

Research on the Application of Scenario Simulation Teaching Method in the Teaching of Management Majors under Big Data Environment

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Abstract: In the era of big data, the scale of information data is showing explosive growth, new technologies are constantly emerging, and the quality requirements of talents in various industries have undergone profound changes. How to combine the characteristics of the big data era to carry out innovative practical teaching, and then cultivate data analysis and management talents who have both theoretical height and theoretical guidance. This will become a challenge for traditional management majors. The management professional courses are highly practical, and the use of situational simulation teaching methods in teaching can make students have a dynamic sense of the simulation of real management activities. In this way, students can improve management skills such as communication, decision-making, and organization, so that they can integrate theory with practice. Allow students to better understand professional knowledge, master related skills, and make the teaching methods of management major more perfect.

1. Introduction

With the continuous deepening of social informatization, the scale of information data has shown an explosive growth. This means the advent of the era of big data. Facing large-scale data in all aspects of the economy and society, the analysis and application of data requires not only powerful data processing tools and effective data processing methods, what's more important is to mine the underlying laws behind the data [1].

With the advent of the era of big data, society has created new demands for complex and innovative talents with advanced information skills and management skills, which has become an opportunity for graduates of traditional management majors [2]. How to combine the characteristics of the big data era to carry out innovative practical teaching to cultivate data analysis and management talents who have both theoretical height and theoretical guidance, this will become a challenge faced by the traditional management profession.

The rapid growth of society's demand for management major graduates, and the continuous deepening of the reform of college talent training models, in order to better realize the teaching purpose of the management professional courses and increase students' interest in the management professional courses, and better experience related management knowledge, principles and methods, so that theoretical teaching and practical teaching are closely combined, which requires teachers to adopt effective teaching methods [3]. This article applies the scenario simulation practice teaching method to the teaching of management majors, and realizes the harmonization of theory and practice.

2. Analysis of the Educational Situation in the Context of the Era of Dig Data

2.1 The Impact of Big Data Environment on College Teachers' Teaching

The era of big data is an information era in which data storage, value extraction, intelligent processing and display are carried out on the basis of collecting large amounts of data resources through modern Internet channels such as the Internet and the Internet of Things. With the development and application of big data technology, the Internet has affected the teaching of

college teachers. College teachers are mainly affected by the following three aspects in order to adapt to big data education [4]:

(1) The orientation of teachers themselves has changed, from the former leader of the classroom to the guide of students' knowledge learning.

In the past, teaching was a simple professor with teacher and teaching materials as the basis, college teachers were the leaders of the classroom. In the era of big data, teacher will have no advantage in terms of knowledge. Students can find answers to some questions online, and teachers' knowledge is far from enough; Leading position of teachers is constantly being challenged, and the role of teachers in colleges and universities has changed into a guide for students' knowledge learning.

(2) The teaching path is diversified, and classroom teaching is no longer the only knowledge acquisition platform.

In the era of big data, classroom instruction is still important, but students have more channels to acquire knowledge, such as “Mu Class”, “Online Education” and “Micro Class” platforms.

(3) Teaching duties have changed.

In the era of big data, the responsibility of teachers to spread knowledge is no longer the only one. This also includes how to develop students' ability to efficiently remove the doped errors or false information from the massive information and pick out the knowledge they want to learn, and mobilize students to actively participate in the classroom, create a suitable learning situation, and guide students to learn independently, then let students become the protagonist of the classroom and guide them to carry out personalized learning.

2.2 Challenges and Reflections on Teaching in the Context of Big Data

In the era of big data, large-scale data gathering and extensive sharing of information data, which poses new challenges to the teaching practice and curriculum of traditional information management majors.

(1) Renew the practice teaching concept, attach importance to ability improvement and innovation awareness training

The practical teaching of traditional management majors is basically the demonstration link or supplement of theoretical courses, which is limited to the practical training courses in the school, and is in a state of “emphasis on theory and practice.” From leadership to teachers and students, the lack of attention to the construction of off-campus practice bases at the level of subjective consciousness has led to out-of-school practice basically becoming formal. It is difficult for students to get in touch with some practical operations, and there is no way to truly understand the business operation process and economic development of the big data era [5]. This practice is difficult to systematically cultivate students' creative consciousness and innovative ability.

