

An Exploration of the Reform of Case-based, Situational and Network-based Teaching Methods in Higher Education

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Abstract:

Taking the course of Language Education for Preschool Children as an example, combining case teaching, situational experiential teaching and network information platform, we explore the construction of a new online and offline blended classroom teaching mode, with a view to promoting the development of students' abilities and cultivating their comprehensive vocational literacy.

Keywords:

Case Teaching, Situational Experiential, Online Teaching

1. Introduction

“Language Education for Preschool Children” is a compulsory course of teaching method for preschool education majors. Under the premise of further clarifying the cultivation objectives and attaching importance to students' practical ability, in order to adapt to the actual teaching needs of kindergarten teachers and solve the problems of insufficient teaching ability of preschool education graduates in kindergarten teaching practice, it is necessary to carry out a change in the teaching of preschool education majors in the teaching method course (referred to as the teaching method class). We need to change the current situation. We need to improve the teaching effect of the teaching method course by rationally setting the curriculum, improving the teaching method and perfecting the teaching content system.

The curriculum is an important vehicle for the training of human resources and an important means of achieving the aims of education. The reform practice of talent cultivation work constantly evokes the new development of the curriculum concept, and the modern view of the curriculum regards the curriculum as a dynamic scenario in which teachers, students, teaching materials and the environment interact with each other continuously. On the basis of long-term teaching practice, the author has integrated the use of case-based, situational and network-based teaching methods in an attempt to meet the teaching principle of combining theoretical and practical training in the course of Language Education for Preschool Children, to enhance

students' practical skills in language education and teaching, and to realise the value of the course as a "multi-faceted" programme.

2. Use of the Case Study Method

2.1. Selection of cases

Teachers use case study method in teaching, can fully mobilise students' initiative and enthusiasm in the classroom, through the preparation of the case, classroom presentation of the case, teachers and students of the case of the discussion and summary, teaching practice and other links, can make the students not only understand and master the theoretical basics, but also comprehensively enhance the students' professional skills and comprehensive literacy, so as to achieve the objectives of the course.

The optimisation of teaching methods is to make the teaching content can be taught efficiently, not detached from the teaching objectives and teaching content, so the case selection should be consistent with the course content and be able to achieve the teaching objectives. Secondly, to ensure the credibility of the case, the case should be as real as possible to restore the actual teaching, so that students can truly feel the actual teaching situation. In addition, but also to ensure that the typicality of the case, for the teaching of key content, selected targeted, persuasive case, so that the case can help students better penetrate the theoretical knowledge, will be the theory of the integration with the actual teaching.

2.2. Implementation of the case method

2.2.1. Presentation of cases

Firstly, the presentation of the case can be in a variety of forms. Text cases are distinctly idealised such as paper scripts, pictures and language. Video cases are more intuitive such as multimedia courseware and video. Teachers can choose freely according to the actual teaching situation, and different presentation methods can be overlapped. The textbook of Language Education for Pre-school Children generally describes the design process of various types of activities, and most of the video cases can distinctly reflect the process of the activities, so the video cases can be edited according to the process of the activities, which is conducive to the students' perceptual understanding of the theories about the activities in the textbook on the one hand, and to the discussion of the strengths and weaknesses of the various links in a timely manner on the other hand [6]. For example, the conversation activity can be edited to create a situation, introduce the topic - around the topic, using the existing experience to talk - around the topic to expand the content of the conversation. Narrative activities can be edited to create a context, introduce the topic - perceive and understand the object of narration - use existing experience to narrate - introduce new narration experiences - consolidate and transfer new narration experiences. When the teacher shows the video case according to the above links, the students will have a vivid and visual perception of the activity flow. Editing and playing the video case according to the flow of the activity is not only conducive to students' perception of the flow of the activity and understanding of the theoretical knowledge, but also meets the scientific requirement that the playing time of the video case should not be too long. Secondly, the use of video cases can trigger students to think about and integrate the teaching design, Bi such as the video case "Tree Mother and Leaf Dolls" is a story

type of literary activities, the teacher in the video, in addition to designing some questions around the story content, but also to design a few very valuable questions: “The little leaves are using the song to comfort the tree mother, can you use a sentence to comfort the tree mummy?”, “Children think about whether they have any experience of being separated from their mums? If so, please share it with everyone.” These question designs can effectively inspire students to think about how to design questions that can transfer young children’s experiences. Finally, according to the requirements of the teaching task, the teacher can explain the theory of pedagogy class with specific teaching cases, so that students can understand the theoretical knowledge and theoretical requirements of pedagogy class. Take the reading activity of the picture book “Mouse’s Vest” as an example, in the first stage, the teacher personally tells the children the complete content of the picture book; in the second stage, the teacher encourages the children to observe carefully and tell the content of the picture book by themselves; in the third stage, the teacher guides the children to explore the content of the picture book and extract the key information in the picture book; in the fourth stage, the children express their own ideas in their own words; in the fifth stage, the children create the picture book through games, drawing and other ways to extend the creation of the picture book content. The cases are clear and hierarchical, and play an important role in students' understanding of the design of reading activities.

