Teaching Reform and Innovation of "SPSS Software Application" in the Background of "Internet +"

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Abstract

"Internet + education" has become a hot issue in the field of education in the past two years. "SPSS software application" teaching reform in the "Internet +" background, what will be the difference? Based on the overall goal of cultivating talents with innovative entrepreneurial ability, this paper mainly focuses on the "SPSS software application" course content and assessment methods. This study argues that although these ideas are yet to be verified, the teaching reform of this course must be innovative guidance value.

Keywords "Internet +"; SPSS software application; course content; assessment method; innovation

Introduction

According to the 38th "China Internet Development Statistics Report" released by the China Internet Network Information Center, it shows that as of June 2016, China's online education user scale has reached 118 million, an increase of 7.75 million at the end of 2015, the growth rate of 7.0%; online education user usage rate is up to 16.6%, basically the same as the end of 2015. Mobile online education user size is 69.87 million, and comparing with the end of 2015 it has increased by 16.84 million, an increase rate is of 31.8%; mobile online education usage rate is of 10.6%, comparing to the end of 2015 it has increased by 2 percentage points. It can be seen that the Internet has also had a significant impact on the field of education while changing people's lifestyles and ways of thinking. Internet information technology is constantly integrated into the education and teaching, and curriculum reform is the most basic link.

Teaching reform has been the focus of research in the field of education for many years. The idea of teaching reform determines the quality of curriculum teaching, professional construction and personnel training. It also affects the students' ability of application, analysis ability and employment, and the improvement of entrepreneurial ability. "SPSS software application" course is based on the computer science, the statistical software for the use of tools, and the statistical theory and methods as a guide to train students to master the socio-economic phenomenon data collection, collation, analysis and other comprehensive skills, is a comprehensive, highly applicable basic courses integrated economics, management and other fields, including marketing, business management, e-commerce, education and management professional and so on.

With the development of large data, and data analysis in the enterprises and institutions in the prominent position of the prominent, making the application of SPSS software from the original application in statistical and other courses, it has developed into a separate course. In the context of "Internet +", some scholars have already studied the teaching reform of some courses, and the teaching reform for "SPSS software application" is still very rare. Therefore, this article is to explore in the context of the "Internet +", how to reform the course content to solve the teaching difficulties, and how to innovate assessment methods and other issues in the new teaching model.

The "Internet + education"

In March 2015, Premier Li Keqiang first proposed the "Internet +" action plan in the government work report of the Third Session of the 12th National People's Congress. "Internet +" quickly became a hot topic, including finance, industry, commerce, education and other industries.

"Internet + education" has improved the ecological environment of the education, making the traditional education glow with a new vitality; changing from the original study time and place fixed, one teacher to many students state to anytime, anywhere, mobile network, teachers to many students new form.

"Internet + education" makes more people get the opportunity and a resource of education, to enhance
the overall quality of society members and skills, and have a great role in promoting. Compared with the traditional education, the greatest change in education brought by "Internet +" is not only the technical innovation, more importantly, but the "student-centered, teacher-led" model from conceptualization to the implementation. New education model regards learners as the central point of the teaching process, really starting from individual differences and individual needs.

At present, most of the educational resources are still retained in the traditional education system, mixed teaching mode (online and offline combination of teaching mode) is still in the exploratory period. Early investment in capital and work is high, requiring a longer incubation period. However, the openness and sharing of the Internet, not only can stimulate students’ desire to learn, but also help improve the teaching experience, increase interactivity, improve teaching efficiency. The deep integration of Internet and traditional education has created a good ecological environment for university curriculum reform.

**Curriculum Content Reform**

Simply, the content of the course is "teaching what?". The traditional "SPSS software application" course content is mainly to focus on the use of software, starting around the technical knowledge point, using a small example to illustrate the application of software tools.

After the course is completed, the students have the ability to operate the software. However, in fact, the original intention of the course is not only to enable students to master the use of a software, with operational skills, more importantly, to enable students to deeply understand the purpose of learning to use the software is to master the ability to solve social problems.

Because of the large differences in learning ability and learning intention of students, students who want to be proficient in SPSS software use far more time than the school curriculum, so in the background of "Internet +", we will divide course content into online and offline sections in the course of curriculum reform.

Underline course content taught in the classroom is mainly teacher-led, emphasizing students to master the basic skills to solve practical problems. Students are required to do the course content. Course content is taught in the lab and students learn while learning. For the difficulties in the course content, we designed the "complete case + statistical theory + software application" approach. The complete case can help students to understand the practical significance of the use of software. Statistical theory can help students out of misunderstanding this course is just to learn to use the software. However, the practical thing is that the software is only a tool to deal with practical problems.

Online course content is mainly the use of "campus data platform" to facilitate the "learn more force" students to self-study. Content set is divided into two parts, namely "Knowledge expansion" and "Skills upgrade". "Knowledge expansion" is mainly to make up for the shortcomings of the background of industry background for students, this task all students need to participate and completion. "Skills Upgrade" is mainly arranged in line with the needs of the social data analysis tasks, the task is not only the contents of the classroom teaching, but related to all data analysis knowledge, is a complete practical task.

**Assessment Method Reform**

The examination is mainly to evaluate the students' level of learning in the school and the teaching quality of the teachers, with the "evaluation" function. Reasonable assessment methods not only can play a feedback, regulation and promotion of teaching, but also to a certain extent, cultivate students' good learning habits, in order to mobilize the enthusiasm of students to learn, improve students' ability to innovate. It is of great significance to teaching. In the context of "Internet +", the change of teaching model leads to the corresponding changes in the way of assessment.

The traditional curriculum only focus on the knowledge of each chapter assessment, assessment of the relevance of the content is not strong, cannot truly reflect the comprehensive application of students ability. The existing "SPSS software application" course assessment method is usually 10%, 20% of the period, the end of 70%. This led to a lot of students not pay attention to the usual learning process. They can only suddenly intensify their review in the mid-term or final exam. Although the results are not bad, but the exam is done, they will forget almost all the content learned. Or just mechanical memory, they did not understand the idea of solving the problem.

In view of the above, we carry out the curriculum assessment reform is mainly divided into two steps: First, completing the content, including the classroom content and online "Knowledge expansion" content, according to the quality of students to complete the process and the completion of the process, their
assessment results were qualified, medium and good. Second, for not only completing the content of the class, but also doing the full content of the students online, according to the completion of the quality and the completion of the process, the assessment level will be given to the middle, good and excellent. We believe that the change of this assessment will inevitably change the drawbacks of the "Focus on the theory, Despise the practice", "Focus on the memory, Despise the ability", and “Focus on the results, Despise the process”. This reform will inevitably promote students to actively participate in the usual learning and practice training, change the passive learning to take the initiative to learn, and timely tap the students' learning potential.

Conclusion

Through the reform in the "SPSS software application" course teaching content and assessment method, it not only will adapt to the "Internet + education" of the ecological environment, but also through the online and offline part of the course content of teaching, is conducive to "individualized". Students can choose their own learning according to their own learning ability.

The change of the mixed teaching mode changes the assessment method. Assessment methods will be from the original single test results, into a "process + results" type of assessment methods. The new assessment method will help to examine the students' 'comprehensive ability, while helping to stimulate students' interest in learning.

Compared with the traditional curriculum content and assessment methods, our reform will not only help to improve students' thinking ability, but also help improve the students’ abilities for social phenomena to ask questions, analyze problems and solve problems.

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