

Research on the Reform of Office Automation Curriculum in the Era of Big Data

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ABSTRACT

In the era of big data, major changes have taken place in education and learning methods, and curriculum reforms will also keep pace with the times. This article starts from the research of ability-based education curriculum reform, combined with the development of office automation curriculum reform, and integrates big data ideas into the curriculum reform under the development framework of ability-based curriculum. From the four aspects of the evaluation of learning goal setting, learning content selection, learning process implementation, and learning results, the authors of this paper analyze the current situation and problems of office automation courses, and put forward new ideas for the reform of office automation courses in colleges and universities based on competence-based orientation.

Keywords: competence-based orientation, colleges, office automation, curriculum reform

I. INTRODUCTION

With the development of the information society, computer applications have been integrated into all aspects of people's lives. The development of computers has laid the foundation for the development of office automation. Office automation applications have now penetrated into all walks of life. In order to meet the requirements of the society for office automation application capabilities of employees in the era of big data, change working methods, and improve work efficiency, colleges and universities should train more office automation application talents to meet the needs of social development. An important way to cultivate students' office automation application ability is to set up office automation courses in colleges and universities. With the development of big data technology, teaching methods and learning methods are quietly changing. In order to adapt to the development of the society, office automation courses require no delay in curriculum reform. The office automation curriculum reform based on office automation knowledge as the carrier and ability-based education-oriented will incorporate the idea of big data under the framework of ability-based curriculum development, and teach college students based on office automation knowledge, focusing on training students Office automation application ability, the ability to use office automation knowledge to solve professional problems

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and improve students' information literacy, in order to adapt to the development of the future information society and the requirements of management talents.

II. THE DEVELOPMENT OF COMPETENCY-BASED EDUCATION AND THE STATUS QUO OF CURRICULUM REFORM

Competence-based education takes capacity training as the starting point, the education process is student-centered, and the education and teaching work is carried out dynamically based on the current situation of the industry. [1] Competence-based education emphasizes the dominant position of students in the learning process, and emphasizes the cultivation of students' comprehensive abilities. Its core is to enable students to have the ability to hold a certain professional position. [2] Competence-based education curriculum development methods require specific curriculum development in combination with actual job positions and work situations, and the development of the curriculum system centers on the cultivation of student abilities. The ability-based curriculum reform is an important direction of the current world higher education curriculum reform. The existing ability-based curriculum teaching reforms are mostly concentrated in vocational education, and a few applied higher education are mostly concentrated in computer education, English education, accounting, medicine, teacher training and other professional and vocational subjects, and they rarely involve Office automation course. Since the office automation course is also a professional, professional, practical and operability

course, this article uses the ability-based perspective to analyze and discuss the teaching reform measures of the office automation course.

III. OFFICE AUTOMATION CURRICULUM DEVELOPMENT, STATUS QUO AND PROBLEM ANALYSIS

Research on office automation courses first appeared in the late 1970s. In 1977, in the European Industrial Training Journal, Martin published an article entitled "New Office Technology: Course Design Research". He investigated the collection of information in the field of office automation, actual and expected work processes and existing courses, and proposed a modular design method to compile work-related courses. [3] The research of my country's office automation curriculum started relatively late, and did not appear until the end of the 1990s. Zheng Guoping [4] initially mentioned the teaching content and teaching method strategies of office automation; He Dongmei [5] started from the action-oriented teaching method and talked about the teaching optimization of office automation courses; Chen He [6] changed the content of office automation courses. The teaching is carried out in the form of projects, and the projects are divided into small tasks and examples are given; Zhao Zhiqiang [7] according to the characteristics and requirements of course construction based on the work process, the content, teaching methods and assessment of the "office automation" course. The methods have been comprehensively reformed. They all put forward suggestions on the teaching methods of office automation courses in colleges and universities from different angles. And this article analyzes the current situation and problems of existing office automation courses from four aspects: learning goal setting, learning content selection, learning process implementation, and learning result evaluation under the framework of ability-oriented curriculum development.

Taking College of Humanities and Sciences of Northeast Normal University as an example, the office automation course is a compulsory course for management majors and a public elective course for the whole school. In the third semester of undergraduate course, the software application and hardware application courses of office automation are offered.

A. Determining learning goals

On the basis of office automation learning, cultivate office automation application talents who are proficient in application software and hardware. Through the study of the course, students are proficient in the basic theories and basic knowledge of office software, cultivate practical skills, and can flexibly apply the function-rich office software to different modern

information work processes to improve social competitiveness. Existing learning objectives are still focused on the level of learning to master knowledge, and the cultivation of abilities only stays at the level of basic mastery of operations. Due to the limitation of class time, many operations and equipment are just a glimpse, and there is no opportunity for actual hands and operations. There is no way to talk about students' self-study ability and innovation ability of office automation.

B. Selection of learning content

Through the research and learning of new courses, students can lay the foundation of office automation on the one hand, and on the other hand they can reserve computer knowledge, systematically use and apply the basic behavioral methods and skills of office automation software, and make them possess good Respond to practical activities in administrative office and teaching. Improve office automation skills, have proficient word processing ability, report typesetting ability, graphic editing ability, etc., which are widely used in work and life, so as to be able to quickly adapt to the management and office needs of future employment. Our school uses the self-edited textbook "Office Automation Operation Methods and Techniques", from the use of word, ppt, and excel in office to the skills of graphic editing, video and audio collection and editing, simple web page production, and dynamic website construction.

