

The analysis of Teaching situation and the concept of innovation

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Abstract

The author dedicating to the teaching and research, analyzing the education status, the situation of teaching and the education reform in China briefly. Put forward the point of "Three steps" teaching mode, introducing the advanced teaching methods and equipment simply both at home and abroad.

Keywords

Education, Reform, Three steps teaching mode, Method.

1. The situation and analysis of education

1.1 The situation of education

Adopting the policy of making use of market forces in education, more social forces have been encouraged to the service of educational services, at the same time, the enthusiasm of our government and some educational institutions have been strengthened. As a result, opportunities of education have been expanded, and the size of education has been enlarged in a short time. About the education of Primary school, more than 98 percent of children were enrolled in schools at the right age, while more than 93 percent of graduates of primary schools own the chance to study in junior high schools [1]. On higher education, the number of students have exceeded 23 million in all kinds of higher education institutions, and the gross the entrance ratio of higher education reaches 21% [2].

The institution of 9-year compulsory education have been proposed all over the country in 1985. This goal has basically achieved in the early years of the new century. The achievement of universal attendance of nine year's schooling is without any doubts (see figure1-1). By 2005, the net school-age children enrollment rate of more than 99.15%. Among them, the entrance to the proportion is 99.16% of boys and 99.14% of girls. Minimize the level of gender differences. Although the realization of the general attendance more than nine years of education meet with difficulties, at present, more than 93% of primary school graduates can go to junior high school. More than 95% in 2005, the level of junior high school entrance. However, the level of dropout rate and a 2.62% discount. Is reasonable to estimate the total dropout rate is about 8% three years of junior high school education. Shut down half of the junior high school students can learn to further study in high school.

The entrance Ratio of School-age Children in Primary Schools

Year	Total Number of School-age Children	No. of School-age Children Enrolled	Net Enrolment Ratio (%)
1965	11603.2	9829.1	84.7
1980	12219.6	11478.2	93.0
1985	10362.3	9942.8	95.9
1990	9740.7	9529.7	97.8
1999	12991.4	12872.8	99.1
2000	12445.3	12333.9	99.1
2001	11766.4	11561.2	99.1
2002	11310.4	11150.0	98.6
2003	10908.3	10761.6	98.7

Figure 1-1 (Unit: 10 Thousand)

Type of School	No. of School	Students Enrolled
Kindergarten	68,800	6,680,900
Primary School	6,242	3,889,400
Junior Regular Secondary School	4,608	3,724,200
Junior Vocational Secondary School	25	14,900
Senior Secondary School	3,175	2,267,800
Senior Vocational Secondary School	2,017	1,541,400
Higher learning institutions	1,624	3,217,800
Total	86,200	21,681,000

Figure 1-2 Education in China 2005

1.2 The difficulties of education

Although education opportunities to expand rapidly, education gap between supply and demand will become smaller, more clearly defined in the field of higher education in China, not all Chinese people can benefit from the expanded equally. Education opportunity inequality worsened, rather than improving. First, there is a chance to increase the education gap between the urban and rural areas. Gap between urban and rural social development in China is a long-term problem. The education gap between rural and urban areas, has become a big. At the entrance to the proportion of rural primary school and junior high school students with the city is relatively low. Many rural students drop out of school. More importantly, the education in rural areas has long suffered from lack of investment.

2. The situation of teaching

In recent years, more and more teachers always think that innovation is unnecessary and unpopular; He complained about the extent to which is the basic or trivial level will determine whether he could accept innovation. In class, no problem if teachers more innovation will seem irrelevant. The discontent is most likely to come from his criticism of his goal, from his student's course and examination process or from his idea to his teaching [3]. This is unlikely from consciousness to "better" solution, don't need any "better". Under "teaching environment" in the organization is very important, and the existence of support services or relatively less important, in addition to because they influence the class teaching.

No priority in teaching and learning. To this belief, is thought to be less important role in teaching many teachers and almost ignore the appointment and promotion. In this context, innovation is the intrinsic rewards completely; Innovation is generally believed that in this case, this means spending more time in teaching and less time spent on research and management. Teachers use more time than education technology experts. Because the teacher is likely will only rarely willing to spend more time in the teaching time for innovation, from the redistribution of existing teaching resources.

