Applications of "PAD Class" in Class of Mobile Platform Interface Design

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Abstract: Many teachers have been plagued by the course of mobile platform interface design. Traditional teaching model makes students feel tired and boring. As a new teaching model, the PAD class can enhance autonomous of students, lighten burden of teachers, increase interactions and exchanges and improve learning effect. This paper analyses the strategies of different stages in the application of PAD class in the course of mobile platform interface design, and provides reference for relevant researchers.

1. Introduction

College classes are faced with the problems of teachers' teaching priority and students' passive following, low enthusiasm and inadequate participation, which lead to student's shallow learning, lack of initiative to explore and innovate, and lack of practical ability [1]. However, the Western-style seminar-based classroom requires high professional quality of ordinary teachers, which is difficult to be adopted. Despite many years of teaching reform in Colleges and universities, encouraging progress has been made in reversing and admiring classes, but most classrooms still haven't broken through the traditional mode. Combining the advantages of traditional classroom and discussion classroom. The new classroom teaching model is called "PAD class". The core idea of separate classes is to allocate half of the classroom time to teachers for lectures and the other half to students for interactive learning in the form of discussions. Similar to the traditional classroom, it emphasizes teaching before learning in separate classes. Teachers teach first and students learn later. Similar to the discussion-style classroom, it emphasizes the interaction between students, teachers and students, and encourages autonomous learning. The key innovation of PAD class lies in staggering the time of lecture and discussion so that students can arrange their study independently and absorb individually after class. PAD classes divide teaching into three distinct processes: Presentation, Assimilation and Discussion. Its basic principle is to allocate half of the classroom time for teachers to teach, the other half for students to discuss the form of interactive learning, highlighting the process of classroom discussion. "Dividing equally" is the highest goal of PAD, and strict division is not required when starting to use. Its core idea is to lay more emphasis on the guiding role of teacher's teaching and the central position of students. The key innovation lies in staggering the teaching and discussion in time so that students can arrange their study independently for one week and absorb individually [2].

2. Rationalities of PAD Class

2.1 Enhance Autonomous of Students.

If the process of teaching is a process of self-release, the process of students' education is a process of self-enrichment and self-construction [3]. However, this process of self-construction is not easy, especially in the habit of full-time education system and the demand for students to learn independently and actively participate in the PAD class, students have become accustomed to passive acceptance. In the traditional classroom, teachers try to teach in a complete and detailed way, students have no room to play, tend to passive acceptance. In the sub-class, the teacher has guidance, but does not exhaust the content, leaving room for students to explore further actively, which can trigger students to carry out active learning. Students get the basic framework through the teacher's teaching

in class, understand the key and difficult points, which greatly reduces the difficulty of learning after class. Students should take their homework to participate in the discussion. Under peer pressure, they will study more conscientiously and actively after class. Homework scoring and excellent homework display will urge students to externalize their learning results into high-quality homework. After-class learning objectives are clear, but when, how and how to learn, students have strong autonomy. To ensure students' participation and autonomous learning level in regular classes. Only when the participation is positively correlated with the final achievement can the students be motivated. This provides a guarantee for the implementation of PAD class.

2.2 Lighten Burden of Teachers.

In the PAD class, teachers only need to grasp the essentials and leave other contents for students to learn, so the amount of lesson preparation is significantly reduced [4]. The short teaching time reduces the demand for students' attention and the performance teaching purely to attract attention. When discussing in groups, the teachers tour and supervise among groups, but do not intervene in the discussion, so the burden is very small. It only needs rough grading, simple feedback and takes little time to correct homework. Show and comment homework, targeted, students interested, teaching effect is good, but also reduce the preparation of teaching materials, reduce the burden of lesson preparation. In the PAD class, the mechanical component in the teaching process is reduced, the guiding component is enhanced, and the role of teachers is changed from covering the content and inculcating knowledge to guiding students to learn. Teachers teach content that is difficult for students to understand. Students will respect and evaluate knowledge more highly. As the architect and organizer of classroom activities, teachers need to design and arrange the teaching activities of the whole course as a whole. Limited teaching of knowledge points, objective evaluation of internal learning, effective organization and guidance of students' discussion. Teaching needs to think about how to teach the necessary knowledge points of the course concisely, how to design, analyze and discuss the problems to enable students to participate actively.

