

Reform of Management Information System Course Teaching Model

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Abstract—In designing the management information system course paradigm reform work, we discussed in the form of curriculum group, in the course of teaching content, teaching methods and evaluation methods are the reform way of thinking, in the actual teaching, according to the original design for a full course of teaching, which mainly reflected in the improvement of teaching quality of ascension and class participation.

Keywords—*management information system, teaching model*

I. INTRODUCTION

At present, many colleges and universities mainly aim at the teaching of existing knowledge, take the teaching method of classroom instruction and the form of written examination as evaluation means, and the examination becomes the stepping stone for students to obtain credits and obtain diplomas. As for the evaluation of a large number of honors and awards, the selection of talent market is also mainly based on achievements. Education has been strengthened, but the cultivation of innovative talents cannot be verified. Assessment is an important part of teaching activities, and the reform of assessment system is in the key and leading position in the teaching reform. A scientific education rule of examination system is conducive to the formation of good teaching style and learning style, and is conducive to the steady improvement of teaching quality and the smooth implementation of credit system. Therefore the examination should not only examine the student to grasp the knowledge situation, but also examine the student to use the knowledge to solve

Practical skills in practical problems enable them to understand and create.

Through an overview of the curriculum field, Taylor's principle, praised by the academic circle as "the classic curriculum paradigm", is the most authoritative theoretical form in the curriculum development and research field, as well as the most widely used practice model in the teaching practice field of education. Ralph Tyler is a famous education scholar, course theory expert and evaluation theory expert in the United States. He is an important founder of modern curriculum theory and an integrator of scientific curriculum development theory. In this theory, Taylor proposed the basic program and method of curriculum development, formed the course principle centered on goal, and raised four famous questions: which education goals should the school achieve; What experiences should be provided to achieve these goals; How do we organize these education experiences and how do we make sure that these goals are met. These four questions, though brief, provide a dominant

paradigm for curriculum research that has endured for years. After the test of The Times, Taylor's curriculum development mode has a great reference and inspiration for the reform of curriculum assessment paradigm of the common course of our school, management information system[1].

II. UNDERSTANDING THE "TARGET PATTERN"

A. Look for Course Resources from Multiple Dimensions and Determine Education Goals

In essence, teaching activities are purposeful and planned learning activities under the guidance of teachers. Teaching is always inseparable from teachers' participation and overall planning, which has certain presupposition. Again, check method and contents of the course under the guidance of the general purpose of education is the course in the training objectives and specific evaluation, which determines the final results, and develop the teaching activities of embodiment is the core of a curriculum culture thought, have very strong directivity and purpose, which mainly reflected in traditional in the evaluation of the final "once-a-year performance" way, in a great extent restricted the teaching level and improve the quality of our education, is not conducive to the smooth progress in quality education and innovation education. A certain assessment goal is the premise and foundation for the smooth teaching process. At the same time, from the current education evaluation system, the achievement of teaching goals is the basis for our evaluation[2].

"Management information system" is one of the core courses of college management majors. Its predecessor is "management information system" course, which is a quality course construction project approved by our school since 2006. It is a common course and compulsory course for all the management majors in the school. Since this year the fine-tuning, delete the original technical support department, more from the management information system, information support and the Angle of the system construction of management information system is introduced in this paper, at the same time better join leading management and computer knowledge, make students understand the basic concepts and principles of management information system, the preliminary master of management information system analysis, design, implementation and evaluation method, know the person's factor, social factor in the implementation and development of the important functions of management information system[3].

The teaching object of management information system in Guizhou University of Finance and Economics is students of

various majors in the school. These students have their own characteristics. First of all, these students major in accounting, auditing, business management, tourism management, etc. Their learning focus is still on the core courses of their major. Management information system is just a supplementary course to expand their knowledge. Second, the students have different computer bases. Many students do not have the basic programming ability, and the information system development part in the teaching content of management information system requires students to be able to carry out simple programming. Thirdly, these students have different expectations for the course management information system. Some students who are interested in IT hope to learn practical skills of developing information system through this course, while some students of liberal arts only hope to learn to use information system simply.

Based on the above characteristics of students, inspired by Taylor principle, the difference between other engineering schools and as a management information system of professional course of the management information system on the basis of the teaching goal, your goods "management information system" teaching team more clearly sort out the "management information system" course of preset target, summarize the teaching goal to make the students understand the management information system of the society - the essence of technology system and management information system in important role in the process of business operation organization, knowledge of various information systems technology, structure and function, can skilled use of management information system for the business operation, Basic information awareness and ability. This can meet the learning needs of most students in the management information system and improve their overall information quality.

