

Blended Teaching Practice under the Concept of “Student-Centered” Teaching: Take “Basic Accounting” Course as an Example

Chuyan Cao, Yan Peng*, Lei Ren

Department of Management Engineering and Equipment Economics, University of Naval Engineering, Wuhan, Hubei, China

**Corresponding Author.*

Abstract: In the current information age, more and more high-quality online teaching resources and new teaching technologies, teaching equipment and teaching methods have emerged, all of which have impacted on traditional classroom teaching. In order to improve the effectiveness of teaching and to make students the real “center” of learning, under the guidance of the “student-centered” concept, higher education in China has carried out a number of teaching reforms in terms of teaching mode, teaching content and teaching methods. In recent years, more and more teachers in colleges and universities have carried out exploration of blended teaching in “student-centered” teaching, and achieved better results. In this paper, we take the “student-centered” blended teaching mode in the implementation of “Basic Accounting” course as an example, this article elaborates on the implementation of blended learning from three specific aspects: pre class, in class, and post class student behavior, as well as teacher teaching activities. It analyzes the current problems of insufficient online learning devoting by students, insufficient understanding and application of knowledge by students, and insufficiently comprehensive evaluation of teaching effectiveness. Solutions to these problems are given, which can be applied to the teaching of other courses where theory and practice are closely integrated.

Keywords: Student-Centered; Blended Teaching; Basic Accounting; Rain Classroom; MOOC

1. Introduction

In the current information age, with the rapid development of information technology, blended teaching is widely used. The use of high-quality online course resources and learning software, combined with the interactive advantages of traditional classroom teaching, can effectively carry out teaching activities around students’ learning needs and achieve teaching objectives [1]. Blended learning allows students to have more independent learning time and motivates them to learn [2]. The pre-course online pre-study through catechism helps students to build a basic theoretical framework, focuses the lecture time on the difficult issues of students’ learning, and expands the evaluation methods to comprehensively evaluate students’ learning effects from multiple perspectives [3]. Although there are still some problems in the practice of blended teaching, the advantages of online education and classroom teaching complement each other, and the concept of “student-centered” teaching can be implemented.

2. The Implementation of Blended Teaching in Basic Accounting

2.1 Making a Good Analysis of the Learning Situation and Developing Teaching Programs

Before the implementation of “Basic Accounting” blended teaching, a pre-course questionnaire was given to students to understand the learning situation. The questionnaire was mainly to understand the students’ attitude towards online teaching and whether they had the equipment to support online teaching. At present, all students have the hardware to support blended teaching. After understanding the students’ support for

online teaching, the online teaching resources mainly relied on the catechism recorded by the course team itself, and the offline teaching relied on classroom lectures. A new teaching plan was formulated: first, the “Rain Classroom” sent out weekly online learning task notifications; second, classroom lectures were conducted; third, the “Rain Classroom” was used to publish courseware, organize classroom interactions, and conduct post-class homework review; fourth, the assessment was increased, and the percentage of formative assessment was increased, e.g., the progress of catechism learning. Fourthly, we increase the percentage of formative assessment, such as the progress of catechism learning, pre-course pre-test, post-course homework, and in-class seminar.

2.2 Highlighting Students as the Mainstay of Learning and Optimizing Teaching Methods

With the development of information technology at any time, there are a large number of high-quality learning resources online, and students have more and more channels for self-learning, which provides objective conditions for the “student-centered” teaching practice. [4] In the process of teaching implementation, combining the actual needs of “Basic Accounting” course and the characteristics of current blended learning, we adhere to the teaching concept of “student-centered” to optimize teaching methods, aiming at enhancing learning interest, increasing students’ independent learning time, increasing students’ participation in class and developing good learning style.

During the implementation of the lectures, the three sessions of pre-course-in-class and post-course are designed in detail. The pre-course aims to guide students to actively build a theoretical framework. Students receive learning tasks, complete video pre-study on MOOC platform, complete pre-class test in “Rain Classroom”, and enter the class with questions. The classroom teaching process aims to deepen theoretical teaching and improve the construction of students’ knowledge system. The teacher will focus on the key questions from the pre-study and answer questions in class. Problems worthy of in-depth discussion are flipped to the classroom through group seminars and reports

to deepen students’ understanding. Based on the characteristics of both practical and theoretical basic accounting courses, practical exercises are carried out using available practical training materials so that students can apply the theory to practice after learning. After the class, through practice and participation in subject competitions, consolidation and internalization are enhanced to achieve the goal of overall improvement of comprehensive literacy. See the flowchart of basic accounting course implementation for details Figure 1.

