A Preliminary Study on the Scaffolding Teaching Model of Principles of Management

Deng Pan*, Miao Zhen

Army Logistics Academy, Chongqing, 4301331, China

*50902842@qq.com,751041104@qq.com

Abstract. As a basic course, the course "Principles of Management" has a profound influence on the students' future professional learning and even work practice. This paper explains the theoretical basis and meaning of the scaffolding teaching mode, analyzes the teaching theoretical value of the scaffolding teaching mode, combines the teaching practice of the management course, and puts forward corresponding suggestions for the construction of the scaffolding teaching mode.

Keywords: scaffolding teaching, management, teaching concept

1   Introduction

As the basic course and core course of management science and engineering of the college, "Principles of Management" is a course with both theoretical and practical, scientific and artistic, which plays an important role in the cultivation of qualified service management talents. However, many students still can't understand the profound meaning of management after learning this course, and they don't improve their management ability. The reason for this is that when teaching management, most of the teachers simply explain and analyze management theories, while most of the students have almost no practical experience in management, which makes it difficult for the students to combine theoretical knowledge with practical application, and finally makes the teaching purpose and teaching. Therefore, it is difficult for students to combine theoretical knowledge with practical application, which eventually makes a big contrast between teaching purpose and teaching effect. Therefore, management teaching must be reformed accordingly, and the scaffolded teaching mode or scaffolded teaching method is one of the ways to change the grass.

2   Connotation of Scaffolding Teaching Mode

There is a very important theory in pedagogical theory, which is constructive theory. Generally speaking, there are three educational teaching models in constructive theory - scaffold teaching model, random entry teaching model and anchor teaching

model. And the scaffolding model is one of the most important and widely used teaching models in education theory. The term "scaffolding" is derived from the architectural term "scaffolding", which is used to help workers build buildings and then remove the "scaffolding" when the work is completed.[1] In pedagogy, "scaffolding" is to extend the meaning of "scaffolding" to education, that is, the teacher needs to help the students in learning in time, and when the students' knowledge and practical ability reach a certain level, the teacher will withdraw the help and let the students finish the rest of the learning independently. However, there is no uniform definition of what scaffolded instruction is, and the specific formulation of scaffolded instruction varies greatly. It's should provide a conceptual framework for the learner to construct an understanding of knowledge. The concepts in this framework are needed to develop the learner's further understanding of the problem by breaking down complex learning tasks in advance in order to facilitate the progressive development of the learner's understanding."

In aggregate, scaffolded teaching should be based on the students' own knowledge level, with the goal of developing their knowledge skills and innovation ability, providing them with a "scaffold" conducive to effective understanding of knowledge,[2] so that the students' potential can be further released and developed.

3   The Teaching Concept of Scaffolding Teaching Mode

The traditional teaching concept takes the teacher as the main body, the teacher is the absolute soul of teaching activities, and also has the absolute teaching dominance, while the students mainly take the examination education, passive learning more than active, then in the traditional teaching, it will show a lot of disadvantages and drawbacks that are not conducive to the growth and development of students. And the concept of scaffolded teaching emphasizes the teacher as the main body, while at the same time the development of independent thinking of the students is the core, which can be said to fully reflect the "two main bodies".

3.1   To Develop the Subjectivity of Students as The Purpose

The teaching process is the process of passing on knowledge, and it is also the process of developing student' ability to correctly convert and process knowledge, and the focus of teaching is to develop student' ability. [3]Therefore, in the scaffolding teaching mode, the teacher should artfully guide the student to actively construct the framework of self-learning by using the scaffolding of management knowledge, which can be said to be the premise of using the scaffolding teaching mode. If the student can complete this process better, they can understand the main knowledge points more deeply, and then through summarizing and digesting and accumulating the main contents, they can internalize and absorb them thoroughly, and finally make their own cognitive ability, understanding ability, constructing ability and practical ability to be improved more.

3.2   To Take the Students' Knowledge and Ability Level as Reference

The traditional "duck-fill" and "full-lesson" education method has little influence on the students with high learning autonomy, but is not conducive to knowledge construction for most of them. Therefore, the teacher should pay special attention to the knowledge level of the students when setting up the conceptual framework and scaffolding questions, so that the students can use the logical cause-and-effect relationship between knowledge on the basis of their original knowledge to generate thinking, experience, and methods for learning new knowledge through knowledge construction. The teacher's task is to understand the student' level of knowledge and ability, create situations to set scaffolds to inspire the student' thinking, guide their thinking, improve their learning methods, and fill in the gaps.

3.3   To Take the Communication Between Teachers And Students as a Link

An important part of the scaffolding teaching model is group consultation and discussion, in which communication skills are especially important, whether it is exchange and discussion or mutual cooperation or seeking help from the teacher. Not only should the students communicate actively with each other, but also with the teacher. Communication is also indispensable, that is, to elaborate their understanding of the knowledge board in good communication, to inspire their own thinking in good communication, and to exchange their opinions in good communication. At the same time, the teacher should consciously cultivate the communication skills of the students, so that they dare to communicate with others and be good at communicating with others. This is the basic guarantee for the operation of the scaffolded teaching model.[4]

4   The Construction of Scaffolding Teaching Model

Scaffolding teaching mode is a process of teacher-student interaction and co-construction under the guidance of constructivism, which attaches importance to the ability of others to help students to promote their all-round development. At the same time, scaffolding teaching mode is a complete process. The scaffolding teaching model generally includes five teaching links: building scaffold, creating the scenario, withdrawing scaffolding, collaborative learning and effect evaluation.

