Design Study Course Units "Action-oriented" Teaching

Yun LIU*, Guo-Wei QIN, Yi LIN and Shan-Chao TU
Wuhan Mechanical Technology College, Wuhan, Hubei Province, China
liuyun111700@tom.com

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Abstract: Action-oriented, practice-oriented and action-oriented also is educational theory in a new concept. Action refers to goal-oriented teaching activities, both participants in the teaching process of subjective awareness initiatives, but also the objective of the operation action. This article outlines the basic principles of action learning, basic characteristics, theoretical foundation, which made the process of "action-oriented" the basic requirements, based on the "action-oriented" Design Course unit teaching and common problems.

Introduction

Two basic principles of action-oriented learning: In order to real situations of action learning, learning environment through the action learning. Its basic features are: students are actors learning to real job situation in the ability to act as the goal, based on the course of action of the job situation in the context of learning as the way to independently plan, implement and independently independent assessment that is action as a method of self-regulation, co-operation between teachers and students to interact as a way to emphasize student learning course of action for the self-construction of the learning process in a professional capacity, method ability, social skills, personal ability to integrate after the formation the ability to act as evaluation criteria.

Each class should have a clear teaching objective, particularly the ability to target, training students ability carrier must be selected - a learning task. Tasks around the selected training students the ability to design “ability training process”, the entire training process should take students as the main choice of action-oriented approach, the main task of teaching, teaching method, project-based guide Wen teaching method, case teaching method, role playing method, situational teaching method, experiment, modern four-stage teaching method, good teaching process designed to achieve the skills, knowledge integration, teaching, learning, making integration of the professional ability, method ability, social skills, personal ability to integrate the students’ “ability training process”.

The Theoretical Basis for Action-oriented Teaching

Action-oriented Learning Theory

Action-oriented learning emphasis on people-oriented, that man is an active, continuous optimization and self-responsibility, and can be self-critical feedback in the process to achieve the stated objectives, the learning process is no longer an external control but a self-control. Its main features are:

1) Teaching content and professional practice or daily lives, the problem is often the topic of teaching in the course of their work often encountered, even an actual delegate the task;
2) Follow the learner's interests and experiences, stressing cooperation and exchanges;
3) The self-organized learner learning process, learning to team for more full play learners creative thinking and practical space;
4) Alternately using a variety of teaching methods, the most commonly used task-based approach, teaching method, based on the guiding text pedagogy projects, case teaching method, role playing method, situational teaching method;
5) The teacher's role from imparting knowledge into the learning process of the organizers,
Constructivist Learning Theory

Constructivist learning believes that knowledge is not taught by teachers get, but that is the learner in certain social and cultural background of the situation, with the help of other people (including teachers and learning partners) to help, with the necessary learning materials, through constructivism, Information obtained. Its instructional design principles are:

1) Emphasizes learner-centered: To give full play to the learning process student initiative; let students have more opportunity to apply their knowledge learned in different contexts; let the participants to act according to their own feedback formed of objective understanding of things and work out solutions to solve practical problems.

2) Stressed "situation" the important role of meaning construction: Learning always a certain social and cultural background or "situation" linked in real situations to learn, you can stimulate students' associative thinking to use their original understanding the structure of the relevant experience to assimilate new knowledge and indexes the current study, which establish a link between the old and new knowledge, new knowledge and gives some practical significance.

3) Stresses "collaborative learning" the key role of meaning construction: collaborative learning environment and student interaction with the surrounding environment, for the understanding of learning content (i.e., constructing knowledge) plays a key role. Through such collaborative learning, teaching groups (including teachers and students) thinking and wisdom can be shared by the entire group, that is, from the whole group together to complete the meaning of what they have learned to build.

4) Emphasis on learning environment (rather than teaching environment) design: the learning environment students can place free for exploration and self-learning in them. In this environment, students can use a variety of tools and information resources (such as writing materials, books, audio-visual materials, CAI multimedia courseware and information on the Internet, etc.) to achieve their learning goals.

5) Emphasizes the use of various information resources to support the "learning" (rather than support the "teaching"): In order to support the students take the initiative to explore and construct complete meaning, in the learning process to provide a variety of information resources for learners (including types of instructional media and teaching materials), the selection, use and control of the media to the students, support students' self-learning and collaborative exploration.

6) Stresses that the ultimate goal of the learning process is complete sense to build (rather than teaching objectives): In the "learning" as the center of constructivist learning environment, the participants of the significance of knowledge as a whole learning process to build the ultimate goal. In such a learning environment courseware design not usually start from the analysis of teaching objectives, but rather from how to create conducive situation began to build student significance, whether it is independent exploration students, collaborative learning or instructor, should focus on "Significance Construction of" the center started.