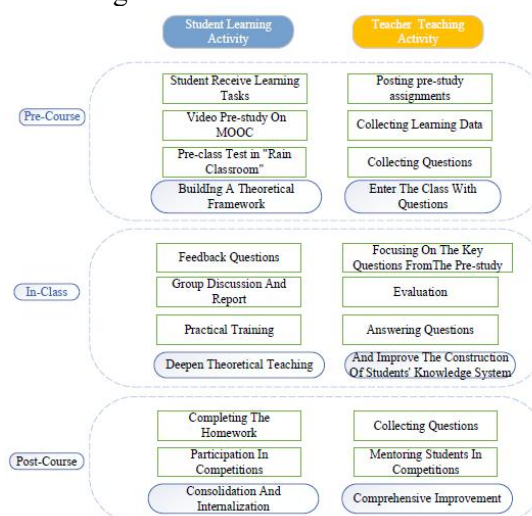


Figure 1. Teaching Activities Flow Chat

3. Problems in Blended Teaching

3.1 Insufficient Devoting in Online Learning

In the process of blended teaching practice, students need to take up some pre-class time after class, and some of them still do not adapt to the teaching reform and show negative learning attitude in the face of pre-study tasks and self-study time.[5-6] Not completing the pre-study task before class and failing to construct the basic framework of theoretical knowledge will lead to unintelligible classroom lectures and poor teaching effect.

3.2 Insufficient Understanding and Application of Knowledge by Students

Basic Accounting is a course with close integration of theory and practice, and it is the first professional course of accounting that students are exposed to, which lays the foundation for the subsequent professional courses. As we can see in the analysis, students are generally interested in learning the course,

but they have difficulties in understanding the theoretical accounting knowledge, and it is difficult for them to apply the practical accounting operation. Learning through textbooks alone, or catechisms, is not an effective solution to the difficulties students face in learning [7].

3.3 Insufficiently Comprehensive Evaluation of Teaching Effectiveness

The traditional assessment method mainly focuses on the paper score of the summative examination, which is not comprehensive enough for a course like “Basic Accounting” that emphasizes both theory and practice, and there is no way to motivate students to devote more enthusiasm in learning and actively expand the knowledge related to accounting management [8-9]. The blended teaching, based on “student-centered”, attaches importance to students’ learning effect and comprehensive ability improvement, so the pure theory assessment neglects the comprehensive assessment of students’ practical ability and professionalism improvement in learning.

4. Countermeasures

4.1 “Student-centered” and Improving Teaching Methods

4.1.1 Reasonable arrangements to increase students’ self-study time

In the online teaching process, we adopt a weekly time unit, and publish the learning tasks of the week at a certain time every week to carry out teaching. The learning tasks include: watching MOOC videos; previewing courseware in “Rain Classroom”; completing chapter self-assessment questions. Students are required to complete them before the weekly offline lectures. Students have more free time to allocate themselves, and learning can be beyond the limits of the classroom, not only in terms of space, but also in terms of time, which is limited to 45 minutes per class. After completing the basic tasks, students who have the ability to learn can log on to online learning platforms such as “Xue Tang Online”, “Wisdom Tree” and “University MOOC” to supplement their own learning with basic Accounting-related content, such as “financial management”, “economic law”, “tax law” and other related content, to consolidate the

theoretical foundation. Students can arrange their own study time, so that they can study according to their actual needs, and motivate them to learn actively, learn time management, and expand their comprehensive quality.

4.1.2 Multi-measures to enhance students’ interest in learning

The learning style of giving learning time to students requires a high level of self-motivation. In the teaching design, the course team added some contents to enhance students’ learning interest. First, the course team carefully recorded the catechism, and students approved of the course resources. Second, the course was carefully prepared and appropriate teaching tools were selected. For example, the lecture demonstrated in real time how to access the corporate information resources that students were interested in. Third, optimize teaching methods and integrate various teaching tools. During the teaching process, in addition to using PPT to show the classroom lecture content, EXCEL was also used to show the detailed problem solving process. Students were able to grasp the important knowledge points quickly. Fourthly, we established a good teacher-student relationship, cared about students’ psychological state during the teaching process, paid attention to students’ attitudes towards the teaching reform, and provided positive guidance. In the questionnaire survey after the end of the class, 87% of the students said they were willing to spend more time to expand their basic accounting related knowledge. It can be seen that this teaching method has cultivated students’ interest in learning accounting, stimulated their enthusiasm for active learning, and helped them to improve their professionalism.

4.1.3 Highlighting interaction and increasing students’ classroom participation

In the blended teaching, the course team designed some links to increase students’ classroom participation: (1) “Rain Classroom” pop-up real-time interaction, during the course of the lecture, students can send pop-ups and raise questions. Some students were able to actively think about each question and boldly express their opinions. (2) Case studies, when learning the part of accounting practice, business topics are sent to students in advance, and they are randomly named to speak in class, and other students comment after speaking.

The seminar process enhances students' ability to identify problems, dialectical analysis and presentation skills. (3) Designing interactive questions and chains of questions in classroom professors to link up scattered knowledge points.

4.2 Focusing on Capacity Enhancement and Strengthening Independent Learning

Online teaching is not only to mobilize students to learn actively, but also to let students learn to learn, develop self-learning ability, the ability to solve complex problems and improve the overall quality [10].

