The Construction and Implementation of Seminar Teaching Model for Information Management and Information System Specialty

Jinjiao Lin
School of Management Science and Engineering, Shandong University of Finance and Economics, Jinan 250014, China; Yanshan College of Shandong University of Finance and Economics, Jinan 250202, China

ABSTRACT: In our project, we focus on the information management and information system subject in our University, we propose the Seminar teaching model, the scientific definition of this model, the implementation principles of this model and we are practicing this model in reality. It should play an vital role in raising specialized talents with high quality and creative skill, and render important standardization meaning.

1. INTRODUCTION

Chinese higher education has already stepped into the Era of the Missification with rapid and overall development; Meanwhile, along with the development of national construction and economy, we do need more specialized talents with higher quality and ability (Lin, et al. 2014a, b, c ). Thus, how to reform the talents raising model under such development situation, and to seek advanced teaching skills have become one of the most important aspects that we should focus on. And exploring the raising model and teaching methods are playing vital roles in current time, they are valuable and meaningful for all of us.

In “Shi Shuo” from HanYu, it says “What are the main functions of teachers? They should at least consist of teaching, transmitting, and exploring.” It is simple but deep explanation of what a teacher should be and should do. It is also the refined summary of Chinese traditional teaching model from thousands of years ago. This model exists in modern Chinese education. It has played an crucial role in raising the socialism constructors with comprehensive knowledge in China. To understand this model fully, we can conclude that good teachers should speak out and speak well, and good students should learn well thoroughly. Above all are the fundamental requirements of our traditional education (He, 2002; Haidi, et al. 2008), they are also the basic content of current evaluation of teaching quality. We should not deny the advantages of this model, but we also can not avoid talking about the disadvantages of this model, either. And with the development of modern education, the disadvantages are affecting more severely. In this mode, the functions and roles of teaching are emphasized too much, and the activities of students have been neglected. Especially, with the development of modern society, more and more knowledge is accumulated to even explosion level. The knowledge that the students can learn in limited time has fallen behind the development of knowledge. And traditional education can not solve the inherent contradiction of itself. For example, teachers always complaining about insufficient time, incomplete content, meanwhile students complaining about overloaded content and fast teaching speed, tedious, and boring process, etc. But, somebody has done relative experiments and the results show that there is only 20 percent time of the students has been used to concentrate on learning the content from the teachers, and the results also tell us that the students can not tolerate the one direction teaching model, they are not interested in this kind of teaching any more, which is the main source of the above mentioned contradiction between teaching and learning. Specially, as the settlement of raising plan in our University, and the guideline to all subjects in our University, this is kind of contradictions would be more obvious than ever before. It is the important issue that we are facing to eliminate the contradiction. And the improvement and exploration of teaching model should be one of the effective ways to us. So in this paper, we propose one teaching model based on Seminars, and corresponding teaching plans for Information management and information system subject, the proposed model would render powerful meaning to raising talents with high quality, creative ability, and teaching standardization meaning such as Figure1.
2. GETTING STARTED RELATED WORKS

Among the teachers and students in Harvard, US, there is one famous saying, “the one real object of education is to have a man in the condition of continually asking questions (Zhu, 2008).” In China, because of the impacts of traditional education ideas, the teachers over emphasize on the teaching of knowledge itself. They turn the active, dynamic, interacting language related activities into tedious, boring broadcasting of knowledge. They do not encourage the students to bring problems, they also do not advocate the students to think or discuss independently, and finally they make the teaching into embarrassing situation. Under the dominance of this mode, the students are reluctant to raise new problems or discussion. In contrary, teaching model based on Seminars do encourage the students to ask questions, to think, to discuss, to explore, which all contribute to develop the students’ talents and abilities, and it can help to form the active scenes of classrooms.

This mode is not one new teaching method. It had been adopted by western Europe from 17 century. Bruback (American Educator) presented that the most fabulous teaching art is encouraging the students to raise their own problems. From 50’s of 20 century, Seminar has been adopted in China education system, but affected by the traditional education idealism, this model has not been utilized widely and thoroughly. In current years, plenty of primary school and middle school students of literature and history subjects have began to explored and practiced this mode, have achieved great effect, including some papers and practical experience, but the implementation of this model in Universities and colleges is still rare to see (Kirschner, et al. 2006).

