

Application of "Divided Classroom" Teaching Mode in College Food Additive Teaching

Dehong Du, Huanxia Shao

School of Food Science and Engineering, Qingdao Agricultural University, Qingdao, China

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Abstract: At present, the concept of sub-classroom has been applied to the teaching practice of various disciplines. In the classroom, there are many advantages in activating students' interest and enthusiasm for learning, improving the efficiency of interaction in the classroom, and enhancing the teaching effect. In the food additive teaching classroom of colleges and universities, the teaching concept of the sub-classroom can be integrated, and the teaching effect and quality of this course can be greatly improved. This paper has made a brief analysis of this model, and made an introduction to its specific application, hope to provide some reference for relevant personnel.

1. Introduction

As an important material for improving the color and taste of foods, food additives have been widely used in the food processing industry. Due to the wide application, the quality of this material and the control of safety issues have become important issues. The inspection of food additives in the market should be done, the strict management of the system and the continuous cultivation and delivery of professional talents [1]. Therefore, the teaching and training of the topic of food additives in colleges and universities has become a major goal for the current development. For the teaching of this course, the traditional classroom teaching mode should be changed, and the updated ideas and methods should be applied to better cultivate and educate [2].

2. The Main Link of the Classroom Teaching Mode

The new teaching model of the dichotomy class was proposed by Professor Zhang Xuexin of Fudan University in 2013. This theory is based on the summary of its many years of teaching practice [3]. After the proposal, this concept was practiced by many universities. Application, this model is mainly divided into three parts: lecture, internalization and discussion [4].

2.1. Teaching links

The teaching process carried out by teachers is the main part of the traditional classroom. In the process of teaching the new bi-class classroom mode, teachers also need to carefully prepare the content of the lectures [5]. Because the current multimedia materials and Internet resources are very complete, teachers are in the classroom [6]. In the preparation process of the content, a large amount of multimedia materials on the network can be well utilized, and content such as more vivid and vivid pictures and videos can be used to display the students in the classroom, which can greatly enhance the visual appeal in the classroom and can also help. Students have a better understanding of the knowledge points.

In addition, before the start of the class, the teacher can also inform the students in advance of the topics taught in the classroom, so that the students can conduct relevant content retrieval and pre-learning on the Internet according to the theme of the class. Students can rely on their smart devices and the Internet to collect a large amount of relevant information, and have some familiarity with the content that the teacher will explain in advance. In addition, this process can also cultivate students' ability to collect materials and actively learn and explore. And the cultivation of comprehensive quality has great benefits.

2.2. Internalization absorption link

After the teacher has an in-depth explanation of the content of the lecture, students should spend time after class to have a process of reviewing and absorbing the newly learned content. In this way, the teacher can arrange extra-curricular extended reading and finishing homework for reading notes. In the process of extending the reading of the classroom content, the students have a deeper understanding of this part of the knowledge, and also a good understanding of the learned content. review. Organizing reading notes during the reading process can help students to strengthen the memory of reading content, and at the same time form a strict chain of thinking logic in the mind to help students clarify the contextual relationship in the article, which is also an important means to help understanding. After the students have sorted out the content they have learned, they will be able to have a deeper impression and understanding of the content.

2.3. Discussion link

After the students have extended the extracurricular reading of the class content, they can form a written report, and then bring the content to the class to share with other students at the beginning of the next class. Students can make a slide show, use the multimedia materials in the classroom to show, and the student representatives will make presentations in the classroom, share the materials collected under the class and summarize the sentiments after reading them to other students. .While the other students listen to the report, they can re-learn and think about the content. They can ask their own questions during the presentation process, and they can also discuss and communicate with the students who made the report after the presentation. The exchange of ideas between students and the collision of opinions can deepen their desire to explore, and they can also deepen their understanding of this issue.

3. The Specific Application of the Sub-Class in the Food Additive Classroom

3.1. Group study

Dividing students into small groups to conduct group-assisted learning has become a very hot teaching method. In the classroom of food additives, teachers can divide students into groups of 4 or 6 people. The discussion of the topics and the completion of the tasks are all in the form of small groups. After the teacher asks a question, you can give 5-10 minutes for the students to discuss and exchange opinions within the group. After the discussion, each group can select one person as the representative to group with other groups. Statement of opinion.

In addition, the group learning mode can also be extended beyond the classroom. After the class is over, the teacher can set the group task. The students can find and organize the materials according to the given topics. The group gathers to deepen the topic. After the discussion, the division of labor and cooperation will be completed to complete the task. In addition, in the process of group study together, members of the group can also discuss and study issues that they do not understand. Members of the group can help each other in this way.