B. Course Examination and Teaching Reform should Pay Attention to Students' Reality

From the four basic problems of curriculum and teaching, we can find that Taylor's curriculum model pays much attention to the subjectivity of students, which is also what we need to improve in curriculum and teaching. Taylor's course design process needs to take into account that the subject of the student is reflected in the problems he discusses[4].

However, in the traditional course assessment mode, the rigid mode, narrow goal, unitary mode and obsolete proposition have seriously hindered the reform of higher education and the improvement of students' comprehensive ability. The traditional examination method neglects the students' main role in teaching, such as the examination purpose utilisation, the test type standardization, the grading precision quantification and the form simplification, etc., which leads to overstating the value function of the score in the value judgment of the score. Therefore, it takes the accumulation and memory of assessment knowledge as the goal, static assessment and simple judgment. The standardized test improves the fairness and impartiality of the test to a certain extent, and reduces the artificial error. As the objective test questions are too many, the subjective test questions are less, and the answers of the test questions are mostly unique, which can leave students less opportunities to explore and innovate, which is not conducive to cultivating students' ability to analyze and solve problems. This, to a certain

extent, stifles students' sense of innovation and neglects their individual development.

Our education goal most of the time is determined by subject specialists, not from such a broad range of sources to determine the teaching objective, but not a real from the perspective of students, in this school should pursue what the inspection way, from a wide range of sources for education target, one of them from among the learners themselves to find education goal, the students' needs and interests, and the research method of the students' needs and interests to make a detailed narrative. It can be said that the reform of the goal-based curriculum assessment model is more concerned about the needs of students.

III. COMPARISON OF ASSESSMENT MODE OF MANAGEMENT INFORMATION SYSTEM IN DOMESTIC COLLEGES AND UNIVERSITIES

As for the assessment mode of management information system in domestic universities, we conducted a survey on a number of universities in China, including northeast university of finance and economics, tongji university, chengdu university of technology and Harbin university of technology. Among the traditional assessment methods, chengdu university of technology, hangzhou university of electronic science and technology, Shanghai business school, etc., tongji university and gannan normal university also divide the course assessment into three parts. However, the proportion of the final examination is only 60%. Harbin Institute of Technology raised the proportion of case discussion and analysis to 20%, with experiment accounting for 10% and end of term accounting for 70%. This mode emphasizes the cultivation of students' research and analysis ability, but the assessment of practical ability in experiment is too low to be advocated. Guangxi university of technology added a course design link in addition to the experiment, requiring students to develop an information system under the guidance of teachers, and actually comprehend the taste of system analysis, system design and system implementation in each stage. This way can be more in-depth assessment of students' actual ability, is worth advocating. We also found that the online examination system adopted by Peking University, wuhan university, nanjing university and dongbei university of finance and economics was effective. To sum up, the domestic colleges and universities of the curriculum evaluation management information system mostly adopts the more traditional model, several new trends it is worth noting that, it is a usual and experiments can be up to 40%, the proportion of two is case discussion and analysis and evaluation approaches such as curriculum design can be popularized, 3 it is from the traditional final written examination to the development of online examination.

A. The Experience of the Examination Mode of Management Information System in Foreign Universities

We investigated the management information system courses offered by some foreign universities, including Stanford university, university of Pennsylvania and MIT. These colleges and universities offer courses of management information system, including management information system, information system, strategic support of information system, and company information system management. Some of the courses focus on technology. For example, the teaching objective of information

system course of Stanford university is to understand the technology supporting information system, learn to use new methods and methods to extract information, and learn how the market and technology contribute to the formation of information system. Some focus on management. For example, the teaching goal of company information system management course of Ohio state university is to understand all aspects of information technology affecting industry and business. Develop management methods to ensure effective planning and control of information technology. For different focus, the content of the assessment method is also different, Stanford university, Massachusetts institute of technology focuses on the technology of colleges and universities focus on various experimental implementation and a variety of curriculum design, and Harvard University, duke university, Cornell university, focusing on the management of colleges and universities are emphasized the comprehensive case analysis ability and ability of information system strategic planning ability assessment.

In the late 1980s, the presidents of the School of information in a number of American universities held informal meetings to build a strong and unified association of colleges and universities to strengthen the connection between information, technology and practitioners. In July 2005, the charter was officially adopted, and now 19 colleges of information in North America have joined the i-school community, including Carnegie Mellon university, the university of California, Berkeley, the university of Pittsburgh, and the university of Michigan. The curriculum setting of university information college in "i-school group" highlights the main role of technical courses in the curriculum system, in which management information system or similar courses become one of the main courses. From the perspective of curriculum provision in i-school, the curriculum of information system is further elaborated to form a number of related courses. According to statistics, the curriculum of information system accounts for approximately 16% of the total. These institutions are more flexible in their assessment models for management information systems courses, and some have even abolished traditional final exams in favor of social practices, case studies or information system development.

