Exploration and Practice of Cloud Class in Vocational Education: Taking the Basic Accounting Course as an Example

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Abstract

This paper introduces the application of the Blue-Mo cloud-based course based on the cloud teaching big data platform to explore how to use the cloud-based course scientifically to carry out vocational education and teaching reform in order to effectively carry out blended teaching activities. The thesis takes the basic accounting course of vocational school as an example to carry on the cloud class teaching practice, which rationally combines the mobile terminal of mobile phone with teaching, strengthens the interaction between teachers and students, makes the mobile phone a powerful learning tool, and enables the student to carry on ubiquitous and fragmented learning more effectively. The style of learning has a positive reference significance for improving the quality of curriculum teaching and adapting to the information-based development of vocational education.

Keywords

cloud class, vocational education, mixed teaching, basic accounting.

1. Introduction

In the current era of global informationization, the emergence and booming of online education has become a trend. Educators are no longer unfamiliar with various concepts such as MOOC, SPOC, cloud teaching, big data, mixed teaching, and flipped classrooms. The use of information technology to carry out teaching has become a necessary way for education reform and innovation. The traditional centralized and large-scale teaching model is not compatible with the comprehensive implementation of the educational concepts and methods of advanced information-based teaching. In this context, blended teaching emerges with the advantages of both traditional learning methods and networked learning. Blended teaching not only reflects the leading role of teachers, but also gives full play to students' dominant role, and thus stimulates students' creativity.

As a free teaching app for teachers and students, Blue-Mo cloud class realizes offline and online interaction, allows students to actively participate in the teaching process, strengthens the interaction between teachers and students, improves the quality of teaching and learning, and realizes the modernization of classroom teaching means in vocational education .

2. Practice of Blended Teaching in Basic Accounting based on the Blue-Mo Cloud Class

With the help of the cloud teaching big data platform of the Blue-Mo cloud class app, the author realizes the blended teaching of basic accounting in secondary vocational courses, so

that the students can break through the constraints of time and space and can learn anytime, anywhere, and make use of teaching resources. It has greatly improved and effectively promoted changes in the way students learn and enables personalized learning, which is in line with constructivist learning theory, and has a positive effect on students' life-long learning.

The use of the cloud class lesson platform requires only a few simple steps: teachers download and install the computer version of the Blue-Mo cloud class software to facilitate the management of course materials; teachers and students download and install the mobile version of the platform; teachers establish lessons and add resources and activities; teachers establish classes and invite students to join with an invitation code.

The "basic accounting" blended teaching practice has designed the following tasks:

2.1.   Task 1: Self-directed Learning before Class

The teacher will list the detailed learning content in task book in advance, including course-related ppt, videos and cases, course knowledge points, clear learning task requirements and other materials, and then upload the content to the platform together with supplementary materials. Students learn based on the content in the task book, in combination with textbooks and supplementary materials. In terms of the debit and credit bookkeeping method which is core in basic accounting, teachers can issue the following tasks:

1)To recognize and memorize the concept of debit and credit bookkeeping method combining knowledge already known.

2)To master and induce the characteristics of the debit and credit bookkeeping method, including the bookkeeping symbols, the bookkeeping structure and the bookkeeping rules of the debit and credit bookkeeping method.

3)To be able to identify the internal structure of asset accounts and equity accounts.

After the students conducted self-learning, the teacher can initiate a vote to count the students'pre-class learning situation and check information such as sign-in, participation rate, etc. According to the statistical information the teacher can plan the most important points of classroom teaching, so as to make full use of class time and improve teaching efficiency.

2.2.   Task 2: Internalizing Knowledge in the Lesson

During the class, the teacher should play a guiding role and drive the enthusiasm of the students. Before the class, the teacher can check the statistical information of the platform to understand the basic preparatory situation of the students, and then select questions, discuss interactions, etc. This form can be used to test the student's preview situation, so as to find common problems of students and give important explanations. The mobile app can realize interactive methods such as raising hands, racing to be the first to answer, and randomly selecting people, so that classroom teaching becomes active, easy, and fun,and students can be immersed in learning.

