A Brief Discussion on Several Key Points in the Design of the Teaching Plan

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Key Words: classroom teaching; teaching plan design; points for attention

Abstract. Teaching plan is a plan designed by teachers before classroom teaching. It is a “teaching script” in which teachers and students carry out activities and complete the assigned tasks. The quality of the teaching plan directly affects the classroom teaching effect. This paper analyzes the shortcomings in the current teacher’s teaching plan design from five aspects: pre-class review, new class lead-in, teaching activities, after-class assignments, and teaching reflection, points out the crux, and puts forward several points for attention.

1 Introduction

Whether the classroom goes smoothly, whether the links are complete, what teachers do in the classroom, what students do, what teaching activities are, what is the purpose of each teaching activity, what students gain at the end of the classroom, what teachers and students need to do after class, all these steps should be clearly designed in a good lesson plan. In other words, if you don’t attend the class, you will know how the class is organized by reading the lesson plan, as if the real class is just around the corner. However, in reality, teachers often do not pay enough attention to the design of lesson plans. The teaching plans presented are only the teaching contents in the teaching materials, which do not reflect the teaching activities, and cannot see how the classroom is organized and implemented.

2 Pre-Class Review Design

Pre-class review is a part that every teacher has to do before new knowledge is taught, but what to review before class, is a seemingly simple part, but requires a lot of time and energy.

(1) The problems existing in the review before class.

Generally speaking, pre class review is very brief and short, but it is very important. Why do we need to review before class? What is the content of the review? Most teachers may say without hesitation that they use the way of asking questions individually or answering questions collectively. Teachers ask questions and students answer questions. Let students review the important knowledge points of the last class. It's just a review before class, but it’s not.

(2) The matters needing attention in the review before class

The purpose of the pre-class review is to make a targeted review of the important knowledge points already learned in the course related to the current class, or the relevant knowledge points or theories or even the introduction knowledge related to the course, so as to “pave the way” for the connection between the old knowledge and the new knowledge after the new class begins. Therefore, the content reviewed before the class should be determined according to the teaching content of the class, rather than just reviewing the content of the previous class.

3 The New Lesson Lead-in Design

The introduction of new courses is a process of introducing new contents through cases, stories,
films, scenarios and other forms before the new teaching contents begin. The purpose is to attract students’ attention, stimulate learning interest and motivation, clarify learning objectives and establish links between knowledge. It can attract students’ attention to specific teaching tasks.

(1) Problems in the design of lead-in
In fact, many teachers have also made designs in this step, but many designs are not satisfactory, and there are problems such as losing timeliness, being dull, general, abstract, or not having high relevance.

(2) Precautions in the design of lead in
Transience. The lead-in part takes a short time, usually less than 5 minutes. If it is too long, it will lead to failure in completing other teaching tasks or distracting students.

Timeliness. The lead-in part should pay attention to the timeliness of materials and avoid using outdated or premature materials. Recent events are more likely to arouse students’ interest and are more convincing.

Novelty. The content of the lead-in must be novel, that is, it can instantly attract students’ eyes, catch their attention, and use the shortest time to attract students to the classroom.

Representation. That is to say, the lead-in should be intuitive and clear. What students see is appearance and easy to understand.

Relevance. That is, the content should be highly correlated with the later new teaching content, and plays a role in the natural transition from appearance to new content.

Participation. The lead-in part involves the participation of teachers as well as students. Only in this way, can students move forward and take an active part in the learning of new lessons.

4 Teaching Activity Design
What is a teaching activity? Teaching activities refer to classroom activities designed to stimulate students’ interest in learning, or to help students understand and memorize important knowledge points, or to improve students’ ability to solve problems, or to consolidate knowledge and test students’ learning effects. This activity can take the form of case, story, discussion, questionnaire, question and answer or rush answer, test, scenario simulation, etc. The design of teaching activities plays a key role in the effectiveness of classroom teaching.

(1) The problems existing in the design of teaching activities
In many teachers’ teaching plans, there are only teaching contents and no design of teaching activities. Only the teacher explained, no students participated in the activities, the students became “learning by listening” and simply passively received the classroom content. Some teaching activities are designed too little or too complex for students to “move” and the classroom effect will be greatly reduced.

