

Strategy for Construction of Discussion Section in the Teaching Mode of PAD Class

Taking the Course of "Organization and Management of Classroom Teaching" as an Example*

Li Li

School of Literature
Xi'an University
Xi'an, China 710065

Abstract—The teaching modes and methods adopted by teacher educators affects the actual effect of teaching and plays an exemplary role for normal students to master teaching methods. The teaching of the course "Organization and Management of Classroom Teaching" in PAD Class is beneficial to the development of interactive learning and achieving the teaching goal of the course. In the implementation of PAD Class teaching, it is very important to construct the discussion section, and teachers should pay attention to the design of the discussion session. In the pre-class preparation for the discussion session, teachers may assign appropriate homework, skillfully set the theme and cause students to think. In the implementation of the group discussion, teachers may make clear the task, establish the standard and make students fully communicate with each other. In the implementation of class discussion, teachers should effectively communicate with students, make reasonable evaluations and give useful advice to students.

Keywords—PAD Class; normal college students; discussion

I. INTRODUCTION

Classroom teaching is a communicative activity between teachers and students based on certain teaching objectives and teaching contents. The teaching mode and teaching methods adopted by teacher educators in classroom teaching have an important influence on normal students. In the teaching of the course "Organization and Management of Classroom Teaching", teachers' adopting the teaching mode of PAD Class can not only promote the normal students to learn the course, but also play an exemplary role for normal students to master the teaching method. And the effectiveness of discussion must be paid attention to in the teaching mode of PAD Class.

II. THE CONCEPTS OF AND SECTIONS IN THE TEACHING MODE OF PAD CLASS

PAD Class is a new teaching mode proposed by Professor Zhang Xuexin of Fudan University, which is praised as an

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original new method of classroom teaching in China. This mode sprang up in 2008. In 2014, Professor Zhang Xuexin first carried out the practical exploration of PAD Class teaching in the teaching of Psychology Research Method and Experimental Design for undergraduates in Psychology Department of Fudan University. In December of the same year, professor Zhang published a paper entitled "PAD Class: A New Exploration of College Classroom Teaching Reform" in the Fudan Education Forum. After that, through continuous practice, exploration and theoretical promotion, this classroom teaching mode has been generally accepted by teachers of various disciplinary. At present, this classroom teaching mode has had great influence in China and has been developing very rapidly.

A. The Concept of the Teaching Mode of PAD Class

This paper makes a detailed analysis of the advantages and disadvantages of the teaching and discussion method of the traditional classroom teaching mode. Based on this, combining the advantages of the two, half of the classroom teaching time is allocated to the teacher to teach, the other half is allocated to the students to discuss the way to carry out interactive learning. And it should be paid attention to stagger the time of lecture and discussion and leave some time for students to study independently and carry out individualized internalization and absorbing of the knowledge. [1]This divides the teaching into three interrelated processes in time, namely Presentation, Assimilation and Discussion. And "discussion in the next class" is emphasized, that is, the process of assimilation is arranged to be carried out after class, and relevant content is to be discussed in the next class. It is suggested that the teacher teach first and students study next in the PAD Class, in the teaching section, the teacher should carefully teach relevant content, and then students could start to learn the content, the assimilation of knowledge should be done by the students independently, and the self-control individual learning should be carried out. In the discussion session, the students are divided into groups to exchange and share ideas, the group answers questions, and then the teachers organize the class to exchange ideas, to solve the problems that still exist in the group discussion, and finally to sum up. The teaching mode of PAD Class is an integration and innovation on the basis of the

existing teaching methods. Teachers can reasonably use the teaching methods according to the specific curriculum after grasping the basic requirements. The basic operation is simple, easy to learn and use, but the connotation is rich and profound. It carries out the rich pedagogy and psychology principle, therefore obtains the widespread dissemination and the recognition [2].

