

Discussion on the Design of Micro Course - The Design of "Lesson Type Diabetes Controlled Diet" Course

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Abstract: In order to fully reflect the practical characteristics of higher education, and to social needs as the core and foundation, in the clinical nutrition course - "type 2 diabetes control sugar diet" teaching, teachers should use PPT technology. To resolve the teaching difficulties, highlighting the teaching focus, and then reflect the micro-course in the information technology in the key role. This paper mainly aims at the design of micro-course, which is based on the analysis and research of micro-course design of "type 2 diabetes control diet", hoping to give reference and reference for our education industry.

Key words: higher education; microclass; medicine; clinical nutrition

Introduction

Under this new period, higher education must fully meet the common needs of students and society, students with a profound cultural foundation at the same time, but also have a strong professional ability¹. Therefore, the teacher-oriented, student-centered, improve the quality of teaching, optimize the learning environment is an important development model of higher education. The use of information technology to carry out teaching, can help teachers to flexibly deal with the difficulties encountered in teaching, and thus improve the quality of classroom teaching, in this context, the use of micro-class students.

As a new form of teaching in China in recent years, the micro-course has been used as a new type of teaching in the past few years, and through the re-interpretation of the curriculum, according to the students and the ability needs of society, combined with professional characteristics and teaching practice, through the refined and effective video, focus on the teaching of knowledge, the teaching resources to re-combination². Micro-class video time in the basic 10 minutes or so, its field is broad, rich content, the form of diversification, in the information age, higher education common teaching

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methods. At the same time, the micro-course is in a short time, teaching activities for teaching topics, with the traditional teaching methods to the design of a new era of style, and for video production, which includes three stages: video review, video production and knowledge point's decomposition³. This article mainly for micro-class production for example analysis, hoping to give China's education industry to reference and learn from.

1. Lesson Teaching Objectives and Key Points

The content of the teaching is directly related to the difficulties and the key issues of the micro-course. Therefore, the teachers need to balance the knowledge points reflected in the micro-course. For higher education, micro-class to strengthen the teaching focus for the production of purpose, and refine the difficulties and key issues in teaching, to avoid in a limited time, repeat the relevant knowledge points, to be difficult and focus on knowledge to focus on simple analysis⁴. For example, in the "Diabetes Diet" this lesson, the teaching focus is on the definition of blood glucose and the relevant principles of elevated blood sugar, and teaching difficulties is to understand the glycemic index.

2. Micro-course teaching content selection design

In the course of application, teachers should focus on teaching objectives and teaching content and design micro-class content, so how to choose a reasonable teaching content, so that the teaching of the teaching content, The micro-class teaching has become more full and rich, is the current teachers need to face the main problem⁵. In the information age, the micro-class as an important form of teaching innovation and reform, teachers need to master the characteristics of students and cognitive basis, the curriculum content and information technology to fully integrate, play the advantages of micro-course in teaching, to avoid teachers In order to pursue innovation and deliberately use the micro-class teaching, to achieve the best micro-class effect. The nursing professional a total of eight small classes, a small class of 30 people, a total of 240 people. Diabetes teaching situation as shown in Table 1:

Table 1 Diabetes teaching situation

Course	Lesson Hours (hour)	Less class time (min)
Diabetes Diet Care, Diabetes Treatment, Health Education	5	10-15

2.1 Material selection ideas

For example, in the micro-morphology teaching, teachers can apply three-dimensional animation, and then bring students more image and profound understanding to help students effectively grasp the relevant knowledge, while in the teaching of the content, the use of teaching materials, there are some differences, process and other linear process and the development process of teaching, teachers should use the dynamic flow chart for teaching, for the relationship between the various knowledge points, teachers should use the teaching method of mind map, for some practical content, teachers can directly select the actual operation of the teaching video.

2.2 To ensure that micro classes PPT attractive

How to improve the students' interest in the micro-class, and through the teaching of micro-class practice, improve the quality and efficiency of teaching to help students fully understand the teaching difficulties and teaching key knowledge, is the key content of the current micro-class design. If the PPT design is unscientific, unreasonable, the lack of application, will reduce the students' attention to them, and thus lead to the decline in the quality of teaching, and the emergence of this situation and micro-class teaching objectives run counter to⁶. Design of micro-class picture has a direct impact on the attention of concentrated students, therefore, in the design of micro-course process, teachers should

follow the "vivid, concrete, simple, beautiful" ideological principles. But some teachers in the design of PPT, too much emphasis on animation and screen switching, ignoring the fancy elements of the impact of teaching, but led to students cannot afford to watch interest. Because PPT is the main form of micro-class, therefore, its interface design is also a key factor in the characteristics of micro-class.

