Teaching Reform and Practice of Office Automation Courses---Taking Wuhan Institute of Biological Engineering Business English Major as an Example

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**Abstract.** The students’ learning basis in the third batch undergraduate colleges is lower than the first and the second ones, along with the popularization of higher education. This paper analyzed teaching status and problems of "Office Automation" Course in Wuhan Institute of Biological Engineering, based on the results of interviews and questionnaires. Teaching reform and practice was carried out from teaching arrangements, curriculum design, practice and other aspects in order to achieve the teaching aim which improves students’ capability of computer and information literacy.

**Introduction**

In the "Government Work Report 2015", Premier Keqiang Li proposed "We focused on fostering new areas of growth by encouraging the service sector to develop more quickly, and supporting the development of strategic emerging industries, including the mobile Internet industry, the integrated circuits industry, high-end equipment manufacturing, and the new-energy vehicles industry. Internet-based finance rose swiftly to prominence. E-commerce, logistics, express delivery services and other emerging businesses developed rapidly. We have seen makers coming thick and fast, and the cultural and creative industries have been developing with great vitality." With the rapid development of the economy, all walks of life requirements for graduates are increasingly high. Every graduate should have the basic skills of using common office software for data collection, extraction, analysis, synthesis, integration. Thus, the courses of office automation are very important.

**Investigation of present situation in Office Automation courses**

At present, in Wuhan Institute of Biological Engineering, "office automation" course is open in business English major, e-commerce and other professional classes. For example, total 64 teaching hours in one period, computer theory and practicing class can take 32 hours each. The course is a basic computer content sublimation, and therefore computer-based follow-up courses. "Office automation" focus on explaining advanced applications of Microsoft Office, is designed to improve students' ability to document processing and office data analysis skills, students of vocational skills and creative thinking, is a very practical application-oriented courses.

According to field interviews and questionnaires, the course problems of "office automation" in Wuhan Institute of Biological Engineering include the following points:

**Textbook content cannot keep pace with the times**

Because the selected "office automation" textbook content is too old to keep pace with the times, it is difficult to stimulate students’ interest in learning. The courses which are "Office automation" and "computer basic" involve the same part. The students might think it is easy to pass this course, so they don’t treat the course seriously.

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**Computer hardware and software does not update**

Computer basic operating environments mostly were Windows XP. On April 14, 2009, Windows XP exited mainstream support and entered the Extended Support phase; Microsoft continued to provide security updates every month for Windows XP; however, free technical support, warranty claims, and design changes were no longer being offered. Extended support ended on April 8, 2014, over 12 years since the release of XP. So it is difficult to stimulate students' learning enthusiasm. It will inevitably affect the enthusiasm of the students, when the blue screen phenomenon often happens in practice.

**The uncertainty of objective in training students**

The old Chinese proverb: To teach fishing is better than to give fish. As the leader of knowledge, the teachers should teach the content, explain the application of knowledge, and focus on training students' ability to apply them. However, the applied talents are just mentioned by personnel training aren’t clearly definite. While teachers carry out personnel training plan, it is easy for them to neglect the combination between teaching content and real life.

**Problems in Office Automation education**

**Theory and practice in Office Automation education disjointed**

Office automation is an applied course, which is combined with theory and practice closely. Take Business English Majors in Wuhan Institute of Biological Engineering for example, they learned this course in sophomore year. Their theoretical courses and practical classes took 32 hours each. Their theory lessons took place in large classes, which mean students of two classes learned in the same classroom, shared the same computers’ room in different time to practice exercises. In the theoretical class, teachers generally use PPT presentation as a supplementary means to focus on to explain the theory of knowledge. For one thing, the reason why teachers need to speed more time to repeat knowledge is that students’ basis is not solid. Therefore, it will reduce the time which should be used in practice. Another, teachers only focus on how to explain the process of the operation, while ignoring the cultivation of students' ability of independent innovation. It is difficult for students to effectively use knowledge to solve practical problems in society, and that can lead to their lack of innovation.

**Students’ learning basis uneven**

Though, business English majors have learned "University Computer Basis" course in the first semester of freshman, their ability is not enough to get a high score in final examination. OA is the sublimation of basic computer course content, requires students to have some basic computer technology. Through field interviews and surveys, test results showed students’ learning basis is uneven. Some students cannot finish, and some students can hardly finish, and others finish perfectly.

