the field of education. Many scholars have carried out research and investigations on efficient learning and Internet technology platforms. Wang, Sun and Cui (2019) mention that the development of Internet platforms provide the guarantee of adequate teaching resources, but teachers should still take the lead and keep conducting practical investigations[1]; Duan (2018) believes that the establishment of online school education has shortened the distance between managers, teachers and students and promoted the development of school education to a certain extent. They should follow the education regulations when creating the Internet education[2]; Wu (2018) suggests through

comparison analysis that the fierce competition among many education service platforms leads to the reform of education as a service, taking worlduc.com as an example for teaching research[3]; Lin (2017) claims that the education platform of worlduc.com helps students to preview before class, answer questions after class and submit digital assignments, in accordance with the modern characteristics of "Internet plus Education" [4].

Through the previous literature review, these references first affirm the scholars' practice and investigations of effective learning. The scholars have conducted comprehensive research on the teaching mode, the current teaching status and existing problems of effective learning. Meanwhile, they have carried out various attempts on the application of worlduc.com in practice, providing valuable experiences for the investigation of this paper. This paper believes that the investigations of the effective learning mode lacks the part of the student-centered teaching mode, and only stays in the traditional mode of lectures. This paper attempts to build a student-centered teaching mode, using the platform of worlduc.com as a teaching instrument to guide students' independent learning, so as to develop effective learning where students present and teacher guide in general.

2. Teaching Practices of Efficient Learning in Platform of Worlduc.com

This practice is based on the education platform of *worlduc.com*, with "financial marketing" as the practice course, and specifically takes the venture capital market of entrepreneurship as an example to explain the teaching practice process in detail. The venture capital market of entrepreneurship is an essential part of financial marketing science, mainly divided into four parts: overview of the venture capital market, the operation mode, the foreign venture capital market and Chinese venture capital market. The object of this practice is the sophomore in Finance with certain financial knowledge. The study of venture capital market plays an irreplaceable role in the future better learning of follow-up courses and employment for these students. Both teachers and students need to open a unified account of worlduc.com to become users. Teachers build personal zones in advance, create classes, upload teaching plans and teaching materials, and guide students to get familiar with the zone in advance through computers and mobile phones. This teaching practice is divided into three parts: self-study before class, classroom presentation and after-class extension activities.

Self-Study before Class First of all, teachers upload relevant learning materials and study plans to the classes one week ahead through worlduc.com. These learning materials mainly include related videos, practical cases, and syllabus. Videos are basically the introduction videos of the venture capital market, such as the origin of "the venture capital" Silicon Valley and "the venture paradise" Stanford University, so that students can understand the origin and characteristics of the venture capital market; as for the case of "the venture capital", in order to be authentic, Xu Xin, the founder of Capital Today, and Shen Nanpeng in Sequoia Capital China, the first person in the world who invests in the venture capital, are selected as investment cases in China who are more likely to boost students' enthusiasm for case analysis. The learning plan mainly refers to the arrangement of learning tasks. The students in the class are divided into five learning groups in the form by negotiation. Each learning group is an "instructor". After receiving the learning materials and learning plans from the teachers, the students will first conduct independent learning in combination with the teaching materials, including analyzing the specific content of the video in combination with the teaching materials, analyzing and asking questions about the cases to compose a personal learning report and upload it to the website.

After 1-2 days of individual study, it comes to the phase of the group study. The group leader will hold a group meeting, arrange certain learning tasks for each student, discuss the content of the textbook with others, gather everyone's opinions, refer to videos, textbooks and cases, and finally create PowerPoint slides uploaded to worlduc.com. Teachers are online through the whole process. Students can ask for teachers' support at any time if they have doubts.

Classroom presentation Secondly, the class presentation is divided into groups for demonstrations and presentations. There are four academic hours in this chapter, one for teachers to comment and answer questions, and the rest of three academic hours are used for students to demonstrate and

perform in groups. The classroom presentation part will be divided into five parts: feedback, presentation, comment, Q&A and summary. In the feedback phase, the teacher will give feedback on the individual and group learning reports and the production of slides, praising the individuals and groups with good performance; in the presentation phase, each group will send several students to explain the content of slides, with discussions of both the case and videos. After the presentation, other groups will put forward at least one question or one point that needs improvement and the presentation group should answer the questions. If there is no answer, the questions will be left for the teacher to answer. In the comment section, the groups are required to score and comment on each other. The group with the lowest score will have a performance for everyone. With the elimination system, the students' enthusiasm for learning is greatly stimulated; in the Q&A process, the teacher answers the problems that the group cannot solve, mainly by guiding the students to discuss; in the summary section, the teacher comments on each group's performance and summarizes the advantages and disadvantages of the classroom presentations.

Exercises after Class Finally, the content of after-school development mainly includes assignments and related knowledge extension. Homework is arranged on the platform of worlduc.com, with mainly after-class exercises. Students can complete homework online or upload photos of offline homework. The extension activities of relevant knowledge mainly refer to the supplementary materials uploaded by teachers and the types of venture capital in the market. The textbook only introduces Angel Investment, Brobo Investment, Mageen Financing, financial lease, leveraged buy-outs, risk merger and risk joint investment. Teachers will further introduce private equity investment and the investment of risk investment in different stages of venture enterprises. The extension activities also include visiting the university students' business incubators and interviewing the school-level cooperative enterprises, to improve the students' theoretical and practical competences.

Based on the theory of democratic learning and the theory of multiple intelligence, the efficient teaching mode adopts a variety of assessment methods. The content of assessment includes self-study before class, classroom presentations and after-class extension activities to examine the learning outcomes of students; the method of assessment adopts the combination of self-reflection, peer feedback and teacher feedback; the method of assessment adopts scale evaluation, network data evaluation and other methods to comprehensively examine the learning process of students. Diversified assessments can clearly reflect the real situation of students' learning, help teachers to adjust teaching methods & strategies, and further enhance the teaching outcomes.

3. Investigations and Implications

The efficient learning built on the platform of worlduc.com has subverted the traditional mode of "teacher orientation" and made students become the center of the classroom. Students' preview and online learning have laid a good foundation for the heated discussion in the classroom. The competition among groups has encouraged group members to supervise and help each other, exercised students' thinking ability and improved their learning. Students' team consciousness makes the classroom become somewhere to achieve learning objectives efficiently. However, after a period of practice, we also found some problems in the process of investigations.

First, the interaction of education service platform needs improvement. In the teaching practice, we found that the platform of worlduc.com was only available as a website at the beginning which means students have no access other than computers or laptops. Even after the introduction of the mobile phone application, the function is relatively simple, and most of the online learning must rely on the computer to complete, which to a certain extent restrains the enthusiasm of students. We hope that with the development of "Internet plus Education", the education service platform can continuously improve service awareness, the functions of the platform and the applicability of the platform.

Secondly, not all courses are suitable to build an efficient classroom with the education service platform. Teachers of different subjects need to explore the teaching mode more suitable for their

own subject characteristics, innovate teaching methods, reform teaching mode, and explore the education and teaching system more suitable for application-oriented private colleges and universities.

4. Conclusion

This research has fully applied worlduc.com and other education service platforms, adopts three steps of self-study before class, classroom presentations and after-class extension activities to update the teaching concept in time, optimize teaching behavior, promote teaching reform, restructure teaching and the learning environment, continuously improve classroom teaching efficiency, further reduce the burden of students. It has achieved the goal of “high quality & Less Stress” and to the maximum extent has developed students' ability of thinking and innovation. The average score of students has been improved compared with the past.

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