

# Transformation of Wisdom Curriculum Learning Methods and Micro-video Curriculum Design in Colleges and Universities Under the Background of Fragmented Learning

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**Key words:** fragmentation, colleges and universities, wisdom curriculum, learning methods transformation, micro-video curriculum

**Abstract:** With the progress of modern science and technology, it has changed people's learning methods and the micro-video curriculum has become one important way for people's learning. In this paper, starting from the perspective of fragmented learning background, it takes study of the transformation of China's wisdom curriculum and then expounds the framework and process of micro-video curriculum design. Through the study, we found that people's learning methods are affected by the modern mobile tools and the Internet and it has changed from the inherent learning mode to the 'mobile learning' mode. The basis of micro-video curriculum design is the process of people's fragmented learning, after taking detail disassembling analysis of people's learning methods and content, we made out reasonable and effective micro-video curriculum, which is the curriculum design of micro-video.

## Introduction

In the era of continuously accelerated economy and technology development, the informatization development of China's education industry is in the transition stage between preliminary and all-around fusion. No matter from national macro level or from regional micro level, the informatization development of education industry has become the mainstream of China's future education industry development. Under the requirements of highly informatization, we need to make full use of learning resources by building a new type of learning environment so as to better apply the learned theoretical knowledge to practical application link. At present, China is strongly advocating the wisdom learning environment and the so-called wisdom learning environment mainly refers to that learners can make use of the Internet and mobile tools anytime and anywhere to obtain learning skills, furthermore, they can make use of the informatization methods to take filtering of the large scale of learning information and reduce learners' time and energy spent on choosing learning content. So, the transformation of learning methods for wisdom curriculum in colleges and universities becomes very important in this learning environment. For colleges and universities, changing the original learning concept and providing more learning resources and new learning methods can exert significant influence on China's next generation. In addition to the transformation of fragmented wisdom curriculum learning methods, micro-video curriculum can also change the current learning pattern and make learning become more diversified and convenient. So, the transformation of wisdom curriculum learning methods and micro-video curriculum design in colleges and universities have become the priority for China's education department.

## **Transformation of Fragmented Wisdom Curriculum Learning Methods**

With the development and practical application of informatization education technology in today's new era, the original tutorial class has experienced fundamental changes from the single pattern of teacher-teaching and the new form of education with information as the dominant has become the mainstream of curriculum education in college and universities, furthermore, the form of fragmented education learning also has got fully development. In this life rhythm led by fast pace, it is difficult for people to take time from the daily life and work to take a systematical supplementary study of their own deficiency. Under that case, in order to meet people's needs for knowledge, it is necessary to develop a new kind of teaching mode and the micro-video curriculum education is one of them. The application of micro-video curriculum emerged in 2090 s and it completely belongs to the new education mode, which advantages lies in that it can disperse time and then allow people to make use of free time to learn. What is needed to pay attention to is that this kind of learning mode needs to be taken according to the actual situation of each person, for example, an office worker can use the commute time to watch the learning video by mobile phone or tablet, which is possible for people to make full use of time and also do not influence the normal work.

At present, we can often see the scenes that people take study in some places where are not proper for study, such as on the bus, the waiting room of train, **restaurant or coffee house**. Thus we can know that in the society of modern informatization, people have liberated from the fixed learning space of classroom and library and the original, inflexible, innate and systematic education mode has also gradually developed in the direction of diversification and fragmentation. The reasons for this problem is the development of modern science and technology, besides, the change of people's thought and the speeding up of pace of life is also one of the important reasons. The development of science and technology, such as the emergence of phone, tablet computer *etc.* modern mobile storage electronic tools, provides people with more convenient learning environment. The modern science and technology can break the limit of time and space and make the modern study present the characteristics of fragmentation. There are two aspects about the factors causing these influence: one is the development and molding of the Internet. Since entering the 21st century, the development of electronic computer science and technology has pushed the Internet to develop in a fast speed. In addition to take exchange and communication between each other through the computer, the modern Internet technology also has the characteristics of achieving the locating at any time, RS remote sensing system and convenient carrying, *etc.* The core concept for the Internet to take connection is the modern electronic learning and mutual cooperation of mobile concept, connection and intelligentization. In the process of electronic learning, mobile learning is the most important, because the mobile learning can break the traditional fixed mode of learning. Modern Internet technology can let people find the wanted learning object and materials anytime and anywhere, which has changed the original learning method of teachers-teaching or acquiring knowledge from books. The other is the development of mobile technology. The development of mobile Internet technology has taken many levels and aspects of application in people's learning process, the development of the Internet brought by the mobile tools let people come into a new era of learning. And for the curriculum in colleges and universities, the mobile technology has also provided a wide range of technical support for the transformation of intelligent curriculum.

### **Micro-video Curriculum Design**

Micro-video curriculum emerges in the process of wisdom curriculum pattern change in colleges

and universities under the background of fragmented learning era. Micro-video curriculum, based on the fragmented learning process, makes coadapted changes for modern network and mobile technologies. In general, micro-video curriculum is the combination of teaching video and teaching content and it mainly includes the teaching goal, teaching strategies and teaching environment, which compose together the micro-video curriculum. Among these three aspects, the teaching goal and strategies are the basic concept, and the teaching environment refers to the procedures or tools that supporting mobile devices and the Internet. For example, the editing software of mobile phone video, only by this kind of software, it is possible for us to learn the micro video curriculum content sent to mobile phones.