**Students are not enthusiastic**

Usually, teachers use PPT in the Multi-Media classroom to explain the theory of multimedia technology. But the continuous long process causes them lack of concentration and effect enthusiasm in class.

Owing to the fact that office automation is the expansion of computer basis. In practical classes, many students are prone to the phenomenon of unrealistic expectations while facing the familiar content, which affect their enthusiasm in learning. In the process of carrying out an operation, they are easy to appear tired mood and lacking perseverance and cooperation when they meet difficulties and problems.

**Assessment methods are relatively simple, and lack of process evaluation**

Office automation courses before examination usually includes three projects, such as typography, electronic data analysis and the preparation of presentations. Students were required to complete these jobs in the appropriate time. And once the job is difficult to comprehensively reflect the actual
operating level of the students, coupled with too much content assessment, students cannot be completed within a unit time. These simple assessment methods are not only the lack of an effective evaluation of the learning process, but also make students fail in examination. And it is not conducive to cultivate their health psychology and it is difficult to convey the comprehensive talents for the country.

For these reasons, teaching reform about Office Automation courses and practice become more and more imminent, urgent.

**Suggestion for Office Automation teaching problems**

**Reform the personnel training programs to carry out the combination between theory and practice**

Because office automation in the process of teaching appeared disconnected between theory and practice, we reformed the training plan, and theory and practical teaching are carried out at the same place. In the first semester of the academic year 2014 to 2015, students who major in 13 Business English course have theory course in multimedia classrooms, but practice course is scheduled in computer room. Thus the teaching effect is not satisfying. In the first semester of the academic year 2015 to 2016, "office automation" theory courses and practice courses are located in computer room, in order to achieve the combination between theory and practice together. In the teaching process, teachers teach the theory when students operate in computer room, and it’s good to realize the complementary advantages. From what has been discussed, these methods not only reduce the chance of forgetting, but also can improve students' ability of operation.

**Implementation of the hierarchical teaching to narrow the gap**

For the present situation that students basis is uneven, hierarchical teaching can be implemented to reduce the gap. According to above condition, we can design different teaching subject content. For example: In the first part of office automation Word Publishing, we design basis topic: text effects settings, adjust paragraph increase title: blackboard production, questionnaire design, sprint title: Making New Year's party invitations; According to their level, the students select the appropriate subject to catch up, step by step, to improve themselves and achieve the purposes of their aptitude.

**Using of micro-assisted teaching courses to make collaborative learning**

In order to improve student learning enthusiasm and cooperation of learning, we can use the micro-assisted teaching courses in a small group as a unit. In general, micro-assisted teaching courses is based on the instructional design thinking, and grab a point of knowledge to explain video and audio programs by multimedia technology in about ten minutes. Micro-video can make boring teaching interesting and lively. Owing to the short micro-lesson video, student can highly concentrated their attention, and the network can also be applied after class, in order to supplement teaching in classroom. In order to facilitate them to do prepared work, the teacher give the teaching resources to the students in the classroom, then they discussions the knowledge as a group. Based on these discussions, the teachers record the points as a group. This will not only improve students' motivation to learn, but also cultivate their good team spirit and develop the habit of sharing a win-win.

**The implementation of diversified assessment methods to combine process evaluation and summation**

Because the assessment of office automation present situation was too simple and lack of process evaluation questions. We must change a single testing method to a diversified one: the usual attendance, works display, mid-term exam, group discussions, written assignments, and other OA job. The teachers make reasonable distribution by combining the usual proportion and final exam results. This assessment method not only effectively assess student usual learning process, and improve students' motivation to learn, but also improve teaching status, and it is beneficial to encourage students to have lessons on time.
Conclusions
Office Automation courses combined theory and practice closely. This paper analyzed the status of Office Automation Course, and discusses the problems in the teaching process. And the paper carry out teaching reform and practice and taking Wuhan Institute of Biological Engineering Business English Major As An Example. Although there are many problems need to explore and solve in the further time. But its experiences in teaching reform and practice accumulation, maybe can open a new way for other curriculum reform.

References