In view of the characteristics of scale data in the era of big data and the information sharing characteristics in the Internet era, strengthen the construction of off-campus practice bases: Forming a good production, academic and research interaction with local enterprises, cultivate students 'sense of innovation in the interaction, and improve students' ability to solve practical problems and hands-on operations; Developing online practical teaching with remote enterprises, make full use of network resources and excellent teachers of the enterprise. Increasing the opportunities for students to participate in practical teaching, and enhance the industry pertinence of students' participation in practice. Realizing personal interests are consistent with practical teaching and implement practical teaching. In addition, students are actively encouraged to transform their sense of innovation, problem analysis and problem solving skills into results [6]. That is to participate in innovation project applications, scientific and technological activities, competitions and qualification examinations.

(2) Explore the practical teaching model of the information management major in the era of big data

Through extensive surveys of enterprises and universities, understand the needs of enterprises in the big data era for the basic capabilities of management graduates. On this basis, adjust the

curriculum training system, adjust the practical teaching system, and change the “practical teaching is the theoretical link or supplement to the theoretical course” status. In-depth study of the characteristics of the big data and Internet era and the changes in demand for management professionals, exploring the relationship between theoretical courses and comprehensive practice, building an open practical teaching model, and giving full play to the role of remote resources in the training of management professionals; To study the relationship between teaching practice and technological innovation, explore ways to transform teaching practice into scientific, and encourage students to actively participate in scientific and technological innovation activities; To study the relationship between practical education and scientific research work, and further give play to the practical guiding role of practical education in scientific research work [7]. As a result, management graduates will become talents who adapt to the development of the times and corporate needs. Combined with the characteristics of information and technology in the era of big data and the requirements of society for the quality of graduates of management majors, we construct and reflect professional practice and comprehensive practice. The practice teaching system that complements and complements the relationship between the remote enterprise and the local enterprise and the practice tutor and course teacher is shown in Figure 1.

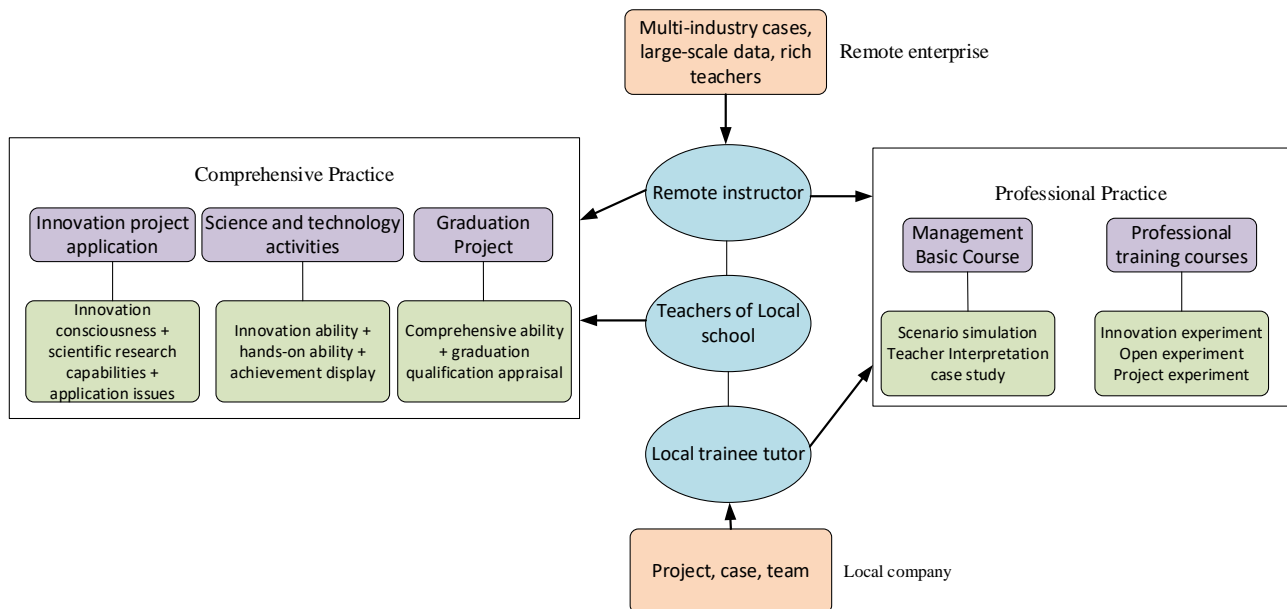


Fig.1 Practical Teaching System of Scenario Simulation Teaching in the Era of Big Data

