The effective application of mobile teaching platform I doctoral guide in practical teaching-- Taking the course “E-commerce Data Analysis and Application” as an example

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Abstract: This paper introduces how the course “E-commerce Data Analysis and Application” carries out online and offline integrated teaching with the help of the I doctoral guide platform from three aspects before class, during class and after class. According to the teaching comparison of teachers in the past three years, the teaching through the platform has strengthened the students’ subjective initiative in learning, enhanced the cooperation between students, and improved the students’ enthusiasm in learning. It strengthens students’ practical operation ability, and realizes the dual construction of knowledge system and value system through the I doctoral guide platform.

Key words: I doctoral guide platform; E-commerce data analysis; And mixed online and offline teaching

In the actual teaching of “E-commerce Data Analysis and Application” course, with the help of I doctoral guide platform, the efficiency of teachers in class has been effectively improved. The online resources of the mobile teaching platform I doctoral guide are updated quickly, in various forms, with wide knowledge coverage and large choice space, so that students can not only complete the learning tasks prescribed by teachers, but also choose the appropriate knowledge according to their actual learning ability to carry out self-study and better improve their own knowledge system. From the perspective of students, it is helpful to enrich students’ learning resources, cultivate students’ independent learning ability and improve students’ ability to deal with problems. From the perspective of teachers, it is conducive to the improvement of teaching resource integration and selection ability, the improvement of teachers’ information-based teaching ability, and the improvement of classroom teaching efficiency.

1. The introduction of the course “Electronic Commerce data Analysis and Application”

The course “E-commerce Data Analysis and Application” is the core course of E-commerce major of our university. The teaching material selected for the course is written by Beijing Boguide Future Information Technology Co., LTD. The book is one of the series textbooks of E-commerce Data Analysis 1+X certificate system, including five modules. Namely, e-commerce data analysis overview, basic data collection, data classification and processing, data descriptive analysis, basic data monitoring and report making. Through the study of this course, students can master the basic concepts of e-commerce data analysis, the channels of basic data collection, the methods of data analysis and processing, etc., can skillfully use function formulas to calculate data analysis indicators, and statistical analysis of data through EXCEL and other data processing tools. And be able to complete data monitoring and make related reports according to daily operation needs.

2. I guide platform resources introduction

I doctoral guide has a large number of high-quality video course resources from outstanding universities and entrepreneurs across the country, covering e-commerce, online shop operation, front-end design, mobile e-commerce, product design, network finance, marketing and other professional fields, which can effectively expand students’ professional knowledge. Users can use mobile phones to learn anytime and anywhere in fragments of time; Course review, after-class quiz and other rich functions can effectively help users to deeply understand knowledge; Regular knowledge competition, in the form of competition to promote students’ learning initiative, find their own positioning and constantly improve. Teachers build the class through the I thesis guidance, publish learning tasks on the platform, share learning resources, interact to solve doubts and answer doubts, assign and correct homework, and automatically collect papers in online tests, so as to assist teachers to better follow up students’ learning progress and learning results, and greatly reduce teachers’ teaching pressure.

3. The teaching design of the course

1. Practical teaching design based on I doctoral guide platform

Students are the center and main body of teaching activities, and interest is the first driving force for students to acquire knowledge. If there is little interest in the course “E-commerce Data Analysis and Application”, it is difficult to mobilize students’ enthusiasm for learning. In addition, most students do not take the initiative to preview before class, after class consciously review the good learning habits. This is mainly caused by the following two reasons: First, the teacher did not timely supervise the students’ preparation before class and review after class, did not timely urge the students to carry out practical training after class, and checked and corrected the homework was not timely, so that the students who completed the homework could not get timely feedback; Second, students are not clear about the learning goals before class and the practical tasks that need to be completed after class.

