Experimental Teaching Research of "Logistics Experiment training" Based on WEB2.0

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Abstract. Although the concept of Web2.0 has been put forward for a long time, the various application patterns of Web2.0 still receive extensive attention in all walks of life. Especially in the field of education, educators study how to combine the various new Web2.0 applications with specific forms of educational practice. This paper mainly through the author's own teaching practice, combined with the specific teaching examples of the application of the theory and technology of Web2.0 in the main course of "professional logistics management logistics practice" in the experimental teaching. Finally, some problems that may exist in the application process are analyzed and considered.

Introduction

The educational application of information technology has undergone three stages since the 60s of last century, namely, computer assisted instruction, computer assisted learning and information technology and curriculum integration[1]. In these three stages, the ladder type development reflects the change of teaching ideas in different aspects. Especially the rapid development of network technology and the wide application of modern information technology in the field of education, great changes have taken place in teaching philosophy, educational environment, teaching content and teaching methods. "Logistics" course experimental training of logistics management professional core skill curriculum, is a comprehensive, practical, occupation, targeted courses, logistics management professional students completed the basic courses and professional class will learn courses, is a comprehensive real practice to the students before the training course of post enterprise. In this paper, the author tries to carry out the experimental teaching research learning concept into the curriculum, while the implementation of all-round opening up in time and space, experiment content and teaching methods, and expounds the role of Web2.0 in the experimental teaching and how to reasonable use.

The Role of WEB2.0 in the Experimental Teaching of "Logistics Experiment Training"

First of all, there should be a general understanding of the basic knowledge of web2.0. The Web2.0 defined many different occupation backgrounds according to their own understanding of the definition of it is made, different people have different views. Ning Chi believes that Web2.0 is not only "readable" and "writable" and "interactive" Internet, it is an important stage in the development of the internet[2]. Zhiqun Chen believes that Web2.0 is actually a generalization of a series of new Internet applications supported by P2P technology[3]. However, in 2002, David Jonathan describes it in the editor of the "learning environment" theory in the book: WEB2.0 is based on Flickr, Craigslist, Linkedin, Tribes, Ryze, Friendster, Delicious, 43Things.com and other sites represented by Blog, TAG, SNS, RSS, Wiki and other applications as the core, on the basis of a new generation the Internet model of six degrees of separation, XML, AJAX and other new theory and technology[4]. The author agrees with the definition of Web2.0 Jonathan, he not only summarizes the main theoretical basis of Web2.0 and describes its application form several key in recent years, the popularity of the network or even rely on the reasons can be proved.

Nowadays, the "logistics experiment training" course of logistics management specialty is more

strict to students' theory and practice requirements. Students should not only have a solid theoretical foundation, but also be able to operate skillfully. Then, how should Web2.0's application technology promote the course of “logistics experiment training” to achieve such a goal? Below, the author takes "supermarket training" in the hardware training project as an example to describe the role of Web2.0 in this process.

The specific experimental teaching steps are as fig.1.

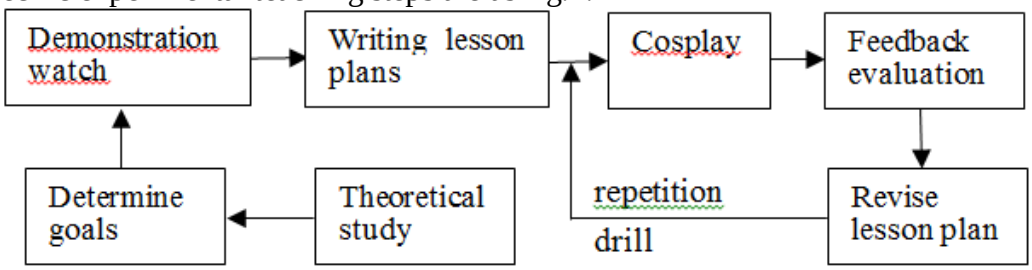

Figure 1 Teaching process chart

Web2.0 should be used for one of the biggest advantages in the field of education is to change the passive learning status of students in the traditional teaching, effectively mobilize the enthusiasm and initiative of student learning, help students to cultivate creative thinking. In combination with the above procedures, the author makes the following brief description:

