

The Role of Pad Class Teaching in the Transformation of Students' Learning Mode

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Keywords: Classroom teaching, Process reform, Pad class, Learning mode

Abstract: “The core of classroom teaching process reform is to change” Presupposition and implementation “into” Presupposition and generation “. The exploration of generative classroom teaching mode can promote the effective generation of curriculum standards, generative resources and classroom teaching process itself. The teaching process is divided into three parts: lecture, internalization, absorption and discussion, in which teachers and students have equal rights and responsibilities” The PAD Class(Presentation-Assimilation-Discussion) has become a real double “teaching and learning” subject, which makes the classroom teaching process undergo structural changes. In this way, “Presupposition generation” is possible. In the PAD Class, it emphasizes bisection, teaching before learning, and “Presupposition generation” is realistic. The experimental data show that the PAD Class can effectively mediate the generative classroom and promote the transformation of students' learning mode.

1. Introduction

Since the new curriculum reform, classroom teaching reform has made great achievements in theory and practice. With the reflection, breakthrough, transcendence and reconstruction of the traditional “Presupposition execution” legal classroom teaching mode, from spontaneity to self-consciousness, people realize the generativity of the classroom in varying degrees [1-2] “The core of classroom teaching process reform is to change “Presupposition and implementation” into “Presupposition and generation” [3]. As a result, generative classroom has been put forward and widely entered the new curriculum reform classroom teaching process. In many exploration modes, we have practiced PAD class and achieved the expected results.

2. Connotation and Requirements of Generative Classroom

The connotation and requirements of generative classroom generative classroom is essentially a “Presupposition generative” classroom. According to the practice of education and teaching, this paper is called generative classroom for short. First of all, its connotation means that any pre-set curriculum standard is generated. The curriculum standard is not implanted into students' life according to the predetermined procedure, but in the practice of “teaching and learning”, students spontaneously or consciously choose and receive, internalize and absorb the objects of their own

life, and grow into their own bodies.

For students, the former is mainly a passive process and a passive one [4-5]. The latter is mainly an active process and an active person. For teachers, the former mainly takes the teaching content as the raw material and the implementation process of materials, showing the function of “craftsman”; The latter is mainly to stimulate students to become the main body of their own life, the process of active growth, showing the function of “teacher” [6]. In the process of “teaching and learning”, according to the direction controlled by teachers, through active selection and active practice, students grow into life conscious people in the interaction of various relationships and activities they participate in, and effectively realize positive changes in cognition, moral quality and spiritual outlook [7-8]. This process of “adult” is generation - “Presupposition generation”.

Secondly, generative classroom refers to the presupposed classroom process, which is generative and “out of nothing”. Teacher Ye Lan emphasizes this very much [9]. She clearly pointed out: “the generation of classroom teaching is obviously not limited to the results, more importantly, the teaching process itself should be the process of generation.” At the beginning of this century, the discussion from the curriculum reform to the reconstruction of the classroom kept returning to the original starting point and the core of the problem. Through the reflection and reunderstanding of the classroom teaching process, people found that the classroom is not a pre-existing and transcendental “thing in itself”. The classroom of any class originally does not exist. It is created around the teaching content and in the practice of “teaching and learning” of two-way communication between teachers and students. It is a process existence in dynamic generation. Only by realizing this, can we make it clear that both teachers and students are the main body of the classroom, can we fully realize the important position and role of both teachers and students in the practice of “teaching and learning”, and can we create a generative classroom with qualitative renewal significance.

Thirdly, generative classroom is the classroom that we usually refer to, which contains generative resources in presupposition and makes full use of Generative Resources in the process of “teaching and learning”. Because every student grows up in a different environment and background, they have different cognitive basis and way of thinking, different emotions, attitudes and values, different choices and reception, different language and mood to describe the same thing, and different construction and generation, The same thing in the interaction between teachers and students can produce many different results at the same time. Whether it is positive or negative, teachers can turn it into an active classroom process and an effective material for the generation of curriculum standards. This kind of classroom that makes proper use of generative resources is generative classroom. So, in the classroom teaching reform, how to create generative classroom? In our opinion, the most important thing is the internal unity of two points: first, we must let the students really become the practice subject of the classroom, be able to feel, understand, and internalize the perception, so as to become the main body of their own life, and achieve the goal in the dynamic generation of the classroom in the dynamic practice activities. Because generation mainly involves three aspects: one is self - student; Second, the object of comprehension and Internalization -- the teaching content transformed into one's own;

The second is to distinguish the object activity teaching from the students' broad living world. These three aspects and their internal unity and coordination are “teaching and learning” in this paper. Obviously, in this internal unity, learning is equivalent to “nutrition channel”, connecting teaching, teaching content and students' generative growth. Without learning, “Presupposition generation” is bound to fail. Only when students are active, active, active and able to achieve functional coordination and harmony, can they internalize and absorb the potential into themselves, turn the potential into reality, create themselves, and realize the “Presupposition of life”.

Second, the importance of teaching must be recognized equally. Teaching only exists because of

learning, so we must create suitable and needed services for learning, and promote the completion of the process of “perception internalization absorption transformation” to the greatest extent. However, this does not mean that teaching is subordinate to learning, because teaching presupposes what to learn and how to learn, and guides the cultivation of what kind of people and how to cultivate them. For example: in the new curriculum reform, about “what to learn” and “what kind of people to cultivate”, the cultivation of spiritual outlook includes three aspects: about the external world, “have the spirit of struggle in an unfavorable environment, have the impulse and courage to meet the challenges”; As for the internal world, “self-confidence, not afraid of setbacks, dare to take risks, have the spirit of development and creation, can achieve self transcendence and perfection”; As for the way of thinking, “to pursue perfection in a life with defects, to transform the external world and the subjective world at the same time.”

