The Research of Task-Driven Teaching Method Based on Mobile Learning: Take “Business Communication Practice Course” as an Example

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Abstract. With the acceleration of economic progress, business communication skills become more and more important ability in workplace. It is necessary for marketing student to practice the skills in the action-oriented task. As mobile devices become an integral part of modern life, which could cross the space-time barrier, there’s more convenient way to implement Task-Driven teaching method. This paper will discuss the application on “business communication practice course”, research the implement of Task-Driven teaching method based on mobile learning.

Introduction

With the rapid development of economy, all kinds of business activities are widely carried out. High-efficient communication has become an essential skill of businessmen. No matter in what type of organization or what kind of profession, the person who is good at listening, speaking and writing will be more competitive in the workplace. Especially for students majoring in marketing, whose main work contents are customer communication, negotiation, holding meetings and project reporting. The student with business communication skills would get in to the mood and work efficiently. These are the core capacities of students majoring in marketing.

Analyzing the student learning, we will find that the millennial generation, called "digital natives", grow up in the era of rapid development of the Internet. They communicate by WeChat, QQ and other instant messaging software which characterized by "fragmentation". In addition to the popularity of "Otaku Culture", “meet not to talk, but phone chat”, “be good at punch line, be bad at logic of text” have become their living normality. They are not good at written communication which is time-consuming but more thoughtful, but also not good at face-to-face interpersonal communication.

To develop the good communication skill is not only depend on the theory of knowledge, but also to summarize and improve by practices. Business communication practice curse will make students to develop good communication habits, master rule and skills of communicate with superiors, colleagues, subordinates and customers to obtain more customer resources and a bigger share of the market.

Task-Driven Teaching Method

Based on the constructivism theory, the Task-Driven teaching method is a new practical teaching method which driven by the task closely combined with the teaching content. In this kind of practical teaching method, students will give full play to their initiative, construct their own knowledge system and develop their application skills.

The traditional teaching methods impart theoretical knowledge, which focus on “what” and “why”, and the training objective is scientific talents; but guided by work process and task, the Task-Driven teaching method is impart procedural knowledge, which focus on “how” and “How to do better”, and the training objective is skilled talents.

Business communication is a course with practicality, artistry and operability, which is not adapt
to the traditional teaching methods. Aiming to develop communication skills, starting with the process, it is need to carry out action-oriented student-oriented practice teaching to develop the student's abilities.

The Popularity of Mobile Learning

With the advent of mobile Internet era, mobile devices such as smart phones or tablets become an integral part of modern life, and changing the life style of people to some extent. Rely on the wireless mobile technology and multimedia technology which is mature relatively, it become future development trend that conduct interactive teaching between teachers and learners under network environment.

Mobile learning have the following characteristics.

Crossing the space-time barrier

The students will study almost anywhere at the proper time. There is no need to go to classroom, the students can study at dormitory or home, even out of doors. Meanwhile mobile devices has become smaller and more portable, which can be used at fragmental time such as waiting time, walking, taking exercise. It make students study all the time.

Cultivating interest in learning

For "digital natives", mobile devices is an important component of their life. They are accustomed to getting Information in mobile fragmentation mode. With the way of mobile learning, the students are easy to accept knowledge and improve learning enthusiasm. Meanwhile the interaction between teachers and students become much easier. Students is not only easier to communicate understanding and ideas about the course with teachers, but also easier to discuss learning content with classmates, in which teachers understand the learning situation of students so that they can facilitate the adjustment of teaching.

Develop learning autonomy

The mobile learning will help the students with developing autonomous learning habit, change the habit of “be feeding” to the habit of “I want”. With the advent of knowledge economic era, lifelong learning is the task of everyone have to face. The students which have good independent study habits and abilities could be adapted to the future society.

Combine with mobile teaching, Task-Driven teaching method would achieve teacher-student interaction, help students with understanding the knowledge.

The Implementation of Task-Driven Teaching Method Based on Mobile Learning

Create an online teaching portfolio
Create and submit tasks
Design examination forms
Create a communication mechanism
Create a teaching feedback mechanism

Figure 1. The General Idea of the Teaching Method.
Task-Driven teaching method based on mobile learning consists of online and offline components. Take the business communication practice course as an example, the online teaching accomplished through the “chaoxing” APP, the offline accomplished in the classroom. The general idea as shown above (Figure 1).