The Basic Requirements for Action-oriented Teaching

Two basic principles of action-oriented learning: In order to real situations of action learning, learning through action learning context, the following basic requirements:

The Ability to Target - Integrated Professional Competence

Mainstream idea of modern vocational education: an independent learners and responsible thinking and action in solving practical problems must independently plan, implement and evaluate. This capability through the complete learning process to obtain, including information, planning, decision making, implementation, inspection, evaluation, namely the "complete action" transaction processing time. Classroom teaching should have a clear ability to target, and this is the "complete
action” basis, including professional competence, method ability, social skills, personal ability comprehensive vocational ability.

Tasks Carrier

Teaching situation (teaching activities and teaching activities that occur situations) production of the real situation on the basis of design, or from the enterprise's production process to choose, learning situation requires a comprehensive, holistic reflect the real production of complex structures and processes.

In the learning process, students collaborate on a stand-alone or can be used, or further processing or to learn the results of actions - a task or project. In order to complete a task or project, students should be combined with knowledge in different areas of expertise.

Students as the Main Choice of Action-oriented Teaching Methods

As much as possible to students' interest as a starting point the organization of teaching, and to create opportunities for students to reach new topics and issues in order to continue to develop the existing interest.

Tasks around the selected training students the ability to design 'ability training process ’, the entire training process should take students as the main choice of action-oriented approach, the main task of teaching, teaching method, role playing, experiment, modern four-stage teaching method, good teaching process designed to achieve the skills, knowledge integration, teaching, learning, making integration of the professional competence, ability method, social skills, personal ability to integrate students’ “ability training process”.

Requires students to participate from the outset in the design, implementation and evaluation of the teaching process among the participants to promote active learning activities that are not under the unified arrangement of teaching, all students follow the same order and multiple steps to complete the learning task, making the same types of artifacts, but stressed that self-learning students to independently plan, independent and independent evaluation of the implementation of self-regulation that is as a method of action, cooperative action between teachers and students to interact as a way to emphasize learning course of action is to build student self-learning process, so that students make progress in the process alone or collaboratively work activity.

Teachers play organizers, advising role, is "leaning students go" instead of "holding students to go,” so that students in the classroom sweat, sweat in the class instructor.

Collaboration and Reflection

Due to the restructuring of technology continues to progress and the work process, the ability to learn at once obtained requires constantly updated, the Working Group has become the most common form of work, reflection and collaboration become employees should have the most professional quality.

This requires that the learning process has the following four important areas: 1. Establishing the mission requirements, focusing on learners existing major learning disabilities, study group to determine the learning tasks, find the appropriate tools; 2. Group work, stimulate and connect students original experience, self-organized group problem-solving process, learning in action and experience; 3. Show learning outcomes to specific learning outcomes to the performance of work products, in-depth discussions and the completion of the work product / learning process; 4. Reflect on the learning process, learning outcomes by means of product evaluation, inspection and evaluation of the learning process experience, the original experience and new experiences regrouped to form a capacity for action.

The Action-oriented Curriculum Design Model Unit

Action-oriented learning specific to each class, should reflect the real situation for action and
learning, by learning the basic principles of action learning context, the specific design process can refer to the following basic model teaching theory, that course should be designed on the basis of analysis of the basic situation of the learner, has been the basis of interests on the first clear teaching objectives, and then select the appropriate teaching content, teaching methods, teaching media.

**The Ability to Determine the Course Objectives**

Curriculum design first thing to consider: In order to real-life situations in the action, which requires students have professional competence, which is the starting point and the home. The aim of the course should include the ability to: 1. Understanding of project tasks, analysis, presentation skills; 2. Ability to plan project task; implementation capacity 3. Project task; 4. Shows the results of the project tasks, analysis, evaluation capacity; (the above is the most important capability) (5) Of the working environment familiar ability; (6) The ability to operate in accordance with specifications; (7) The ability to operate in accordance with the safety requirements; (8) The ability to use the main tool; (9) The ability to deal with the accident; (10) Work in a complex environment, the ability to compete with the collaboration; (11) The ability to self-learning and sustainable development in the process to complete the task, and so on.

**The Selected Task Training Students the Ability to Determine the Application of Knowledge Involved**

Ability to teach not only the training, with the process to complete the task of training, learning through action learning situations. Based on the overall design of the course selected integrated projects, and the ability to target this lesson, select the task of training the students in this class ability; thus, based on "essential", "good enough" principle, determine the application of this lesson involves know how.

**Select Action-oriented Approach, with Students as the Main Design Ability Training Process**

Tasks around the selected training students the ability to design “ability training process”, the entire training process should take students as the main choice of action-oriented approach, the main task of teaching, teaching method, project-based guide Wen teaching method, case teaching method, role playing, experiment, modern four-stage teaching method, good teaching process designed to achieve the skills, knowledge integration, teaching, learning, making integration of the professional competence, ability method, social skills, personal ability to integrate students’ “ability training process”.

**Course Unit**

The implementation of course work process-oriented teaching in general can be selected from the following link:


**Reflection and Evaluation**

After the end of the teaching process, teachers are available to reflect the following issues:

Students’ interest was aroused yet? Ability training goals to achieve it? Teaching content, teaching methods and instructional media as well as what can continue to improve?

**References**