Then, with regard to “how to learn” and “how to cultivate people”, it is necessary for teachers to “see” the real “specific individuals” and focus the students' initiative, potential and differences on the presupposition, so as to stimulate their life vitality and innovative spirit in the process of active learning and turn external needs into internal needs and external connections into internal connections. The external driving force is the internal driving force, which makes the learning process full of passion, joy and wisdom. Obviously, “what” and “how” are the common core of teaching and learning. Every presupposition of teaching corresponds to the generation of learning, and every student of learning corresponds to the presupposition of teaching. In short, presupposition makes generation, and generation makes presupposition. Teaching and learning are equally important. Adhering to the practice of “teaching and learning” of “Presupposition generation”, we have tried a variety of methods and modes, and we have chosen the PAD Class.

3. Connotation and Requirements of Generative Classroom

At present, the “ PAD Class “ teaching mode is more and more used in college classroom, The implementation steps of “ PAD Class “ teaching mode in College Classroom:

(1) Preparation before class

First of all, before the opening of the course, teachers should prepare a clear and complete syllabus, listing the timetable, learning objectives, learning contents and activities of each course, as well as the students' homework, attendance requirements and assessment methods. In this way, students will know what to do, how to do it and what they will gain. Secondly, prepare all materials to assist students' learning, generally paper materials, including video, audio and other materials. Science and engineering often have exercise books, which should be packed as well as distributed to students. Thirdly, we should analyze the students' learning situation in class, encourage students to use QQ, wechat or other teaching platforms to promote the communication between teachers and students. Teachers should control the students' burden according to the students' learning motivation, foundation, ability and course selection, and determine whether the classroom discussion should be divided in different classes, in class or a combination of the two. Finally, we should prepare the environment for the implementation of “ PAD Class “, such as whether the desks and chairs in the classroom are conducive to “ PAD Class “, whether the computer, multimedia projection, blackboard and other facilities are in good condition, and so on. The planning and planning of sub class is far more than the traditional teaching. We should try our best to avoid the influence of equipment failure on teaching.

(2) Classroom teaching

In the traditional teaching classroom, the teacher's teaching is very detailed and comprehensive. It is generally believed that the more systematic, complete, comprehensive, profound, penetrating, clear, detailed, vivid, interesting and wonderful the teacher's speech is, the better. However, in the

PAD Class, these concepts are subverted. Teachers just don't need to speak too systematically, completely, comprehensively, profoundly, thoroughly, clearly, detailedly, vividly and interestingly. The teaching principle of the PAD Class is intensive teaching and leaving blank. In the PAD Class, on the relatively macro level, tell students what to learn, why to learn and how to learn, that is, clarify the framework, key points and difficulties, and provide learning methods, skills and strategies.

(3) Study after class

The main contents of after-school learning are reading, reviewing, independent thinking and completing homework. Homework is the core environment connecting teaching and discussion, and the key to success. Homework is an important means to implement Discussion. The difficulty and appropriateness of homework directly affect the effect of each other's class. In class PAD is special, and all links are completed in class. In the case of little time, the assignment can be relatively simple, which is called "micro assignment". For example, if there is a question, ask the students to write a comment; In the PAD Class students have more time to study after class, and homework can be arranged more deeply. The purpose of homework is to guide and urge students to review after class, to ensure that students can understand the basic content, and to pave the way for in-depth and more meaningful group communication.

(4) Class discussion

At the beginning of the discussion, the teacher can spend 1-2 minutes briefly reviewing the content and assignment requirements of the last lesson, and then start the discussion. The discussion is divided into four parts: group discussion, teacher spot check, free questioning and teacher summary. The order is very important and cannot be changed. First of all, group discussion, generally 4 people in a group, 5-20 minutes, ask students around homework, especially "bright test help", according to their own harvest, confusion, difficult, learn from each other, solve problems together. Once again, the whole class communication mainly includes three parts: Teacher's spot check, free question and teacher's summary. First, the teacher randomly checks 3-4 groups, and each group randomly selects 1 students, and stands up to share the essence of the group's discussion just now, or raises unsolved problems. Students are free to ask questions, it is best to ask other groups of students to answer, to promote communication between students. Try not to let students on the platform, a student only talk about one problem, speak not well, timely interrupt, change a group, so as not to waste the time of the whole class.

(5) Performance assessment

The PAD Class weakens the summative examination, big homework and big projects, and emphasizes the usual learning, which should be implemented in the repeated small homework and routine group discussion. Students must do their homework after class and participate in the discussion in class. In the university classroom, there are many courses without homework. Students are used to it and are unwilling to do homework. There are also many students skipping classes. If possible, teachers should improve the proportion of their usual grades. If students don't study hard, there is no way to pass the final exam.

4. Conclusion

Through the reform of classroom teaching process, students and teachers become the regular and necessary "teaching learning" subject together, and find an effective way to the generative classroom, so that "teaching learning" activities become the stage of teachers' self realization, and also become the stage of students' self realization, which is worth recommending.

Acknowledgement

Shaanxi Province Educational Science “Thirteenth Five-Year Plan” 2020 project: “Practice and research of bisecting topics based on online open courses of medical cell biology (No.: SGH20Y1327)”

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