C. Implementation of the learning process

Office automation courses are taught in the multimedia computer room. Each person has a computer, while teaching and practicing. However, due to the large number of students in the class, teachers cannot complete one-to-one guidance and it is difficult to improve students' application ability. This kind of learning process is relatively common in the teaching of office automation courses, and it is also a common way of such computer-related courses, but it lacks the setting of actual work tasks and training in actual work scenarios, and cannot reflect the improvement of ability. Due to the limited class time and limited practice time, students with good receptive ability can master this kind of operation in class, and there is almost no teacher's guidance in the exercises after class. If the teacher's explanation is not digested in class, the teacher and classmates will be asked for help again in the subsequent review. The learning process failed to add the training of learning ability, let alone innovation ability.

D. Evaluation of learning results

The assessment method used in this course is the usual grades plus the final grades. The usual grades are mainly composed of attendance, classwork and

homework. The final exams mostly use a combination of computer and examination papers. Such an assessment cannot truly grasp the students' knowledge and practical ability.

IV. TRENDS AND SUGGESTIONS FOR REFORM OF OFFICE AUTOMATION COURSES BASED ON COMPETENCE-BASED ORIENTATION

In the era of big data, learning objectives are becoming more diverse, learning resources are becoming more abundant, learning activities are gradually increasing, and evaluation methods are continuously optimized. This article analyzes the difficulties and problems of existing courses, integrates big data ideas into the curriculum reform, analyzes future development trends under the framework of competency-based curriculum development, and puts forward the following suggestions.

A. Establishing multiple learning goals

In the era of big data, higher comprehensive requirements are put forward for students' office automation capabilities, and learning goals have more diverse directions. In addition to the school's prescribed knowledge and operational ability indicators, comprehensive evaluation goals and standards should be set to cultivate students' ability to comprehensively use office automation knowledge and independent learning capabilities, and to establish open innovation training goals to cultivate the innovative ability that students acquire through office automation learning.

B. Providing rich learning content

In the era of big data, learning resources are becoming more abundant. Teachers can change the original knowledge system and the structure of subject content, and provide teaching content in the form of modules according to the abilities and requirements of students in specific tasks. In order to avoid the situation that the content of the teaching materials is not updated in time and the content is not rich, the existing network resources are used to expand learning resources, enrich the learning content, establish an office automation course database, store a large amount of knowledge and problems encountered by students in the form of a database for intelligence Answer the questions encountered by the students.

C. Carrying out diversified learning activities

In the era of big data, learning methods and means are becoming more abundant. Although learning knowledge is very important, more attention should be paid to practical links and various learning activities should be carried out. Students master and improve their abilities through professional internships in specific scenarios, especially participating in various

related practical activities. Teachers are the promoters and inspirations of teaching, play an important role in arousing students' interest in learning, improving students' learning ability, and cultivating students' creativity, and they play an important and irreplaceable navigation role. A variety of teaching methods should be used in practice, project teaching, case teaching should be appropriately carried out, and teaching methods such as flipped classrooms and mixed teaching should be used to enrich students' learning experience. Finally, the teacher composes a comprehensive learning task based on the single knowledge module learned, establishes a simulated work site, puts forward specific requirements, and practices practical operations. Teachers set specific tasks and provide students with clear, specific, and achievable goals. In the process of task completion, students comprehensively use the knowledge of office automation they have learned, and work together in groups to find solutions to problems, so that they can better master the corresponding operating skills, fully mobilize their learning initiative and enthusiasm, and develop their innovative thinking and ability.

D. Conducting a comprehensive learning evaluation

In terms of evaluating educational achievements, we should enrich the evaluation methods and judgment methods of teaching results. Not only pay attention to teaching results and achievements, but also effectively record and evaluate the learning process and methods, which will help students' overall development and be more in line with our training. Goals and teaching spirit. The development of big data technology has enriched the records of the learning process. These records can be converted into students' usual grades. Compared with the method of only looking at the results and ignoring the process, it has a better grasp of the students' learning situation, emphasizes the completion of the students' learning tasks and learning projects, and examines the learning collaboration ability.

V. CONCLUSION

Competence-based orientation curriculum reform is a curriculum reform with the outstanding characteristics of cultivating people's ability. It is not only simple operation and application ability, but also should pay more attention to the cultivation of comprehensive application ability and innovation ability. The ultimate goal of education is to cultivate professional talents who can meet the needs of positions. Therefore, the advancement and reform of education should constantly adapt to the actual needs of employers.

Practice-oriented and people-oriented education concepts are a little bit of organic integration of the contents emphasized by various disciplines in the past.

Big data technology provides effective tools for the practice of these concepts. The practice of these concepts can train students to have subject knowledge, subject skills, specific vocational skills, and other compound talents, which will contribute to the future development of education in our country and the development of subject education. And the training of comprehensive talents provides a strong guarantee.

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