

Research on the Integration of Innovation Ability Training into the Folding Training Method of "Situational Teaching"

Lu-Jiahao¹ Xia jun¹ Wang hua¹ Song-Zhenjun¹

¹*School of Communication and Information Engineering Shanghai Technical Institute of Electronics, Shanghai 201411, China*

**Corresponding author. Email: lujiacao@stiei.edu.cn*

ABSTRACT

The "folding training method" emphasizes the connection between knowledge acquired and real project to be implemented, enabling students to get access to the "situational teaching" in form of a team by project introduction. Concerning its features and methodologies, the "fold training" is applicable to those digital media courses with strong practicability and operability.

Keywords: *multimedia education, situational teaching, folding training, innovation ability*

1. INTRODUCTION

Innovation education, its aim is to train the innovative spirit and ability of students. Education is a process of discovering, exploring and enhancing the student's potential of creativity, which is also a process of training the student's creative thinking. On condition that there exists an innovative education mode, a large number of innovative talents can be cultivated successfully. The higher vocational education, with the objective of training applied talents with high skills, focuses on training the innovative consciousness, innovative spirit, creative thinking and creativity. Therefore, the higher vocational education should be a period that guide students to acquire knowledge and skills independently and study the law of invention and creation.

In the field of teaching theoretical research, the "situational teaching method" is also advocated by modern education. Traditional teaching mode supports the view of "removing the situation", which reckons that once the knowledge is separated from the specific situation, it can be summed up as knowledge points, and it will be consistent with the situation[1], reflecting the "essence" of specific situation.

2. INTEGRATION OF INNOVATIVE ABILITY INTO THE FOLDING TRAINING METHOD OF "SITUATIONAL TEACHING"

In higher vocational education, it emphasizes that the knowledge acquired should be connected with the real specific situation, enabling students to cooperate with each other and learn to solve situational problems.

2.1. Value

"Situational teaching" is a kind of teaching activity that

building a real and complex teaching environment, guide students by real project or task, facilitate them to extract knowledge points related to the project or task from the constructed knowledge framework and apply them to "real" situation and learn to solve new problems by team cooperation, guide and learn from each other, thereby acquire new knowledge and experience and further achieve the growth in both knowledge and spirit. In the process, teacher plays an auxiliary role, who is an organizer, participant and instructor, but not a publisher of knowledge points. It is obvious to see that innovation ability is the key to develop the problem-solving ability of students in future.

Through the creation of real situation and establishment of project, the "situational teaching" converts the mode of teacher acting as the main body and imparting knowledge into students being the protagonist of classroom, which fully embodies the educational function of teaching process and realizes the practical significance of growth in learning. Therefore, "situational teaching" advocates that teaching is based on providing the meaningful environment and atmosphere for students. Specifically speaking, the innovative ability training of students in the "situational teaching" mode mainly reflects in three aspects: students can how to recognize, learn how to do things and learn how to cooperate with others.

2.1.1. Learn to recognize

Cognition is included in all the human activities since ancient times. Cognitive ability is a basic ability for human to adapt to the society and realize the individual survival and development. Once the innovative ability training is integrated into "situational teaching", students are capable of acquiring basic knowledge and developing abilities of basic operation, application and problem solving. Meanwhile, they can also adopt better learning methods by means of group cooperation and carry out in-depth researches independently. By combining the discipline

theories together with practical problems, they can obtain the cognitive ability.

2.1.2. Learn to do things

Humankind not only strives for survival and evolution in the struggle with nature, but also achieve development in the process of production. The training mode of integrating innovation into "situational teaching" is to ensure students to get breakthroughs on basis of mastering basic knowledge, achieve self-transcendence, expand various intrinsic potentials so as to better adapt to the changing environment and different professional demands in future.

2.1.3. Learn to cooperate

Nowadays, the cultivation of cooperative awareness is more important and essential when compared with that of any era. The training mode of integrating the innovative ability training into "situational teaching" is to facilitate students to develop abilities of information collection and processing, self-discipline, self-learning, problem-solving and language expression in form of teamwork.

In the team, student who is good at situational task can become the team leader. Hence, the position of team leader does not keep fixed and will change in accordance with different projects. Supposing in one project, A is designated as the team leader, but B is more proficient in completing the next project task, then B should be designated as the team leader for next task. Thus, the change in leading position is also a process to train the student's psychological endurance. Such cultivation of multiple abilities enables students to become qualified citizens who can bring produce positive influence in group activities.