Based on the above design, the students of marketing would learn the course at the fifth semester.

Creating online content

Creating the course and the class. Creating the course and the class on the APP. By scanning the QR code, the teacher could invite the students join the class, and carry out teaching activities such as sign in, class questions, discussion etc.

Create an online teaching portfolio. Teaching materials could be uploaded to the “data center” on the cloud platform of the APP. According to the teaching content, the teaching materials could be classified into listening, writing, and speaking.

Create a communication and feedback mechanism. When the class have been created, the students in the class could ask question and communicate instantly. By the “Topic” function, everyone in the class could have discussions or make thinking collisions to deepen understanding of the key knowledge.

Using the “Vote/Questionnaires” function, a teaching feedback mechanism could be created. The students could make suggestions of the course by secret ballot, which would offer idea for the targeted teaching and the further teaching reform.

The Implementation of the Practice Course

Task A: Listening Training. By Audio-visual training, the task cultivate the ability of understanding and recording, train the students communicate with the clients by telephone or taking minutes. The task consists of two parts: one part is the case discussion, the other part is the listening training.

The case discussion is implemented by online and offline combined. The students should watch or listen the Video, audio material in the “data center” of the APP in advance, take notes and upload the notes to the “homework” function of the APP. In class, the teacher would arrange the discussion of listening experiences and methods of the homework, and summarize the knowledge points of this part.

The listening training is accomplished in class. Using the “projection screen” function of the APP, the Video, audio materials could be shown in the class. The students would use skills which have been summarized, and take the notes.

Task B: Writing Training. By writing training, this task cultivate the ability of written communication, handle with all types of copywriting. The task consists of two parts: short case writing and long case writing.

1. Short articles writing

Short articles writing includes positive copywriting (such as inform, notification etc.), negative copywriting (such as letter of apology, written request for leave etc.) and resume creation (this part can be combined with job-hunting simulation). Specific tasks can be divided into the case analysis and the writing practice.

The case analysis is implemented by online and offline combined. The students should read the model essay in the “data center” of the APP in advance, and summarize the writing features of essay. In classroom, the teacher would organize the case discussion about various types of examples, and summarize the structure and writing skills of various types of copywriting.

The writing practice is accomplished in class. The students would be given the written assignments of three types of short articles.

2. Long articles writing

Long articles writing covers market survey report, business plan, thesis etc. The task include the case analysis and the writing practice of the outline.

The case analysis is implemented by online and offline combined. The students should read the model essay in the “data center” of the APP in advance, and summarize the writing features of essay.
In classroom, the teacher would organize the case discussion about various types of examples, and summarize the structure and writing skills of various types of long articles.

The writing practice of the outline is also implemented by online and offline combined. The written assignments of outline have been arranged in class. The students would select a subject according to interest, complete the outline and submit the job to the “homework” function of the APP.

**Task C: Oral expression Training.** By job-searching simulation, the task cultivate the ability of oral expression and the proper behavior in the workplace. The student should accomplish self-introduction in three minutes, interview simulation and the classroom discussion.

The copy of self-introduction should be finished online. The students should submit the copy to the “homework” function of the APP, and the teacher would read over and feedback from the APP.

The interview simulation is implemented by online and offline combined. The student would amend the copy and make self-introduction in class, while the teacher would play the part of interviewer.

The discussion is accomplished in class. After the students finish the self-introduction and answer the question, the teacher would organize the discussion about the oral expression, behavior and manners of the student, summarize the skills of oral expression.

**The achievement evaluation**

The achievement of the practice course include online part (40%) and offline part (60%). Online part depend on the attitude, attendance and performance in the practice; offline part depend on the performance of work submitted.

**Conclusion**

By information-based teaching method, mobile learning could combine with the Task-Driven teaching method, which would increase the student’s engagement in the teaching activity. With the change from teacher-centeredness to learner-centeredness, it is helpful to improve the student’s abilities of business communication, problem-solving in the workplace.

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