

Design of case teaching mode based on flipped classroom in digital intelligence Era

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Abstract: guided by the concept of flipped classroom teaching, problem-based, student-centered, and using network information technology, this paper establishes a circular and closed teaching model of “pre class - in class - after class - before class...”, and integrates the assessment and evaluation of the learning process and learning results in each stage of learning activities, A new case teaching mode of organic integration of online teaching and offline teaching is constructed. In order to provide new ideas for the education and teaching reform of Business Administration major.

Key words: digital intelligence era; Flipped classroom; Case teaching mode;

At present, the rapid development of big data, cloud computing, Internet of things, artificial intelligence and other technologies has profoundly changed the form of education and talent demand. The concept of flipped classroom is closely combined with case teaching method, which has become an important way to build the ability of undergraduate students majoring in business administration and cultivate national innovative and entrepreneurial talents under the background of economic globalization in the digital intelligence era and the increasing integration of China's higher education with the world.

1 Design of case teaching mode based on flipped classroom

1.1 Design objectives

1. Overall objectives:

(1) With wechat, MOOC, rain classroom and other information technologies as the media, combined with the new form of flipped classroom, we should strengthen the selection of cases and the updating of course content, and constantly improve the effectiveness of teaching and the guarantee of teaching quality.

(2) Establish a problem-based teaching mode, stimulate students' interest in learning, and cultivate their autonomous learning ability, problem-solving ability, teamwork ability and innovation ability through communication, discussion, sharing and debate.

(3) Realize teaching and education, pay attention to the comprehensive development of students, and integrate the knowledge goal, ability goal and emotional values goal.

2. Specific objectives:

(1) Complete the literature review of flipped classroom teaching mode, case teaching method and integrated teaching mode.

(2) Build a case teaching model based on flipped classroom.

(3) Complete the teaching practice exploration of case teaching mode based on flipped classroom, and verify the effect of the teaching mode.

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1.2 Design content

1. Analysis of teaching elements

Using the method of system science, before constructing the case teaching mode based on flipped classroom, this paper analyzes the teaching elements such as teaching objectives, teaching contents, teaching forms, activity methods and evaluation methods.

(1) Teaching objectives

To construct the teaching model, we should first have a clear positioning of the teaching objectives. Teaching objectives include learning needs analysis, teaching content analysis and task objective analysis. Before class, teachers should determine the teaching objectives of this course according to the training objectives, professional positioning, subject characteristics, course objectives, etc. of Business Administration major, combined with students' existing knowledge, ability and experience.

(2) Teaching content

After the teaching objectives are determined, teachers should make micro lessons, select and design cases according to the teaching objectives of the course and the teaching content of this module. The small video content in the micro lecture includes the basic knowledge points to be taught in the course, expounds the relevant theories and embeds the test questions. The selection and design of cases is the basis of carrying out the case teaching mode based on flipped classroom. The selection of cases should be typical, exemplary, novel and explorable. Students can participate in the selection and design of cases through the course knowledge points, research materials and materials provided by the micro lecture.

(3) Teaching form

With the development of network information technology, students can use wechat, rain class, MOOC, superstar and other network platforms to learn rich learning resources such as wechat and cases uploaded by teachers; You can also get the knowledge you need from network resources. However, in the flipped classroom, students are not completely independent in learning. Teachers and students can repeatedly discuss cases on the network platform, and with the support of information technology, they can supervise students' self-study process.

(4) Activity mode

In the flipped classroom, the pre class knowledge transfer is completed with the help of information technology. Students learn independently, complete knowledge tests, and make case problem analysis reports; The internalization of knowledge can be accomplished in the classroom through the guidance of teachers and the collaborative discussion of students; After class, the deepening and expansion can be completed through skill training, simulation training, research report, etc.

(5) Evaluation method

In the process of teaching, teachers have an all-round understanding of students' basic knowledge, ability and quality, and dynamically observe the phased achievements of students' learning. When evaluating, we should not only pay attention to the results of learning, but also establish learning archives, pay attention to the learning process, and truly achieve a good combination of qualitative evaluation and quantitative evaluation, formative evaluation and summative evaluation, personal evaluation and group evaluation, self-evaluation and others' evaluation. Teachers can collect the big data of students' self-study and teaching process through wechat, rain classroom, superstar and other online teaching platforms to study, judge and personalize students' learning data.