2.2. The basic process of folding training method

2.2.1. Establish the situation and integrate the training of innovative ability

Innovative talents are personalized, so the training of innovative talents should also implement personalized education. Facing the students with different personalities, the implementation of personalized education to train them to be innovative talents is the inevitable route that must be passed. In the process of implementing "situational teaching", if teacher establishes an appropriate situation of moderate difficulty, which requires to be completed by a variety of students with multiple specialties, then the situation is a successfully established one for implementing personalized education. For example, in the course of "Later Stage Special Effects of Film and Television" for major students of digital media application technology, teacher can establish a project: TV program

package+ virtual TV anchor. For detailed operation, teacher must be quite familiar with the levels of students, help students at all levels cooperate and collaborate with each other in the early stage of team building, carry out work competition and determine the team leader. To begin with, one student can search and collect all relevant materials and other team members can discuss together for material selection and deletion. Next, team discuss again and determine the production scheme. Each team member is required to complete a work independently. Then, the team leader can give some instructions during the period and later select the best one as the trailer. Then each member gives a speech on the stage and compete for the anchor selection. After that, the team leader can organize an in-depth discussion with members and determine the final scheme. The team leader is responsible for the final editing and demonstrate it in the class lecture. The scores of work will be measured by votes from all students in class, where the weight of teacher's vote accounts for 30%. In the overall teaching process, if teacher has integrated the innovative notion consciously, then students will not only acquire professional skills but also enhance their own innovative quality. Innovation quality usually is divided into innovative personality, innovative consciousness and innovative thinking. In process of course teaching, the situational teaching, personalized education and innovative ability training are closely linked, mutual progressive and in relation of folding training.

Innovative personality mainly includes senses of responsibility, mission, enterprise, indomitable will, perseverance and optimistic mind after setbacks and failures. The innovative personality is the most basic and important in terms of cultivation of innovative ability, which is the essential guarantee of maintaining innovative awareness and innovative thinking. In the teaching process, teacher should focus on the emotional experience of students, put the realization of student's personal value in the first place of teaching objective. And the spiritual feelings run through each section and the whole teaching process, promoting the overall teaching environment to generate the "situation" for better cultivating the innovative personality. Teacher can help students set up a cross-functional team, promote team members to establish an equal consciousness and ensure students to feel that he or she is not merely a simple educated subject, but more of an active and creative education receiver. The learning task given by the teacher should get aligned with the working situation in future or be a real project, which shall be correlated to solve the problems encountered by students in their real life. In terms of learning content, more practical projects should be selected. These projects should not be decomposed too simplistically, which will cause not all members of the group to study hard. Besides, specific problems are always related to theories in various fields at the same time, so it is suggested to emphasize the interdisciplinarity and weaken its limitations. Students are encouraged to ask questions and teacher should not restrict their intentions of asking question due to factors such as teaching progress or classroom discipline.

2.2.2. *Solve problems and cultivate innovative awareness and thinking*

In the traditional teaching pattern, teacher acts as the core of class and pays excessive attentions to knowledge impairment but ignore the acceptance ability of students. Under circumstance of receiving knowledge passively, students can only work out innovations recursively, which will result in the lack of expectation and internal driving force for making innovations. The innovation awareness is the premise and key of creation. Only with innovative awareness and desire, one's passion for innovation can be therefore motivated, which will provide impetus for carry out innovation activities.

The process of teaching should be similar to that of solving practical problems and materials and tools required are often hidden in the given situation. Teachers shall not teach the contents prepared in advance directly to students but show them the exploration process of experts when they encounter and solve the similar problems during the class. What can be provided to students is the procedure of solving problem instead of direct solution. Then, teacher can guide students to study and explore independently in an instructive way. If the process of problem solving is complex and many new and difficult knowledge points are to be applied, then teacher should first briefly explain the new knowledge points involved and analyze the design points together with students. In this way, students can avoid encountering too many "lions in the way" in the process, which may limit their thinking [2]. At the later stage of course, teachers only need to give some hints and tips, leaving students with certain space for thinking. but they need to give timely support and assistance to students for better solving the problems. If students encounter some common problems in the learning process, teachers should give related explanations and demonstrations in time. Amongst the whole teaching activities, teacher is expected to play the role of "bracket", support students to successfully reach their "zone of proximal development" and create an opportunity for students to challenge themselves, so as to enrich student's knowledge, promote their future development and self-transcendence. With the help of bracket (support from teachers or competent peers), the task of learning management is gradually transferred from teachers to learners themselves. Through working out the solution, the level of students can be gradually improved to a new height, ensuring teaching to go ahead of student's development. Thinking is not inherent, and it requires cognitive exercise and guidance, so is innovative thinking. To develop the innovative thinking, it is necessary to encourage students to jump out of the previous acquired knowledge system, cultivate their keen observation competence and abundant imagination. Students are advocated to be innovative and personalized. They are able to discover nuances from details and put forward different notions boldly, which shall be the basis of innovative ability cultivation. In a group teaching environment, students can obtain improvement in innovative ability through self-exploration, self-learning