4.1   Building Scaffold—Establishing a Conceptual Framework

The conceptual framework is the basis for scaffolding teaching and learning, and can be described as the "scaffolding" that helps students develop their thinking skills.[5] So, in teaching practice, teachers must build a conceptual framework around the current learning content. For example, when teaching leadership theory, the framework concept must be established in three ways: first of all, the participants must understand what leadership means and what is the managerial meaning of the leadership function;

secondly, they must understand the importance of the art of leadership for the personnel of the management; finally, they must master the principles and artistic skills of leadership.

4.2   Creating the Scenario—Setting Scaffolded Questions

According to the constructivist theory, situations linked to real-world problems can better facilitate learners' construction and reinforcement of new knowledge. Therefore, before the formal teaching of the course, taking problems as the starting point can effectively provoke the cognitive conflicts of the learners and make them develop an urgent.[6] This creates a positive atmosphere in the classroom. In the same way, for example, when teaching leadership theory, you can put the participants in a "problem" and guide them into the appropriate role: as a department leader, how should you exercise your leadership function in the face of subordinates with strong personalities and insubordinate management? What kind of leadership power can you use to reflect the artistry of leadership without losing your principles? After setting the relevant questions and organizing the reflection, the participants are made to feel like they are in the situation, thus achieving the creation of the problematic situation. It should be noted that in the process of creating the scenario, it is necessary to consider the authenticity of the teaching scenario, and if necessary, the scenario can be restored with the help of film and television dramas or news media videos.

4.3   Withdrawing Scaffolding—Independently Thinking and Exploration

After the creation of the scenario and the completion of the scaffolding questions, the scaffolding can be withdrawn to allow the students to think and explore independently. In this session, the teacher will first inspire and guide the students, and then let them take the initiative to analyze and explore on their own, while the teacher will prompt them and help them follow the conceptual framework step by step.[7] For example, in the case of leadership theory scenarios, the teacher can ask what are the specific functions of leadership, what are the sources of leadership power and how to use them, and help the students to analyze and think about the deeper meaning of leadership theory, so that they can explore it step by step along the vein of leadership knowledge scaffolding. When the students encounter difficulties, they can consult and ask for help from the teacher, while the teacher can appropriately comment on the students' answers after thinking about them. Therefore, during the scaffolding withdrawal session, the role of the teacher is to act as a learning consultant and to grasp the learning process.

4.4   Collaborative Learning—Conducting Group Consultation and Discussion

Collaborative learning with the help and guidance of the teacher is an important part of scaffolded teaching.[8] In this session, the teacher can divide the students into different groups according to different types, and let each learning group study the relevant topic problems through cooperation and mutual assistance, and summarize the answers to the problems through exchange and discussion, cooperation and mutual assistance, so that different understandings and different opinions can be unified in this process. Finally, the teachers will sublimate the conclusions obtained by the students and explain the relevant knowledge points.

4.5   Effect Evaluation—Complete Knowledge Construction

Effect evaluation as the last part of the scaffolding teaching model, is also very important. It mainly includes two aspects, one is to evaluate the learning effect of the learning group in time, and the other is to evaluate the overall performance of individual participants in the group. However, in the teaching process, the teacher needs to. However, in the teaching process, the teacher should be careful not only to give positive recognition to the participants' efforts and achievements, but also to prevent excessive praise to the point of blind complacency. At the same time, in the process of effect evaluation, multiple aspects should be considered and evaluated from different focuses in order to complete the correct construction of the participants' knowledge system.

5   Conclusion

In the scaffolding teaching mode, the teacher is the settler of the scaffolding. However, teachers should be clear that they are the guides of students' learning, and students are the center of the classroom and the main undertakers of learning tasks. If students want to acquire knowledge, they should explore it by themselves instead of relying on teachers to impart it.

In teaching guidance, teachers first need to make clear why they want to intervene to guide students, that is, what is the intention of the scaffolding. Secondly, they need to quickly decide what kind of tools they will choose to complete the scaffolding intention. The use of scaffolding strategies by teachers should depend on the performance of learners. In addition, whether the use of scaffolding strategy is appropriate should follow the principle of scaffolding teaching compliance.

In general, the scaffolding teaching mode is more effective than the traditional teaching mode. If teachers fully understand and apply the scaffolding teaching mode in teaching and consciously infiltrate the idea of scaffolding teaching into educational activities, they will certainly find the most effective teaching methods to make teaching and learning complement each other.

References

1. Zhang Lingyan. On teaching reform of applied undergraduate management based on constructivism [J] Examination and Evaluation, 2013. (7).
2. Shan Dong. A Teaching Paradigm Based on Constructivism-Examples of Scaffolded Teaching [J]. Science and education literature, 2009. (8).
3. Sheng W., Zhang W. P. The practice of scaffolded teaching from the perspective of systematic approach[J]. Contemporary Education Science,2011(20).
4. Zhu Linlin. Exploration on the basic issues of scaffolded teaching [J]. Journal of Education, 2012. (10).
5. Zhao Yulian. The use of scaffolded teaching mode in teaching management courses [J]. Teaching Research, 2011. (4).
6. Zhang Dongxia. An analysis of the stenting teaching model [J]. Academic research, 2014. (2).
7. Berk, Winsler A. Scaffolding Children's Learning: Vygotsky and Early Childhood Education[M]. Washington DC: National Association for the Education of Young Children, 1995.
8. J. van de po1.Scaffolding in Teacher student Interaction: A Decade of Research. Education Psych ology Rev,2010.