1. Theoretical learning stage. Pay attention to research teaching and learning philosophy, pay attention to the communication and discussion between teachers and students. Teachers can use the basic theoretical knowledge in the form of documents uploaded to the learners all similar to the QQ group, group MSN or Fetion space, requires learners to do preview and summarize the class learning objectives. At the same time, learners can also learn from the network resources on the theoretical part of the knowledge points to supplement, in the common learning space to express their views, for everyone to discuss exchanges.

2. Determine goals. The teacher this link needs to be based on preview before class on the learning evaluation and summary at the same time, according to the task of learning learners will be grouped, and clearly clarify each study group of the class should achieve the goal, requires a certain learning time, then each group will organize representatives of the teaching demonstration, other team members including the teachers act as judges, so in order to achieve the Teaching benefits teachers as well as students.

3. Demonstration and demonstration stage. Imitation is an effective way to learn. The teacher can be a small video operation step micro classroom teaching equipment each recorded continuously using the network, upload to YouTube, group sharing or personal Blog, learners can access learning in advance. Thus, in the formal class, not only the frequency of physical demonstration is saved, but also the learning effect of learners is improved.

4. Writing lesson plans. Be prepared against want. According to the situation of the learners learning to write their own teaching demonstration, elaborated concrete demonstration steps, can of course and the same group of learning partners through E-mail, Fetion or QQ to communicate, discuss each other's scheme is feasible and precise, try to improve their own teaching materials.

5. Role play and feedback evaluation. Practice can really sublimate knowledge. Prior to the division of the study group as a unit, each group presentations in advance to prepare the various links in the supermarket in the work role and work essentials, other learners (within and between groups) including substitute teachers can do site evaluation, after also asked each student in the class will observe and summarize their presentation of feelings by micro-blog, QQ, MSN, Blog, Fetion or personal communication tools, through such a process to enhance the students understanding and learning of experiment course.

6. Revise lesson plans and repeat exercises. Repetition is the secret of learning. The members of each group by micro-blog, QQ, MSN, Blog, Fetion or personal communication tools and intra group and inter group learning partners to communicate, learn from others, good experience, good advice to absorb teachers and peers, revise and improve their teaching materials and learning as a follow-up evaluation.

The information network era, everyone is not only the information and resources of consumers, but also benefit the Web2.0 tools and services sharing resource creators, people will own harvest, understanding and understanding through the audio-visual text pictures by Blog, Flickr, YouTube and other content accumulation tool to record down, this is not just a record it is a process of knowledge transformation process, in this process, it realizes the transformation from tacit knowledge to explicit knowledge, experience and wisdom of people can keep the accumulation and spread.

In a word, the thought contained in Web2.0 is consistent with the quality education thought that we have been advocating to take students as the main part, fully mobilize the enthusiasm of learners and develop learners' abilities.

Application of WEB2.0 in Laboratory Construction of "Logistics Experiment Training"

Web2.0 technology not only plays a certain role in the specific experimental teaching, but also widely used in the construction of Laboratory of "logistics experiment training". Through the combination of the construction of laboratory theme website and Wiki, the author helps to carry out the experiment teaching of each module of "logistics experiment training".

Construction of Laboratory Website. It can be attached to the existing school homepage, and mainly play three major functions, namely: the basic introduction of the laboratory, booking laboratory, topic discussion area, and the detailed introduction, see table 1.

