

Research on the Construction of Mixed Educational Practice Mode for Pe Majors from the Perspective of “Internet Workshop”

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Abstract:The teaching practice is the key stage of improving the teaching ability and forming the professional consciousness of the students majoring in Physical Education. Using the “internet + “ technology, the “workshop” guidance mode is applied to the guidance of educational practice. The construction of new goals, new ideas, new plans and new expectations of educational practice is just a kind of innovative educational practice mode under the visual field of “Internet + workshop”.

1. Introduction

In 2016, the Ministry of Education raised a number of issues that need to be further studied and resolved in the light of the situation of the educational practice of normal school students, including the use of “Internet plus” information technology to broaden the channels of educational practice, innovative Forms of educational practice. In 2018, it was proposed to construct a new talent training mode under the condition of “Internet plus”. In 2019, it was proposed to encourage the use of online learning space for innovative practical teaching and practical training models. Sun Yuhong and others (2019) believe that “workshop” is the third space for pre-service training of outstanding teachers, and it is the exploration of the cooperative mechanism between universities and primary and secondary schools. “Internet workshop” is an important support for the mixed educational practice mode of physical education major, and how to construct it has become a key issue for the innovation of practice mode. Taking the physical education College of Hunan University of Science and Technology as a case, this study tries to explore the way to construct this new model.

2. Pattern New Target

Educational practice is an important part of the training program of Physical Education major in colleges and universities, and it is an indispensable practical teaching link in Training Applied Talents. From the perspective of “Internet Workshop”, the mixed educational practice mode of physical education major is an innovation of practical teaching. Its new objectives are mainly reflected in the following points:

- 1). Equipped with the network learning environment of mixed education practice for physical

education major from the perspective of “Internet Workshop”. Relying on the platform to carry asynchronous guided learning, student self-learning, peer learning network learning environment; It helps students to establish a sense of sharing, communication and cooperative learning. Effectively prepare for the internship, explore the problems in the internship, and summarize the evaluation after the internship.

2). Sorting out the teaching resources generated in the process of mixed education practice of physical education major from the perspective of “Internet Workshop”. Lead students to complete the teaching plan design, teaching video recording, teaching weekly notes compilation, etc., and form a series of demonstrative educational practice learning resources; It is conducive to stimulating students' reflection and effectively promoting the cultivation of students' teaching ability in educational practice.

3). Develop the evaluation criteria and tools for the process of mixed educational practice in the field of physical education from the perspective of “Internet Workshop”. Guide teachers and students to read online, understand evaluation standards and use evaluation tools offline, which is conducive to improving students' self-cognition and effectively achieving the goal of educational practice; It is helpful for teachers to master the performance of students' practice process and provide basis for future evaluation and guidance.

4). Innovate the evaluation and guidance method of mixed educational practice for physical education major from the perspective of “Internet Workshop”. It adopts evaluation promotion, designs guiding learning activities and integrates evaluation function into it. Such as grinding activities, salon activities; As well as teaching plan, weekly record, reflection, demonstration courses and other weekly evaluation activities, the selection of internship star. It is beneficial for students to learn from each other and benefit each other.

3. New Thinking on Patterns

1). Establish the target field of mixed education practice for physical education major from the perspective of “Internet Workshop”. Through in-depth investigation and field investigation of the school sports work in the practice base, the target field of education practice suitable for this major and localization is formulated after analysis.

2). Define the content scope of mixed educational practice of physical education major from the perspective of “Internet Workshop”. By combining professional knowledge with physical education teaching practice in primary and secondary schools, and by combining online learning guidance with offline practice, the content category of educational practice focusing on ability cultivation is constructed.

3). Equipped with a mixed educational practice and training platform for physical education majors from the perspective of “Internet Workshop”. “Internet Workshop” as the carrier of the preset educational internship theme, task-driven guidance. It provides students with a platform of “learning, asking, thinking and research”, allowing them to exchange and share their wisdom.

4). Build a mixed educational practice evaluation system for physical education majors from the perspective of “Internet Workshop”. Through the “Internet workshop”, the students are supervised throughout the whole process and guided activities are carried out, so as to effectively solve the disadvantages of the traditional “sheep-tending” and “formalized” internship management mode that cannot accurately judge the performance of interns and build a process-based comprehensive education internship evaluation system.

4. New Scheme of Pattern

Educational practice is an important way to carry out educational policy and to test and feedback

the quality of education and teaching. Therefore, in the view of “Internet + workshop” , the mixed teaching practice model of Physical Education specialty is implemented, and the dual teaching practice system of distance instruction team and on-site instruction team is implemented. The specific implementation plan is as follows:

1). Implementation time. The practice period of physical education is 9 weeks, which is from the beginning of September to the beginning of November.

2). Off-campus internship. Objective: (1) to know and understand the form of physical education and physical education reform in primary and middle schools. (2) to establish good professional ethics and cultivate the necessary ideological quality, cultural quality, professional quality, physical and mental quality and the spirit of reform and innovation. (3) to comprehensively apply the basic theory and technical skills of the major to the practical work of physical education, to be familiar with the basic situation of physical education, and to master the General Rules of Physical Education. (4) to master the methods and laws of sports scientific research, carry out investigation and research in combination with special subject research, and learn to use scientific viewpoints and methods to improve the ability of analyzing and solving problems. Practice tasks: (1) primary and Secondary School Physical Education classroom teaching. Classroom teaching shall not be less than 40 sections, at least 1 sport module module in the teaching plan (6 ~ 8 sections) , wind and rain teaching plan (3 ~ 4 sections) , Physical Education and health basic theory teaching plan (1 section) . In addition, observation and evaluation (6 ~ 8 times) , measurement and mapping classroom teaching density and load (2 times) , classroom teaching analysis report (2 copies) , practice weekly record (6 ~ 8 pieces) , practice summary 1 copy. (2) extra-curricular sports activities in primary and secondary schools. Carefully organize morning exercises, exercises between classes, after-school recreation and sports activities class; actively participate in the school team training; actively participate in the school sports meeting and other sports competition referee work. (3) work as a teacher-in-charge. Develop a daily class management work plan approved by the former head teacher and work effectively; organize a thematic class meeting; prepare a student learning analysis and education programme. (4) social investigation. Make use of the weekend and after-school time, have a purpose, plan, step-by-step social investigation, carefully collect material, collate data, as far as possible draft. After the end of the internship, finishing all the documents completed internship materials, back to school within a week to hand in the Institute for review.

