

Exploration of Experience in Teaching Reform of "Western Economics" in the New Media Era

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Abstract: In the era of new media, the knowledge needs of college students show the characteristics of diversification and fragmentation. As the core course of economics and management in colleges and universities, "Western Economics" must be reformed and innovated in terms of teaching concept, teaching content, teaching method and teaching evaluation. Based on my teaching practice, this paper summarizes some reform experiences of using new media tools to carry out blended teaching, which has positive reference value for improving the level of classroom teaching and the quality of students' learning.

1. Introduction

In the explanation of the course "Western Economics", I always adhere to the idea of combining theory with practice, explain the role of various market entities in resource allocation, and correctly handle the relationship between the market and the economy. The advanced management experience of the enterprise is integrated into the explanation of the classroom case, and the practical ability of the students is exercised. At the same time, modern educational technology means are continuously added to teaching, and advanced technological means such as "cloud teaching", "cloud course", and "cloud live broadcast" are applied to the hybrid teaching mode, reforming the existing traditional teaching methods and increasing students' enthusiasm for learning. Through flexible and diverse assessment methods, students can truly enjoy learning and achieve the goal of teaching and educating people.

2. The change of the teaching concept of "student development as the center"

2.1 Reform ideas

The course teaching insists on "student development as the center", and introduces the "Rogers' non-guiding teaching" teaching mode in the "4H" goal of completing university education, focusing on the transformation of students' roles, fully attaching importance to students' autonomy in learning, emphasizing Personal choice and responsibility in the learning process, advocating non-directive teaching strategies[1]. Pay attention to the role of emotional factors in the teaching process. It is advocated that learners should not compare with others, but evaluate their learning effects by comparing their own changes before and after learning.

2.2 Reform practice

In the practice of reform, through the decomposition of classroom goals and tasks, students are allowed to actively and purposefully contact the key and difficult knowledge to be explained in the new class before learning a new class. There is valuable information, and the preview effect is detected through the platform. When learning a new class, it can accurately connect the key points and difficulties according to the students' preview situation, and improve the effect of classroom knowledge. It also helps students develop the habit of active learning, as show Fig1.

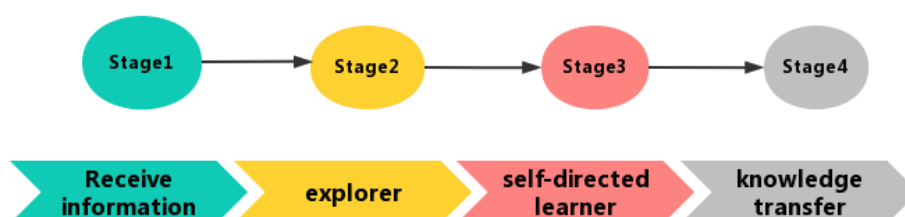


Figure 1: The exploration of teaching objectives in practice is divided into the following four stages

3. Innovation of "Cloud Teaching" in the Blended Teaching Model

3.1 Reform ideas

"Cloud teaching" means that teachers add online teaching elements, and display teaching content and teaching resources to students through live classes, public accounts, APPs, etc. through the Internet. Students can view and download online at any time through PCs or mobile phones, and complete participation and answering. Interactive learning tasks. Through several semesters of "cloud teaching" mode, I found that "cloud teaching" is the most convenient and efficient way of learning, both from the perspective of students and teachers[2].

Specifically: From the perspective of learning, the types and forms of materials that students browse have greatly increased. In addition to learning courseware, online high-quality course resources, authoritative works, papers, etc. in domestic and foreign colleges and universities are used in the form of video, audio, images, documents, etc. When it is presented, students can choose points of interest for extended reading and complete the punch-in tasks set by the teacher[3]. Various online learning material platforms will be pushed to everyone through "cloud courses, cloud teaching, cloud live broadcast, cloud teaching and research, cloud questionnaires, cloud scoring" and other channels, and will also retain everyone's learning data on the platform. to synchronous statistical analysis. The biggest advantage of "cloud teaching" for students is freedom. Learning is not limited by time and space. Students can make full use of fragmented time to study independently, and their enthusiasm and efficiency are significantly improved compared to traditional teaching. From the perspective of teaching, the circle of teachers' learning and communication has become wider. Teaching and scientific research activities such as live lectures by famous teachers, experience sharing, and academic exchanges are all carried out online, which is conducive to the improvement of teachers' teaching and scientific research level. The so-called teaching and learning is a rare opportunity to learn and sharpen. In addition, the big data analysis function of "Cloud Teaching" helps teachers to grasp information about students' online learning time, activity, completion of knowledge points, correct rate of exercises, etc., so as to adjust teaching strategies and carry out planned teaching strategies according to the analysis of learning situation. guide.

3.2 Reform practice

After several years of building "cloud teaching", the existing "cloud teaching" in Western economics has the following six links: cloud courses, cloud teaching, cloud live broadcast, cloud teaching and research, cloud scoring and cloud evaluation. On the basis of traditional classroom teaching, adding the "cloud teaching" link can basically achieve the goals of online and offline resource sharing, communication and interaction, accurate evaluation and personalized teaching for teachers and students, and it has become a kind of auxiliary teaching mode that students particularly like[4].

In the analysis of students' performance, it was found that within two years of the blended teaching model, students' scores increased by 7-11 points year-on-year, and the average score of the final exam changed from 82.7 in 2019 to 88.9% in 2021. improvement[5]. 92% of the students believe that the blended teaching model increases the time and interest of learning, makes up for the insufficiency of classroom teaching, makes learning more comprehensive, and enhances the learning experience and satisfaction than before.

4. Innovation of Teaching Evaluation Form

4.1 Reform ideas

In addition to the traditional classroom teaching evaluation system, "cloud teaching" evaluation is added. The content of the evaluation should not only include the teaching content and the effect of students' learning, but also the evaluation of the ideological and political integration of the curriculum. In the design of the evaluation form, it is necessary to reflect dataization, networking and diversification

4.2 Reform practice

Through the implementation of the above-mentioned evaluation content, the enthusiasm of students to watch live broadcasts, check materials online, and provide online feedback has been significantly improved than before. The new teaching evaluation model is more suitable for students' needs for independent learning, and their grades have generally increased[6]. The satisfaction of the course has increased, reaching 93%, and its reform results have certain promotion value.

5. Summary

To sum up, based on the exploration of reform theory and practice, the reform effect of the course of Western economics is quite remarkable. On the one hand, the reform has adapted to the changes in the structure of college students' diverse knowledge needs. Through the blended teaching method, students are conveyed a broader and more professional subject knowledge, which satisfies their exploration of economic theoretical knowledge, and through multi-channel testing, they have sharpened their ability to analyze and solve economic problems. On the other hand, the development and use of the Internet and big data has accelerated the development of intelligent and professional network platforms. "Cloud teaching" has become the main component of the hybrid teaching model, building a broader platform for learning economics well. In the future teaching, I will continue to study each teaching link from the perspectives of students and teachers, constantly improve my leading level as a teacher, explore the huge potential of interactive teaching, and make this course more in-depth and more appealing. The love and attention of many students.

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