and self-enhancement.

2.2.3. *Summarize problems*

Teacher must make a summary of the previous course: explain and extend the knowledge points again, strengthen student's consolidation and mastery of the knowledge points, which can also facilitate student's understanding of the overall contents and learning purpose of the course; meanwhile, teacher should emphasize and draw student's attention towards the operations that are easy to be neglected, so as to avoid the same problem occurring repeatedly.

2.2.4. *Context-driven evaluation [3]*

For "situational teaching", it is required to conduct context-driven evaluation aligned with the learning process or carry out integrated test among the teaching tests. In the course, the process of student's solving specific problems reflects the teaching effect, for which evaluation is conducive to verify the teaching effect and develop student's thinking on study.

3. PRACTICAL APPLICATION OF "FOLDING" TRAINING METHOD

In universities and colleges, many computer majors have set up courses related to multimedia design. In such kind of class, teacher can ask students to make one or more video clips and segments and further form a larger animation, whose production requirements and process can imitate standard operation of professional animation company [4]. In the mean time when students complete their works, they can also understand the operation process of animation companies. Since it's for "situational teaching", the atmosphere is more relaxing than that of a company. Thereby teachers can adopt a voluntary and coordinated grouping method in accordance with the basic level of students. And students can take up the corresponding positions based on their own interests and characteristics, and then select one student to act as the project manager. Each student shall seek problems, analyze problems, ponder problems and try to solve problems. In that case, it can mobilize the student's ability of self-exploration as well as motivation for learning. At the same time, it also enhances the student's sense of achievement and social responsibility, and deepen the friendship among students. In a single project, it may contain the use of several digital media software. The adoption of traditional teaching method cannot meet the demand of class hours. Only by using the "folding training method", students can be motivated and complete the learning process independently, which are also the purposes and advantages of it. In the "situational teaching", the demonstration of works will play a vital role. In the

group competition, it not only develops the student's abilities of delivering speech and team cooperation, but also cultivates the student's quality of discovering others' strengths and achievements as well as the capability of continuous self-improvement [5].

The "graphic design software" is also a necessary curriculum of major of digital media application technology and it has strong operability and applicability. The traditional teaching method is that teachers explains the performance and usage of various instruments and techniques while strictly following the prescribed orders [6]. If teacher cannot give a complete explain, then it's hard for student to acquire the knowledge in a systematic way. After class, it is found that students cannot use the knowledge mentioned in the class to solve practical problems. But after the use of "folding training method", teaching effect has been much better. By introducing a series of situations, students are more likely to master the operation essentials and skills, which can truly inspire the innovative potential of students and focus on the teaching process. [8]

The "folding training" realizes the connection between new and old knowledge, the cultivation of student's creativity and the real transformation of teaching from theory to practice. The cultivation of innovative ability is a quite abstract educational cultivation process since its effect is not always obvious to see. However, from the perspective of long-term education, it should be regarded as an essential training for students. What students learn is not just a single operation, but a whole set of effective learning methods. It is available to majors with strong application, which can promote the natural transfer of abstract concepts to various real situations. Thus, after students graduate from school, they are capable of smoothly integrating with the society and quickly developing into excellent application-oriented talents.

4. CONCLUSION

The purpose of higher vocational education is to cultivate students' innovative consciousness, innovative spirit, creative thinking and creative ability, which especially true

for the digital media major. The "folding training method" introduced in this article closely connects professional knowledge with real cases, allowing students to get access to the "situational teaching" in form of a team through introduction of the real cases, thus is more suitable for application in digital media major.

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