3.2. Market research

Food additives are a very close course to social life. Students often have access to food additives in their lives. Therefore, in addition to explaining the theoretical knowledge in the classroom, teachers should also encourage students to go deep into the society for food. The production and use of additives is done in the field. A careful understanding of the types of food additives and their different effects should be made. In addition, the safety standards for food additives formulated in the industry should be well studied.

Because of the wide variety of food additives, teachers need to make a rough classification of this, and then assign the classification to a reasonable group, each group to collect a type of food additive related materials. After collecting and integrating these materials, bring them to the classroom and share them with other groups. In the process of understanding these food additives, students should go to the field more and get this kind of food additives to find out which foods are

mainly used in this kind of food additives.

3.3. Case analysis

Many cases of improper use of food additives and problems have occurred in society. Teachers can collect these social examples and bring them to the classroom for case-based analysis and explanation. Since these examples have already occurred in life, it is a problem that every one of us will face and have to deal with, so we can strengthen the sense of social responsibility and the urgency of dealing with problems in the hearts of students. Let students feel that they have a responsibility to understand food safety issues and strictly develop and implement food additive safety standards.

For the safety of food additives, large-scale cases such as melamine and clenbuterol have been shocked in the whole society. The news reports and literatures related to these large-scale cases are very rich. A large number of journalists and scholars in the industry have A lot of analysis was done on the cause, background and impact of the case. Teachers can lead students to study these materials in depth, learn from past real-life cases, and throw questions for students, such as how to strictly set food safety standards and how to conduct more food safety. Testing, what adjustments can be made in the industry to address the recurrence of food safety. When students take these thoughts to learn, students can more clearly search through a large amount of information, and can further understand the core of food safety issues.

4. The Problem of Attention to the Classroom Application Needs Attention

4.1. Diversified assessment methods

Since the dichotomous classroom is very different from the traditional classroom teaching form, it is necessary to make corresponding adjustments and changes in the evaluation of teaching achievements and student achievement. As for the results of the students' classroom learning, they can't just rely on the final period's scores to score. Teachers should inject more diverse elements into the classroom's scoring system. Due to the introduction of a new type of teaching method for group learning, in the final score, the group's report and the completion of each member's task in the group should be included in the score. In addition, the participation of students in the classroom and the number of speeches should also enter the scoring system.

In the other class, the student union will give more speech presentations. The student's speech situation, such as the richness of the data, the accuracy of the data and the fluency of the speech, should also be included in the teacher's assessment criteria. The speeches and discussions in the class show the overall quality of the students, which is very different from the previous assessment of the students' ability by relying only on the final results of the final problem solving. Such diversified evaluation methods can also better motivate students, making students' inner creative vitality a good stimulating, continuous investment in the course of course learning, and more for each group presentation and class discussion. Pay attention to it.

4.2. Update and adjust classroom content

For the design of teaching content, teachers should more closely combine the current market standards and food safety hot spots appearing in the market, and constantly update the teaching materials. Taking the latest food safety-related hot events as a case, sharing with students in the classroom can make students concentrate. For the design of the classroom content, the teacher should first make a good plan, and each lesson and the content that should be explained at each stage should be carried out in an orderly manner according to the specific timeTable.

4.3. Improve the enthusiasm of students in class

For the initial introduction stage of the form of the other side of the classroom, many students may experience enthusiasm and the number of speeches is small. In this regard, teachers should add more import and warm-up links in the classroom. They can use small games or use multimedia devices to watch short videos. First, let the classroom enter a relaxed and pleasant atmosphere, let

the students relax their emotions first. Teachers should give a simple topic that is easy to ask for discussion. For simple questions, students can express their opinions at will, so that students' resistance to inflammation is slightly weakened.

Teachers should also arrange the curriculum from easy to difficult, and gradually lead to deeper problems. Teachers should pay attention to the discussion of students, and guide and encourage students who have fewer speeches. In teaching, teachers should take the form of positive incentives as much as possible. Encouragement of students and an in-depth understanding of the different personalities of each student are the main ways to encourage students to be more proactive. For students who speak a lot, teachers should give corresponding rewards, which helps to form a virtuous competitive atmosphere within the classroom, mobilizing the overall student's enthusiasm for learning and the autonomy and enthusiasm of the speech.

5. Conclusion

The teaching mode of the divided classroom is still in the initial stage of practical exploration, and each subject can carry out more diversified practice and exploration. In the teaching activities of the food additive course, the concept of the other classroom teaching mode is integrated, and the teacher should find a scientific method that conforms to the characteristics of the students, so that the advantages of the class can be well played. Students should summarize and think about the problems that arise during the teaching process, and give solutions to existing problems, so that this teaching mode can be continuously improved in specific applications, and the experience can be summarized from practice. This model has been better developed nationwide.

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