2.2.2. Discussion and summary of cases

This link is mainly by the teacher to put forward the problem, students in the form of individual or group thinking, discussion, speech. This link should pay attention to: (1) the teacher's questions should be relevant to the case, the content of the teaching and in line with the students' existing experience of open questions. For example: How does the programme reflect the four basic steps of the narrative activity? How does the programme introduce new narrating experiences? Do you think the method used by the teacher in the video to guide students to perceive and understand the object of the narration is good or not, where is it good and where is it bad? (2) Students' subjectivity is fully ensured, and teachers should leave opportunities and time for students to think, explore and find out solutions to problems on their own. When students encounter confusion and incomprehension, teachers should take effective measures to guide them actively. After the discussion, the teacher should make a summary, not only to summarise the results of the students' discussion but also to summarise the case teaching process.

2.2.3. Teaching practice

In order to ensure the sustained effectiveness of the case-based teaching method, teachers should also actively organise students to carry out practice, combining classroom teaching with practical activities such as apprenticeships, traineeships and internships, in order to consolidate and transfer new experiences. For example, after completing the content of the unit on narrative activities, students are asked to design a programme of narrative activities and conduct a trial teaching, after which they are asked to reflect on and summarize the strengths and weaknesses of the teaching process, and to make improvements where there are shortcomings.

3. Use of Situational Experiential Teaching Methods

Scenario teaching is based on creating a realistic atmosphere, stimulating students' interest and improving the quality of learning.

3.1. Building thematic modules

Similar teaching contents are merged into a group of blocks, while correlation knowledge is introduced, core objectives are determined, and a systematic and perfect contextual teaching unit is constructed. For example, Language Education for Pre-school Children is divided into the topics of Basic Theory of Language Education for Pre-school Children, Laws of Language Acquisition and Development of Pre-school Children, Objectives, Contents, Methods and Activity Design of Language Education for Pre-school Children, Design of Talking Activity for Pre-school Children, Design of Narrating Activity, Design of Literature Activity, Design of Early Reading Activity, Design of Language Teaching Game Activity, etc. Each topic corresponds to a contextual teaching module. Each theme corresponds to a contextual teaching module, and teachers carry out contextual creation and teaching with the core objective of improving the quality and efficiency of teaching thematic knowledge. These themes should be comprehensive, encompassing the overall content of preschool children's language education, and at the same time representative, showing the key knowledge of preschool children's language education, effectively improving the relevance and systematicity of preschool children's language education, improving the quality and efficiency of teaching, and avoiding the problems of fragmentation and inefficiency of the teaching content.

3.2. System planning

Situation teaching follows the creation of the situation, the introduction of the situation, the experience of the situation, the expansion of the situation and the reproduction of the situation of the five processes to carry out, "creating the situation" that is, the development of the situation teaching programme, leading the entire situation teaching work. College teachers need to be based on the pre-designed situation teaching theme, construct a systematic and perfect situation teaching unit. Firstly, the core objectives of each contextual teaching unit need to be stipulated in detail, which mainly involves theoretical knowledge education, practical ability training, application ability cultivation and related knowledge education [1]. Secondly, it is necessary to construct a contextual teaching content system based on the objectives of contextual teaching units, which is mainly based on professional knowledge and supplemented by related knowledge, which forms the core content of contextual teaching. Third, according to the specific teaching objectives, content characteristics and student learning characteristics, detailed planning of contextual teaching methods, selecting language description, image display, music rendering, audio-visual reproduction, role-playing, real-world work and other contextual programmes, and detailed design of its implementation. Fourth, the systematic planning of the introduction of context, experience context, expanding the context, reproduce the context of the way to carry out, time arrangements, guidance and evaluation of the situation, layer by layer to carry out contextual teaching and learning work, the strict implementation of each link of the content of the teaching, methods, time. This is to avoid a loose and arbitrary teaching process with the student as the main body caused by a lack of strict implementation of the contextual teaching programme [3].

This leads to the problem of having too much fun and not enough pedagogical effect.

Teachers in the specific context of the teaching process, but also timely observation of the students' learning status and effectiveness, timely detection of problems, flexibility to adjust the content, methods and time of the various aspects of the teaching, to better stimulate the students' interest in learning, improve the efficiency and quality of their learning. In the thematic activity scenarios of pre-school children's talking, narrating, listening and playing, and early reading involved in the curriculum, "Weekend Sharing", "Weekly Review", "Early Childhood News" and "Thematic Visit" are created. "Thematic visits", "Storytelling", "Finger exercise", "Picture book sharing", etc., guiding students to realise rich self-awareness in a diversified platform of scenarios. The programme guides students to realise rich self-experience in a diversified platform of scenarios.