2.3 Increase Interactions and Exchanges.

In the traditional classroom, after the teacher teaches, the students' study independently and lack communication opportunities. Students study by themselves, which is rather dull, difficult to solve problems and easy to be frustrated. It is difficult for students to get together after class, the learning environment is not easy to guarantee, and the effect of group interaction learning is not good. Interactive communication should be put into the classroom in PAD class. The learning environment is good. Students come with questions and cooperate with each other to answer them together. Students exercise their expressive ability in discussion, learn to use others' perspectives for reference, inspire and promote each other, deepen understanding, enhance understanding among students and deepen friendship. It emphasizes that both teachers and students are subjects in learning, and that the relationship between subjects and subjects is not the relationship between subjects and objects. Tolerance and responsibility are permeated into all aspects of daily learning and life. It is very difficult to participate in the discussion without studying after class. Absence from class will also affect the whole group discussion, which will strengthen students' sense of teamwork. Students have the opportunity to communicate with teachers, and teachers can participate in discussions at any time. On the whole, the extent of interaction between students and teachers in PAD class has been greatly increased.

2.4 Improve Learning Effect.

At present, many courses in colleges and universities are mainly assessed by the way of final exams. Students usually do not study and are assessed according to strict standards. Many students fail to pass. Teachers can only use the method of marking the key points before examinations to reduce the difficulty of examinations and let most students pass. This will further lead to students usually do not study, pass the exam by rote, forming a vicious circle. Encourage regular study in separate classes, and spread the efforts that should be paid for effective study throughout the semester.

Every week, the students need to complete the internalization and absorption after the teacher teaches, and reflect their learning results in the form of homework. Reading notes emphasize the reflection of students' personal characteristics. In the process of completing reading notes, students can not only organize, summarize and summarize the contents of books, but also have in-depth understanding, divergent and creative thinking. Starting with group discussion, students review the last content and naturally enter the follow-up content. Without introducing skills, students can enter a good learning state. Three times a week after teacher's lecture, after-class review and group discussion, learning the same content conforms to the rule of memory and can effectively slow down the forgetting speed. Throughout the semester, students have been learning deeply and comprehensively. Before the entrance examination, students need only review some basic concepts that need to be recited. They are not nervous. These changes in the learning process can make a very positive contribution to improving the learning effect.

3. Application Framework of "PAD Class" in Class of Mobile Platform Interface Design

3.1 Presentation Stage.

PAD class teaching is different from traditional teaching, which requires "refined lecture", that is, to refine the teaching content, especially the complete framework, highlight the key points and difficulties to set aside a certain time for classroom discussion. It requires clear lectures, so as to achieve the purpose of making students learn more easily. The basic theory module mainly focuses on teaching, giving full play to the role of teachers' professional guidance, focusing students' energy on the content of teaching, and avoiding unnecessary interference to students' learning caused by too many external forms. Teachers should give necessary theoretical explanations, with less text content and more actual picture and video cases, so that students can understand what styles and requirements of various interactive interface orders are needed in the current industry. Before starting, they should first look at more things and have a general idea of the current interactive interface design. At this stage, students do not need to master practical skills and knowledge, but to have a basic understanding of the course and its position in the industry. In the past, teachers used to evaluate the final results of the course in a single way, which neglected the students' evaluation of the course. Therefore, at the beginning of the course, teachers can take the form of course exhibition and invite students to watch it together. In the course of the exhibition, every designer is required to explain his works and design experience in general language, so that students can read each other's works, and different opinions can be put forward. Teachers also put forward suggestions for revision and evaluation, so that students can continue to improve in the future. Local design professionals can also be invited to comment together. Out of the best mobile platform interface design of this class, and give awards. Students can use the Internet to upload their works to websites for appreciation by people from all walks of life and other college students to promote students' learning and communication.

