

Application and Thinking of Participatory Teaching Method in College Curriculum Implementation

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ABSTRACT

In college teaching, the traditional teaching method based on teacher's instruction is facing more and more challenges. The teacher-centered teaching method needs to be gradually changed to the student-centered method. Combining with the implementation of the course International Goods and Transport for international business major, this work analyzed how the participatory teaching method can make students active through moving their eyes, hands and brains, so that their participation in class will be significantly improved. Participatory teaching method can make students learn independently, actively and positively, which can further improve the effect of learning. However, in the course of course implementation, the requirements for teachers will be higher, which requires teachers to have higher control and guidance ability. In the process of implementation, there will also be "free ride" and other situations. This work put forward some shallow opinions on how to ensure the equality of learning and the fairness of scoring.

Keywords: Participatory teaching method; Dynamic classroom; Student-centered

1. INTRODUCTION

According to the traditional concept, "a teacher is one who could propagate the doctrine, impart professional knowledge and resolve doubts". The main task of teachers is to impart knowledge and resolve doubts. There are more and more challenges in this way, for example, teachers complain that students lack interest in learning, and they are wandering, sleeping, playing with mobile phones, and chatting in the class. However, teachers should also have deep reflection, for instance, does the teacher have any responsibility? If teachers can stand on the students' side in class and let students directly participate in the course content explanation, then students will not have the opportunity to wander, sleep, play with the mobile phone or speak. Participation is high, learning interest will certainly be gradually promoted, so from this perspective, increasing students' participation in the classroom is the best way.

At present, Shanghai Normal University Tianhua College vigorously promotes the construction of "dynamic classroom", with more than 100 courses participating in the course construction before and after, and the course *International Transport and Insurance* is one of the courses. What is "dynamic classroom"? The definition given by the school is from the traditional transform from "teacher-centered" to "student-centered". Through the cooperative and exploratory learning carefully organized by teachers, it can achieve "high awareness and high participation" teaching. In particular, teachers should refuse to repeat what the book says, increase the participation of all students in the class, and help and urge

students to develop the habit of active and deep learning. For this definition, generally speaking, it means that teachers should make the class interesting so that every student likes to listen to it with enthusiasm, in this way, almost no one in the class will sneak off [1].

In the past, most of the literature on the participatory teaching method remained at the level of theoretical analysis. As for how to implement participatory teaching method and ensure the effect of implementation, there is not much analysis. Through the implementation of the course *International Transport and Insurance*, this work put forward some methods that can be implemented on the ground and have strong operability.

2. THE ESSENCE OF PARTICIPATORY TEACHING METHOD

Participatory teaching, also known as cooperative teaching or collaborative teaching, originated in the United Kingdom in the 1950s and 1960s. This method is learner-centered, makes full use of flexible, diverse and visual teaching methods, encourages learners to participate actively in the teaching process and becomes an active part of it, and strengthens the information exchange and feedback between the learner and the instructor, enabling the learner to deeply understand and master the knowledge learned, and can apply this knowledge into practice [2].

Table 1. The comparison for traditional teaching method and participatory teaching method [3]

	Traditional teaching method	Participatory teaching method
The extent of students' learning initiative	Passive	Initiative
Status of students in the classroom	Non-subject	Main body
The use of teaching methods and materials	Relatively single	Relatively rich
Teaching organization form	One-way communication	Two-way communication
Classroom atmosphere	Relatively dull	Active atmosphere
Evaluation index of classroom teaching effect	The extent of knowledge mastery	Application of knowledge + skills

Participatory teaching method is a kind of "student-centered teaching method", and its essence is to change the past teacher-oriented teaching into students learning. In terms of knowledge goal, the student-generated knowledge should be the main focus, rather than the knowledge prepared by teachers before the class, so teachers should be good at catching students' inspiration instead of holding on to textbooks; in terms of process goal, the student-based construction should be realized rather than teacher-based teaching, so teachers should let students think more and do more; in terms of emotional goal, what kind of feelings should be developed based on students' experience rather than the teacher's advice.

3. THE MATTERS NEEDING ATTENTION OF PARTICIPATORY TEACHING METHOD IN COLLEGE TEACHING

3.1. Teachers should change their roles and reconfirm their identity in teaching

As the organizer of students' learning, teachers should provide students with space and time for cooperative communication. This kind of space and time for cooperative communication is the most important learning resource. In teaching, the classroom teaching organization forms, such as deskmate communication, group cooperation, intergroup communication and class communication, are used to create time for students to

cooperate and exchange, and provide sufficient time for students to learn independently. For example, when teaching the course *International Transport and Insurance* in the first time, the author was inexperienced, and carried out cramming teaching method, so the result is definitely not ideal. Later, after communicating with students, the author introduced the participatory teaching method. Before taking the class, the author would first assign the class in groups, and the discussion sessions, case studies or workshop were mainly conducted in groups. The original intention is to improve the efficiency of teaching and the vitality of the classroom through group cooperation, and create a more relaxed learning atmosphere through discussion, so that everyone can speak freely, and then collide with the spark of thought, at the same time, it can improve the ability of teamwork, so as to accumulate for further study and work [4].

Teachers should be the guide of students' learning activities. The content of guidance includes not only methods and thinking, but also the value of being a man. The motto of Tianhua College is "to learn for being a man", and teachers should add some ideas and correct values of being a man in the process of teaching. Guidance can be shown as an inspiration. When a student gets lost, the teacher does not tell him the direction easily, but guides him to find it. Guidance can be shown as an incentive. When a student is afraid of climbing a mountain, the teacher should not drag him along, but point out his inner spiritual strength and encourage him to keep climbing.