Thus, how to effectively promote the application in Universities still need much more experiments and experiences, the effects also need to be evaluated in the future.

In our project, we focus on the information management and information system subject in our University, we propose the Seminar teaching model, the scientific definition of this model, the implementation principles o this model and we are practicing this model in reality. It should play an vital role in raising specialized talents with high quality and creative skill, and render important standardization meaning. After exploration, practicing of last two years, we have achieved considerable teaching experiences and operative teaching results, and it would achieve more satisfactory effect, meanwhile it would also help to guide relative teaching processes, and contribute in raising the learning interests, enhancing the creative ability, and comprehensive quality of the students.

3. CONSTRUCTION AND IMPLEMENTATION PLANING OF SEMINAR TEACHING MODEL - FOR INFORMATION MANAGEMENT AND INFORMATION SYSTEM SPECIALTY

Seminar based teaching model should include researching topics from the teachers or students, discussion, self-exploration, implementing the research plans, completing the objectives and learning plans, satisfying the requirements, enhancing the practical ability. In this paper, we propose two ways to implement the teaching model:
3.1 **Topic based Seminar: students into groups—**
assigning the topics by the teachers—browsing the relative materials by students (including learning and summarizing the relative knowledge, and writing out the topic reports)—discussion in groups—topic seminar—evaluating the students by the teachers.

The teachers must firstly analyze and plan the teaching content at macro level based on studying the curriculum and textbooks in prior, and they should be familiar with the corresponding theories and materials, based on the researching topics they can bring the advance researching results into teaching process, they must also determine the topic problems used in the Seminar scenarios, give out the subtle problems, assign the topic content, above mentioned issues all need plenty of energies and spirits. The teachers should create well designed contextual environments, and stimulate the students to explore actively with self motives, and help to supply with the supporting materials to the students. Discussion is the main stem of learning, it consists of three aspects: (1) learning relative content from the textbooks, to understand the problems through observing, analyzing, and experimenting. (2) exploring according to topics till satisfactory answers to the problems are found out. (3) practicing according to topic, including topic reports and self discussion. In the seminars, the group leader should pay attention to take the records. After the group leader (in turns) give the conclusion, the teachers can give supplement, based on the seminar process, the teachers can give conclusion and emphasis furthermore, and try to find out the inherent relationship among the discussions from higher level, and finally the teachers evaluate the topic reports and presentations of the students.

3.2 **Problem based Seminar: students into groups—**
teaching simply and instructing by the teachers—self learning the relative materials by students and proposing the relative problems—discussion in groups—concluding by the teachers—evaluating the students by the teachers.

In this paper, we propose a novel teaching method, which theoretically is based on the constructivism of teaching-learning theory and cognitive tool theory, whose principal part is the students and guided by the teachers, it encourages independent researching and problem solving of the students. This method is comprised of following six aspects: a great deal of preliminaries taught by the teachers, sufficient considering time given to the students, problems raised by the students, the discussion with or without conclusion, the evaluation of the problems and the group members given by the academic advisor or teachers.

Thus our proposed teaching pattern not only pays attention to “what to know”, it also concentrates on “how to know”, it is mainly about teaching the students to mastering the knowledge and learning skills. Through the Initiative participation practical experience of the students to promote the dynamical construction of the science knowledge. The flow chart of our proposed teaching pattern is illustrated in Figure 2.

![Flow chart of our proposed teaching pattern](image)

**Figure 2.** The flow chart of our proposed teaching pattern.

4. **CONCLUSION**

Problem based seminar teaching model is one teaching method that can be used to stimulate the interests and motives of the students to learn by themselves. The keynote of this model is to reform the framework of traditional teaching by innovations of curriculum and teaching processes, form one brand new teaching idealism, i.e. to instruct the students to explore and discuss by themselves. It emphasizes the interactions between teachers and students, guarantee the students to join in the teaching activities actively, it can develop the enthusiasm of the students and the teachers. In this paper, we try to explore the bilateral process of teaching and learning, we give specific implementation plans, which all can effectively enhance conscious activities of the students,
subjective initiatives of the teachers and activate the classroom atmosphere.

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REFERENCES