(2) The matters needing attention in the design of teaching activities
Teaching activities should run through every link in the classroom [1]. Different teaching activities should be properly designed from the time students sign in, lead-in to content learning and teaching effect evaluation. Students’ “movement” should be fully reflected, and “learning by doing” and “learning by doing” should be realized, thus improving the classroom teaching effect. In addition, it should be noted that the participants are all the students in the class. In order to shorten the distance between teachers and students and enhance the students’ initiative to complete the learning tasks, some teachers should also participate in the activities.

5 Homework design after class
At the end of each class, teachers have to assign homework, which is an essential part of the teaching process. However, this seemingly simple step has many problems.

(1) The problems existing in the teacher’s assignment
Give a few examples of homework assigned by teachers, such as “review the important content of this class”, “preview the content of a certain chapter in the next class” and “discuss the problem
after class”. Such homework will only lead to two results, one is that the students do not pay attention to it, the other is that the students do it, and the teachers can’t assess its effect or have no practical significance.

(2) The matters needing attention in the homework assignment

Assessable and operable. The homework assigned after class should be commented on by teachers or students during the next class or within a period of time after class, i.e. an assessment grade or comment should be given, which should be operable in the assessment process.

It has practical significance. Teachers should make it clear what the students are doing after-school homework for. Whether it is to consolidate the knowledge in the class, or to apply the knowledge to production or life practice so as to improve and train students’ ability, or to move forward the content of the next class. Otherwise, the purpose of homework is not clear, it will lose the significance of homework assignment.

6 Teaching Reflection Writing

There is a saying that “writing a lifetime lesson plan may not necessarily lead to a famous teacher, but writing a three-year teaching reflection may lead to a famous teacher”, which shows the importance of writing a teaching reflection. However, in reality, teachers do not pay enough attention to the reflective part of teaching, and the writing is not specific, timely, profound and practical.

(1) What is teaching reflection?

Teaching reflection refers to teachers’ re-understanding and re-thinking of educational and teaching practice, which can be used to sum up experiences and lessons and further improve the level of education and teaching. Teaching reflection has always been an effective means for teachers to improve their personal professional level, and people who have made achievements in education have always attached great importance to it. Now many teachers will reflect on their own gains and losses from their own educational practice, and improve the quality of teaching reflection through educational cases, educational stories, or educational experiences.

(2) The three stages of teaching reflection

Teaching reflection exists in three stages: before class, in class and after class. Pre class reflection refers to the reflection after the completion of the preparation. When the preparation of a class is completed, teachers need to reflect on their own designed teaching objectives, teaching activities, teaching methods, teaching evaluation methods, etc., and modify the improper points. In class reflection refers to the activities that cannot be implemented in the classroom teaching. Teachers should take the realization of teaching objectives as the goal, adjust the strategic plan in time, so as to make the classroom teaching After class reflection refers to the process in which the teacher summarizes the positive points in the classroom teaching, analyzes the existing problems, prescribes medicine against each other and explores solutions after each class.

(3) The matters needing attention in teaching reflection writing process

Reflection should be timely. This is mainly reflected in the reflection after teaching. The reflection should be carried out as soon as the classroom teaching is finished, because the poor process, bad design and ineffective activities in the classroom can be clearly seen. This period is the best time to summarize and reflect.

Reflection should be effective. Reflecting on the existing problems, effective improvement measures should be put forward. In the process of reflection, deficiencies will inevitably be found. In order to avoid repeating the same mistakes, it is necessary to carefully analyze the causes of the problems and put forward effective and specific corrective measures.

Reflection should be comprehensive. The teaching process has always been reflected from lesson preparation, so the teaching objectives, teaching design, teaching methods and teaching effects should be comprehensively reflected.
Rethinking should not only discover the shortcomings, but also summarize the advantages. There are failures and successes in every class. It is a good practice to sum up these successful experiences, share them with others or prepare yourself for reuse.

7 Conclusion

In short, the quality of teaching plan directly affects the effect of classroom teaching. If we can design carefully from five aspects: pre class review, new class lead-in, teaching activities, homework after class, and teaching reflection, we can not only improve the achievement of teaching objectives in classroom teaching, but also improve the education and teaching level of teachers in the process of achieving objectives.

Acknowledgement

This paper is one of the phased achievements of the 2018 Qilu Institute of Technology school-level educational reform project “Reform and Practice of Teaching Mode for Tourism Management Major” with the project number JG201841.

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