In addition, the traditional offline classroom order is strict, the classroom management is very restrictive, for introverted students, direct face-to-face contact between teachers and students will make students feel nervous; For extroverted students, the strict discipline in class can make the otherwise lively students feel a little tied up. The classroom interaction between teachers and students is still dominated by the

traditional way of teachers asking questions and students answering them. Most students are unable to take the initiative to answer teachers' questions, and the overall classroom atmosphere is relatively boring.

In this regard, in order to further enhance students' participation in class and cultivate students' ability of analyzing, solving problems and innovative thinking, the teaching model of "ATDEE" is adopted. The "ATDEE" teaching model is made up of five elements: Asking, Thinking, Doing, Evaluation and Expanding. It is expanding by a five-step flexible combination of "asking," "thinking," "doing," "evaluating," and "expanding."

(1) Q: Guide students to preview the learning tasks released by teachers on the I doctoral guide platform, find out their doubts, and enter the new course with questions.

(2) Thinking: Let students discuss and explore the new knowledge and skills in the task, find out the problems in learning, and discuss with teachers and students to solve their doubts before class in the interactive module of the I doctoral guide class group.

(3) Doing: By answering questions and solving doubts in class, teaching theories and demonstrating operations, students can understand knowledge and master skill requirements.

(4) Evaluation: Through the evaluation of pre-class task completion + classroom performance teacher evaluation + after-class homework evaluation to form a diversified comprehensive evaluation results.

(5) Extension: the teacher assigns the homework after class, and the students submit it to the I doctoral supervisor after completion, and the teacher reviews and scores it.

Through the above teaching mode of "ATDEE", students' creative thinking ability is cultivated.

2. The overall implementation of the course

(1) Guide learning before class

Link 1 Self-research and self-exploration: that is, teachers publish learning tasks and share learning materials on the I doctoral guide platform to develop students' learning habits of independent exploration. Through the feedback of students on the learning platform, teachers can grasp the confusion of students and adjust the teaching strategy.

(2) The school supervisor in the class

Part 2 Answer questions and solve doubts: In the class, the teacher uses the I doctoral guide platform to demonstrate the operation, explain and demonstrate to solve the problems and doubts of students in the early learning and preview process, analyze the key knowledge, and help students break through the knowledge difficulties.

Link 3 Practical training improvement: case-driven, career activity-oriented, carry out rich practical training scenario simulation training, advocate doing middle school, learning to do, through guidance demonstration, group cooperation, results display, on-site teaching to refine practical training results, improve students' practical skills, to achieve the goal of teaching integration, so that teaching content and vocational posts seamless connection.

Link 4 Multiple evaluation: The comprehensive evaluation system of teacher evaluation + student mutual evaluation + teaching platform evaluation is adopted in the teaching process to evaluate students' learning situation and work task completion effect.

3. Promote learning after class

Section 5 Summary and development: I doctoral guide platform has rich digital resources. Teachers assign vocational skills training after class to enrich students' learning content, enhance students' learning interest, consolidate and expand professional skills and professional quality, and cultivate good professional quality by expanding resources.

Next, take the content of module 1 e-commerce data analysis as an example to illustrate how the integration of online and offline integration is carried out.

Before the formal teaching, the teacher constructs the class group on the I doctoral guide platform, and conveys the class requirements and assessment basis of the course to the students before the teaching task: 10 minutes before class, the teacher signs in on the platform to check in class attendance. Students need to complete the learning tasks published by the teacher before class. Students' usual score is composed of 20% attendance + 20% interaction on the platform + 20% completion rate of online teaching video viewing + 20% completion of homework + 20% classroom performance.

(1) Pre-class guidance, the teacher releases the learning video in the class group of the i-BO guidance platform: E-commerce data and data analysis cognition, e-commerce data analysis indicators, and brainstorm the important and difficult points of this lesson in the interactive area. At the same time, students are required to complete the online objective questions of this part of the content, the system will evaluate and score the objective questions. According to the system's evaluation of students' homework, the teacher can grasp the effect of students' preview and understand their learning situation. And adjust the teaching focus in time.

