Teaching Reform Practice of Basic Computer Course in Local University

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Abstract

The university computer foundation is the first computer basic course after the students enrolled in the school, and plays an important role in cultivating students' information literacy. This paper puts forward the ideas and measures of the reform of computer basic course teaching in colleges and universities, especially the local colleges and universities in colleges and universities, especially the local colleges and universities, and has some reference for local colleges and universities.

Keywords

Local colleges and universities; university computer foundation; teaching model; teaching method.

1. Introduction

With the rapid development of information technology and the growing popularity of computer applications, students' computer application ability and computer literacy are also increasing, which as a non-computer professional freshman students compulsory public basic course "university computer foundation" teaching Higher requirements. The Higher Education Department of the Ministry of Education has issued the Opinions on Further Strengthening the Teaching of Basic Computer Science in Colleges and Universities, and put forward the objectives, requirements and guidance for the teaching of computer basic teaching in colleges and universities. Under the guidance of this "opinion", our school combined with its own reality, from how to better adapt to the development of local undergraduate institutions and application-oriented personnel training, how to make this course better for students of professional learning services and other aspects Conducted a discussion, from 2009 to carry out a continuous university computer basic course teaching reform, some of which have achieved good teaching results.

2. Characteristics of Computer Basic Courses in Local Universities.

2.1 Students have a certain computer foundation and application ability, but the difference is bigger.

Most of our students from Shandong Province, there are some students from Hebei, Heilongjiang, Inner Mongolia, Guizhou and other places, the computer base and the level of uneven. Taking Shandong Province as an example, although there are information technology courses in primary and secondary schools, there are significant differences in the level of information technology education due to geographical differences. Some students have a computer, primary and secondary school period by a good information technology education, a certain degree of computer operation and ability; some students, although exposed to the computer, but by family conditions, school equipment conditions, teacher conditions and other restrictions, not by the system Of information technology education, the basic knowledge of the computer and operation of a little knowledge, let alone skilled operation. How to take into account the different levels of students, to ensure a good teaching effect, as the university computer basic curriculum teachers in front of the problem.

2.2 Students do not have a clear purpose of learning, little interest in learning

Most of the university's computer basic course is the use of "teachers say, students listen to" model, and teachers generally use the "menu" teaching methods, one by one, one by one to explain the various functions of the software menu and usage. This student passive acceptance of teaching methods, resulting in students learning enthusiasm is not high, learning interest is not the problem. Although many schools have adopted a variety of teaching reform measures, but for students, still the purpose of learning this course is not clear enough, do not know to learn WORD, EXCEL, POWERPOINT, ACCESS and other software with their own professional What is the relationship between learning, what is the use of the future work, students learn into a confused.

2.3 Less than the experimental time, students are poor hands

With the deepening of the teaching reform and the implementation of the credit system, some public basic courses are constantly compressed. University computer basic course hours from the original 72 hours gradually compressed to 64 hours, 48 hours. At the same time, in the course design and time allocation, the general theory teaching and experimental teaching time ratio of 1: 1; in the teaching arrangements, usually 4 hours per week, including 2 hours theory, 2 hours experiment. This led to half of the students in the classroom is sitting in the classroom watching the teacher talk about the actual hands-on opportunities greatly reduced, resulting in poor student ability.

3. Exploration and Practice in the Teaching of Basic Computer Course in University.

3.1 To students as the main body, reform teaching model

Reforming the traditional teaching to teacher-oriented model for students to self-learning model. Teachers are no longer a simple knowledge transfer, it is learning the organizers and mentors.

Selected university computer basic course teaching instructors set up teaching team, the curriculum to re-scientific design. First, the ratio of theoretical time and experimental time to 1: 5, greatly increased the ratio of experimental time; the lectures were all arranged in the engine room, the eight hours of theoretical content made small courseware, interspersed in the experimental teaching, to the students Full self-learning, their own hands-on opportunity to fully mobilize the enthusiasm of students to learn. Followed by the content of the textbook "modular" design, integrated into: basic knowledge module, windows operating module, word processing module, spreadsheet module, presentation module, website design module, database module seven modules, Nearly 60 professional research, according to the needs and requirements to increase the literature search module and professional application software module. In this way, the entire course content consists of nine modules, and for each module were set compulsory and elective attributes. Finally, by the various professional autonomy module selection and "building blocks" combination, the formation of the professional students of the computer basic course learning content. Such as liberal arts professional majority of the choice of the site design module, science professional choice of the majority of Access module, information management and information system professional to the students from the professional application software selected vs2010 software use, and architecture chose Photoshop, 3D software.

3.2 To the task as the main line, reform teaching content.

The teaching content of each module for processing, for students to create a real learning situation, designed to meet the practical ability of students, but also contains the necessary knowledge of the content of learning tasks. Before each class, give students to arrange learning tasks, so that students take the task to learn, so that students take the initiative to construct the meaning. Such as word processing module, designed three tasks: simple document layout, electronic newspaper newspaper design, complex document layout. The first task contains the basic operation of Word, the teacher a little pointing, the students can basically complete the basic. The second task when the first show to the students to prepare the rich content, design, including the various functions of Word electronic newspaper newspaper, students exclaimed Word powerful at the same time eager to stimulate interest in learning and hands-on desire. And then let the students determine the theme of the newspaper

newspaper design, their own online collection of text and picture material, teachers use individual guidance and timely focus on the way to explain the way. The third task is usually used as a template for previous students' graduation thesis, which will be removed from all the format of the article as a material provided to students, to guide them to the template to format the design. After the student's learning task is completed, in addition to the teacher sent to the teacher to score, through the computer room network radio teaching system to show the whole class to appreciate, not only to the students to complete the work of the pressure, but also to the students to do the work of the power, Complete a task has a strong sense of accomplishment.

In the process of self-learning, self-exploration, self-completion of the task, students not only make full use of and master the basic skills of computer operations and methods to experience the role of computer skills, but also enhance the ability of self-learning to achieve the goal of learning.

3.3 To process the examination as the leading, reform assessment methods.

In order to ensure the quality and effect of task-driven learning, the status and weight of process learning are highlighted, and the proportion of learning achievement is increasing in the process of teaching reform. Initially, the university computer basic course results from 10% of the usual results and 90% of the final written test scores. With the deepening of teaching reform, the written examination into a machine assessment, usually increased to 30%, and then gradually increased to 70% now. Now the students 'grades are composed of 70% of the usual performance and 30% of the final examinations. The assessment method is more scientific and reasonable, which will help to improve the students' attention to each task and each knowledge point.

4. Conclusion

University of computer basic course teaching in our school a series of reforms have achieved remarkable results, students in the new learning model and learning methods to master the basic knowledge of the computer, operational skills and practical ability has been greatly improved. As the students wrote in the course summary: "After the completion of each lesson, the teacher will check the results of our class, the usual performance will be related to the end of the total score, so to ensure that each lesson The quality of learning, we can seriously treat each lesson and every task "," the most important thing is that this task-driven way of teaching so that we can take each lesson with the task of learning, can improve our good The enthusiasm of learning and learning initiative ... ... "," I think this teaching the biggest bright spot is to focus on the students themselves hands-on, student-oriented, the teacher is very confused when we are appropriate doubts, such a Teaching style is very suitable for students ... ... ". However, we know that there is still a lot of work to do as an important foundation course for students' computer literacy, how the university computer basic course can better develop students' application ability, and better serve students' professional learning. But also our next step in the direction of efforts and goals.

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