



Teaching Design and Innovation of Management Courses Under the Training Mode of Applied Talents

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Abstract. Under the training mode of application-oriented talents, new requirements are put forward for the knowledge structure and ability quality of the talents trained by colleges and universities. Based on the analysis of the existing problems in the current teaching mode of management courses, and centering on the training objectives of application-oriented talents, this paper explores from the perspective of curriculum teaching design and innovation, aiming to provide reference for the teaching reform strategy of management courses.

Keywords: Teaching reform · teaching design and innovation · mixed teaching

1 Introduction

The subject of management courses is characterized by its strong theoretical nature. In teachers' teaching methods and teaching process, traditional theoretical teaching methods are often adopted. For college students at the current age, too traditional teaching mode can not only improve students' learning interest, but also make students mistakenly think that management courses are boring. Especially under the training mode of applied talents, it is required to take students' practical ability as an important training direction, and a single teaching method cannot achieve the training goal. How to improve teaching quality and improve teaching effect has become an important research direction of teaching reform of management courses.

2 Problems in the Teaching Mode of Traditional Management Courses

2.1 The Teaching Method of the Course is Single, and Students' Learning Interest is not High

The reason why most of the management courses use the teaching mode based on theory teaching is that there are many knowledge points in this type of course, and the amount of class hours is limited. Many knowledge points need to be explained and completed, which will consume a lot of class hours. In addition, teaching resources have not been properly utilized, teachers still use traditional teaching methods, teaching methods are single, and students' interest in learning has declined.

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2.2 The Assessment Method is Single and It is Difficult to Achieve the Assessment Objectives

The assessment of some university management courses is still based on the final examination papers. In terms of course assessment, students should combine the teaching process data to reflect the process learning results. Use attendance to restrict students' discipline in class, use homework combined with questions to collect students' learning results, and use midterm exam to master mid-term learning results. The proportion between the two can be set as that the usual score consists of attendance and 4–5 assignments, accounting for 30% of the total final score, and the midterm exam accounts for 10% of the total final score. Take the process learning achievements as an important part of the final grade, and build a complete process assessment and evaluation system as the direction of diversified assessment efforts.

2.3 Failure to Grasp the Learning Characteristics of College Students

At present, the learning characteristics of college students are mainly reflected in: stronger self-consciousness and more active thinking. However, some students are not very active in learning and are used to acquiring more interesting knowledge through the Internet or rich and diverse social media, video apps, etc. Traditional teaching methods fail to understand the learning characteristics of current college students. Mastering students' learning characteristics and habits from the perspective of students' interest will help them acquire and master knowledge with more interest.

3 Basic Theory of Teaching Reform of Management Courses

The learning pyramid theory shows that the first way of learning is “listening” [1]. The teacher said that the students listen. It is said that only 5% of the learning content will be left after two weeks. Second, the content learned through “reading” can be retained by 10% after two weeks. The third way is to learn by “voice and picture”, which can reach 20% after two weeks. The fourth is “demonstration”. With this learning method, you can remember 30% after two weeks. The fifth, “group discussion”, can remember 50% of the content after two weeks. The sixth is “learning by doing” or “practicing”. After two weeks, the memory can reach 75%. The seventh way to learn at the base of the pyramid is to “teach others” or “apply immediately”. After two weeks, 90% of the learning content can be remembered. According to this pyramid, Edgar Dale, an American learning expert, proposed that several traditional ways of learning with less than 30% learning effect are individual learning or passive learning [2]; The learning effect is more than 50%, which is team learning, active learning and participatory learning.

The theoretical knowledge of management courses is derived from various practical activities of social and economic development. It is suitable for case teaching, so that students can learn from real situations and easily stimulate students' interest in active learning [3]. The adoption of online and offline hybrid learning methods that meet the needs of students in the new era is conducive to team learning, active learning and participatory learning.

