

Situation and Policy Courses Reform under the background of “Internet plus”

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Abstract: Under the background of “Internet plus”, the teaching mode of situation and policy courses has been challenged and impacted. We should fully exploit the advantages of resources and explore the teaching mode of deep integration under the background of “Internet plus”. This paper proposes to construct the teaching mode of situation and policy courses by integrating the ideas of flipped classroom, micro class and smart class.

1. Introduction

With the emergence of the era of mobile Internet, information technology has been gradually integrated into all links of higher education. The concept of “Internet plus” has not only appeared in the economic field, but also gradually introduced in the process of college teaching reform. The new concept of “Internet plus” education, the combination of the Internet, big data, computing and the traditional education industry, has led to innovations and changes that have attracted worldwide attention once again^[1]. The penetration of the Internet into the field of education is both an opportunity and a challenge to the teaching of situation and policy courses. First of all, many network application platforms provide diversified teaching assistance for situation and policy courses, making students' learning break the limitation of time and space and become more personalized and intelligent. The situation and policy course has its own characteristics, the content has a strong political nature, the teaching form is relatively simple, and the students lack the attraction of the course. Second, the popularity of mobile Internet and smart phones attracts students to mobile phone content in class. They use mobile phones to surf WeChat, watch video and play mobile games, which bring great challenges to the traditional situation and policy courses^[2-3].

In this context, the teaching of situation and policy courses must be reformed, not only by virtue of the advantages of the Internet, but also to avoid the impact of the Internet on the classroom, which has become a new problem to be solved in the teaching and research field of situation and policy courses.

2. Situation and policy courses under the background of “Internet plus”

Situation and policy courses teaching model is not a single linear model under the background of “Internet plus”, but a multi-dimensional teaching model. Various network application platforms and new ideas of teaching reform can be used for reference^[4].

Based on this idea, a new idea of multi-dimensional construction of the teaching model of situation and policy courses under the background of “Internet plus” is proposed, which is to develop the idea of flipped classroom, micro-class and smart classroom.

2.1 Using flipped classroom teach as an idea.

Flipping the classroom teaching mode to subvert and break through the traditional teaching mode^[5]. In the flipping classroom, the traditional situation and the policy classroom changed from the teacher's “teaching” to the student's “learning” as the center, and the role orientation of teachers and students changed. Teachers have changed from “masters” in the traditional classroom to “promoters”. In the classroom, teachers mainly lead the discussion and answer the students' individualized problems. The knowledge taught in the traditional classrooms is completed by the students themselves with the help of Internet resources before class. Students are transformed from a passive

recipient into the protagonist of the classroom, which is easy to stimulate the enthusiasm and initiative of students.

It is feasible to use the flip classroom teaching model for situation and policy courses. First of all, college students have grown up in the 21st century, where the Internet is booming. They can use the Internet skillfully and are accustomed to using the Internet to acquire knowledge. In addition, the rapid development of the Internet in recent years and the increasingly mature sharing concept laid the foundation for the use of flipping classrooms.

The development of Internet technology provides technology and convenience for teachers and students to communicate through the Internet, moreover, teachers can also use Internet technology to produce a variety of teaching video resources and courseware for students to learn. The maturity of the Internet sharing concept also facilitates the flipping of the classroom, in addition, the course features of situation and policy courses are more conducive to the reform of flipped classroom teaching model. Situation and policy courses have a wealth of resources available, teachers can interact with students in various forms of classroom debates, case studies, etc., because the content of the study is closely related to news hotspots and national policies. It is easier to stimulate students' interest in learning.

In the classroom of situation and policy, teachers can closely integrate with the students' life through the establishment of teaching situations related to the course content, and carry out case and scenario simulation participation teaching, so that students can play the role of perception in life. This can motivate students' thinking and creativity, let students feel and understand the classroom content they are learning in the environment, and enhance students' initiative in teaching. At the same time, through the use of vivid and vocal teaching forms, actively explore the "online + offline" teaching methods to achieve the attractiveness of video image teaching, enabling teachers to use modern information technology means, relying on the online course platform to carry out various forms of participation to communicate.