A teacher has to solve the problems which exist in this own terms, but often has very little idea of how to proceed. Many teachers have to cost much time on relatively unsuccessful innovations because they have lacked appropriate guidance; to be honest, they have never adequately defined the nature of their problems in real. There is undoubtedly considerable ignorance about the new methods in teaching and learning, the research literature on methods no matter is the old and new, and about innovations in school and in other parts of the education institutions. This though of innovation is overrated possibly.

Teaching students to participate in the class can create an opportunity to enter the agenda, it needs to be some problem between teachers and students in the teaching or learning problems can discuss together. General system of teaching both by climate, the nature of the relationship between students and teachers. The final climate can affect some clear instructions from the teacher to the importance of teaching function.

3. The reform of the teacher evaluation systems

First of all, the process of evaluation, some of which seem abstruse, it is very important. These important measures including selection, especially for a letter grades and teacher's discipline; Educators report assessment results of practice is a useful way. Do the evaluation reform and common core at the same time.

In short, we should slow down in order to create the best system through our best effort. Schools should pay attention to more detailed information on system design and implementation of the process. (Figure 3-1 shows the Educational Expenditure in China, 3-2 show the Composition of Educational Expenditure in China).

Year	Total Educational Expenditure ^a	National Financial Educational Expenditure ^b		Financial Educational Expenditure as the Percentage of the GDP (%)	Budgetary Educational Expenditure as the Percentage of the Total Financial Expenditure (%)
		Budgetary Educational Expenditure ^c			
1991	731.50	617.83	482.18	2.85	13.52
1992	867.06	728.75	564.94	2.73	14.15
1993	1059.94	867.76	676.61	2.52	13.67
1994	1488.78	1174.74	931.13	2.52	16.07
1995	1877.95	1411.52	1092.94	2.46	16.05
1996	2262.34	1671.70	1211.91	2.50	16.28
1997	2531.73	1862.54	1357.73	2.55	15.67
1998	2949.06	2032.45	1565.59	2.64	15.36
1999	3349.04	2287.18	1815.76	2.84	14.49
2000	3849.08	2562.61	2085.68	--	13.80
2001	4637.66	3057.01	2705.66	--	14.31

Figure 3-1 Educational Expenditure in China

Items	Amount (100 million yuan)	Percentage of Total Educational Expenditure (%)
Budgetary educational expenditure	2085.68	54.18
Tax and fees levied by local governments for education (including urban and rural educational surcharges, local educational surcharges)	283.99	7.37
Funds from enterprises for school-running	135.81	3.52
Revenues from school-run enterprises, part-work and part-study programs and social services	57.11	1.47
Money from social organizations and individual citizens for school-running	85.85	2.96
Donations and money raised from society	113.99	2.29
Tuition, miscellaneous fees and relevant income	938.27	24.37
Others	148.38	3.84
Total	3849.08	100

Figure 3-2 Composition of Educational Expenditure in China

4. "Three steps" teaching mode

4.1 Introduction

Secondary development of teaching materials, the root of teaching innovation is the analysis and understanding of the teaching material. For secondary development to the teaching material, we

mainly have to search the law of development of the history behind the simple representation of teaching. Based on the essence to deal with the teaching material, can make students mastery knowledge in their mental world, making the organic bond dynamic integration of natural world and mental world. Of course, the secondary development of teaching materials are not meas let workers to formulaic theory.

4.2 Show the primary role of the teacher in class

The teacher except to introduce the knowledge in the book, also should do deep analysis which carried out on the difficult point. Not only should simplify the historical concept of simple analysis, also should lead students to make the connotation of the knowledge point. Seizing different concepts to draw a comparison, pointing out their characteristics in common as well as show their difference clearly.

4.3 Establish the knowledge system of the method

The modular method here does not means to cut off the whole relation between the knowledge points, but build the knowledge system from multiple point of view. From example, we can divide difference historical knowledge system by difference time when it happened, or divide it by the character. Here I will establish a new standard in divide of the historical events. As we can transit politics economy and culture, from this there bus to build history knowledge system. Throughout history we can find that almost all of the major social changes are involved in the change of it. It makes great contribution to our opinion on the knowledge system of method.

