Application of "Rain Classroom" Teaching Model in Basic Accounting

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Abstract. "Rain Classroom" is a hybrid mobile teaching interactive tool with powerful functions embedded in PowerPoint and WeChat, which upgrades the traditional flipped classroom teaching mode and improves the quality of teaching. Taking the teaching of "Basic Accounting" by Xijing University as an example, the application of "Rain Classroom" in teaching was discussed. According to the teaching and exchanges with peers, and the exchanges with students, it explored the use of Rain Class in basic accounting Effect and impact. With the development of information technology, multimedia information technology as a teaching means has made the teaching environment look brand new. It has been recognized and accepted by teachers with its distinctive teaching characteristics, rich teaching resources, vivid teaching situations, and fast advantages. It is widely used in education and teaching, which changes the reading of students from closed and static teaching materials. For image pictures, audio books, animated video materials, etc. The "Rain Classroom" applet jointly developed by Tsinghua University and "School Online" is a collection of these functions. Teachers can use the "Rain Classroom" program to comprehensively process text, images, sounds, animation, movies, etc. It achieves the effect of situational teaching of sound, picture and text. Fully mobilized the students 'learning initiative and enthusiasm, and put the students' "learning" into practice. Students are no longer passive machines, but the real subjects of information processing and the active builders of knowledge.

Keywords: Rain classroom, Teaching mode, Accounting teaching.

1. Rain Classroom Introduction

"Rain Classroom" is a hybrid smart teaching tool based on PowerPoint and WeChat developed jointly by Tsinghua University Online Education and Xuetang Online in 2016, which aims to organically connect relevant teaching teachers and students to provide Comprehensive functions of interactive preview before class, face-to-face interaction during class, and summary and comment after class. Using Rain Class, teachers can send videos, exercises, voice, and courseware to students in time for pre-class review, timely communication and feedback between teachers and students; real-time answers in class, barrage interactions; time-limited tests after class, course assessment, etc. It improves the teaching efficiency and improves the traditional teaching interaction effect.

2. Teaching Status of Basic Accounting Course

"Basic Accounting" is a core professional course and an introductory course for accounting, auditing, and financial management majors. This course mainly explains the basic theory, basic methods and basic skills of accounting. It is the first "key" for students to enter the field of accounting. At the same time, it also cultivates students' awareness of economic management, comprehensively masters special methods of accounting, and understands the operation of economic entities. Lay a solid foundation for the whole process and follow-up professional courses. At present, the teaching mode adopted by basic accounting is "teacher-oriented", which is difficult to mobilize the enthusiasm of students and has the following deficiencies.

2.1 Ignore the Differences in Teaching Objects and Ignore the Individual Needs of Students

Uniform teaching content, unified teaching method, and unified teaching time and place, it is difficult to meet the needs of students of different learning levels, which affects the learning interest and enthusiasm of students, and affects the teaching effect.

2.2 Lack of Autonomy in Students

Facing different educational objects, teachers treat all students equally, making students lack of independent activities, which will lead to the dependence of students 'thinking over time, inhibiting the development of students' autonomous learning and critical thinking ability, as well as the development of inquiry and innovation ability.

3. The Specific Application of the Teaching Model of the "Basic Accounting" based on the Rain Classroom Platform

According to a survey by Michaels, students expect that mobile phones will be used for teaching, and 65% of college students hope to use mobile phones for classroom teaching or management. Students hope to use their mobile phones to realize "share teaching materials, courseware, case exercises and other materials" in the classroom, provide a new classroom interaction platform for teachers and students, and provide real-time feedback and evaluation of teaching. The rain classroom is a combination of mobile phones and classrooms to achieve the above functions. The teaching model of the rain classroom platform is shown in Figure 1:
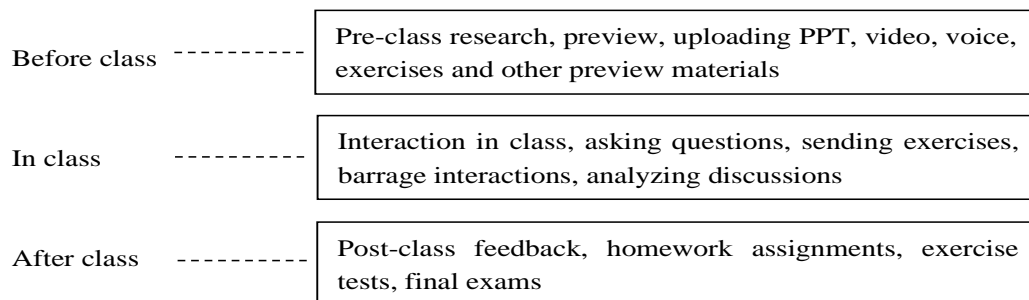