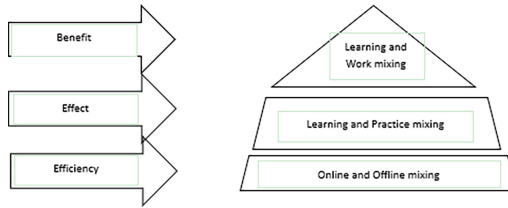


Fig. 1. Three levels of blended learning

4 Main Strategies for Theoretical Teaching Reform of Management Courses

4.1 Online and Offline Hybrid Learning

Hybrid learning is a new way of teaching and learning that combines face-to-face teaching of traditional classroom teachers and students with digital learning. Hybrid teaching can not only play the leading role of teachers in the teaching process, such as guidance, inspiration and monitoring, but also reflect the enthusiasm, initiative and creativity of students in the learning process. It combines traditional face-to-face teaching with modern network multimedia teaching methods to achieve better teaching results. It emphasizes not only the combination of learning environments, but also the combination of online and offline environments. It also emphasizes the integration of traditional learning (including the integration of learning theories, learning methods, theory and practice) [4] and E-learning (mainly the integration of learning resources) [5]. In the final analysis, it is the integration of information technology and curriculum (Fig. 1).

4.2 Online and Offline Hybrid Teaching Design Ideas

The online and offline hybrid teaching mainly solves the problems of teachers' teaching content and pressure, long course learning time, and students' learning interest and concentration (Fig. 2).

In the online and offline hybrid teaching, teachers and students form a community of teaching and learning [6]. Teachers prepare and release learning tasks and resources, define online resources, design ecological civilization construction cases, organize discussions, determine teaching by learning, answer questions, correct homework, interact with students, supplement explanations, and guide extended learning [7]. Based on the curriculum resources released by the teacher, students carry out self-study activities, listen in class, complete individual assignments, partner assignments or group assignments, topic reports, case discussions, scenario simulations, interactive exchanges, management games, extracurricular expansion exercises, personal reflection and class construction.

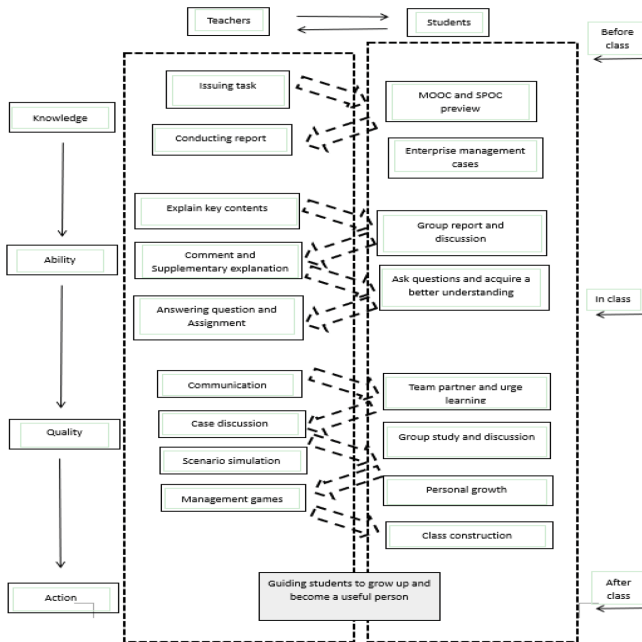


Fig. 2. Hybrid teaching design ideas

5 Conclusion

Based on the pyramid theory, this article explores changing traditional teaching models, focusing on cultivating teachers' teaching skills, and creating a combination of online and offline teaching methods. A hybrid instructional design framework is proposed, which aims to change traditional teaching models, focus on cultivating teachers' teaching skills, create a combination of online and offline teaching methods, use lively teaching methods and even flip the classroom, guide students to participate in classroom interaction, and establish mutual learning groups. In the classroom, learning assistance groups can enable students to learn independently through discussion, self scenario simulation, and presentation, which plays an important role in improving students' learning initiative, cultivating learning interest, and improving teaching efficiency.

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