The informatization instruction design of "MOS competition course"

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Abstract. In view of the problems existing in the conventional MOS competition course teaching, this paper proposes a mixed "1 – 4 – N" teaching mode. The model drives the teaching process with an after-class task, teaches PPT skills with four entertainment teaching cases, and provides more cases (N) to the students to learn autonomously on the net, achieving application of teaching unit PPT in the whole teaching design by means of informatization. Through the application of MOS competition course teaching, not only the students' learning interest was stimulated, self-confidence was enhanced, cooperation spirit was cultivated, but the enthusiasm of the students' learning was aroused, a good learning atmosphere was created and the teaching effect was further improved.

Introduction

Usually speaking, the application of PowerPoint software is wide and abroad, you may find that everyone can make PPT, but not all of them can do well. And it is just the problem that the teaching unit of MOS competition course has to solve. To learn to make a good PPT, students' interests and autonomous learning ability is essential [1]. Therefore, I have designed a kind of teaching mode named "1 – 4 – N", which drives teaching process with an after-class task; teaches PPT skills with four entertainment teaching cases and exerts the teachers' inspiration and guidance to stimulate students interest; provides more case (N) to the students to learn autonomously on the net. The teaching model is aimed to achieve several results: through designing network learning tasks online called "analysis of business PPT cases in groups "to drive the network learning process so as to let the student command the business PPT design skills. Through the interlocked teaching design, we can stimulate students' interest, improve the students' autonomous learning ability, guide them to learn PPT skills in entertainment and have the ability to create professional PPT. Through teaching, we can make students improve the skill levels of PPT making, exercise their ability of autonomic learning, enhance self-confidence, cultivate the spirit of cooperation, at the same time, the finished after-class works and business PPT case study videos also enriched the teaching resource construction, and plays a positive role in students' participation in MOS competition [2].

The Teaching Goal

Starting from the contest task, we can use multimedia tools to make PPT with commercial awareness and professional skills. According to the MOS competition goal, we can make sure the course’s goals contain ability, knowledge and emotions. As shown in Table 1.

<table>
<thead>
<tr>
<th>goal of ability</th>
<th>Master PPT skills which meet the requirements of work; Enhance the ability to use various tool softwares; Improve the ability of using various resources, and strengthen study and work independence.</th>
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<tbody>
<tr>
<td>goal of knowledge</td>
<td>Master PPT skills which meet the requirements of work; Enhance the ability to use the various tool softwares; Improve the ability of using various resources, and strengthen study and work independence.</td>
</tr>
<tr>
<td>goal of emotion</td>
<td>Stimulate students' interest in learning; Enhance the confidence of students; Cultivate students’ spirit of cooperation.</td>
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The Teaching Content and Activity Organization

The After-Class Creation

The task is to create a PPT MV after class with an optional subject. PPT MV covers all the technical elements of business PPT, and it is very interesting which reflects the teaching concept of studying in the entertainment. And an optional subject is better able to stimulate students' interest in learning and creative passion.

In class, the teacher stimulates students' interest in learning and creative passion through the demonstration of the excellent PPT works of past students. According to customized subject, students can learn and create at the same time. In other words, they can create in the learning and learn in the creation. Students learn skills through classroom teaching; improve skills through the network learning platform, command skills through creation. Teachers can interact with students through class and the network learning platform as well as QQ remote control, guiding students to operate.

Courses Teaching

Then we should put emphasis on classroom teaching. Classroom teaching has two purposes, one is to inspire interest, and the other is to teach skills. Therefore, I have designed four teaching cases which have been designed artistically and through information processing to integrate the teaching contents. The artistic design is to attract the interest of students, training students' art feeling and layout design skills; and information processing is to put skill points into cases in an appropriate, repetitive and easy-to-difficult way [3]. We can start with three entertaining videos to stimulate students' interest, and to make the students learn the making process of PPT works, the key points of skills, the use of various tools through the cases; And then teach how to use PowerPoint skills making the advertising video of a company, so that students can learn PPT production skills in entertainment. Because of the similar teaching processes of four classes, I will introduce one lesson of the classroom teaching process. As shown in Figure 1.

First, select a clip opening of TV "The Brave Archer and His Mate" to establish situation: make a movie to promote PPT. Students can download picture material and try to make images through the network platform, then play teachers' case, causing visual impact to students and stimulate students' interest; the next is case analysis. The use of tools is the key to teaching, and also the most difficult problem. The teacher used to teach like: "listen to me, friends, this is - mobile and magnified into animation ". Such kind of teaching is boring, and students still don't know how to use these tools after that. And I, in case teaching, design the movement of the film to explain in detail how to use the mobile animation, design text in flash effect to explain how to use the zoom in action, and add some music in animation. Such teaching is interesting and practical, and students not only can learn how to make a reasonable use of various tools to design work, but also get a lot of knowledge beyond the PPT, such as the principles of animation, color, etc.

