

Short Video Teaching Reform Research

Li Wu

East China University of Political Science and Law, No.555 Longyuan Road Songjiang District, Shanghai, China

wuli@ecupl.edu.cn

Keywords: MOOC; Teaching reform; Khan academy

Abstract: In recent years, the informatization teaching reform has been in full swing in Chinese universities. Especially Small Private Online Course(SPOC) and massive open online courses(MOOC), these two teaching methods are very popular in Chinese universities. This paper explores the teaching reform of graduate students in east China university of political science and law, through the practice of teaching reform of information-based teaching in east China university of political science and law.

1. Introduction and Summary

This paper is one of the research results of the 2019 graduate teaching reform project of east China university of political science and law, which aims to promote educational innovation and improve the quality of graduate education. In the process of innovation program reform for graduate students, we take Khan academy as one of the reform models. Khan academy is a popular online teaching mode for learners around the world in recent years. Khan academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. This teaching method just solved some perplexing problems I met in my classroom. Specifically, according to the evaluation of the teaching effect, there is a disadvantage that is difficult to overcome in the current postgraduate classroom. Every student has a different amount of time to be excited about learning, and there is a high probability that some students just don't want to learn during a certain period of time. This embarrassing situation makes it difficult for teachers to achieve the ideal teaching effect no matter how carefully prepared. At the same time, graduate students often have a strong desire to learn, and they are eager to learn a lot of specific knowledge. However, the objective physical and mental laws of the human body lead to a mismatch between high learning efficiency and classroom teaching. This paper studies the classroom effect changes after using some teaching reforms. We through make our graduate students watch video when they want to learn knowledge to improve the quality of graduate education. In addition, video recorded by this project can be watched at any time and repeatedly until students understand it. This teaching form can also reform and explore the classroom teaching form of some graduate students, and we use video instead of doing homework, doing exercises in class, and then the teacher is responsible for solving problems in the exercises.

2. An Overview of the Reform Major

This paper systematically analyzes the methods and contents of this teaching reform from the aspects of teaching reform platform, content organization, video production, teaching implementation, course analysis, and grade assessment, so as to provide reference for the organization and implementation of teaching reform for graduate teaching units and provide guidance for teaching reform teachers. As the main line, based on the construction of the educational reform and practice on the basis of detailed analysis of the educational reform of education theory, mainly introduced the educational reform of the construction of the process and the method of teaching practice, from special regression, abstracts the basic principles of the construction of the educational reform and the reform of teaching to adapt to the graduate practice

mode, service for educational reform college education.

The core work of this teaching reform is to record teaching video. In the process of recording video, we also have some experiences worth sharing. First, video recording doesn't have to be flashy, but it has to be clear and reliable. Because students who turn on video are often very purposeful, their goal is to acquire knowledge. Too gorgeous picture although help attract students, but will take a lot of time makers, cost-effective. Secondly, the recording time of video should be limited to less than 10 minutes and less than 15 minutes in special cases, because too long time is not good for teachers to refine the knowledge points themselves. Finally, video recording should be tried for a period of time within a small scope, so as to find out the possible omissions and errors of video in time.

The target of this teaching reform is finance major. This major cultivates high-level specialized talents with socialist consciousness, who can systematically master the basic theories of finance and independently engage in finance teaching, scientific research and financial practice. Specific requirements are as follows:

(1) Have a firm and correct political orientation, adhere to the four cardinal principles, have the ideology of serving the people wholeheartedly and the lofty socialist moral sentiments, and actively serve the country's construction.

(2) Have a relatively high level of financial theory and profound financial theory cultivation, systematically grasp and deeply study the laws of financial theory and social financial development, master the professional knowledge of adjacent disciplines related to finance. Be able to read material in one or two foreign languages.

(3) Have a healthy body and mind, properly balance work and life.

The curriculum plan of this major is shown in table 1.

Table 1 Finance major course information

Course type	Curriculum	College	Credit hour	Credit	Semester
optional course	Statistical methods and techniques	business school	36	2	Term2
	Accounting topic	business school	36	2	Term3
	international economics	business school	36	2	Term1
	corporate finance	business school	36	2	Term1
	Applied economics methodology and literature retrieval	business school	36	2	Term4
	Apply the empirical analysis method of economics	business school	36	2	Term4
	economic game theory	business school	36	2	Term3
	Theory and practice of stock option trading	business school	36	2	Term3
	Theory and practice of futures trading	business school	36	2	Term3
	Special topic of auditing	business school	36	2	Term3
Public degree course	basic English	Foreign Languages school	72	2	Term1
Public degree course	specialized English	business school	72	2	Term2
Public degree course	Research on the theory and practice of socialism with Chinese characteristics	School of Marxism	36	2	Term1
	Marxism and social science methodology	School of Marxism	18	1	Term2
Academic Lecture	Academic lecture	Graduate school of education	54	3	Term1
Professional degree course	Advanced econometrics I	business school	54	3	Term3
	Advanced econometrics II	business school	54	3	Term4
	Advanced microeconomics I	business school	36	2	Term1
	Advanced microeconomics II	business school	36	2	Term2
	Advanced macroeconomics I	business school	36	2	Term1
	Advanced macroeconomics II	business school	36	2	Term2
Course type	Curriculum	College	Credit hour	Credit	Semester
Compulsory course	Apply frontier theories of economics	business school	36	2	Term1
	Special topics on money and banking	business school	54	3	Term4
	International finance	business school	54	3	Term4
	financial engineering	business school	54	3	Term4
	security analysis and investment	business school	54	3	Term2
common optional course	common optional course	Graduate school of education	0	6	Term3

According to the curriculum plan, there are a large number of courses for finance graduate

students, and these courses should be completed within two years, so it is urgent to improve the teaching effect.