3.3. Hands-on training

Students work independently or in small groups to create a special contextual atmosphere around a specific teaching theme, using verbal descriptions, visual presentations, music, audio-visual reproductions, role-playing and practical work. Students can explore knowledge, practical training and application independently or cooperatively in small groups in this context, while teachers give necessary guidance and control the implementation of the contextual teaching programme. Students become the main body of classroom learning, communication and exchanges between teachers and students, students, active exploration, practical training, application of experimental activities, greatly stimulate their interest in learning, and effectively strengthen their knowledge of children's language education, mastery and application of knowledge. Situational teaching effectively solves the problem of unidirectional transmission, tediousness and insufficient effect of the teaching process of pre-school children's language education in current institutions [5].

Simulation teaching by students in the microgrid classroom is also an effective method for practical training. Adequate preparation time should be provided for students when teaching design is carried out in accordance with the content of the lectures, generally the theoretical study of the teaching method class is carried out in this week, and the simulated teaching is carried out in the microgrid classroom in the following week. During the study of the course 'Language Education for Preschool Children', more than 10 weeks of training in microgrid teaching skills are guaranteed to improve students' classroom teaching ability. In the teaching process, students are encouraged to use self-made teaching aids. In the study of chapters of Talking Activity Design, Narrating Activity Design, Literary Activity Design, Early Reading Activity Design, and Language Teaching Game Activity Design for Pre-school Children, students choose a theme they want to teach in each chapter, and then make teaching aids related to the theme and simulate the teaching with the teaching aids made by themselves during lectures. This process not only improves students' teaching ability, but also improves their ability to make teaching aids.

Using the microgrid classroom to simulate the teaching skills of preschool education students, with the help of the video of the microgrid classroom at the end of the simulation, the students will be able to know the reality of their own training in a timely manner, and carry out self-reflection and evaluation. In addition, the instructor should also analyse and evaluate the simulation teaching situation and make

suggestions for improvement. After the end of the simulation teaching students should also look back and analyse their own teaching process, and let other students point out their shortcomings. In addition, students can also be organised to practice, combining classroom teaching with specific practical activities such as apprenticeships, internships and practicums in order to consolidate and transfer new experiences. For example, after completing the unit on language play activities, students are asked to design a programme of language play activities and go to the kindergarten or kindergarten institution where they have done their apprenticeships or internships for a trial teaching, after which they are asked to reflect on and sum up the strengths and weaknesses of the teaching process, so that by analysing these deficiencies, they can find out their own shortcomings in teaching, thus laying a foundation for their future teaching.

4. The Use of Web-Based Pedagogy

Information-based teaching is a way to promote colleges and universities to move towards high-quality teaching, and it is also an important issue for colleges and universities to face in the information era [4]. Realising interactive teaching between teachers and students with the help of online information platform is also an important way to improve the quality of teaching. Before class, students study the online learning resources for language education activities released by the teacher and complete the pre-reading test, such as the definition of kindergarten conversation activities, characteristics, activity design requirements and other basic elements; students are encouraged to ask questions, teachers statistically collate the pre-reading feedback and adjust the classroom teaching plan, and the teacher teaches the key and difficult points in the students' independent pre-reading in a targeted way, so that the students will be able to listen to the lesson with the problems as soon as they enter the classroom. Through case sharing, group discussion, student practice, teacher summary to deepen students' understanding of knowledge content [2]. After the class, teachers reflect on the achievement of classroom teaching objectives, supplement the online development content in a timely manner, and set up online development training assignments in a hierarchical manner and comment on the assignments in a timely manner, so as to consolidate the students' ability to integrate theory and practice. In addition, each student in the learning network can be a platform for each other, help each other, share information (resources), make up for the blind spots and short boards of individual knowledge, and make progress together.

Self-learning before class. Before class, teachers release kindergarten language activity learning tasks through relevant platforms, including microclasses, PPT, audio and video, questions, discussions and so on. Students can independently and reasonably arrange the learning time and content anytime and anywhere before class, and synchronously complete the online self-study tasks, which is not only a test of the effect of pre-study, but also lays the foundation for breaking through the classroom key and difficult points.

Strong learning in class. In the middle of the lesson, the teacher first learns about the students' independent learning before the lesson through the platform's screen casting function and provides centralised feedback, which is not only convenient for every student to understand his or her own self-study and that of others, but also conducive to the teacher's focus on explaining and emphasising the problems that have arisen. Classroom teaching adheres to the student-centred approach, introducing the new lesson with students' problems in self-learning, highlighting the key points of

the lesson with students' discussion and sharing of the problems, and achieving the learning task with students' presentation of the learning content. In this deep learning process which is always student-centred, students' sense of cooperative inquiry and thinking and expression skills are simultaneously improved, and the knowledge of self-study before the lesson is internalised through the teacher's reasonable instruction and students' independent inquiry.