Figure 1. Model of the Hybrid Wisdom Teaching Model in the Rain Classroom

3.1 Pre Interactive Preview

Before the lesson, the teacher downloaded and installed the rain class, and then reopened the PPT. The plug-in can be seen in the toolbar, as shown in Figure 2. The plug-in does not affect the application of PowerPoint, but only adds built-in features of Rain Class. Before class, teachers create their own lessons and classes. Follow with WeChat, go to the My Courses page, create courses and classes, and click Start. Send the QR code or invitation code of the corresponding class to the student, and the student can scan the code to enter the corresponding class for learning. Teachers use the extra-curricular materials production function and the problem insertion function of the rain classroom to push the corresponding courseware, exercises, videos, voices, etc. to the students in advance, and guide the students to conduct pre-class preparations. For example: Taking the teaching content in the chapter of "Basic Accounting" as an example, the teacher sends preview materials in advance through Rain Class. The concept materials in the chapter "Basics of Accounting" are sent to students before the lesson in the form of a combination of MOOC videos or network videos, voice explanations and courseware, and students are required to carry out autonomous learning of basic concepts. Case studies will be given directly in class to stimulate students 'self-organized learning interest and train students' independent thinking ability. The teacher uses the mobile phone to check the students' preview situation, and answers and analyzes the questions raised by the students to build an interactive preview platform.
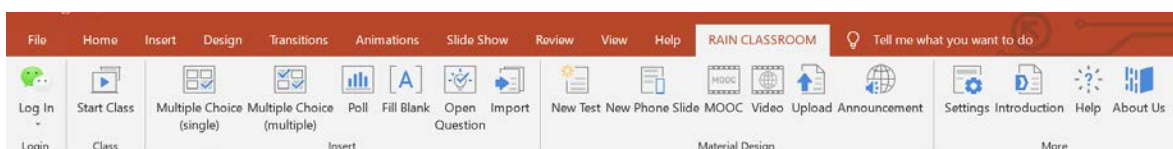

Figure 2. PowerPoint rain class plug-in interface

3.2 Interactive Learning in Class

In the class,the teaching method of "realization system of payment and accrual and accrual" as an example. The teacher logs on WeChat,starts the rain classroom teaching, selects the corresponding course and class,and clicks "Start Class".The mobile phone becomes a remote control to implement the PPT switching function. The students receive the courseware sent by the teacher online and the teacher explains. For students who do not understand or have doubts, click "Don't understand" as a mark, and the teacher can see it on the back end,which is convenient for timely communication and analysis after class. After completing the teaching of knowledge points, you can use the function of inserting questions in the rain class to push the inserted questions in advance to the students for a limited time, discuss the exercises in the classroom, test in the classroom,interact with the students, and check the students' grasp of the "accounting processing method" in real time.Teachers can also use the barrage function to collect students' opinions,discuss and interact in time,and provide real-time feedback.

3.3 Push Review after Class

After the lesson,teachers can use the push-to-review function of the rain classroom to conduct teaching reflection, share and test evaluation of online basic accounting knowledge, and use the group announcement function to send students webpage articles,graphics and text about basic accounting teaching reflection Notice,etc.Students can share their learning experience with the teacher by using the function of the rain classroom's discussion area, message board,@specific person. Finally,you can use the rain classroom to conduct the final assessment test,and after the review is completed,the results are pushed to each student in time,and then they can communicate with the teacher in a timely manner based on their test situation.

4. Rain Classroom Teaching Effect and Reflection

4.1 Teaching Effect

Rain classroom, as a new type of mixed wisdom teaching tool, is a new teaching mode. We can use WeChat to achieve good interaction, learning and testing between teachers and students, so that students change from passive learning to active search, improving the overall quality of students.The communication with colleagues and students found that the application of the mixed wisdom teaching mode of the basic rain classroom in basic accounting teaching can obviously stimulate students' learning interest and stimulate the fun of autonomous learning, which has a positive effect on improving the quality of teaching and teaching effects.Reduce class time and increase class content;teachers teach easily and students learn easily.

4.2 Teaching Reflection

First of all,the use of the rain class before and after class occupies a lot of students' extra-curricular time,and students will have no time for extracurricular development. Although some teachers have suggested that pre-class previews mainly include video and fun content that are easy for students to accept, if the pre-class and post-learning study is included in the assessment, students will be annoyed and think it is a compulsory learning and task.

Secondly, with the rain classroom teaching, teachers need to spend more time and energy to prepare lessons and push the case of exercises, view the summary after class and make courseware.These efforts are easy to be ignored. Teachers do not get the corresponding returns and support financially.Especially under the teacher evaluation system that emphasizes "research and education", teachers' enthusiasm will be eliminated. The use of the establishment of teaching database and student practice database,so that the teacher's scientific research and students 'usual practice together,will have a multiplier effect on teachers' scientific research, thereby motivating teachers.

Finally, the acceptance of knowledge points between courses requires mutual exchange and cooperation between teachers of different courses in different majors, unified planning of curriculum arrangements, establishment of the same knowledge point courseware sharing group, division of labor cooperation, and implementation of courseware sharing.

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