To sum up, the contents and modes of the management information system education of foreign universities are flexible and diverse, and even the "i-school group" is formed centering on the management information system education, which strengthens the exploration of education and assessment mode of the management information system courses.

B. Objective -centered Management Information System Reform Content of Multidimensional Assessment Paradigm

"Management information system" course of preset target is: to make the students understand the management information system of the nature and society - technology - system management information system in important role in the process of business operation organization, knowledge of various information systems technology, structure and function, can skilled use of management information system for the business operation, basic information consciousness and ability. Therefore, we find that the goal is multi-dimensional. To fully

achieve the above teaching and training goals, the examination method cannot be a single linear repetition of main course elements, but should include the test of learning process. To make a more extensive and in-depth discussion on relevant contents; Ability to integrate course content horizontally.

Therefore, we decided to carry out the paradigm reform of the assessment mode of management information system course. The assessment mode is multi-dimensional determined by the objective, including: to strengthen the weight of the assessment in the total score, combine the process evaluation with the end evaluation, and integrate the assessment throughout the whole course teaching. It is almost impossible to pass the exam by sheer chance. Adopt the combination of "examination at ordinary times + ability test + final examination".

IV. THE NATURE OF THE COURSE AND TEACHING OBJECTIVES

"Management information system" is one of the core courses of university management majors. The former "management information system" is also a quality course construction project approved by our university since 2006. It is a common course and compulsory course for all the management majors of the university. Since this year the fine-tuning, We delete the original technical support department, more from the management information system, information support and the Angle of the system construction of management information system is introduced in this paper, at the same time better join leading management and computer knowledge, make students understand the basic concepts and principles of management information system, the preliminary master of management information system analysis, design, implementation and evaluation method, know the person's factor, social factor in the implementation and development of the important functions of management information system. Guizhou institute of finance and economics will be listed as one of the professional required course, the teaching team on management information system in the teaching practice of recent years, gradually to its appraisal model and based on the assessment of the new mode of teaching innovation carried on the preliminary exploration, gradually introduced and completed the volume of the course of the management information system construction of library construction, and putted forward and paperless test, etc., the assessment methods and assessment methods of all the different levels of innovation, one of the leading enterprises in the school.

A. The Purpose of Examination Reform

The examination reform starts with the reform of the examination method and the form of test questions. On the basis of ensuring the realization of teaching objectives, it stimulates students' independent learning consciousness of active learning and training, pays attention to the construction of examination discipline, and at the same time, improves the pertinence and face-to-face teaching effect of the front-line teachers and encourages the innovation of grassroots teaching.

The course of "management information system" is taught to students who have been granted management degree in the whole school. It is usually offered in the fifth semester according to the requirements of the training program. This course is difficult for students who are not familiar with the management of information technology. They feel the course content is

abstract, far from the daily real life, people have no perceptual knowledge about it, difficult to understand and remember. This feeling is even more pronounced for students at ordinary local colleges, especially those in the literary and historical fields. In this context, the previous performance assessment method is even more unadapted, which eventually leads to a high failure rate, indicating a poor teaching effect and will affect the final realization of talent cultivation goals.

B. Test Plan

The course assessment of management information system is divided into three parts: ordinary assessment, ability assessment and final assessment. The three parts will achieve different assessment purposes, accounting for 25%, 30% and 45% respectively.

1) *Regular assessment*: At ordinary times, it pays attention to the study of students throughout the semester, including classroom performance, homework, etc., accounting for 25%. The usual performance assessment of the course includes attendance (10%), class performance (mainly answering questions in class, including objective questions in the problem set and case analysis group discussion, 15%)

2) *Ability assessment*: Ability assessment, also known as formative assessment, focuses on the examination of students' ability to understand, analyze and apply. Through assessment, students are guided to combine the theories they have learned with practice, learn to deeply analyze and think about the management and information process in the industry and its application problems, and flexibly apply theories to solve problems. The assessment in this part mainly includes case analysis and discussion (oral examination) of enterprise informatization, accounting for 10%, and enterprise management informatization process drill (accounting for 20%).

The case analysis and discussion require students to submit the case analysis results in writing. Take the team as the unit to investigate the impact of a specific information system on the operation of the organization, the problems existing in the operation of the system, and the information technology applied in the information system. To have a preliminary understanding of the management information system, to establish a perceptual understanding of the management information system, and to understand the impact of the management information system on organizations and individuals. It is required to conduct investigation and analysis in the assigned industry, and then edit investigation report with PowerPoint, and make presentation in class to realize information sharing.