3. The Application of Scenario Simulation Teaching Method in Management Majors

3.1 Introduction to Scenario Simulation Teaching Method

The situational simulation teaching method is a virtual practical teaching method, which is a practical and operable teaching method derived from the case teaching method. It takes place in a hypothetical scenario. According to the teaching content, teachers design a simulated scenario, let students put themselves in certain scenarios through simulation, and propose specific implementation plans according to the goals and requirements of the simulation. There are many methods for practical teaching of scenario simulation. This article mainly introduces some common methods [8].

(1) Role play

Role-playing is the most commonly used method in situational simulation practice teaching. It refers to a scenario simulation teaching method in which students participating in the simulation can play different roles to perceive and deal with various problems encountered in the business process of the enterprise under certain business management scenarios.

(2) Manage the game

The management game method is usually that teachers design a certain management game scene

according to the teaching content, and students complete the assigned specific tasks according to the program set by the game. Management games allow students to speak freely, but they also need to cooperate with each other. A scenario simulation method can only be accomplished through team work.

(3) No leading group discussion

Unleaded group discussion means that the teacher gathers several students according to a certain management problem to form a group. Without specifying a specific host or leader beforehand, let the students discuss this issue, and the teacher observes and then makes a scenario simulation method of judgment. For teachers, it is important to be good at observing, judging each student's organizational ability, communication and coordination ability and leadership ability through observation.

3.2 Design of Scenario Simulation Teaching Plan

This article takes the course of “Management Communication” as an example to design the process of the scenario simulation teaching plan. The design of the teaching plan is to provide a detailed and detailed “road map” for the relevant personnel to conduct scenario simulation teaching to ensure the smooth development of the scenario simulation activities . The design process is divided into four steps, as shown in Figure 2.

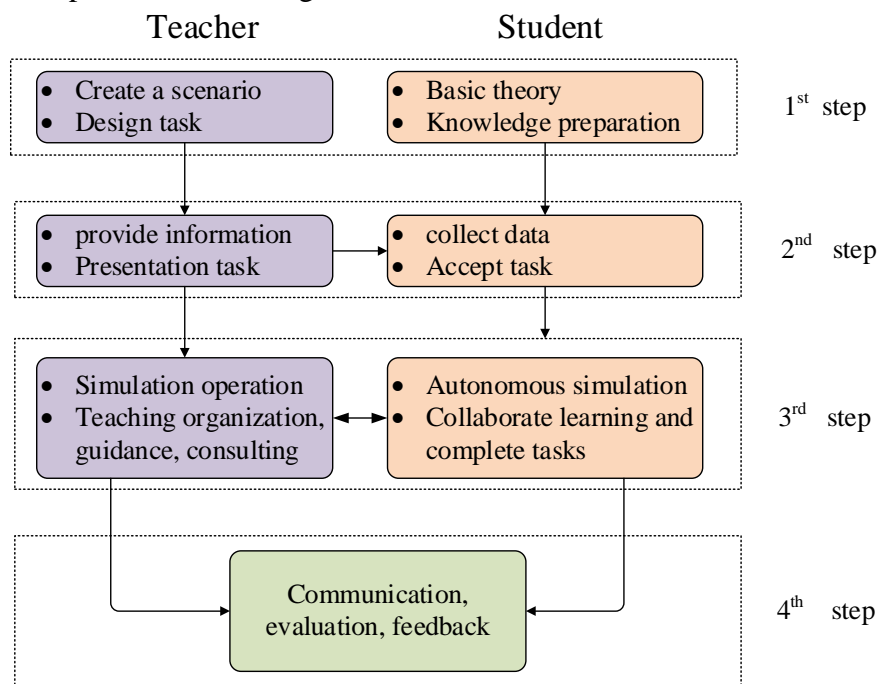


Fig.2 The Design Process of the Scenario Simulation Teaching Plan in the Management Professional Teaching