After-class extended learning. After class, the teacher releases extended learning resources related to the course content and assigns targeted extended exercises to students online. Students integrate the content with what they have learnt online and offline to consolidate and improve. This online-offline blended teaching activity corrects the students' attitude of active learning, cultivates the quality of students' active exploration of knowledge, and enhances the ability of teachers and students to work together as a team.

Combining case teaching, situational experiential teaching and network information technology platform, explore the construction of a new online and offline hybrid classroom teaching mode, see Figure 1.

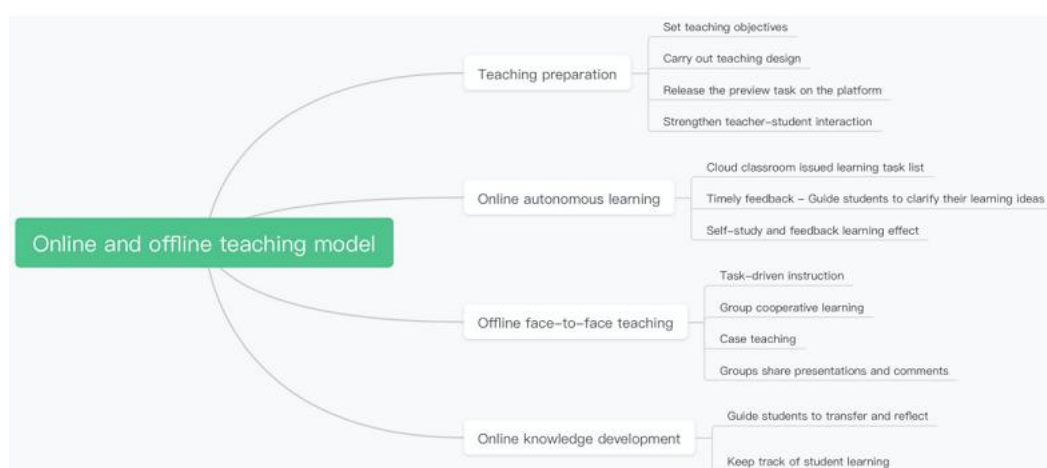


Figure 1. Online and offline blended teaching model session.

Through online and offline blended teaching, the weight of process evaluation is increased, and timely attention is paid to the value tendency and emotional changes of students in the learning stages before, during and after class. Through evaluation, students can be given positive psychological hints, so that they can actively participate in learning activities and form professional norms. The online and offline hybrid teaching evaluation system is shown in Figure 2.

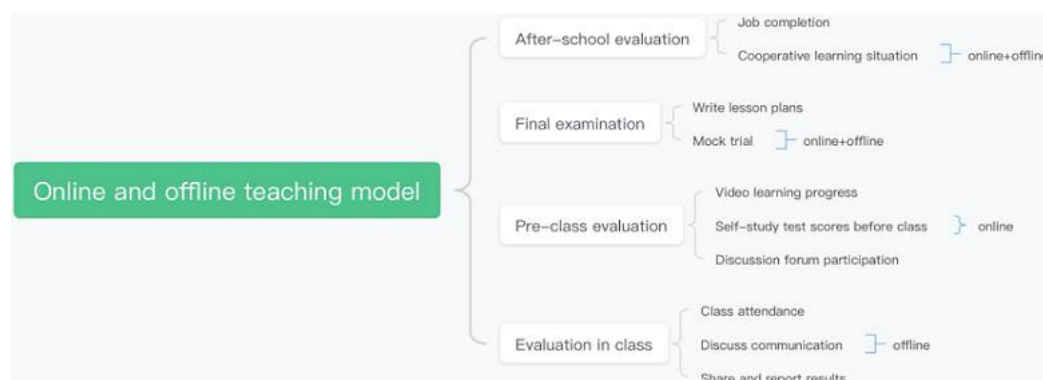


Figure 2. Online and offline hybrid teaching evaluation system.

5. Conclusions

In short, the teaching method of the teaching method class can no longer be confined to the traditional way of the teacher speaking and the students listening, and the students should be allowed to move, not only to move their hands (the production of teaching aids), but also to move their whole body (writing lesson plans, speaking and lecturing). Only if students move, the teaching method class can really become a bridge for students to go from theory to practice, and can achieve the theoretical foundation and teaching skills improvement before students enter the front line of teaching. Combined with case study teaching, scenario-based experiential teaching and network information technology platform, exploring the construction of a new online and offline hybrid classroom teaching mode plays an important role in making up for the boring form of traditional classroom teaching and low motivation for learning, in mobilising students' motivation and initiative for learning, and in enhancing students' vocational skills in the water, and so on.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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