2.3 To establish student career thinking

Teachers in the teaching of micro-class, through the different forms of media to help students establish professional thinking. In the higher education, the process of learning is actually the key process of students' establishment of professional thinking. In the micro-course teaching, the logical relationship between the various links and the knowledge points can help the students to master the relevant knowledge points, and guide and connect the students' knowledge plays a key role⁷. Teachers should focus on the existence of the logical relationship between the knowledge PPT production, to prevent the logic of the students unrealistic, and then the relationship between the knowledge point caused by blocking, through different forms of presentation, reflecting the transition of knowledge points, and thus promote the students more profound As well as easy to learn the content of teaching for students to provide self-learning resources.

2.4 Pay attention to its induction

Teachers in the design for the process, we should pay attention to its induction, at the end of the micro-class, which the key knowledge points are summarized and summarized, and complete the verification of teaching quality. At present, in the design of micro-class, through a small amount of effective exercises to verify the effect of student learning, is the most effective and most direct way.

3. Micro course specific design

In the process of designing micro-class, teachers should constantly update the design concept, and carry out detailed thinking on the details, play the details of the importance of design, through the micro-class specific design, improve the effectiveness and quality of micro-teaching.

3.1 PPT design

PPT design is the preparation of micro-class production, teachers want to design a simple page, clear structure and content refining PPT, must follow the visual presentation, conceptual representation and structured thinking and other design principles⁸. And that students provide funding for learning resources as the basis, to seize the teaching difficulties at the same time to do the content concise, but stressed the number of PPT, to avoid the students appear visual fatigue situation, according to the relevant statistics show that the number of PPT to the appropriate control in about 20 slides.

First of all, PPT background should not be too bright, and to pure color and simple background as the main design principles, and teaching content is not associated with the elements do not reflected in the background, at the same time, if the PPT background fancy elements too much, will affect the students', and thus on the teaching effect of a negative impact⁹. Therefore, PPT background content should be fully linked with the teaching, and create a certain scene of the content, reflecting the background of the necessity and significance.

Second, the language to be concise, teachers in teaching, if the teaching language will affect the students focus more, and thus reduce the quality of teaching, therefore, in the production process PPT, to do the text streamlined, if the PPT in has more text, students need to spend a lot of time for reading, will easily stimulate student conflict and tiredness, especially students will waste time in the copy of the book, and no time to deepen the understanding of teaching content

¹⁰. Grasp the PPT language is difficult to work, teachers should not only concise, but also clear for the knowledge points, so teachers should be reasonable to grasp the PPT text.

Finally, the teacher should be teaching resources and text video fully integrated teaching resources can be difficult to understand some of the abstract knowledge and visualization, for example, in the description of blood glucose elevation of this knowledge, teachers can display through three-dimensional animation patients and healthy people's blood sugar changes; for example, in the elaboration of the knowledge point of the glycemic index, teachers can use animation design to show students the concept; for example, when learning hyperglycemia causes diabetes, teachers can pass the form of mind mapping to teach, to avoid a lot of basic knowledge of the duplication, more suitable for students to solve the thinking of knowledge; for example, in the process of learning the meal, the teacher can change the interface during the meal, through the screen method for students to record down, and with teachers of the explanation, for students to clear and simple about this process, and then bring students a more profound experience of the process.

3.2 Material processing

First of all, teachers should pay attention to the appropriate processing of selected materials, many micro-materials are teachers in the network to obtain the material in use and teaching focus and difficult knowledge there will be some differences, so teachers need to material appropriate processing, delete and teaching has nothing to do to ensure that material refinement¹¹. At the same time, some material dubbing is English, therefore, the teacher through the video software to remove the original sound, and put on the mother tongue, or through the subtitle software, video with Chinese subtitles. Second, the teacher should pay attention to the application of the midrange, some teachers in order to highlight their own leading role in the design of micro-course process, like to paint in the way to reflect their own, but this form easily lead to decentralized students, and thus reduced the role of micro-class, therefore, teachers can use voice-over way for teaching content dubbing. Finally, to speed up the operation process, in order to achieve the shortcomings of micro-class video and simple, teachers should be appropriate in the teaching video to speed up the operation process, for example, in the catering process, the demonstration slow pace, the process is longer, resulting in longer teaching video. Therefore, teachers through the video editing software, the appropriate process to speed up the operation, accompanied by voice to explain, and thus save the video time. For example, in the study of the "insulin effect" principle part of the content, in the teaching process can use animation, it is best to use three-dimensional animation to demonstrate, so that students can understand the learning content more image and profound. For the diabetes "more than three" development process and process and other linear content, you can use dynamic flow chart to demonstrate, and for the relationship between different knowledge points can take the form of mind map.

Conclusion

In short, teachers in the use of micro-class teaching process, the need for different knowledge points in different forms of media fully integrated into the micro-class, to improve students' professional skills and professional thinking, and to achieve teaching methods, teaching ideas and teaching thinking Innovation, to improve the teaching level of teachers to promote the improvement of teaching quality, and thus help students to master the classroom teaching knowledge points, and strengthen the teaching effect.

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