The first step in situational simulation teaching is for teachers to create problem situations and design situational simulation tasks. Then, students should prepare for situation simulation in combination with the teacher's classroom explanation; In the second step, teachers provide students with relevant information about the scenario simulation, clarifying the roles and tasks that need to be simulated, students collect information and materials after class and accept the situation simulation task; In the third step, teachers organize students to perform simulation operations, and teachers provide guidance and help during the simulation process. Students complete the tasks set by the teachers in the simulated scenarios, and achieve the purpose of linking theory with practice through simulation exercises. Students master the professional knowledge and practice of management communication in a happy atmosphere and improve their personal communication skills; In the fourth step, the teacher organizes students to conduct extensive discussions and self-evaluation of the effects and results of the simulation. Finally, the teacher summarizes, evaluates, and feedbacks, finds deficiencies in the gap, and helps students improve their practical skills.

3.3 Organization and Implementation of Scenario Simulation Teaching

(1) Preparation before teaching. Teachers and students must make corresponding preparations before starting the scenario simulation teaching. This is a necessary condition for the success of scenario simulation activities. It mainly includes: (1) Preparation of teachers. Scenario simulation teaching has very high requirements on the quality of teachers. In addition to having extensive professional knowledge, teachers must also have rich management practical experience; Student preparation. Students should clarify the value and purpose of scenario simulation, make full preparations before class, invest in them, and play a good role; Compile the “Management Communication” scenario simulation teaching guide book. Record the scenario simulation cases and created problems of each chapter in written form to provide guidance and help for teachers and students to carry out scenario simulation teaching; Preparation of teaching materials. The textbooks to carry out scenario simulation teaching should meet the requirements of the professional syllabus and have certain practicality; The layout and arrangement of scene simulation sites. When conditions permit, establish a special situation simulation training room and configure corresponding instruments and equipment.

(2) Implementation of teaching methods

In the demonstration stage of scenario simulation teaching, teachers organize students to perform simulation and performance in accordance with the pre-designed process and instructional guide book. Teachers can dynamically adjust the simulation process according to the actual teaching needs, and flexibly set the “level crossing”. During the simulation, teachers should pay attention to observe students' reactions, track and record performers' behaviour. When the student's performance deviates from the theme, the teacher should make corrections in time to enable the performance to continue; When performance is in trouble, teachers should add some information or give guidance and inspiration in time to get the best results. Teachers can also participate in the performance of students, which is more conducive to improving students' interest and effects in the interaction between teachers and students. After the scenario simulation is finished, the teacher should evaluate and feedback the whole process of the simulation. Through teacher comments, students can understand the importance of situational simulation and understand the role of role-playing. Master the knowledge points to be learned from it and the operation skills in practice, and clarify how to play a good role in the next scenario simulation, how to listen and observe. It can be seen that teachers' good comments are an important guarantee for the orderly progress of scenario simulation teaching, and also a booster to improve the effectiveness of scenario simulation teaching.

(3) Evaluation of teaching effect

The overall goal of situational simulation teaching effect evaluation is to ensure the comprehensive development of students' moral, intellectual and physical development. The specific sub-goals mainly include the following seven items: teaching purpose, teaching structure, knowledge acquisition, ability cultivation, motivation of learning motivation, effective teaching time and teaching effect. The evaluator (student) gives the evaluation scores according to the implementation of each evaluation index, and then adds up the evaluation scores. Calculate the total score of the evaluator's evaluation of the teaching effect, add the total score of each evaluator and divide by the number of evaluators, and finally get the final evaluation score of the course. The course is divided into five levels: excellent class, good class, general class, poor class, and poor class. If the resulting teaching quality is average or below, the instructor should promptly find out the reasons, propose improvement strategies, ensure the teaching effect, and make the curriculum reform proceed smoothly.

4. Conclusion

In the era of big data, the “supplementary” practice teaching model of traditional management majors has been difficult to meet the current talent quality needs. Colleges and universities should aim at cultivating students' innovation and hands-on ability and improving teachers' scientific research and teaching ability, coordinate the development of professional practice and

comprehensive practice teaching, deepen the reform of practice teaching, and improve the practice teaching system. The scenario simulation teaching method used in this article allows students to experience and simulate on-site by simulating some management scenarios in business activities. This allows students to learn more about the operation and management of the enterprise, enhances perceptual awareness, and mobilizes the enthusiasm and enthusiasm of students. This has played a very good role in promoting the connection between students and society.

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