3.2 Assimilation Stage.

The stage of assimilation is the key link of the sub-class and the characteristic link of the sub-class. At this stage, students are required to digest the key points and difficulties of classroom teaching and write reading notes after class by reading textbooks and reference materials. The product of this stage is student's homework, and each homework is counted into the normal results. It can be said that this link not only lays the foundation for the following classroom discussion, but also is a part of the process evaluation. It not only changes the habit that most students do not read textbooks at ordinary times, but also reduces the burden of students at the end of the term. In order to enable students to effectively complete their reading notes, teachers need to give timely feedback to student's homework, and share excellent homework to achieve a demonstration role. Inquiry learning has its unique advantages: openness, resources, interest, cooperation, creativity, etc., but at the same time, it also brings risks in the teaching process and uncertainty in the teaching effect, which requires

teachers to set up reasonable inquiry situations for students' learning, so that students can gain in the learning process. The inner joy of self-exploration. The creation of learning situation cannot be accomplished overnight, nor can it build a car behind closed doors. It needs to be combined with social needs and constantly tested, adjusted and improved in teaching practice. Skills drilling module is directly carried out in professional laboratories by means of combination of lectures, reference exercises and case analysis. Teachers send screens to students' computers through teachers, and students watch teachers' explanations and demonstrations directly. After explaining, students cancel the control and practice in real time. Teachers give timely guidance, find common problems and difficulties, and then concentrate on explaining. So repeated tempering, most students can do the basic operation of mobile platform interface design with ease.

3.3 Discussion Stage.

The discussion link is the highlight of PAD class, and it is also the most favorite link for students. Discussions in PAD class are different from discussions in seminar classes and from discussions in flipped classes. Because the discussion of PAD class is based on the communication between teachers and students after independent learning, which is the communication of students' questions after independent thinking. Students come prepared to complete questioning, consolidating and deepening their understanding of the learning content through discussion, including group discussions and teachers' answers. A single indoctrination teaching mode will restrain students' enthusiasm for learning and innovative thinking. Therefore, teachers should change the single teaching method in the past. Through teaching and communicating with students in recent years, the author combines various teaching methods, such as teaching, investigation, design, discussion, production and exhibition, to enable students to enter the society through the classroom, return to the platform, and display their excellent works, so that students can actively participate in diversified training. The purpose is to enable them to participate in diversified training. They change from passive to active in order to cultivate their independent spirit of study and enthusiasm for learning. In a classroom teaching, the author asked students to elaborate their own mobile platform interface design works. This course not only aroused students' interest in learning, but also trained students' self-expression and language expression ability. The preparatory stage needs to inform the content of the topic ahead of time, determine the discussion time, facilitate learners to plan their learning arrangements reasonably and participate in the discussion activities on time; the online discussion stage needs to be taught first. The teacher announces the topic of discussion. In the initial stage of the discussion, the way of sequential speech can be adopted to stimulate students' divergent thinking and enhance learners' concern and thinking about the topic. In the process of discussion, teachers timely answer questions and solve puzzles for students, guide students to form correct knowledge concepts, track and supervise the progress of discussion activities, and rationally arrange the learning process.

4. Conclusion

Practice has proved that the application of PAD class in mobile platform interface design course has achieved good teaching results. This combination of traditional and discussion-based classroom model is more suitable for students' psychological needs and learning conditions. Of course, any teaching mode has its advantages and needs to be improved. The PAD class also need to be perfected in the process of continuous practice. At the same time, it also needs the support of teaching management department.

Acknowledgements

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