The next is live demonstration of manufacture process. The students began to practice tasks of imitating case. Finally, the teacher makes brief summary about the problems that the students confronted with in the process of completing the task, and gives network learning tasks to let the students study further.
**Online Learning**

Make sure network learning is intersecting with classroom teaching. The main purpose of the network learning is to enable students to learn the creation of business PPT cases, and improve the level of production.

Network learning platform provides more resources, including teaching cases, business PPT cases and previous students’ work for students to learn, and provides the necessary teaching video, and video of operation demo process for students in different levels to choose to watch. At the same time, in view of the PPT technical creating difficulties, the network learning platform provides with PPT animated tutorial for students to learn. In addition, it also provides all kinds of expanding resources for students to study so as to help students' complete creative task after class.

Resources are enough, but students may not access. This is the most common problems in network teaching. To solve this, I used the task driving method, designing a task: "analysis of business PPT cases in groups, producing operation process video". In this way, we can drive students to carry on the network learning, cultivate students' spirit of cooperation at the same time. Students can share each other's analysis results through the grouping analysis of business PPT cases, thus grasp business PPT production skills.

Teacher can learn about students’ online learning situation through the network platform, and interact with students at any time through discussion groups, BBS, blogs, wikis, file sharing, collaboration and so on. Through the network learning tasks, students get the resources and enhance the skills, at the same time, the videos completed by students became continuous renewable resources for the course, enriching the course construction.

**Work Report**

Through teachers' teaching and guiding, improvement of online learning skills, students complete creative task after class. As shown in Figure 2.

![Figure 2. Work of the students.](image)

Teacher shows all the work of the students in class. The showings greatly improve the self-confidence of students. Students learn from each other and communicate with each other's production skills. Teachers can also get more inspiration.

**Assessment and Evaluation**

Evaluation of student work is done by teachers and classmates. All students participate in the work of evaluation through network teaching platform. The highest and lowest score points should be removed and automatically calculates the average grades by the system. Teachers’ score accounts for 50%, and students’ accounts for 30%. Online learning accounts for 10%, and classroom learning accounts for 10%.

Evaluation is including the overall effect, ideological content, artistic quality, animation techniques, word effect, picture effect, and music processing. As shown in Table 2.

<table>
<thead>
<tr>
<th>Whole effect</th>
<th>ideological content</th>
<th>artistic quality</th>
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<tr>
<td>30</td>
<td>10</td>
<td>10</td>
<td>20</td>
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<td>5</td>
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Teachers will add outstanding works to the network learning platform as reference for future students to learn. At the same time, we can organize excellent students to attend MOS national competition and the national contest of college students' computer application ability and information literacy PPT project.

The Teaching Effect and Reflection

Through the network teaching platform, the use of multimedia tools and information technology such as multimedia resources construction, we can guarantee the realization of "1 – 4 – N" mixed teaching mode and complete the teaching goal of this course.

From the point of the whole teaching process, the "1 – 4 – N curriculum pattern" integrate the teaching contents with four cases as the core, drive the teaching process with an after-class task, make the students learn with the task from the start and gradually learn the knowledge and master the skills needed to complete the task through four cases training program and numerous network study cases. Thus all students learn and improve in the layered progressive implementation of tasks, and finally complete the task of making PPT MV. Through this teaching mode, students gain the joy of success, increase self-confidence and have more motivation to learn.

The teaching design makes full use of the advantages of information technology, and makes the realization of mixed teaching mode through the network teaching platform, multimedia teaching resources, tools and software, etc.; it also exploits the guidance of teacher's classroom teaching and makes the use of the advantage of network teaching platform. We can train students' interest, confidence and the ability of autonomous learning; So as to realize the teaching goal of ability, knowledge and emotion goal.

It is better to have students choose subject than that let teacher regulate it thus making students have more interests and creation passion.

Teacher establishes situation, teaches knowledge and skill points through cases, so that the students can study the use of various tools through classroom task; Case selection has artistic quality and multimedia visual impact effect which can inspire students' learning enthusiasm better.

Driven by learning tasks through the network, the students should learn how to make a business PPT works, and learn to cooperate to complete the task; at the same time, the operation process videos in large number of completed business PPT cases enrich the curriculum resources [4], thus become continues renewable resources for the course.

Summary

Based on MOS competition course teaching unit PPT design, this paper uses the informatization means to make a teaching design, put forward the "1 – 4 – N" teaching mode. In practical teaching, it arouses the students' interest in learning, enhances the students' self-confidence, cultivate the students' cooperation spirit, improve the design ability and application ability of students and make students of different levels have certain gaining. By organizing competitions, students thus have initiatives in study, and we can create a good learning atmosphere and the teaching effect is further improved.

References