4.4 Be good at with practice, strengthen students' enthusiasm for study

The author found that many students like curriculum more or less, but the most of them do not like to study in class. Do you know what the reason of this phenomenon is? That is because a lot of teachers will cut off the connection with the key point in book and the reality of our life. If so, study will lose its practical significance, all the fun of study will be exploited (figure 1).



Figure 4-1. Classroom

5. Other methods of teaching

5.1 Teaching mode based on network environment

Multimedia network technology provides a new technology platform for the modern education, multimedia network classroom based on ERP is installed in the classroom within the scope of the local area network (LAN), and it used to realize the function of multimedia teaching. Through campus network are connected to the Internet, it different from traditional media technology, it groups multimedia, network, interaction and intelligence in the integrated.

The study environment in Multimedia network based on ERP, establishing a teacher platform that can break the localization of time, regional restriction, realizing the interaction between teachers and students. In addition to those, it also can realize resources sharing.

The form of network teaching, different project organization learning resources, for the use of teaching and learning activities, and project module learning resources can be used as auxiliary teaching of class, also can extended to extra-curricular.

5.2 PGP used in teaching

The single double location technology is first created by PGP electronic double plate, which is formed on the basis of the development of interactive electronic whiteboard. This system adopts the interaction linkage and distant point technology of the electronic double plate, as well as captures and projects with the motion of the interactive short focal projector. Two boards can display different content respectively, as well as show the same content and interact between each other.

Namely the operation on a board will change the content of another board subsequently. PGP electronic double plate has the functions such as a dual track display, presenting a variety of teaching resources at the same time, having the flexible teaching methods, "writing everywhere at any time", saving the classroom writing trace according to the need, as well as reading at any time. PGP electronic double plate realizes the classroom teaching environment which integrate the rich teaching resources and interactive cooperation teaching platform, and provides a broad development space for the reform of middle school history new curriculum.

In traditional classroom, the history teaching mainly uses the blackboard and chalk, and cannot use the digital teaching resources and save the content of the teacher blackboard writing automatically. Therefore the teaching content cannot be reused. At the same time, due to the limitation of the board size, some contents were forced to be wiped away. Then the contents cannot be represented when needed.

In the multimedia classroom composed of computer and projector, although the disadvantages in the traditional classroom such as the digital resources cannot be used and the teaching content can't be reused are overcome, there are still a lot of knowledge and information that the computer will not show. When using the multimedia, teachers still need to use the blackboard and often back and forth between the board and computer. This is not conducive to improve the teaching efficiency and can't create the best teaching situation. However, the PGP electronic double plate makes up both inadequacies as a kind of presentation equipment and the teaching platform integrating all kinds of multimedia technologies such as image, video, voice and network. It's ability to present the information through multimedia as well as a variety of methods and sensory channels owns a strong teaching function (figure 5-1).

