Analysis of the Micro-Courses in the Age of Vocational Colleges
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Abstract. With the micro-development trend of micro-era, using advanced information media technology "micro-course", combined with the characteristics of innovation and entrepreneurship of various professions, innovative exploration of college students' innovation and entrepreneurship teaching, that is, using new information technology and means, innovation Entrepreneurial skills are effectively clustered, research and development of "micro-courses" for innovation and entrepreneurship education, organic integration with traditional classroom teaching, enabling college students to conduct multiple and repeated segmentation training for innovative entrepreneurial skills from admission to graduation anytime and anywhere; Entrepreneurial education is mobile, fragmented, and modularized, making innovation and entrepreneurship education continuous, time-based, and sharing. From class to class, effective training to improve college students' innovative and entrepreneurial skills, and building a creative innovation model for mobile innovation and entrepreneurship in vocational colleges. Promote the reform of innovation and entrepreneurship education in vocational colleges.

1. The First Part, Concept Definition

1.1 Innovation and Entrepreneurship: refers to entrepreneurial activities based on technological innovation, product innovation, brand innovation, service innovation, business model innovation, management innovation, organizational innovation, market innovation, channel innovation and other aspects of innovation. Innovation is the trait of innovation and entrepreneurship, and entrepreneurship is the goal of innovation and entrepreneurship.

1.2 Micro-Course: refers to the use of information technology in accordance with cognitive rules, to present fragmented learning content, processes and structured digital resources of extended materials. The core component of the "micro-course" is the classroom teaching video (study fragment), and also includes teaching materials related to the teaching theme, material courseware, teaching reflection, practice test and student feedback, teacher comments and other auxiliary teaching resources. They jointly "created" a semi-structured, thematic resource unit application "small environment" with certain organizational relationships and presentation methods. Therefore, the "micro-course" is different from the teaching resources of traditional single resource types, teaching courseware, teaching design, teaching reflection and other teaching resources, and is a new type of teaching resources that is inherited and developed on the basis of it.

2. The Second Part, the Significance of Research

The Party and the government attach great importance to the work of innovation and entrepreneurship education for college students. In 2015, Premier Li Keqiang put forward the slogan “Double Creation” of “Public Entrepreneurship and Innovation” in the government work report. In May 2015, the General Office of the State Council issued the “Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities”. The overall goal is to establish and improve colleges and universities, classroom learning, independent learning, combined practice, guidance and assistance, and cultural integration. The innovative entrepreneurship education system is intended to cultivate students' sense of innovation, innovation and innovative personality. In December 2015, the Ministry of Education issued the “Notice on Doing a Good Job in the Employment and Entrepreneurship of the 2016 National Regular Higher Education Graduates”, requiring all universities to set up innovative and
entrepreneurial education courses from 2016, highlighting the innovation and entrepreneurship in the country. An important position in development. Among them, in the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities", it is proposed that "all colleges and universities should promote the organic integration of professional education and innovation and entrepreneurship education according to the requirements of talent training orientation and innovation and entrepreneurship education, adjust professional curriculum, and tap and enrich Innovative and entrepreneurial education resources of various professional courses, strengthen innovation and entrepreneurship education in the process of imparting professional knowledge." "Regionals and universities must accelerate the construction of high-quality courses for innovation and entrepreneurship education, and launch a batch of resource-sharing courses and video disclosure, online courses such as classes." Therefore, this topic has great research value and significance.

At present, vocational colleges in various regions are affected and restricted by factors such as equipment, venue, time, funds, and instructors. It is difficult for every student to conduct comprehensive innovation and entrepreneurship training and guidance anytime and anywhere; even if they attach importance to innovation and entrepreneurship guidance work, the colleges and universities only arrange 1-2 innovative entrepreneurship courses in the training plan, so that college students cannot accept the simulation of real panoramic and full-time innovative entrepreneurial skills training before graduation. The innovation and entrepreneurship education of vocational colleges is currently ineffective. The curriculum generally has problems such as lack of content and single form, lack of practice and training, lack of supporting counseling, and good long-term mechanism. Therefore, based on the investment in software and hardware construction of the mobile information-based teaching environment, the establishment of a new model for the development of innovative and entrepreneurial skills that is more suitable for the development of the educational situation and the needs of students’ development has become the key to solving the problem.

As a “micro” representative in the field of education, micro-curricular courses have emerged in distance education, mobile learning and informal learning, and are constantly being valued and promoted by various educational departments at all levels. Micro-courses use video as the main form of expression. Based on the characteristics of the curriculum system, the content of each lesson is interrelated and relatively independent and detailed knowledge points, which are prominent, easy to network transmission, easy to use on mobile devices, and enable learners. You can use the time of fragmentation to learn, greatly reducing the limitation of time space on learning, and paying attention to the creation and learning transfer of learning situations. Because of these characteristics, the micro-course can provide new solutions for problems such as the ineffective learning effect, the persistence of learning and systemic deficiency, and the inefficient teaching interaction in the innovation and entrepreneurship education of vocational college students. In this way, the reform of learning content and methods will be promoted, and the innovation of educational thoughts, teaching contents, educational models, teaching methods and teaching methods will be promoted, and the effective improvement of the employment and entrepreneurial ability of vocational college students will be improved.

