

Application of Project Teaching Method in Adult Computer Teaching

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Abstract—At present, the self-study ability and self-control ability of adult education students are at a low level, their learning enthusiasm is not high, and they lack good hands-on and creative ability. Especially for computer courses, the teaching content is difficult, and it is more difficult for students to digest. Therefore, aiming at the main courses of computer majors in adult education, this paper puts forward a reform scheme of project-based teaching, according to this plan, the curriculum structure is re planned and the teaching practice research is carried out.

Index Terms—Project teaching, adult Education, reform in education, compute teaching

I. INTRODUCTION

In order to meet the needs of high-quality and highly skilled workers with the rapid development of China's social economy, adult education must also be ability-based and cultivate students' professional ability [1-3]. Computer basic course is a compulsory course for adult students and an indispensable tool for them to go to work or daily life in the future. How to improve their computer use ability and improve their professional quality is a problem that must be faced and solved. At present, case teaching is mostly used in computer basic courses, which is slightly insufficient in the overall cultivation and expansion of students' ability and the shaping of professional quality; additionally, the level of students is uneven. In order to train each student, the project-based teaching method can be adopted in the basic course of computing. The project runs through the whole course and trains students' ability through the project.

II. PROJECT SETTING IN THEORY TEACHING STAGE

Due to the strong comprehensiveness and many knowledge points of the main courses, and the final project development often should use the relevant skills of parallel courses in the same semester, it is not suitable to enter the group project teaching too early [4]. Therefore, we arrange the first part of the course as the basic theory teaching and practice part. In this teaching stage, the project-based teaching method is adopted to run a specific project through the theoretical teaching process, so that students can be familiar with the whole process of project development, master the knowledge structure of the course, and lay a good theoretical and practical foundation for the next practical training.

In the project-based teaching mode, the selection of

projects running through the teaching of curriculum theory plays a key role. The selected items should not only have practical application value, but also cover the main knowledge structure of the course, and attention should be paid to improving students' interest in learning. For example, according to the ability basis and training objectives of students, combined with the project task setting the principle of project-based teaching method, we formulate the project task in the theoretical teaching stage of dynamic website design as the design of "class BBS message book". The project is a development example of a small website, which can meet the requirements of project selection. It not only can decompose it into separate cases, but also serve as teaching and practice content of each knowledge module. It can process the teaching process and implement it in stages. After mastering this knowledge, students have completed a small project to lay a theoretical and practical foundation for the next training project development.

III. PROJECT SETTING IN PRACTICAL TEACHING STAGE

Through the first stage of learning, students have a certain development ability, are more fully familiar with the curriculum structure and knowledge, and the teaching of the curriculum has entered the most critical second stage. The teaching goals of this part is to completely follow the enterprise project development process and require students to complete a certain scale of engineering projects independently or cooperatively. Different from the curriculum design of the traditional teaching mode, the project-based teaching mode has the following characteristics:

A. Student grouping

There are 6-8 students in each group, one of whom is the project manager. The grouping principle is based on the voluntary combination of students, and the teachers shall adjust it appropriately according to the situation.

B. Identify project

Project learning clearly supports and reflects students' autonomy. In the process of project planning, teachers should put forward the structural framework of scenarios and projects, encourage team members to go deep into social investigation and research, independently determine the



project content and objectives according to interest, ability level and employment direction, and teachers should give some guidance and analysis according to students' topic selection.

C. Training environment

One complete training environment is the basis of project-based teaching. In order to ensure the smooth progress of project design and simulate the software project development process in reality, we generally arrange training for project-based teaching courses for one to two months. In this stage, students can work in the training room all day, and each person uses a fixed computer.

D. Team work

Conversation is an important means of active learning and problem solving. The assistance among members of the group can better cultivate students' team spirit and professional quality and lay a good foundation for future employment. On the basis of respecting the opinions of the group project manager, teachers should assign different jobs according to the abilities and hobbies of individual students.

E. Knowledge transfer

In project teaching, teachers should change their identity into tutors and encourage students to study independently. For the difficulties in the implementation of the project, the decentralized teaching method shall be adopted, and the guiding knowledge shall be imparted by stages.

F. Process assessment

Although project-based teaching emphasizes students' autonomous learning, it also needs to strengthen phased assessment according to the project open management mode to ensure the time node and completion quality of the project. In the training process, teachers first put forward the training objectives and phased requirements, and each team shall submit the project implementation plan according to the requirements and strictly abide by it, and submit the phased report; Teachers regularly assess the project progress according to the project progress, appropriately adjust the project objectives and guide the next work plan. We have standardized the training process of the course, divided it into multiple stages, and each stage has clear requirements.

G. Performance evaluation

After the completion of the project, the meaning construction is realized from the teaching purpose, but for individual students, it is not comprehensive to only rely on the students' defense to evaluate the students' learning effects. The learning process, learning attitude and team spirit in this process are becoming more and more important, which is also an important standard for enterprises to demand talent. Therefore, we will combine the usual assessment with the final result assessment to evaluate students, in which the usual assessment accounts for 30% (attendance, performance, etc.),

and the final result accounts for 70% (design report 30%, defense 40%).

IV. CONCLUSION

Through project teaching, students' learning atmosphere can be active, their knowledge can be firmly mastered, their self-study ability can be improved, and the quality of project completion can be high. Students who seriously participate in the project process truly apply what they have learned and improve their employment competitiveness. However, it is worth noting that the following problems should be paid attention to when using project-based teaching.

A. The selection of items is the key to teaching

Students will have some problems in the selection of projects. The typical situation is that the workload is not grasped and the project scale is difficult to control. We plan to draw typical project cases in future teaching to guide students to choose appropriate work projects.

B. Requirements for teachers in Project Teaching

The project-based teaching method puts forward higher requirements for teachers' knowledge and ability, which requires teachers to improve their requirements from the two levels of professional knowledge and educational knowledge. The ideal project tutor should be a "double qualified" teacher who has been engaged in project development.

C. The guarantee of training conditions is the basis of project teaching

In the course training stage, in order to create a better learning environment for students, the training room is open to students as much as possible, so that students can devote more energy to project development and experience the real scene of enterprise project development. Using project-based teaching mode to cultivate applied talents can improve students' learning interest, mobilize students' subjective initiative and improve students' comprehensive quality. Because project-based teaching must be closely combined with practical application, good curriculum planning will greatly improve students' competitiveness in the job market. Project-based teaching also has higher requirements for teachers' personal quality and teaching ability. It can strengthen the construction of teachers and improve teaching quality.

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