4.2.1 Strengthening guidance and cultivating students' self-learning ability

In the process of online learning, students should first learn to pre-study according to the weekly learning tasks. By checking students' listening notes, it can be seen that students will organize a unique listening note according to their own thinking in the process of listening. Some students will annotate the process of organizing to trigger deeper thinking.

4.2.2 Problem-oriented to develop students' problem-solving skills

In the process of self-learning, students encounter problems that they first need to solve on their own, and then discuss with the teacher and classmates in class. As the course progresses, students ask fewer problems in number, but they are more challenging and more valuable to explore.

4.2.3 Connecting to reality and improving students' comprehensive literacy

During the online learning process, students use online resources to expand the professional knowledge learning of "Basic Accounting" and add economic and current affairs case analysis in the course, so that the textbook knowledge can be combined with social reality and the comprehensive ability of students can be improved in the analysis process.

4.3 Tracking and Guiding Students to Develop a Good Learning Style

In order to evaluate students' learning effect comprehensively and objectively, the course team has added some ways to get feedback on students' learning. During the implementation of the online teaching of Basic Accounting course, the MOOC and Rain Classroom are used to obtain students' learning from various aspects: Firstly, the online course learning time

and post-class test results can be recorded. Secondly, they are required to submit notes on the lectures. Third, the data will be recorded when students complete the pre-class pre-test. Fourth, Rain Classroom releases time-limited assignments to test course mastery. Fifth, practical exercises are added to the classroom, and the results are included in the assessment. The information from multiple feedback channels shows that the overall learning situation of students is good. From the data, every student has seriously completed the study and achieved good results. The comprehensive assessment method focusing on process assessment not only makes students be motivated to learn better, but also allows teachers to get timely feedback to improve classroom teaching and further enhance teaching effectiveness.

5. Conclusion

In adhering to the teaching concept of "student-centered" and practicing blended teaching, the course team has made full use of online quality resources and software such as "Rain Classroom" through the reform of teaching plan, teaching method, teaching content and assessment method. In the process of practicing blended teaching, the course team has made full use of online quality resources, "Rain Classroom" and other software to achieve better results. For the problems existing, the course team will carry out further exploration and research, continue to adhere to the "student-centered" teaching practice in the future, absorb more advanced teaching concepts, and devote in teaching reform.

References

- [1] LI Yan, ZHAN Haolan, LIANG Shanshan. Exploration and Practice of Flipped Classroom under the Concept of "Student-Centered" Education--Taking the Course of Management as an Example. *Modern Business Industry*, 2021, 42(06): 139-140.
- [2] Zhang Yuyan, Ma Yihua, Zhang Na, Liu Ning. Reform and practice of student-centered online and offline hybrid classroom teaching mode. *Journal of Shenyang Engineering College (Social Science Edition)*, 2023, 19(01): 105-109. DOI: 10.13888/j.cnki.jsie(ss).2023.01.019.
- [3] Mo C. S., Yang J. H.. Exploration of

- blended teaching by teachers in higher education. *Western Quality Education*, 2023, 9 (05): 162-165. DOI:10.16681/j.cnki.wcqe.202305040.
- [4] Guo Shaojun, Li Ya. Student-centered teaching mode of college Civics course: from concept to practice. *Educational exploration*, 2023 (02):38-42.
- [5] Sun Gangcheng, Yang Tranquil. A visual analysis of the dimensions and frontiers of student-centered teaching and learning change in higher education--based on the WOS source journal literature[J/OL]. *Education and Teaching Research*: 1-18[2023-03-31]. DOI:10.13627/j.cnki.cdjy.20230213.002.
- [6] Cui Wei, Pang Xiaoli. The design and practice of student-centered course evaluation system. *Journal of Higher Education*, 2023, 9(02): 96-101. DOI:10.19980/j.CN23-1593/G4.2023.02.024.
- [7] Xu Man. Blended Teaching Design for Management Courses Based on the BOPPPS Teaching Model under the Background of New Liberal Arts Construction: Taking the Course of "Enterprise Strategic Management" as an Example. *Heilongjiang Education (Theory and Practice)*, 2024, (03): 36-41.
- [8] Yao Dongwei. Research and practice of blended teaching based on information technology flipped classroom - taking urban rail transit safety management as an example. *Science and Education Wenhui*, 2024, (03): 69-72
- [9] Kuang Lili. Practice and Exploration of Online and Offline Blended Teaching - Taking "Database Technology" Course as an Example. *Journal of Huaibei Vocational and Technical College*, 2024, 23 (01): 81-84
- [10] Yin Qiang, Ma Ming, Zhang Min, Liu Shuai. Research and Practice on Hybrid Teaching Design of "Modern Design Methods" Based on OBE Concept. *Grain Processing*, 2024, 49 (01): 118-121.