(2) In the class, the superintendent and the teacher summarize the students' answers before class, place the wrong question collection area of the platform, facilitate the guidance of students to consolidate exercises for many times, and focus on the knowledge with more mistakes in the teaching. When teaching, the teacher takes the case as the starting point to import this lesson, and guides the students to carry out case analysis, and teaches the meaning, classification and function of e-commerce data. At this time, the theory is finished, and the teacher-student interaction is entered.

Teacher question: What is the significance of e-commerce data analysis for enterprises?

Students think and actively answer.

At the end of the interaction, the teacher started the second part of teaching, teaching the market indicators and operation indicators of

e-commerce data analysis by way of demonstration through cases, and then releasing practical training questions on the platform for students to practice. At the same time, the teacher will use the gap of students' practical training to solve students' individual doubts one by one in the classroom, so as to ensure that each student can master the content of this lesson as much as possible.

(3) Promote learning after class. Teachers release test questions after class and students complete them independently. When they encounter problems, they can ask questions in the interactive area, so that students can explore and solve them by themselves.

IV. Teaching evaluation

Through online learning, students can learn the main knowledge points that teachers will teach in each class by self-study in advance, and combine online video lectures, case studies and reading AIDS to deepen students' understanding of knowledge. Online interactive discussion can narrow the distance between teachers and students, especially for introverted students, which can reduce the pressure and constraint of face-to-face communication with teachers, so that they can communicate with teachers better.

In the homework section of the I doctoral guide platform, teachers can upload homework after class and urge students to finish it on time. Teachers can also synchronize the answer points to the homework module, and students can mobilize their subjective learning initiative through mutual evaluation and scoring, so as to better let them reflect on their learning effect, so as to review the old and learn the new. In chapter testing, let everyone know the learning effect of the previous stage, can check the gaps in time, and help teachers grasp the students' learning situation, according to the students' grasp of knowledge, adjust the teaching progress at any time.

For students, the combination of online and offline teaching mode enricfies their learning methods, urges them to study independently by task-driven mode, and fully grasps relevant knowledge points; For teachers, the rich learning resources provided by the platform facilitate the teaching process and provide a lot of good materials for teachers to prepare lessons.

1. Student evaluation: Students tend to think that this kind of learning mode is more in line with their learning situation, and can better combine their actual situation to teach. After class, the learning task issued by the teacher can be better completed through mutual help in groups, and through the task, students can enhance the sense of teamwork and cultivate good professional spirit.

2. Teacher evaluation: Compared with the traditional teaching mode, the application of the I doctoral guide platform in teaching enables teachers to always grasp the learning situation of students. Teachers believe that this kind of online and offline mixed teaching mode is obviously better than the traditional teaching mode, which is convenient for teachers to manage students and can better achieve teaching objectives.

4. Summary

"E-commerce Data Analysis and Application" is the core course of E-commerce major in our college, and it is the basis for the follow-up study of "New Media Marketing", "E-commerce Theory and Practice" and other professional courses, which plays a key role in students' career. Online and offline integrated teaching is carried out through the I doctoral guide platform, and vivid cases of new technologies, new knowledge and new processes are introduced into the teaching by using the platform's rich resources such as quality courses and MOOCs, so that students can not only learn knowledge and skills, but also cultivate students' quality, which can better meet the demand for talents in the development of e-commerce industry. Combined with the actual learning situation of students and the teaching experience of teachers, the online learning resources of the I doctoral guide platform connect with e-commerce data analysis positions, closely follow the latest development of the industry, through practical training scenarios, practical training cases, and industry data, to realize the seamless docking of teaching content and professional positions, and build a hybrid teaching mode that organically integrates online and offline. It achieves the goal of integrating teaching and shortening the adaptation period for students to integrate into their jobs after graduation.

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