

Research on the Dual-Teacher Teaching Mode of Practical Courses in Application-Oriented Universities

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Abstract: In recent years, some local application-oriented colleges and universities have begun to try the dual-teacher teaching model. It is more important to carry out dual-teacher teaching in practical training courses. This not only reflects the integration of production and education, but also has a significant role in promoting the teaching effect of practical training courses. This article focuses on the introduction of the dual-teacher teaching in the training course and the evaluation of the model in two aspects, providing reference for universities to develop this model of teaching.

1. Introduction

In recent years, in order to call for the development of national policies, applied undergraduate colleges have appropriately increased the proportion of training courses in all courses and vigorously strengthened practical teaching. In October of this year, the Ministry of Education, the International Development and Reform Commission, and the Ministry of Finance issued the “Guiding Opinions on the Transformation and Development of Local Undergraduate Colleges and Universities”, which clearly stated that colleges and universities have truly turned their ideas for running schools to the integration of production and education and cooperation between schools and enterprises. Application-oriented undergraduate institutions have strengthened cooperation with local enterprises, and the depth and breadth of cooperation have improved to varying degrees. This is not only reflected in the single-line cooperation in which universities export talent to enterprises or provide training bases for universities. In the teaching process of the training course, the atmosphere of industry-academia integration is presented. A dual teacher in one lesson can effectively integrate educational resources, cultivate high-quality applied talents, and provide new ideas for adapting to the development of education.

1.1 Current Status of Liberal Arts Training Courses

1.1.1 Lack of Macro-Level Guidance for Teachers in Training Courses

Liberal arts training courses are linked to careers. The curriculum design focuses on students' corresponding skills in a certain position, with the goal of cultivating the professional requirements for students to seamlessly connect with employment positions. The curriculum is mainly designed to cultivate students' professional knowledge grasping ability, familiarity with software systems and professional literacy. In the process of practical training, teachers in schools lacked macro-level guidance. Specifically, it is the fastest time for the teacher to become familiar with various functions in the application software system and teach a bachelor, but failed to understand the students' adaptability to the system in a short time, and the relationship between the textbook knowledge points and the system functions. . Therefore, some students think that the development of practical training courses is numb, and somehow they opened it, and being familiar with this software system will help them.

1.1.2 Teachers Take Too Long in the Training Class

The training courses are different from the ordinary theory teaching courses, and they should reflect the teaching concept of “taking students as the main body”. Therefore, the training courses

are mainly student training and supplemented by teacher guidance. In reality, teachers tend to teach in a way that talks first and then teaches, but they can't control the time and sing "one-man show" for too long. Specifically, in the classroom, the teacher demonstrates the operation first, and then integrates the theoretical knowledge of the textbook into this process. It is difficult to accurately grasp the time. At first, students were more interested in practical training, but when they talked about the theory, they were easy to get lost. In the integrated training course of rationality and practicality, the teacher integrates practical training into theoretical knowledge as the goal and means. If some methods can be adopted flexibly and students are reminded to seek theoretical knowledge in practical operation, the effect should be obvious.

1.1.3 Teachers Lack Skills during Individual Guidance in the Training Classroom

Students have just begun to understand the new software system, and there are inevitably many small links that need to raise their hands to ask questions. The teacher will leave the seat to answer the students' various questions, which is overwhelming. The questions asked by students have both commonality and characteristics, and sometimes teachers fail to respond in time to answer them, which will also cause an embarrassing situation. This situation is often alleviated one month after the start of the training courses.

1.2 Status Quo of Science Training Courses

The science training course takes experiment and inspection design as its main goals. In addition to the same training goal as the liberal arts training course, the science training course emphasizes the test of experimental results and the safe operation of the experiment. Many colleges and universities will be equipped with laboratory assistants to assist with supervision and safety tips when offering practical training courses.

1.3 Summary

Liberal arts training courses have encountered many common problems in the development of various applied undergraduate colleges. The obvious problem in this article is that due to insufficient attention, applied undergraduate colleges will ignore the flexible deployment of an enterprise teacher in the course of the liberal arts training courses, so that the above problems can be solved well and can be effectively implemented. The training curriculum presents a teaching atmosphere that integrates production and learning, and further enhances the effectiveness of practical training courses.

2. Teacher Teaching Mode

2.1 Necessity

With the in-depth development of practical training courses, although full-time teachers in the school have professional theoretical knowledge and teaching management capabilities, they still have weak skills guidance and demonstration skills, and they also lack a deep understanding of the requirements of workplace skills. In order to cater for the full-time teachers to carry out the teaching in the training classroom smoothly, and also to help students adapt to the software system learning faster and master the skills in the training classroom, many local application-oriented colleges and universities have increased the allocation of teachers for training courses. , Put forward a new attempt of a dual-teacher teaching model.

2.2 Connotation

The traditional dual teacher is the basic requirement for the teachers in the training courses to have the professional qualifications and professional titles of the teachers. Today, everyone said that the dual teacher in the course refers to the company sent by the company in the same training course. Teachers and full-time teachers in the school jointly organize teaching, emphasizing the dual training of students' professional knowledge and skills, professional abilities and professional accomplishments. This will not only ensure the integration of rationality and practicality during the

development of the training courses, but also achieve the teaching goals of talent training and business needs.