Enterprise informatization process practice, students are required to register account login on the simulation platform of teaching to carry on the practice, as an entry point to the demand of the market information, processing information from the demand of the market, through the various departments work together and make the enterprise internal information, capital and material flow in different link, so as to realize the rational allocation of resources within the enterprise. In the process of such business processing, it verifies the theoretical knowledge of enterprise management informatization learned in textbooks, understands the vitality and benefits of enterprise management brought by enterprise management informatization after its

implementation in enterprises, and also grasps certain operation skills of enterprise management informatization software.

The course teacher evaluates the result according to the student's completion situation, the ability examines eligible person can obtain the final exam qualification, the ability examines unqualified person can cancel the final exam qualification. Before the final examination, the course teacher reports the student examination qualifications to the examination department.

C. The Final Assessment

The new final assessment method will adopt the examination method of closed papers, and the examination questions will adopt the selection, judgment, filling in the blanks, and multiple objective examination questions. Students are required to complete the examination questions at a relatively fast speed within a certain period of time.

At ordinary times, students' academic performance in the whole semester, including classroom performance, homework, etc., accounts for 20%. The usual performance assessment of the course includes attendance (10%), class attendance (mainly answering questions in the class, including objective questions in the problem set and case analysis group discussion, 15%), and the purpose is to cultivate students' ability to collect information and think independently.

The comprehensive literacy test is a team cooperation project, and teachers group students by 3-6 people, mainly by investigating the impact of a specific information system on the operation of the organization, the problems existing in the operation of the system, and the information technology applied in the information system. To have a preliminary understanding of the management information system, to establish a perceptual understanding of the management information system, and to understand the impact of the management information system on organizations and individuals. In the final test, the team will make the research and analysis results into PPT and present them, and 1-2 people will be the main presentation. The speaker can score points appropriately. This part mainly evaluates students' cooperative ability and team spirit, which accounts for 10% of the final score.

The test of experimental skills is mainly carried out after the teacher's explanation and demonstration for 4 weeks. Through the use of "management information teaching simulation software" by students, students can be familiar with the business operation of each module and clearly have a deep understanding of the integration of "production, supply and marketing". Assessment criteria: a, complete the full sales business processes, including: inquiry sheet entry and audit, sales order entry and audit, issue sales invoice and issue the delivery note, outbound order entry and the examination and approval and registration of sales accounts of warehouse inventory, original documents audit, collection and payment verification, proof of charge to an account and audit, registered financial general ledger, etc. B. complete production planning, raw material procurement, workshop production, financial payment and bookkeeping, including: Production calendar Settings, process Settings, workshop setup, team setting, group staff distribution, material list (BOM) set, setting the technological process, the main

production plan (MPS) Settings, set up the annual production program, master production plan, material requirements planning (MRP), the production task order, purchasing requirements review, procurement demand combined, create purchasing plan, purchasing inquiry, quotation, purchase orders, create purchasing GRN, issue purchase invoices, return processing, review purchase receipt, purchasing inventory storage of inspection, registration, financial payment, financial accounting, workshop production of raw materials acquisition, warehouse outbound , workshop completion registration, production warehousing and other operations. C. Complete the increase and decrease of fixed assets, including: asset class setting, reasons for asset reduction setting, asset card setting, increase of fixed assets, reduction of fixed assets, depreciation calculation and end-of-month closing, etc. D. complete personnel recruitment, including: setting up enterprise departments, input and review of recruitment requirements, release of recruitment information, selection and recruitment of candidates, etc. This part mainly assesses the ability of students to comprehensively use management information software, accounting for 20% of the final score.

V. CONCLUSIONS

Paperless examination of the final assessment examination system continue to use the independent research and development team, our team teaching management information system was developed in 2012 for the course of the paperless examination system, and in 2013, the existing questions on rich subjective topic (that is, the case analysis problem) assessment, as a result of the scientific group volume and smoking, and more perfect fraud prevention function, can ensure the objectivity and

fairness of the exam, so completely to the last week of the end of the course for in-class assessment, the teachers can use this course taught by a teacher exchange each other, That is to say, it ensures the impartiality of the course assessment and invigilation. At the same time, it serves as a common compulsory course for all the students of business administration in the university, and it also saves a considerable amount of resources for the large amount of manpower and material resources consumed in organizing the examination.

The objective centered management information system multi-dimensional assessment actually replaces the traditional test with multi-dimensional assessment criteria, and each assessment criterion is closely related to the preset goal. The goal is implemented in each link of the course assessment preparation, making the goal highly operational. The reform of the assessment method of this course greatly mobilizes students' enthusiasm for learning. It is a beneficial exploration of the reform of course examination to cultivate students' comprehensive quality.

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