

The Implementation Strategy of Mobile Learning Mode in Management Teaching

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Abstract: Mobile Learning Model is a Popular Teaching Method in Europe and America. Starting from the Origin of Business Education, This Paper Introduces Mobile Learning, Selects Stimulus Cases and Teaching Materials, and Changes the Way of Guidance. the Aim is to Cultivate Students' Sense of Participation and Improve Their Subjectivity. to Stimulate Students' Enthusiasm for Learning and Provide Reference for Other Related Education Reform. Key Words: Mobile Learning Mode, Management Education, Application Management, Business Management, Business and Other Important Basic Fields. It is a Science Specialized in the Study of Laws, Principles, Methods and Management Practices. It is Closely Related to Philosophy, Sociology, Psychology, Politics, Economics, Law and Mathematics, and Has the Characteristics of Generality and Scientificity. Because of the Interdisciplinary Nature of Management, the Theory and Principles of Management Are More Abstract and Difficult to Be Accepted and Absorbed by Students. Therefore, How to Simplify the Management Theory, How to Combine the Abstract theory with the Management Practice, How to Promote the Curriculum Efficiency and How to Improve the Students' Acceptance Are the Starting Point and Focus of the Management Education Reform. Therefore, This Study Summarizes the Model Introduced in Business Education, the Necessity and Application of Dcl Model in Management Personnel with Practical Significance for Business Education Reform.

1. Introduction

At Present, Management is a Compulsory Basic Course for Many Majors in Many Colleges and Universities. Its Theory is Abstract, But Its Practicality is Very Strong. At Present, There Are Still Some Problems in the Teaching Mode of Management Science, Which Are Mainly Manifested in the Following Aspects: Emphasis on Theoretical Knowledge, Weak Explanation of Practical Knowledge; Teachers Often Show the Lack of Virtual Situation Construction in the Teaching Process, Leading to the Passive Acceptance of Theoretical Knowledge That Has Not Been Fully Understood by Students. Less Interaction: There is Less Communication between Teachers and Students in the Classroom, Students' Initiative is Not Fully Developed, and the Classroom Activity is Not High [1]. It is Difficult to Combine Teaching Content with Social Needs Closely: the Current Methods Are Mainly Theoretical Teaching, Which is Difficult to Improve the Ability of Comprehensive Use of Knowledge from the Perspective of Social Actual Needs and Practice. Therefore, It is Necessary to Reform and Innovate the Traditional Teaching Methods of Management Science, Introduce Advanced Teaching Model, Take the Social Reality and Employment Demand as the Guidance, Improve the Learning Efficiency, Knowledge Mastery and Application Ability of Students, and Train Application-Oriented Management Talents.

2. Introduction to Mobile Learning Mode

Mobile Learning Model is Developed by a Professor At Eindhoven University of Science and Technology in the Netherlands. Its Essence is "Design Centered Learning". in the Process of Its Implementation, Teachers Integrate Teaching Contents into Independent Teaching Cases, and Students Extract Problems to Be Solved and Find out Corresponding Solutions. the Students Involved Can Be One or More Learning Groups [2]. the Whole Process is Supervised by Teachers,

Who Play the Role of Supporters and Guides. Furthermore, the Students' Sense of Participation and the Ability of Cooperation, Summary and Induction Should Be Cultivated. Mobile Learning Mode Has Changed the Traditional Idea of Knowledge Transfer, Which is Oriented by Social Reality and Employment Demand. It Compiles Cases Around Knowledge Points, Links the Knowledge Learned with Practice Demand, and Enables Students to Find Key Problems and Solutions in Actual Cases. in the Process of Dcl Implementation, Teachers Are Still the Promoters and Guides of Learning [3]. At the Same Time, They Are Student-Centered and Advocate Self-Awareness, Exploration and Learning, and Team Cooperation.

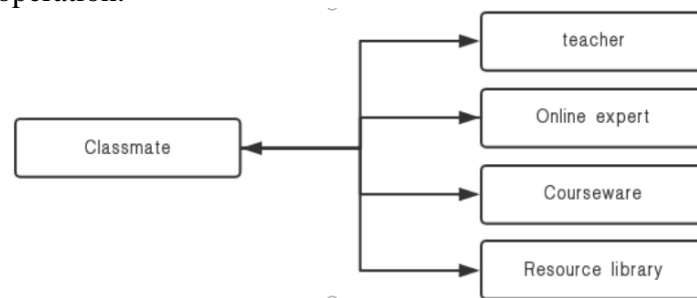


Fig.1 Mobile Mutual Learning Relationship

3. The Application of Mobile Learning Mode in Management Teaching

3.1 Design of Teaching Cases

Design of teaching cases. DCL is a design centered learning, whose core and starting point are focused on the design of individual cases. The quality of case design is directly related to the teaching effect. The designed teaching cases not only contain the knowledge points of management, especially the more abstract and difficult to understand key points, but also have realistic, typical and meaningful case situations [4]. This requires teachers to study management teaching materials, and design cases according to social reality, employment needs, industry focus, etc., so as to arouse students' enthusiasm and stimulate students' thirst for knowledge [5]. When students study independently or in study groups, they should actively collect information; around the case, combine with teaching materials, mobilize students' enthusiasm, give full play to their subjective initiative, encourage them to discuss, analyze and demonstrate each other, so as to better analyze the case, improve knowledge points, understand its background and application scope, find solutions, and make the case become a student study The propellant of Xi. In view of this, we have designed 3-5 cases in the teaching of management course: Inheritance and development of modern Chinese management thought; pursuit of efficiency and performance; humanistic spirit and enterprise management; enterprise organization and leadership; enterprise innovation.