2.3 Process

2.3.1 Overall Overview of Training Software for Enterprise Teachers

Double-teacher lectures composed of corporate teachers and full-time teachers in the school. The two teachers integrated the teaching content before the lesson, summarized the tasks of this training course, based on the task-oriented teaching model, and used information-based teaching as a means to carry out diverse teaching. First of all, the enterprise teacher introduced the system software from a macro perspective at the beginning of the training course, and told the students in detail why they should learn this software system. What are the learning goals designed by the system developer when developing the system? How does this software system help the business. Then give the students a rough page operation process, and give a simple demonstration of some necessary operations carried out in the training course. Teachers of the company are addressed according to the needs of the company, and based on the content of the company's work and training of employees, the training items are decomposed according to the difficulty and complexity of the work.

2.3.2 School Teachers' Specific Guidelines for Teaching Projects

Teachers in the school will have a better grasp of the knowledge system than corporate teachers. They can set up weekly training programs and content according to the needs of students and the content of textbooks and the requirements of the talent training program. teaching. Under this teaching mode, there is no agreement that teachers in the school will talk about the theory first, and business teachers will talk about the practice later. Instead, the two are organically integrated, and practice the theory while allowing students to get “learning by doing” in the training courses. In addition, the teachers in the school according to the arrangement of the training courses are the assessment requirements and homework requirements for this course.

2.3.3 Classroom Co-Operation Guidance

The dual-teacher teaching model requires that teachers in the school and corporate teachers must communicate before class, agree on the learning goals of each class, and divide the labor between the two. The dual-teacher classroom cooperation guidance reflects two aspects of offline teaching and online teaching. In the first month of the training course, the company teachers and the school teachers work together to provide guidance offline and in the classroom to answer students' questions. This step is mainly to allow students to adapt to the operation process of the entire system faster. In the follow-up stage of the training course, the training teachers mainly taught online, mainly by recording short videos to share in the classroom, reviewing and summing up the common mistakes of students in the training process. The teachers in the school still guide students to carry out training projects in offline classrooms. Experience sharing for some application skills and misoperation analysis is carried out by teachers in the school.

2.4 Teaching Effect

Four weeks before the start of the training class, the students were very fresh about the presence of an enterprise teacher in the classroom. They often raised their hands to ask questions about corporate positions and system operations. The solution, the atmosphere of the training classroom was active. In the following study week, considering the need for corporate teachers to return to their posts to complete their work and students to have a basic grasp of the system operation process, let corporate teachers provide online guidance. The students carefully completed the training tasks assigned by the teachers during and after the class, and gave a high evaluation of the two teachers' teaching and classroom learning atmosphere.

3. The Evaluation of the Dual-Teacher Model of the Training Course

3.1 Teacher Perspective

Advantages: The dual teacher teaching mode can effectively reduce the teaching pressure of teachers in the school during the first month of the training course. On the one hand, the teachers in the school can focus on the design of the training course and the establishment of teaching goals; on the other hand, they can work with corporate teachers to solve common problems raised by students who do not understand the practical application system of training and improve training. Curriculum teaching efficiency; Sanlai provides opportunities for enterprise teachers to select outstanding seedlings during the participation in the training course teaching, and it is easier for enterprise teachers to cultivate their professional qualities in the guidance process. Enterprise teachers' evaluation opinions on students can also be integrated into the evaluation process of the practical training courses, helping teachers in the school to comprehensively and comprehensively evaluate the effects of student growth and training course completion.

What needs to be improved: As the person in charge of the training course, the teachers in the school need to be responsible for the teaching specifications and teaching process of the course. Therefore, communication becomes the biggest issue. How to ensure that the teachers in the school and the enterprise teachers communicate in a harmonious situation in the usual teaching process to achieve ex-ante communication, timely communication with disagreement during the development of the training classroom, and whether it can be established objectively and adequately when giving students a comprehensive evaluation Post hoc communication is especially important. In addition, the communication between corporate teachers and students should be based on ethical standards to ensure that the teaching classroom is carried out in a normal and orderly manner. Therefore, schools should establish corresponding management documents and incentive mechanisms to regulate the professional ethics and conduct of enterprise teachers. Prior to the start of the course, the school also needs to weigh the teachers' arrangement with the teachers in the school as the mainstay and enterprise teachers as the supplementary teachers in the course of developing a dual-teacher teaching model to standardize the construction of the teaching team.

3.2 Student Perspective

Under the dual-teacher teaching mode, students not only receive systematic theoretical guidance from teachers in the school, understand the integration of textbook knowledge points and practical training projects, and clarify the teaching goals and ability training goals. In addition, under this mode, students In addition, the guidance of enterprise teachers can be closely related to actual employment positions, and professional literacy and work skills can be cultivated in the learning of the training classroom. The learning process is no longer a pure operating system, it is more realistic, and the motivation for learning is improved.

However, the development of the dual-teacher teaching model may result in a situation where students rely too much on the guidance of two teachers, lack of self-learning, and peer teams learn from each other. There may also be situations in which students over-represent themselves in order to obtain praise from corporate teachers.

4. Summary

The current talent training path of applied undergraduate colleges urgently needs the support of school-enterprise cooperation to cultivate applied talents with knowledge, ability and professional accomplishment. The dual-teacher teaching mode of practical training courses not only gives full play to the role of enterprises in the teaching of the course, but also presents a better teaching effect of the integration of production and education.

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