2. Construction of case teaching mode based on flipped classroom in digital intelligence Era

Drawing on the relevant research status at home and abroad, relying on the support of wechat, rain classroom, MOOC and other information technologies, and based on the analysis of relevant theoretical basis, teaching objectives, teaching contents, teaching forms, activity methods and evaluation methods, this paper studies and constructs the case teaching mode based on flipped classroom in the digital intelligence era (as shown in Figure 1).

(1) Pre class stage

In the case teaching mode based on flipped classroom, the tasks of teachers and students have changed to a certain extent compared with the traditional teaching mode before class. Before class, teachers make full use of modern information technology to make micro lessons according to the teaching objectives and teaching materials, select, analyze and even build cases that meet the teaching needs with students, and design problems and tasks closely related to the teaching objectives.

① Analysis of teaching tasks and objectives

On the basis of understanding the knowledge points of the course, mastering the necessary professional skills and improving the teaching objectives of ability and literacy, the teaching task objectives of this course are determined according to the teaching material content and learning needs, combined with the students' existing knowledge, ability and experience.

② Making micro lessons

The core content of "micro class" is classroom teaching video (lesson clips), and it also contains auxiliary teaching resources related to the teaching theme, such as teaching design, material courseware, exercise testing, teaching reflection, teacher comments, etc. In the flipped classroom, the teaching of knowledge is generally completed by the teaching video provided by the teacher. According to the teaching objectives and tasks, divide the knowledge points of the whole book, and record a small video according to the knowledge points. The time is about 10 minutes. Small video should be concise, comfortable and attractive. Embedded tests should be designed according to the knowledge points in the video. Students must answer correctly before they can continue to watch.

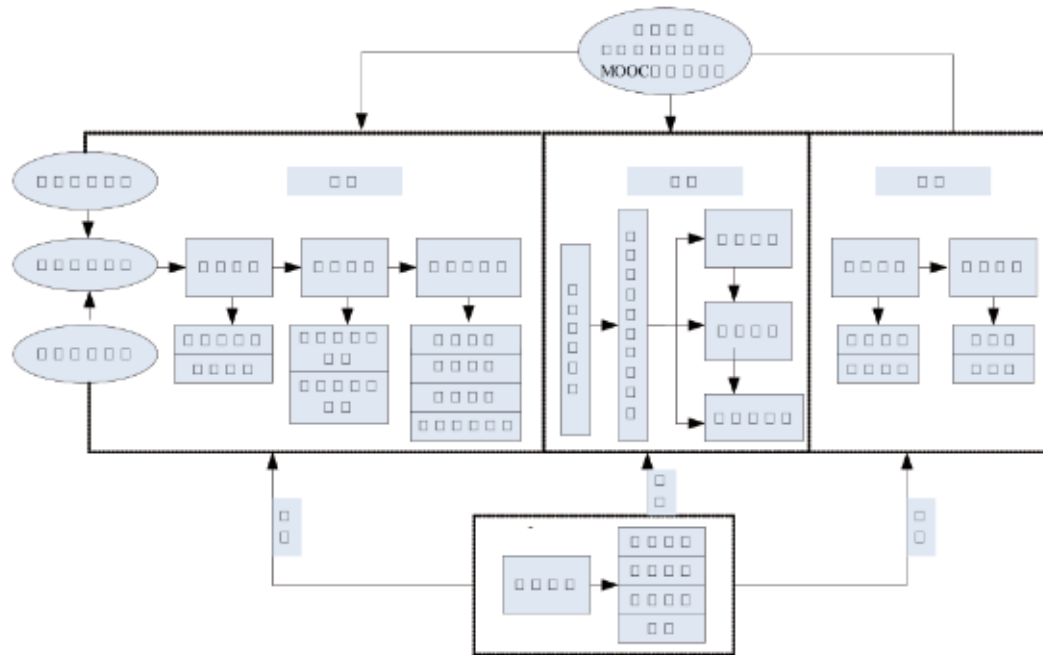


Figure 1 case teaching mode based on flipped classroom in digital intelligence Era

③ Case selection and design.