The design content of micro-video curriculum mainly concludes providing learners with fragmented content because of the difference between the groups that the micro-video curriculum aims at and that take traditional learning. Generally speaking, the people who can take the basic curriculum teaching at school everyday only are students, and the people who have already participated in work or older people obviously are unable to leave time to take regular education at school. At this time, it is necessary for them to take self-learning by the micro-video curriculum, which can make up their lack of knowledge effectively. Therefore, the design content of micro-video curriculum mainly is the decomposed design of basic curriculum and the design of teachers' video-teaching.

That the design content of micro-video curriculum mainly is the decomposed design of basic curriculum is defined from the macro perspective of the whole curriculum, that is the so-called curriculum integrity. What needs key attention is the content decomposition for basic content and in the decomposition process, what needs attention is that we cannot destroy the integrity of original curriculum only for the design of micro-video curriculum and it needs the interrelation to achieve the thinking consistency and logicity of micro-video curriculum design. How to achieve the interrelation between micro-video curriculum and basic curriculum is the key needing consideration in the design process. The content differing from the micro-video curriculum design mainly is the decomposition design of basic curriculum and the teaching video curriculum of micro-video is mainly analyzed from the micro perspective. What is considered in this part mainly is how to make the micro-video curriculum let learners obtain the meaning and concept of learning, in the process, compared with the general curriculum designers, it needs more attention for foundation curriculum teachers. For micro-video curriculum, the influence of video content and other aspects on learners is also important, such as the choice of video content background, the bright degree of the picture, teachers' language expression ability, *etc.*, which is the difference between the micro-video curriculum and traditional curriculum education. So, the design of micro-video curriculum should not only given full consideration to the curriculum content, also need discuss the intrinsic attributes of video, which is also the basic framework of micro video curriculum design.

Design of education field cannot do without teaching goal analysis and learners' characteristics analysis, so does the content design of micro-video curriculum. Therefore, the content design of micro-video curriculum takes the analysis of curriculum teaching target and learners' characteristics as the basis to make the decomposed design of curriculum content and micro-video design of teaching, the design process as shown in figure 1.

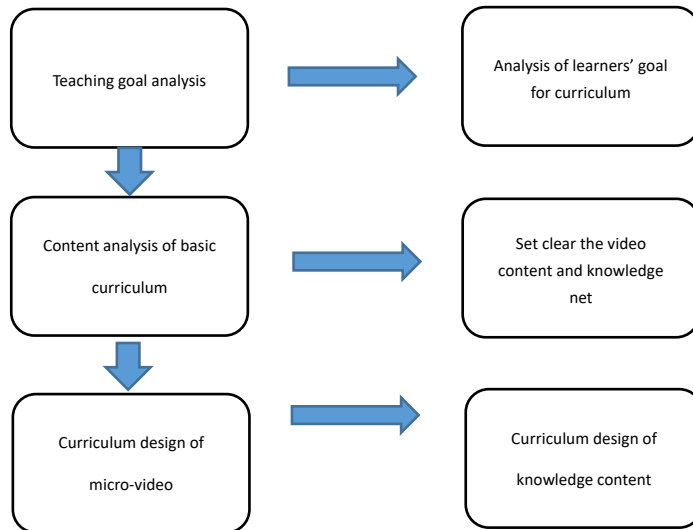


Figure 1 Content design process of micro-video curriculum

From figure 1, we can know that, the course of micro video curriculum content design includes: analysis of teaching goal, analysis of basic curriculum content and curriculum design of micro-video. a. Teaching goal analysis. Teaching goal analysis is made on the basis of curriculum teaching and it is the means connecting basic curriculum education and micro-video curriculum. At the same time, the teaching goal analysis will have certain changes influenced by people's own learning demands, such as people's mastering degree of knowledge, need extent of knowledge, one's ability of accepting learning style and cognition basis will change the teaching goal. For the goal analysis of teaching and micro-video curriculum content, they correspond to each other, so the teaching goal can directly influence the content of the whole micro video, that is to say the analysis of teaching goal is the fundamental of micro video curriculum design.

b. Content analysis of basic curriculum. The decomposition of basic curriculum content analysis has bigger difference with micro video curriculum design. The decomposition of basic curriculum content analysis is important means of guaranteeing the learning rationalization for people in the learning process. And the decomposition design of micro-video curriculum directly decides the cognition that the the whole micro-video curriculum needs, which is the embodiment of curriculum goal on guaranteeing the integrity of curriculum content. Through the detail decomposition of basic curriculum and rearrangement of all the knowledge, represent the content by the means of micro-video curriculum.

c. Curriculum design of micro-video. The main content of micro-video curriculum concludes the re-profiling of basic curriculum knowledge, analysis of the content that the teacher explained and making mutual combination of the three characteristics of the video. Micro video curriculum not only is the main part of teaching content, but also the key of basic curriculum knowledge and teaching design, furthermore, it also includes the lecturers' teaching style *etc.* For the coalition of learning, what it needs to consider is the overall attribute and characteristics of video and the knowledge content that it wants to express. When take the content design of the curriculum, in order to guarantee the integrity, effectiveness and convenience of curriculum content, we can take arrangement of the knowledge main points that the micro-curriculum needs to show. Through the systematical planning of knowledge, let people have an advanced cognition of curriculum content so that to take better self-adjusting and make one's own learning method be able to synchronously cooperate with the teaching style of micro video curriculum. Apart from that, it also can make the curriculum have a stronger logicity and increase the curriculum rigor.

## **Conclusion**

To sum up, under the influence of modern science and technology, people's learning concept has changed. So, either the fragmented curriculum learning methods transformation in colleges and universities, or the design of micro video curriculum all need to meet the needs of people's modern learning and adapt to the learning environment in the new era, only by this way can we better help people for their better learning.

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