Teachers should become participants in students' learning. The behavior of teachers participating in students' learning activities is mainly observation, listening and communication. Through observing students' learning status, teachers can regulate teaching, take care of differences, and find "sparks".

3.2. Teachers should make use of the students' existing knowledge and experience

In teaching, teachers should pay attention to the teaching law, create conditions based on students' understanding and development level and existing knowledge and experience, make full use of teaching materials to create free space, and encourage students to do more. The process of students' learning is a process of self-construction and self-generation under the guidance of teachers. *International Goods Transport and Insurance* is a very practical and policy-oriented course. Combined with the characteristics of the course, students must have enough participation if students are really mobilized. Therefore, in the course of teaching, in addition to the traditional teaching methods, what the author thinks the most is how to make students move: eyes move, hands move, and brain move.

(1) Eyes move. In order to attract students' interest, the course must be interesting. Letting students analyze the case by themselves can make them not only learn the latest industry trends and professional knowledge, but also

experience the fun of learning courses. For example, in order to introduce the theoretical knowledge related to international goods transport, the author introduced three cases, so that students can understand the significance of learning this course, avoid the boring theory directly, and let students move.

(2) Hands move. Moving hands is necessary if students want to be deeply involved in the course. In the fourth session of the course, *Liner Transport*, the author put a blank map of the world in order to tell about the main routes and ports of liner shipping, so that students can complete the five continents, famous canals and straits. Students found it very interesting, and in the process of doing it, they have a deeper understanding of the knowledge.

(3) Brain move. In order to let students move fully and create a "catch-up" learning atmosphere in the class, the course takes group teaching method. There will be different PK between groups and within group. The course will have a discussion session on a regular basis. According to the topics provided, different opinions will be expressed after brainstorming within groups.

3.3. Teachers should be fully prepared before class

In order to make the class more efficient in just 80 minutes, teachers need to have higher overall control ability, spend more time to design the course before class, send out the course task, pave the way for the course study, send out the assignment task after class, and consolidate the learning achievement, so that students can really participate more in the course study and experience the effect of learning. Teachers should creatively use teaching materials, integrate their own scientific spirit and wisdom in the process of using teaching materials, reorganize and integrate the knowledge of teaching materials, select better contents for deep processing of teaching materials, design living and colorful classes, fully and effectively activate the knowledge of teaching materials, and form the knowledge of teaching materials with teachers' teaching personality [5].

In the age of knowledge economy, puzzles are no longer as difficult as ever. Additionally, the emergence of the Internet has brought unprecedented impact on people's lives, and the knowledge of any individual can not compete with the huge network. Therefore, the main teaching content of teachers can not be simply confined to teaching materials, but should widely absorb the industry's cutting-edge knowledge, for example, in the session of Marine Bill of Lading, the author introduced the content of "electric discharge", which is not mentioned in many teaching materials. The reason is that the practice is not compliant enough and cannot be protected by relevant legal provisions, but it cannot be avoided in real life. In terms of this problem, my point of view is that the students trained by the school can not be "the flowers in the

greenhouse". Rather than avoid talking about it, it is better for students to know in advance.

3.4. Teachers should pay attention to the overall development of students and evaluate each student scientifically

Student-centered pedagogy evaluation focuses on the overall development of students. It not only pay attention to the acquisition of students' knowledge and skills, but also to the development of students' learning process, methods and corresponding emotional attitudes and values: evaluation is not to prove, but to develop. The function of the test and the concept of score should be diluted. Students should be evaluated with more rulers. What is a ruler? It's the evaluation criteria, the evaluation tools. If students are measured by rulers, some students with personality development will definitely below the standard. Evaluation should not be the unilateral behavior of teachers, but the interaction between teachers and students. In this kind of interaction, teachers should attach importance to students' self-evaluation and mutual evaluation, and also do a good job in process evaluation and summative evaluation [6].

4. CURRENT CHALLENGES

In order to complete the course tasks, the team needs to divide the work. Some students are responsible for collecting materials, some students are responsible for writing PPT, and some students are responsible for giving the presentation, but in the specific implementation process, the two extreme performance between groups is very obvious, some groups have been enthusiastic, some groups have been relatively quiet. Deep inside, even within the group that performed positively, the differences were large. The opportunity to speak on behalf of the group is often concentrated on a few students with excellent performance, and other students are also quite silent. This weak sense of classroom control forces the author to think deeply about how to make students who lack enthusiasm to learn more active, and how to let the more motivated students further maintain it. The fundamental reason behind the phenomenon is that the reward and punishment mechanism is not good enough, so that students do not think it makes a big difference whether they participate or not, which gives some "lazy" students an opportunity, over time, students who work hard will have a growing sense of "unfairness" and their motivation will be frustrated. How to avoid "free ride"? How to do a good job of reward and punishment clear incentive mechanism? It is the crux of whether the group teaching is effective or not, and it is also what the author is trying to improve at present.

5. CONCLUSIONS AND COUNTERMEASURES

At present, the course *International Transport and Insurance* has passed the "vitality classroom" course acceptance, but the thinking of the course teaching is far from stopped. Through the "three movements" - eyes move, hands move and brain move, students' participation in the classroom has increased and the classroom atmosphere has become more lively, but how to maintain this enthusiasm for class is the fundamental meaning of the implementation of "dynamic class". The author thinks that before the study habit of active learning has not been developed, the reward and punishment mechanism of course participation must be detailed and comprehensive, and it is undoubtedly the most effective method for students to gain the benefits. The frequency of participation in classroom interaction and the depth of participation can be quantified as specific scores. With different levels of participation, scores will vary and students' enthusiasm will last. Additionally, teachers should ensure the completeness of the workshop assessment, and participants in the assessment must be diversified. In addition to the teachers themselves, students can be encouraged to evaluate each other and the team leader can give scores to the team members.

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