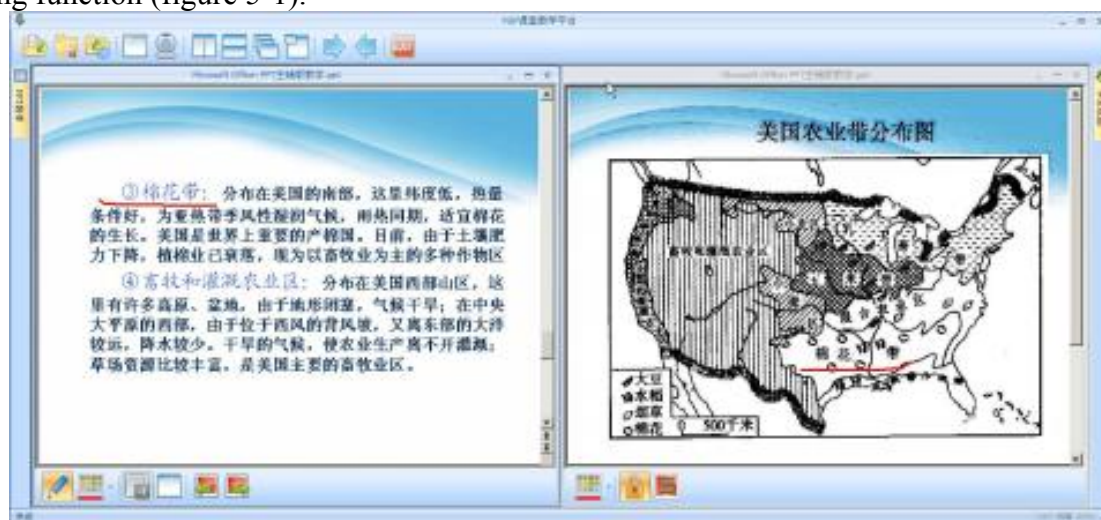


Figure 5-1. Information through multimedia

5.3 Web-based collaborative learning

In order to understand students' learning activities in the form of the web-based collaborative. The author directly into the teaching process, taking part in and observing the students' daily collaborative learning activities during my practice teaching. Through the initial all-round open observation, the

author master of the students in collaborative learning activities have roughly understanding network classroom, its structural layout is shown in figure5-2.

On the other hand, the authors found that group A and group B and group E of students to participate in the activities of web-based collaborative learning in high spirits, the leader of organization done pretty well. In group C and group D of students to participate in the activities of web-based collaborative learning enthusiasm high, while others only join the team if leader or teachers send for them.

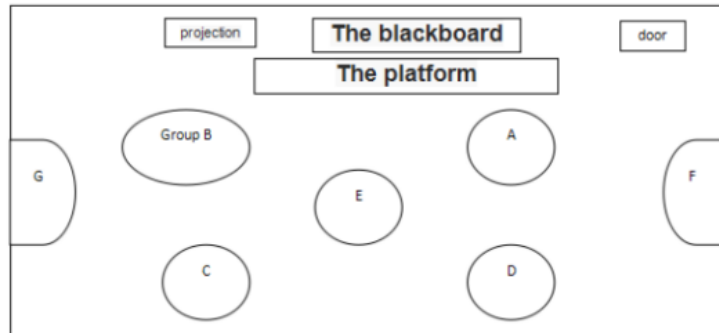


Figure 5-2. Structural layout

The students in group G and group F of students are loose, the leader’s ability is poor, in many cases need guidance and help from the teacher. For this kind of situation, the author choose group A (the most active group), group C (performance general group) and group F (the least active group) to observe. Through the analysis of the observation records, I found that:

(S----Student G---Group Leader)

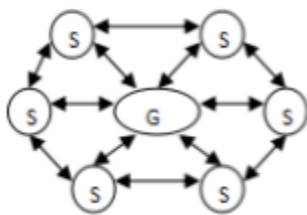


Figure 5-3

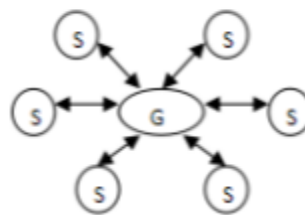


Figure 5-4

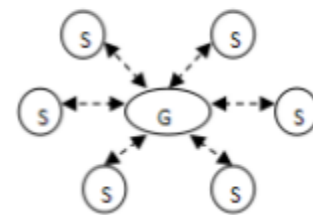


Figure 5-5

We can see from the above three picture, students in figure 5-3, reflection of the interaction relationship is the most ideal. Not only the team leader take part in discussion, each students undergo internal discussion. Throughout the process of collaborative activities, group leader is the core person who played an important role in organization and coordination. Students show in figure 5-3 and figure 5.4 is a reflection of the interaction is a little bit worse.

6. Teachers organize activities

The author found that the teachers in network teaching environment, the most commonly used basically has the following several types of collaborative learning activities, network in different types of support collaborative learning activity plays a different role (figure 6-1).

Form of activity	Feature of activity	Support of Internet
Question discussion	Drive of question	Use Internet tool to communicate.
Resources	Around the theme, students use the Internet to collect some resources and work over those resources.	Search tool and the network resource which relevant to study.
Evaluation of works	According to the work evaluation standard that we established.	Online voting system and Internet message tool.

Figure 6-1. network in different types of support collaborative learning

7. Summary

Technologically knowledgeable student teachers can provide direct support by being technical consultants, working on projects with students, and bringing teachers up-to-date information about the use of technology in classrooms. Student teachers can provide indirect support for technology by taking care of students, allowing the teacher to do technology projects with the whole class, small groups, or individuals.

The development of science and innovation concept in education is the first productivity, with these teaching methods in innovation integrated, the author believes the teaching and management efficiency will be improved in the future.

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