Teachers should find out the learning order and internal relationship between various knowledge points, connect the points into lines, and the lines form the surface, which is presented by examples. At the same time, the case also needs to comprehensively consider college students' cognition of business practice activities, and select international first-class enterprises or well-known enterprises at home and abroad with excellent management as the research object of typical cases. On the basis of determining the case, the teacher designs an appropriate amount of heuristic questions according to the key and difficult points of teaching, so as to stimulate students' interest in learning and internal sense of achievement.

④ Learning task list.

In order to better promote students' effective pre class autonomous learning, teachers should make task lists. The learning task list should indicate the students' learning resources, thinking problems, discussion topics and completed assignments. Students can solve problems through cooperative communication after autonomous learning of relevant knowledge through small videos, cases and other relevant learning materials provided by teachers, and finally submit case analysis reports or achievement reports. Material courseware, small videos and selected cases can be uploaded to the rain classroom teaching platform, and students can preview, discuss and feed back problems in advance according to the tips of wechat.

⑤ Assessment and evaluation

The assessment and evaluation of students before class include the results of embedded tests, the situation of raising questions, and the performance of discussion. Teachers can use the teaching big data of superstar or rain classroom to understand the overall and individual learning situation of students before class and adjust the teaching tasks in class.

(2) In class stage

① Pre class content review.

Before the implementation of classroom teaching, teachers should review the pre class learning, briefly review the background of the case events, clarify the key events and points in the case, and design the theme of classroom case discussion, so as to guide classroom learning with the theme and not deviate from the predetermined learning objectives.

② Results reporting.

In order to show the results of the students' learning process before class, the teacher should guide the students to show the tasks in groups, introduce the data collection, learning process and the results of learning and case discussion of the group, and feed back the difficult problems.

③ Class discussion.

Students share or discuss their different opinions on the case, discuss and communicate with each other, and solve the unsolved problems in the case in cooperation. At the same time, the teacher will timely and effectively guide the students' discussion in order to efficiently complete the internalization of knowledge.

④ Teachers' intensive teaching and evaluation.

Teachers can grasp the direction of case discussion according to the pre-designed main line, outline the course content, decompose the teaching difficulties, strengthen the teaching focus, and deepen students' understanding of the knowledge in the communication and collision

of thinking. Finally, teachers and members of each group evaluate the learning process and display results of their own group and other groups.

(3) After class stage

① Deepen and expand.

After class, students summarize and reflect on the whole learning process and submit a research report, which can be divided into the summary of case study and the evaluation of their learning ability. Then the practical application can be completed through skill training, situational simulation, etc.

② Collection of achievements. After independent exploration, collaborative learning, reflection and summary, and practical application, students complete the collection of individual or group achievements. Students' learning achievements can be exchanged offline through lectures, debates, small competitions, etc., and can also be uploaded to the network platform for students' learning and discussion.

③ Assessment and evaluation. The evaluation system in the case teaching mode based on flipped classroom is multi-mode and multi-dimensional, and the evaluation members include not only teachers, but also students / group members; The evaluation content includes the situation of raising questions, the results of targeted exercises, the performance of analyzing problems in class, the performance in group discussion and results display, and the final test scores. The evaluation of students' learning process can be collected, summarized and evaluated through the big data of online teaching platforms such as rain classroom. Teachers will integrate their own evaluation with the feedback results of all students to formulate the next teaching objectives and teaching plans.

3. This paper explores the teaching practice of case teaching mode based on flipped classroom in the era of digital intelligence.

The case teaching mode based on flipped classroom in the era of digital intelligence is applied to the practice of relevant courses of Business Administration major. Through tests, questionnaires, interviews and other research methods, students' interest in learning, learning ability, love for the teaching mode and improvement suggestions are understood, so as to better improve the teaching mode.

2 Conclusion

In this paper, the design of case teaching mode based on flipped classroom is helpful to establish the problem oriented and student-centered teaching concept; It helps to improve students' autonomous learning ability, problem-solving ability, teamwork ability and innovation ability; Help to improve the information literacy of teachers and students; It is helpful to improve the effectiveness of teaching work and the guarantee of teaching quality. Therefore, the case teaching mode based on flipped classroom has certain reference and promotion value for comprehensively improving the teaching effect of business administration courses in Colleges and universities and promoting the teaching reform of modern higher education.

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