3.2 Formation of Learning Groups

The learning process of DCL is mostly in the form of groups. According to the learning performance and basic knowledge level of the students in the past, and based on the principle of two-way selection, the learning groups are determined. Each group is suitable for 6-8 people, and a student is selected as the team leader, who is responsible for attendance, assignment of learning tasks of the members of the group, and report all the results to the teachers. 3. Division of labor and achievement display. After democratic discussion, the study group chooses a case. By the way of group cooperation and self-study, the background data analysis, literature retrieval and research are carried out around the case [6]. After summarizing all the data, the team members fully discussed and communicated with each other to reach a consistent conclusion. Finally, all the results will be presented in class. This program not only provides the opportunity and platform for students to show themselves, but also exercises their thinking ability, expression ability and analysis ability [7].

3.3 Teacher Evaluation

The evaluation of mobile learning model consists of process evaluation and end evaluation,

accounting for 40% and 60% respectively. The process evaluation is given by the leader of the learning group according to the attendance of the members of the group, the number of active speeches, the criticality of the speech content, the ability of literature retrieval, etc.; the end evaluation is given by the teacher, which is mainly based on the integrity, innovation of the final results of each group and the mastery of key knowledge points. Practice has proved that the mobile learning mode can greatly mobilize the enthusiasm and initiative of students in the management class, so that students can more solidly grasp the basic theory and key knowledge points of management [8]. At the same time, students' language expression, literature retrieval and other comprehensive qualities have also been trained and exercised.

4. Methods and Measures to Optimize Case Teaching of Management

4.1 Design Appropriate Management Cases

In business education, the typical principles of distinctiveness, clearness, objectivity and appropriateness are used. Through the investigation of advanced students and questionnaires, the typical cases that are greatly influenced by students are selected. Choose specific situations that are dynamic, or choose real examples of business operations from school locations. In addition, teachers must deal with, classify and optimize these cases, and integrate management theory and teaching problems into case education [9]. In the selection and design of cases, in order to improve the effectiveness of case studies, teachers should correctly grasp the background knowledge, background materials, methods and skills contained in cases, and systematically understand the analysis ideas, analysis methods and evaluation scales guiding cases.

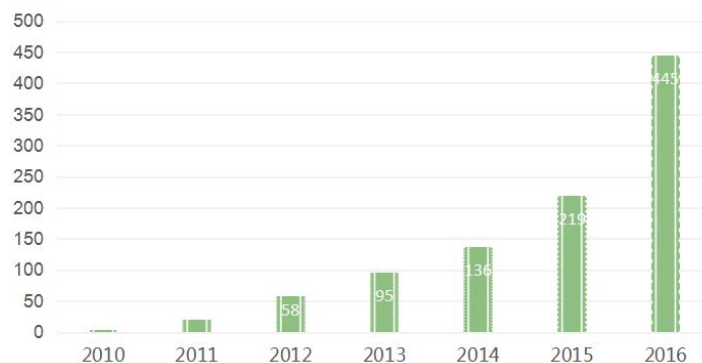


Fig.2 Research Trend of Mobile Learning Mode in Management Application

4.2 Optimize the Process of Case Teaching

Case guidance summarizes the selection of cases, learning discussion and comments. As far as teachers are concerned, they should optimize all aspects of teaching in order to improve the effectiveness of teaching guidance. First, in case selection, teachers must select objective, typical and targeted education cases according to the guidance requirements, so as to create the optimal conditions for case selection. Second, in the research and discussion, first of all, it introduces the teacher's guidance and main problems, guides students to talk about group problems, enhances students' enthusiasm for learning, and improves students' group learning ability. After the group discussion, the leaders of each group should summarize the results of the group discussion and give a group speech in the whole class. In class discussion, teachers comment on the results in time to guide students to understand the learning problems correctly. Finally, in the comments of the summary, the teacher needs to ask the students to write a case analysis report and explain it in the guidance case. At the same time, teachers must review and summarize the case analysis report of students.

4.3 Create a Relaxed Learning Atmosphere

In management case teaching, teachers strive to create a good teaching scene, create a relaxed learning atmosphere for students, and improve the effectiveness of case teaching. For example, in

the teaching of teachers, we choose the cases closely related to students' life. In order to improve the effect of life guidance, we guide students to analyze the cases from life and reality. As other examples, in order to participate in learning guidance effectively and stimulate learners' interest and desire for learning, we use vivid examples to guide the multimedia method of case guidance. At the same time, teachers communicate with students in a democratic, equal and tolerant way, treat students' speeches and debates, praise, praise and reward students, and improve their classroom participation.

5. Conclusion

To sum up, the mobile learning model has a significant effect in the management teaching practice, and is widely recognized and loved by the majority of students. We believe that the introduction of DCL teaching mode is not only conducive to vivid, authentic and situational theoretical content in management science, making it easier for students to understand and accept, but also conducive to the cultivation of students' comprehensive quality. DCL teaching mode is of great practical significance to the reform of management course, and has guiding significance in training applied and innovative management talents.

Organizational structure, accounting information system unification, only according to mutual influence and control, in order to achieve the smooth development of related work and related functions can effectively achieve the function. Development assistance.

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