In addition to the above syllabus design teaching reform framework. We've also made some organizational changes. In the process of educational reform organization, in addition to the project leader's own design of top-level educational reform program. This teaching reform is also arranged through interaction with students. Through the investigation with students, get the knowledge points that students are most concerned about and confused, and then summarize the arrangement of course design on this basis. Meanwhile, in the course recording process, this process is also ongoing. In terms of specific arrangements, we have also made active and dynamic improvements to the organization and arrangement of this educational reform by appointing students in charge. Through the survey of students, we found that students also attach great importance to adequate communication opportunities. For participating in the teaching reform process, and having the opportunity to use their own learning experience and learning results to improve the future students, the students who participated in the survey and teaching reform were very happy.

3. Teaching Reform Process

We chose the theory and practice of futures trading course to carry out the teaching reform. We videotaped some core knowledge points in the course and showed them to students after class. The students were very interested in this way of teaching, and in the subsequent knowledge test, the teacher obviously felt that the students' mastery of this knowledge was better than that of previous students. As the Khan Academy did, we offer practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We're working hard to ensure that this project empowers teachers to better understand what students are up to and how best to help them. See at a glance whether student is struggling or if she hit a streak and is now far ahead of the class. Of course, we have encountered some problems in the teaching reform. For example, teachers spend a lot of time in making video, but their teaching achievements are not recognized by the current evaluation system. As a comparison with Mooc courses, let's first look at the definition of Mooc courses. Mooc full name is Massive open online courses. In 2012, top universities in the United States successively set up online learning platforms to provide free courses online. The rise of Coursera, Udacity and edX has provided more students with the possibility of systematic learning. All three platforms are geared towards higher education and, like real universities, have their own learning and management systems. Moreover, their classes are free. Mooc have the following advantages, First of all, Mooc courses integrate various social network tools and various forms of digital resources to form diversified learning tools and rich course resources. The second, easy to use courses: breaking through the limitations of traditional courses in time and space, learners around the world can learn the courses of famous universities at home and abroad by relying on the Internet. The third, wide range of courses: break through the limitation of the number of traditional courses to meet the needs of large-scale course learners. The last, course participation and autonomy: Mooc courses have a high enrollment rate and a high dropout rate, which requires learners to have a strong independent learning ability to complete the course content on time. Khan Academy is also a form of mooc, but the reason we use the Khan Academy model is that it's much more streamlined and focuses on the points rather than the whole body of knowledge. This also has something to do with the subjects we teach, because graduate student is more focus on depth than breadth.

The core of the teaching reform is to change the original learning mode of simple acceptance and to establish a learning mode that aims to fully mobilize and give students' subjectivity. A clear understanding of the essence of teaching reform, we can reform teaching way without worrying about the specific form, the key is whether to arouse the enthusiasm of students to learn, finally form a good learning effect. The experiment of this teaching reform was carried out only from the aspect of teaching means. In fact, we did not carry out in-depth teaching effect evaluation and other follow-up links. But from the form of reform has been carried out, we can still feel a lot of changes, students are quite acceptable to this form of teaching reform.

The teaching reform left a lot of experience, although not a lot of harvest, but also a small achievement. For some teachers, teaching is a mystery in their minds, not something that the average person can do. But through this teaching reform, we found that teaching reform is to solve the problems existing in daily education and teaching, speaking through the facts, than your empty preaching, a hundred times better. Why is the same teaching, some teachers feel happy, happy, full of novelty, work full of creativity? One of the important reasons is that they always look at education and teaching from a scientific perspective. Teachers carrying out education and scientific research can make teachers find a new and broader education and teaching world, promote the improvement of teaching efficiency, and at the same time harvest visible achievements of education and scientific research. Through teaching reform, teachers can feel that doing research is not unattainable, nor is it the patent of experts. As long as we study the problem attentively, solve the problem, we will have a breakthrough, there will be success. Have the opportunity to do expert teachers, scholars.

Acknowledgements

This work is funded by the graduate teaching reform project of east China University of political science and law (A-1502-19-002-12).

References

- [1] Information on <https://www.khanacademy.org/>
- [2] Czerniewicz, Laura Deacon, Andrew Glover, Michael Walji, Sukaina. MOOC-Making and Open Educational Practices. *Journal of Computing in Higher Education*, 2016, 29(1):1-17.
- [3] Marco-Bujosa L M, McNeill, Katherine L, González-Howard, María, et al. An exploration of teacher learning from an educative reform-oriented science curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, 2017, 54(2).
- [4] Salmon G, Gregory J, Dona K L, et al. Experiential online development for educators: The example of the Carpe Diem MOOC[J]. *British Journal of Educational Technology*, 2015, 46(3):542–556.
- [5] Stepan A. Massive Open Online Courses (MOOC) Disruptive Impact on Higher Education[J]. *Science*, 2013, 235(4795):1501-1504.
- [6] Levin B. Putting Students at the Centre in Education Reform[J]. *Journal of Educational Change*, 2000, 1(2):155-172.
- [7] Thrupp M. Helping Teachers and School Leaders to Become Extra-Critical of Global Education Reform[M]// *A Companion to Research in Teacher Education*. 2017.