3. The Third Part, the Research Status

Since 2009, the “micro” teaching model has gradually emerged on a global scale, and mobile learning with new media has become more and more seamlessly integrated into people's lives. The concept of “micro-courses”, which is now hotly debated, was presented in 2008 by David Penrose, senior teaching designer and online services manager at the San Juan College in New Mexico, USA. Penrose believes that the tiny Knowledge Burst can achieve the same effect as traditional instructional forms with the support of the corresponding assignments and discussions. The micro-course will provide a platform for knowledge mining, allowing students to have more knowledge about their own learning. Initiative, autonomously explore the required knowledge points, conduct targeted learning, and the micro-courses in this theme can effectively save learning time.
In foreign countries, the emergence of micro-networking video represented by Khan Academy and TEDx has further triggered the feasibility of educational researchers to apply micro-video to classroom teaching, for example, in the “flip classroom” (Flipped Classroom) uses micro-video as a teaching resource for students to learn independently.

Hu Tiesheng of the Guangdong Foshan Education Bureau, which pioneered the concept of micro-courses in China, said: “For students, micro-courses can better meet their needs for personalized learning and on-demand learning of different subject knowledge points. An important addition and expansion.”

4. The Fourth Part, the Theoretical Basis of the Micro-Course

The theoretical basis of the micro-course is mainly based on problem-based teaching and situational cognition theory, which mainly includes the following teaching modes.

4.1 Problem-Based Teaching Mode Problem-based learning is a problem-based, student-centered approach to teaching based on constructivism. It puts students in a poorly structured problem that maps real situations, solves problems as positive problem solvers, and develops students' critical thinking and problem-solving skills, while enabling students to master the basic knowledge and basic requirements of the course requirements skill.

4.2 Case-Based Teaching Mode The case teaching model originated from the Harvard Business School established in 1908. It was originally used for business administration. It is a student-centered, interactive teaching method combining theory with practice. With the help of cases in management practice, students are placed in specific management situations, giving appropriate guidance, providing students with a broad space of thinking and an internship atmosphere that is very similar to “real combat”, fostering independent thinking and independent analysis. And the ability to solve problems, cultivate students' team awareness, promote their mutual communication and communication, shape healthy personality quality and correct value orientation, so that students can really approach or even integrate into the real management world.

4.3 Teaching Mode Based on Situational Learning The situational teaching model is based on cases or scenarios to guide students' self-exploratory learning. “Situational Cognition” emphasizes the use of knowledge as a tool and attempts to promote student learning through activities and social interactions in real practice.

4.4 Teaching Model Based on Collaborative Learning Collaborative learning refers to people or groups in an environment of interaction. Once a party reaches its goal, it also encourages others to achieve their goals. This interdependent relationship is generally called “collaboration” and is used in learning. This concept builds a form of learning activity that is collaborative learning.


5.1 Innovation in Research Perspective: “Micro-class” is an emerging teaching paradigm that has only emerged since 2010. Relevant research is still rare, especially the comprehensive experimental research related to college students' innovation and entrepreneurship education is still rare in China. This topic will take this opportunity as an opportunity to study the fit between this new teaching paradigm and the innovation and entrepreneurship education of vocational colleges.

5.2 Innovation of Research Methods: This research focuses on problem-oriented cutting, focusing on the combination of normative research and empirical research, quantitative analysis and qualitative research, and the theory is closely related to reality.

5.3 Practice and Innovation: This study explores the use and practice of scientific and rational college students' innovation and entrepreneurship through the development, design, production, implementation and evaluation of “micro-courses”, and utilizes existing network resources and social public networks on campus. The resource platform establishes a mobile “micro-course” e-learning platform for pre-service innovation and entrepreneurship education for college students, and continuously improves and perfects it in practice, and promotes the informationization, networking and mobile development of innovation and entrepreneurship teaching in vocational colleges.
With the micro-development trend of the micro-era, using advanced information media technology "micro-courses", combined with the characteristics of innovation and entrepreneurship of various professions, innovative exploration of college students' innovation and entrepreneurship teaching, that is, using new information technology and means to carry out innovative entrepreneurial skills Effective cluster classification, research and development of innovative micro-courses for entrepreneurship education, organic integration with traditional classroom teaching, enabling college students to conduct multiple and repeated segmentation training for innovative entrepreneurial skills from school to graduation anytime and anywhere; Institutionalization, fragmentation, and modularization, making innovation and entrepreneurship education continuous, time-oriented, and sharing, effectively improving the innovation and entrepreneurial skills of college students from class to class, building innovative models of mobile innovation and entrepreneurship education in vocational colleges, and promoting vocational colleges School innovation and entrepreneurship education reform.

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References


