Research on Teaching Method Based on Micro-Resources Applied

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Abstract. "Micro Lesson" is a lean, efficient features, a profound impact on classroom teaching. In this paper, the characteristics of the micro-lesson paper discusses the teaching methods based on the use of resources of micro lesson: "micro-lesson" can be used as guidance resources to create real and vivid teaching situation; "micro-lesson" can be used as classroom presentations resource efficient steps to reproduce; "micro-lesson" can be used as independent learning resources, hierarchical teaching.

Introduction

With the "micro" boom set off, in the field of education, "micro" teaching mode - "micro-lesson" came into being, "micro-lesson" is a lean, efficient features, a profound impact on classroom teaching. Micro-teaching refers to the video as the main carrier, by recording the teachers around a knowledge of teaching and learning activities undertaken process. It is the core of classroom instructional videos, in addition to related instructional design, courseware materials, teaching reflection, practice tests and teacher-student interaction and other auxiliary teaching resources.

These resources and organizational relationships with certain presentation together to build a semi-structured, themed "small environment", inherited and developed based on the traditional course on a new form of teaching.

Famous domestic "micro-lesson" Practice Researchers Mr. Hu Tiesheng said: "micro-lesson" in accordance with the new curriculum standards and requirements of teaching practice, teaching video as the main carrier, reflecting the teachers in the classroom teaching process for a knowledge or teaching and organic combination of teaching and learning activities carried out a variety of teaching resources. In my opinion, "micro-lesson" refers to instructional design based on the idea of the use of multimedia technology in five minutes for a period of targeted audio or video to explain a point of knowledge. In education, the content "micro-lesson" taught was "point" shape, fragmentation, knowledge of these materials may interpret questions succinctly, summed up the test center can also be a method to teach, to explain the skills and knowledge of teaching experience, etc. and display. "Micro-lesson" is an effective supplement in the form of classroom teaching.

Micro-lesson teaching content selected general requirements prominent theme, pointing to a clear, relatively complete. It instructional video clips of the main line, "Integration" instructional design (including lesson plans or learning case), when using the multimedia classroom teaching materials and courseware, teaching after-school teachers' reflection, feedback from students and academic experts writing reviews, etc. relevant teaching resources, constitutes a clear theme, diverse, compact "theme unit resource package", to create a true "micro teaching resources and the environment."

This makes micro lesson with video and resource teaching cases. The majority of teachers and students in this real, concrete, a typical case of the teaching and learning scenarios can be easily implemented, "tacit knowledge", "tacit knowledge" high-stage thinking ability to learn and implement the teaching concepts, skills style imitation, migration and upgrade to quickly enhance classroom teaching of teachers to promote the professional growth of teachers, improve students' academic level. Table 1 shows the Micro-Lesson Resource Characteristics.

Table 1   Micro-Lesson Resource Characteristics

content	Smaller, more streamlined
aims	single
time	Short, usually within 10 minutes
use	Convenient for network communication
Resource capacity	Small, convenient mobile learning

"Micro-lesson" of the Main Features

Prominent Theme, Targeted. "Micro-lesson" is mainly focusing on the teaching classroom teaching a point of knowledge. So "micro" Course teaching goal is relatively simple, more streamlined teaching content, teaching topic more prominent.

Due to the requirements of micro-lesson shortage of time, it must be subject to the requirements of cut quickly, so the method of cutting issues necessary to make some great articles. You can set a topic to introduce the subject; the subject can be introduced from the previous basic content; from the phenomena of life, practical issues into the subject; and to be straight to the point into the subject, or set up a doubt, suspense, etc. into the subject.

Cut the subject method is flexible, diverse ways to cut into the topic is, but regardless of that method, the way, the subject is required to cut the methods and ways compelling, innovative and strive at the same time; the requirements associated with the topic more compact quickly to the point, this is the principle to enter a subject that must be followed, because we want more time allocated to teaching content.

Diverse Resources, Real Situations. "Micro-lesson" to "micro-video" as the core, integrated micro-lesson plans, courseware micro, micro exercises, micro-reflection, etc., to create a closely integrated with specific teaching activities, the real situation of the "micro-teaching resources and the environment."