Aiming at the bookkeeping rule of "If there is debit, there will be credit; debit and credit should be equal.", the teacher initiated a group cooperative learning in the form of example questions. Students complete the assignments in cooperation, and group members evaluate each other, so that their ability to solve problems cooperatively are cultivated.

The class summary is carried out in the form of brainstorming. Students summarize the knowledge learned in this lesson and upload it. In the end, each student can see the summary of other students. For the highly recognized answers, students can like and learn.

2.3.   Task 3: Review after Class

At the end of the lecture, proper assignment of homework is indispensable to consolidation of the knowledge learned. With the cloud class teaching platform, the process of assigning

homework is also more convenient, flexible and efficient. Teachers can issue objective and subjective questions. For questions with standard answers, objective questions are more suitable. For questions that are difficult to formulate standard answers, subjective questions can be used. The student's answer can be viewed with a mobile phone. The objective questions can be automatically reviewed and scored by the platform, and subjective questions are reviewed by teachers. For example, to initiate a brainstorm for account structure of the debit and credit method, students are required to:

1)Accurately repeat the structural characteristics of asset accounts and equity accounts.

2)Be able to analyze the three characteristics of the debit and credit bookkeeping method and understand its meaning.

3)For transactions that occurred, determine accounts,direction and amount of accounting.

2.4. Task 4: Assessment and Evaluation

The assessment system of the basic accounting course is divided into a combination of online and offline assessment. 30% of the usual scores are adopted for online assessment, which can be divided into group discussions, resource viewing, brainstorming, and classroom testing; the other 30% of the scores is usually given to classroom discipline and homework. The final exam accounts for 40% . It mainly examines the students'basic knowledge, basic skills and abilities to apply the knowledge, and is assessed through questions such as right and wrong questions, multiple choice questions, calculation questions, and case analysis. The assessment system can better reflect the students'completion of teaching goals.

3. Advantages and Disadvantages of Blending Teaching in Blue-Mo Cloud Class

The teaching practice based on the "basic accounting" blended teaching mode based on the Blue-Mo cloud class shows the following characteristics in the implementation of blended teaching of "online and offline" and "before class-during class-after class" :

1)Using the instant feedback function of the cloud class, teachers can quickly learn the situation of students' pre-class learning, discussion during the class, and homework assignments. It facilitates teachers' collection of questions before the class, provides the basis for conducting targeting teaching, and provides guarantee for concise and more lectures in the classroom. Students that participated in Q & A activities will get points, and the students who get high points will be praised by "Little Blue" and "Little Mo", which will greatly improve student learning enthusiasm, and thus realize efficient teaching.

2)The sign-in function of the cloud class is fast and efficient, which greatly saves time for class rollout.

3)With the help of the Blue-Mo Cloud class platform, the release of case materials before class improves the students 'ability to learn independently, study and discuss in groups and display ideas through brainstorming and other methods, which greatly improves students' thinking, as well as their ability to solve problems and teamwork.

4)Compared with traditional classrooms, due to the combination of online and offline methods, teacher-student interaction and student-student interaction have been strengthened, making the entire classroom active and improving the quality of teaching. However, it should be noted that in cloud classes, teachers, as organizers, guides and supervisors, should monitor and control the use of students' mobile phones in a timely manner. Students should use their mobile phones to check information, sign in, and answer quickly, and not for activities that are not related to classroom learning. For those who are not highly self-disciplined, are likely to deviate from their learning goals and indulge in mobile

phone networks, teachers are required to have high classroom management and control capabilities.

4. Conclusion

In short, the use of cloud teaching technology is the best means for modern education. It promotes the continuous improvement and innovation of education and teaching. The blended teaching practice based on basic accounting courses is used as an example. By turning over the classroom, students are allowed to spend extracurricular time on self-directed learning of knowledge points and concepts, and the in-class time is mainly spent on answering doubts, reporting and discussing, increasing teacher-student interaction, and truly achieving student-centered and personalized counseling, thereby achieving better teaching results. It is of great and positive significance in improving the quality of teaching and the informatization of vocational education.

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