3). Workshop online guide. Instruction Column: Instruction Column Includes Classroom Teaching, extra-curricular activities, class management, social investigation and so on. Classroom instruction focuses on preparing, attending, explaining, observing and evaluating classes, and extra-curricular activities on morning exercises, exercises between classes, recreation and sports activities, training of sports teams, Organization of sports competitions, etc. The class management carries out the guidance around the class cultural construction, the theme Class Meeting Organization, the student psychology consultation and so on theme; Guidance on research design, data statistics, discussion and analysis, etc. . Guidance Team: Physical Education Professional Training Workshop Workshop Workshop Owner 1, Workshop Counselor 4(in charge of their respective guidance columns) , workshop manager 1,40 students. The owner of the workshop is the instructor of the school, the instructor of the workshop is the instructor of the school, and the manager of the workshop is the leader of the group. Guidance Tasks: organize at least 1 online communication activity every week; Organize 1 thematic seminar every two weeks; evaluate 1 practical teaching record, 1 extra-curricular training plan and 1 thematic class meeting program for each student; Check the weekly record of educational practice submitted by the students; select excellent weekly record and star of excellent practice; adjust the content and strategy of guidance dynamically according to the students'performance; arrange and compile the resources of Guidance and publish the brief report of student practice.

4). Practical appraisal. The result of practice is the evaluation of the students'work and performance during their educational practice. (1) in accordance with the requirements of the physical education professional practice syllabus, students must complete all the tasks of the educational practice, and in the workshop platform to submit 1-2 teaching video, complete module module teaching plan, Theme Class Meeting Program, classroom teaching analysis report and practice summary and other electronic portfolio, to participate in educational practice assessment. (2) those who violate the safety and discipline provisions of the outline for the practice of Physical Education Specialty and cause serious impact and are subject to disciplinary sanctions shall not be allowed to participate in the assessment of the performance of the practice of education. (3) the assessment of educational practice achievement is based on the students'performance in the field practice, the workshop and the completion of the field work. (4) the assessment of educational practice achievement takes two forms: language assessment and Grade Assessment. Comments: self-evaluation, team assessment, base school evaluation, base school evaluation, university remote guidance team evaluation, university practice leading group review. Grade: excellent, good, in, pass and fail, in principle the number of excellent interns control within 15% .

5. New Expectations for the Model

“Internet workshop” hybrid education practice for sports reform no unified mode, but the pursuit of unity, that is to give full play to the “line” and “offline” two kinds of learning, the traditional education practice extends the time and space, to break through the confine of asynchronous instruction, let more targeted to carry out the education practice activities. In addition, the feedback results as an important basis for the process evaluation, with a certain learning incentive function, model implementation expected results reflected in the following four aspects.

1) Establishment of “standardized” guidance document resource base. As far as possible, the owner's team provides “standardized” teaching practice guidance documents, such as the error should be promptly corrected, and inform all students and instructors; The instructor explains the requirements, contents and matters needing attention to the students as fully as possible; prompt and remind the students to read the guiding documents in time according to the teaching practice task flow, to ensure that the teaching practice is carried out in an orderly manner.

2) Setting up “demonstrative” teaching video resource database. According to the requirements of teaching practice and evaluation standards, students record their own teaching practice classes on video and display them on the platform According to the effect of the teaching video, the evaluation of the instructor and the mutual evaluation between the students, the manager of the workshop pushed out a batch of “demonstrative” teaching video resources of Physical Education and health course in primary and middle schools for the students to learn from each other.

3) Establishment of “standardized” teaching plan resource database. The workshop owner team provides the Unified Module Teaching Unit Plan Template, the instructor is responsible for supervising and guiding, the intern writes the module teaching unit plan, and through the Teacher's guidance, the personal practice, then revises, after consummates, a group of “standardized” primary and Secondary School Physical Education and Health Curriculum Module Teaching Unit Planning Resources, for students to learn from each other and reference.

4) Establishment of “timeliness” practice feedback database. The base collates the student practice situation feedback, should promptly carry on the diagnosis, and forms the document material to carry on the storage. For individual feedback, it can provide some reference for students'final practice evaluation, and for collective feedback, it can provide reference information for future curriculum adjustment and the next education practice program adjustment.

6. Conclusion

Through the above new goals, new ideas, new programs, new expectations of the establishment of the “Internet + workshop” vision of the lower physical education professional mixed education practice mode, is the traditional management mode of physical education professional practice in colleges and universities innovation. With the help of “Internet + “ cloud storage and “workshop” guidance, the model provides students with a “learning, questioning, thinking, research” exchange and sharing platform for educational practice training. It improves the efficiency of teaching practice guidance, simplifies the process of teaching practice management, enriches the evaluation system of teaching practice, broadens the channels of teaching practice training, and promotes the effective construction of cooperative training mechanism between colleges and base schools.

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