Table 1: Introduction table of three new additions

New edition	Brief introduction	Effect
Laboratory survey	Attached to an existing college home page	It mainly introduces the development status, construction situation, responsibilities and functions of the laboratory
Reservation Laboratory	A highlight of our lab site	The appointment time of the laboratory was made
Topic discussion area	You can edit the essence, topic or post and add it to wiki	It is convenient for teachers and students to release information and discuss topics related to experiment

Construction of laboratory Wiki platform. Wiki is a type of social cooperation to create a tool, every Wiki registered users can edit, add in the above, to rewrite the contents of their own interest, his essence is by the people together to complete the preparation of project, is the embodiment of collective wisdom, so he is not only a tool, is also a kind of idea and method. In addition to providing written function for users, Wiki also has a convenient interactive discussion forum, editors. The most famous site is Wikipedia Wiki, he is a world of users to edit from the encyclopedia, created from 2001 to now the number has more than two million [5], has become a huge community and resource library, provides great convenience for people's life. And Wiki platform building is very simply, there are many open source products you can choose.

Because of these characteristics of Wiki, the author uses Wiki to achieve the editing and discussion of experimental courses, and the display of experimental works and experimental results. The Wiki platform mainly includes several sections.

Experimental course module

The construction of the experimental course module is mainly for the convenience of students to understand the experimental curriculum and experimental content, and also provides a window for students to participate in the curriculum construction. This module can be divided into two broad categories.

One is the experimental project arranged by the teacher according to the curriculum plan. Among them, in order to meet the needs of different students, we can subdivide them into basic experiments, improve experiments and research innovative experiments.

The other is an experimental course designed by the students themselves. Through experiment and study, students will write their own experiment ideas on Wiki and publish them as experiment plans.

In addition, it is also an effective way to call for partners to set up collaborative teams. Teachers play the role of guidance and guidance, provide students with positive and effective guidance and help, and participate in discussions with students to determine whether the project can be established as an experimental project. In this way, the students' dominant position and the openness of experimental teaching can be further reflected.

Experimental results and works display section

The results of the experiment and the students' experimental works, including the relevant experimental records, process records and practical training experience, can be displayed. Our experiments in the course of evaluation, is a very weak link, it is difficult to achieve a diversified evaluation, however, in Wiki, each reader can post their comments in the discussion area, put forward their own views, so that the experimenter can hear more about the experimental results and feedback is beneficial to learning to improve.

Questions and help

Any questions about the experiment can be brought up in this section. Although a short period of time there will be a lot of effective resources, but don't ignore the accumulation effect, and the teaching is a positive cycle, coupled with persistent editor to add information, I believe there will be learning treasure.

To sum up, Web2.0's sharing, communication, interconnection, cooperation, creation and accumulation of features will help to carry out the experimental teaching of “logistics experiment training”. In such an environment, teachers take on more tasks, in addition to the experimental teaching of daily foreign also do a good job of guiding students to think actively, encourage students to actively participate in the experiment, and actively participate in the work of network communication and cooperation[6]. At the same time, students as the main body of activities, should learn to learn, learn to choose their own methods and ways to learn.

Possible Problems

Although Web2.0 some new technology application advantages in all walks of life can be confirmed, and leads to many other aspects of change, but because of the unique nature of the network, there are also some problems in the process of application of the inevitable in the field of education, For example, the learner's "disorientation" phenomenon"[7]. The freedom of the network and the wide variety of information resources cause some learners to be unable to take their own course, neglect their study and stop on other irrelevant information on the Internet, which wastes their study time.

In view of this, the teacher's guidance is very important, teachers can provide learners with relevant learning resources, websites, and can also use some coercive means to help learners develop good self-discipline in network learning.

Summary

The development of information technology has a profound impact on education, and changes in the concept, content, method and structure of education. Colleges generally have a relatively fixed training base or training website, so as to realize the combination of production and education of the students in the teaching of logistics, acquisition of theoretical knowledge and theoretical knowledge can effectively use and practice[8]. The course of “logistics experiment training” is a professional core skill course, and it is a comprehensive, practical, professional and targeted course. With Web2.0 sharing, communication, Internet, cooperate and create and accumulation characteristics of

common and special help to both learners, solve knowledge diversity and a single [9][10], the decision will be the auxiliary "training" courses to carry out logistics experiment experimental teaching of advanced ideas and tools to learn.

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