

A Probe into the Application of Bisection Classroom in Higher Education

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Abstract

The Bisection classroom is a new teaching model based on cognitive science and learning science. Its unique teaching concept is recognized and adopted by many universities. The evaluation of learning effects under this model is a concern. This paper proposes the idea of Bisection classroom, combining the traditional teaching with "teaching" as the center and the flipped classroom teaching with "learning" as the center, and puts forward the specific content of the online open curriculum design: knowledge framework, resource structure, evaluation plan design, And selected the professional compulsory course of Organizational Behavior for teaching reform, and conducted an analysis and research on the practical effect.

Keywords

Dichotomy classroom; Higher education; Teaching reform.

1. Introduction

One of the main goals of teaching in colleges and universities is to cultivate students' innovative consciousness and spirit, as well as their ability to analyze and solve problems. Normally, under the traditional teaching model, teacher teaching and student learning are two independent processes. There is a lack of effective interaction between teachers and students, and between students and students. The cultivation of students' divergent thinking and the development of unity and cooperation ability are restricted.

Bisection class. Oppose pre-class preview/self-study, and believe that the core elements of the classroom are "teaching" and "learning", that is, teaching and discussion, and of equal importance. So in terms of time, half of the split classroom is given to teachers and half to students. The bisection classroom combines the advantages of traditional teaching and Bisection classroom, and better results can be achieved through the circular centralization of "teaching" and "learning". But it is very dependent on the teacher's division of learning modules and the control of the learning rhythm, that is, changes in "teaching" and "learning" require timely feedback. There is a huge gap between this and the flexible and open form of online open courses, and it needs to be adjusted organically according to the nature and needs of the course in the course design process.

"Bisection classroom" is an innovation in teaching methods, mainly to give students the space to learn independently. After listening to the teacher's explanation of the knowledge, the classroom discussion or demonstration can be carried out after absorption and digestion, which can improve the quality of teaching, improve the teaching atmosphere and the effect of teaching.

2. Practice of "Bisection Classroom"

2.1. Internalization and Absorption

Students prepare and review well by reading books or looking up materials on the Internet after class, so that the effect of discussion and presentation will be better. After the lecture of each chapter, the teacher will use the cloud class app online to allow students to summarize this chapter and raise a doubt, which can be related to the knowledge points of this chapter or related puzzles extended by the knowledge points. Students are encouraged to ask more questions and urge students to proceed. Better review and digestion, while laying the foundation for discussion and presentation.

2.2. Discussion and Presentation

In class discussion and presentation, the author adopts the form of small groups, a group of 4-5 people respectively, and each whole class has a small group to display the learning results. The content is divided into three parts: review of knowledge points. The team members will explain the knowledge points of this chapter and lead everyone to review and review. Activity display, select activities related to knowledge points, the form of activity is not limited, it can be a group discussion, it can also be a design game link, etc. Finally, summarize the activities and ask questions to deepen the memory of knowledge points. The author believes that in the discussion and display link, we must objectively evaluate student activities, point out their strengths and weaknesses, the language should be based on encouraging words, and do not dispel students' enthusiasm and initiative.

3. Bisection Classroom Learning Effect Evaluation

The use of learning resources and learning methods has a certain impact on the learning effect. In the stage of internalization and absorption, students use the learning resources provided by teachers, including in-class resources and extra-curricular resources for self-learning. The depth and breadth of learning resources directly affect students' understanding and absorption of knowledge. For example, teachers can use new knowledge management tools such as Diggo to help students master knowledge. The rationality, abundance and guidance of teaching resources affect the learning results of students to a large extent, directly related to the input of students' knowledge, and also affect the output of knowledge. In the discussion stage, teachers should use questions or projects as a way to encourage students to actively participate in the discussion of issues. However, it should be noted that the questions set by teachers must have discussion value, and they must be able to arouse students' thinking and intense discussion.

When teachers evaluate students' learning effects, they focus on examining the students' "output" after education, that is, measuring the improvement of students' knowledge and skills (such as self-study ability, expression ability, practical operation ability, scientific research ability), and students Learning situation. Teachers' evaluation of students' learning effects depends on various effective educational measures, which is a process of continuously collecting, analyzing and applying data. In data collection, teachers should track the learning process of students in real time and record it in a visual way. In the teaching process, data should be continuously fed back to realize the early warning of students' learning.

4. Conclusion

Based on the premise of promoting the active participation of students and the development of their own comprehensive quality, the article evaluates the effect of classroom teaching. After applying the "double classroom" teaching model, students' classroom performance and

learning ability have been greatly improved, allowing students to regain a new understanding of teaching and inspiring students' enthusiasm, allowing students to dominate the classroom as learning The master, to achieve the goal of improving the teaching effect and the quality of teaching, can also alleviate the various pressures faced by teachers in preparing lessons.

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