Having said all classes are required to teach cues clearly visible, but in the micro-lesson in teaching, but also require only one possible clue. Focused content on this clue, revealed that the main content of the cut is dispensable for example, demonstrate that these collateral next leaf. In order to focus on teaching content, often require listed arguments, then the arguments set out at the time it requires fine and simple, for this argument in the choice to do full consideration, be featured in the preparation of more arguments, to seek evidence of adequate, accurate, will not lead to new questions.

Small and Easy to Use. "Micro" Course within 5 to 8 minutes, and therefore more in line with the characteristics of visual perception laws and resident students, the small "micro" Course capacity, generally no more than 20Mb, formats generally support network online play (eg Flv), teachers and students can seamlessly watch online or download and save to a variety of mobile multimedia terminal remote personalized learning (such as notebook computers, mobile phones, tablet, etc.), and therefore easy to use.

Application of Teaching Methods Based on Micro Course

"Micro-lesson" can be Used as Guidance Resources to Create Real and Vivid Teaching Situation.

In the classroom, teachers should actively create situations to guide students actively involved in learning. Thus, the main role of students in order to be fully realized. "Micro-lesson" In vivid micro-video as the main theme can be used as a tool in the classroom, through micro-video, learners actively engaged in all kinds of intellectual activity in a particular atmosphere, so that students enter the classroom theme depicting .

"Micro-Lesson" can be Used as Classroom Presentations Resource Efficient Steps to Reproduce. On the information technology courses, study skills class is a coherent process, if there is a step which is not in place, it will lead to subsequent operations error. For example, in Excel

Teaching - summing function when this section, such as summing the first step is "positioning" - to determine the placement and location of the second step select a function, the third drag to select the data, students often when the operation is easy to overlook the first step and the third step, a small step because this will not successfully complete the task. Thus, teachers can be produced according to mission requirements into a "micro-lesson", students not only can be very intuitive to learn, you can pause, fast forward, to suit their own learning progress. The use of "micro-lesson" teachers easily reproduced details of the operation, heavy and difficult to break, students can quickly master the skills.

"Micro-lesson" can be Used as Independent Learning Resources, Hierarchical Teaching. In the information technology skills of learning, students will inevitably behave level uneven, teacher questions students answered their questions will inevitably be missed, can not co-ordinate the overall situation. The "micro-lesson" can be a good solution to this problem, skills for good students, teachers can make use of pre-programmed "micro-lesson" in the following study, based weaker students can make use of "micro-lesson" to learn again, this fully reflects the hierarchical teaching ideas.

"Classroom Record" as a teaching resource use, its large and lengthy, difficult to directly use in mobile learning, and students do not have such patience. According to the survey, the online class, students focus on the best time is 10 minutes. The micro-lesson could focus on teaching, difficult and doubtful, test centers, etc. to create the highlights, short and lean. So that learning can use anytime, anywhere through the network. So that students can be reused, be reproduced for classroom knowledge, review.

In our existing educational model, classroom instruction, or the main forms of teaching. Students in a class 45 minutes down, all knowledge is not necessarily able to grasp and understand better. Thus, micro lesson you can play "doubts", "consolidation" role.

To achieve this micro-lesson one to one teaching, after-school tutoring for students, not for classroom teaching, for students to solve some unsolved knowledge in the classroom. Reproducing means so that the classroom learning process. It is not in the recording process talk too broad, talk too long-winded. Preferably the content to be taught by a main lines around which a main focus, refined and concise language. The shortest possible time, through user-friendly examples clear problem.

Summary

In this paper, the characteristics of the micro-lesson paper discusses the teaching methods based on micro-class resource utilization, but the "micro-lesson" as a new phenomenon, teachers and students take time to fully accept and process. First, the traditional teaching model has been entrenched, should immediately change also need a lot of time. Second, in the "micro-lesson" teaching, teachers need to pay a lot of time and effort to be busy before class preparation, recording, editing micro-video; the lesson taught to busy, busy regulation of the teaching process, thus "micro-lesson" popularity also requires a process, but "micro" course significance, teaching obvious effect, is an important teaching resource, it is not only suitable for learning in school, but also for mobile learning, lifelong learning, education is the future direction of development .

Acknowledgements

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