2.2 Focus on micro-courses

Micro-courses have fragmented features. The time of various micro-courses, micro-videos, and micro-questions is generally 5-8 minutes, and the longest is no more than 10 minutes. Because of its short and fine, students can use some rest time to learn by mobile phone, computer, ipad, etc. Micro-courses can use sporadic time to improve learning efficiency. Compared with traditional classrooms, micro-courses can focus on students' attention and are more flexible and convenient. In addition, the teaching objectives of the micro-course are clear and highly targeted. The 10-minute micro-course can be designed for a key point, difficulty or doubt, or it can be designed for a specific link. The teaching objectives are clearer and more targeted. Introducing micro-courses in the situation and policy courses, you can conduct interactive communication based on the online platform. Students can exchange learning experiences with teachers at any time, and even propose personalized learning needs. Teachers can answer questions online and give timely evaluation of students' learning. In addition, to build a micro-course network platform for situation and policy courses, teachers can provide resources, and students also have a large amount of learning resources to choose from. It is indeed a learning opportunity brought to everyone by the Internet era.

The following questions should be handled in the process of using the micro-course. First of all, accurately understand the connotation and characteristics of the micro-course, to avoid splitting the knowledge points of the original coherent system, and divide the micro-course into segmented video. Secondly, it is necessary to grasp the appropriate degree of micro-course use, and excessive and excessive use of micro-courses in classroom teaching will weaken the effect of classroom teaching. Micro-courses should complement the classroom teaching, and the two should promote each other. Thirdly, it is necessary to accurately grasp the teaching environment and teaching methods applicable to the micro-courses. The micro-courses are more suitable for various online learning environments such as online learning and mobile learning. Teachers should strengthen guidance so that students can better handle and coordinate extracurricular self-learning and classroom learning.

Play the role of MOOC(Massive open online course) in teaching. Colleges and universities should

make full use of information technology in a timely manner, and build a perfect “MOOC” learning platform, so that students can conduct online learning and realize the combination of online learning and offline learning. On the basis of the “MOOC” learning platform, the network teaching is carried out to provide students with online course learning, course solving and homework correction, so that students' learning efficiency can be effectively improved.

2.3 Relying on the wisdom classroom

Sun(2015) proposed the definition of a smart classroom. It is an intelligent and efficient classroom Based on the constructivist learning theory, using the “Internet plus” thinking mode and the new generation of information technology such as big data, cloud computing, and the Internet of Things, it supports the application of pre-course, in-class, and after-school^[6]. The Smart Classroom emphasizes the use of information technology and uses technology to realize the visualization and intelligence of the classroom environment, thus ultimately achieving the ultimate goal of student intelligence generation. To create a smart classroom of situation and policy courses, we can expand and extend the connotation and extension of the situation and policy courses, and enhance the learning environment generated by the wisdom of the three teaching links in the early, middle and late stages of the course. Wisdom Class can use the information technology learning platform to achieve multi-dimensional and effective interaction between teachers and students, and achieve the classroom goals generated by students' wisdom in the process of continuous interaction. In the after-school session of the Smart Classroom, students can view the teacher's review comments online, or conduct peer-to-peer communication on the problem areas, and the teachers and students will summarize and reflect in time. Through such continuous communication and effective communication, the relationship between teachers and students is more harmonious and closer, and it is more conducive to the effectiveness of learning.

The smart classroom relies on Internet technology at the practical level. Every part of the smart classroom needs to be based on the collection and analysis of data. Only accurate data analysis can form more scientific teaching decisions and more optimized learning path.

3. Summary

In the context of “Internet plus”, it is necessary to construct multi-dimensional situation and policy courses. The flipping classroom, micro-class and smart classroom are not in conflict, even they are not separated from each other. The three can fully realize the multidimensional blending and organic unity in the situation and policy courses. Generally speaking, the wisdom classroom absorbs the successful experience of the flipped classroom, which is the upgrade and reconstruction of the flipped classroom. For example, in terms of teaching process, flipped classroom changed the traditional teaching before learning process into learning before teaching, while smart classroom realized the content and form of teaching based on students' feedback. In addition, in terms of learning style, the traditional learning style is passive learning, the flipped classroom is active and cooperative learning, and the smart classroom is personalized and creative learning. In a word, the flipped classroom is still focused on the learning of knowledge and skills, while the wisdom classroom directly starts from creation, which aims at cultivating students' innovative ability and realizing innovative learning. As an auxiliary means, micro-class focuses on the online learning environment, which can be used as a preview for the pre-school part of the smart class. Micro-class can also be used to realize the needs of personalized learning, and create different micro-classes for students at different levels, which can play a prominent role in the three-dimensional and multidimensional construction situation and policy class.

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