B. The Sections in the PAD Class

There are mainly five sections of the PAD Class teaching: preparation before class, classroom teaching, learning after class, discussion in class and assessment of results. In the pre-class preparation stage, the teacher should make a clear and complete syllabus. And it is advocated that the teacher sends the syllabus to the students at the first class, so that the students can have a good understanding of the course. At this stage, teachers should also understand the learning situation and teaching environment. In the classroom teaching of the course, the idea of "carefully explaining main contents and leaving room for independent study" is advocated in the teaching mode of PAD Class, and teachers explain the frame of the teaching content, so that students can have a general picture of the learning content. It is suggested for teachers to select the teaching materials and explain the important contents related to the teaching materials. The rest content is reserved for students to study after class. In the stage of learning after class, the students study and finish the homework independently. The students' internalization and absorption of the learning content are considered to be individualized, which should be completed by the individual students, and on the basis of this, the students should finish the homework independently. The teacher applies grade scoring method to the assessment of homework. In the class discussion stage, the four sections of group discussion, spot check by the teacher, freely questioning, and summary by the teacher are completed in turn. The latter three sections are called the whole class communication. Students usually take the form of 4-6 members group to discuss the work. Then the teacher selects representatives of several groups randomly to share the results of the discussion and then the students speak freely. Finally the teacher simply summarizes. In the stage of grade assessment, the final test is attached less importance to in the teaching mode of PAD Class, and the learning process of students is emphasized. Grades are given according to students' daily performance and final grade. And the proportion of daily performance is increased, which guides students to pay attention to the whole process of course study.

III. THE STRATEGY FOR CONSTRUCTION OF DISCUSSION SECTION IN THE TEACHING MODE OF PAD CLASS

The Assimilation time of the students is relatively sufficient in the teaching mode of PAD Class, of which the most important characteristic is "discussion in the next class". How to ensure the validity of discussion is an important issue worthy of teachers' attention, and is also the key to the success of PAD Class teaching. In the PAD Class of "Organization and Management of Classroom Teaching", teachers can combine the curriculum with the situation of learning to construct the discussion section, which can not only stimulate the normal

students to think about the problems, but also enhance their initiative and enthusiasm in learning. They can also learn the practical operational methods to organize and implement the discussion. The teacher should pay attention to the concrete design and implementation of the discussion section in the classroom teaching to ensure the effectiveness of each step of the discussion section and make it effective.

A. Pre-class Preparation for the Discussion Section in PAD

Class: Relying on Homework, Skillfully Setting Topics and Arousing Thinking

Because of the advocated form of "discussion in the next class", the assimilation time of students is relatively sufficient. What students discuss in class is based on what the teacher taught in the last class and the result of students' assimilation. Therefore, the preparation of students before the discussion directly affects the actual development of the discussion. Teachers can rely on sub-homework and design appropriate teaching content, which can stimulate students to think about the problems related to the teaching content. Through raising appropriate questions, teachers can lead students to actively read learning content, consult data, and independently analyze and think about problems. For example, in learning the contents of the section "factors affecting the organization and management of classroom teaching", the textbook lists 12 factors including subjective and objective factors. In class, the teacher leads students to understand these influencing factors, analyze their logical relations, internalize and absorb the knowledge after class, and ask the students to read the teaching material carefully and assign homework after class. First, in addition to the 12 factors listed in the textbook, do you think there are any other factors that affect the organization and management of classroom teaching? If so, please list them. Second, according to your own learning experience in primary and secondary schools, please list the three most important factors that affect the organization and management of classroom teaching, and give a brief account of the reasons. Third, do you think you can master these three important factors when you become a teacher? The first question of the assignment urges students to analyze the content of the textbook from the perspective of a questioner and a thinker; the second question is to guide students to review their classroom experience as a prospective teacher and to combine theoretical learning with practical experience. The third question guides students to create professional situation and examine their professional ability as a teacher. This problem is relative to the learning content and flexible, which is helpful to promote students' self-learning after class. When students finish their homework in written form, their thinking will be explicit, which will also be helpful to the practical development of the next class discussion. The form of "discussion in the next class" leaves enough internalization and absorption time for the students. Using homework to lead will help promote students' after-class learning, and homework can be the main topic of subsequent classroom teaching discussion. So the interest, pertinence, difficulty and extension degree of the homework are all factors that teachers should consider.

B. Implementation of Group Discussion in PAD Class: Making Clear Tasks, Establishing Norms, and Making Students Fully Communicate with Each Other

The discussion in the PAD Class teaching is carried out in the form of group discussion, and the discussion time is determined according to the actual needs of the discussion. The members of the group discuss with each other about their gains and puzzles in the process of internalization and absorption, and analyze and solve problems together. At this stage, the members of the group express their views with thinking about the problem, answer questions and enlighten each other, while the teacher travels around the class, and does not interfere too much with the discussion of the students. How to ensure that the panel members in the course of the discussion focus on the issue, do not deviate from the topic, and the discussion does not become a formality? The first is the formation of the group. The discussion group in the PAD Class teaching is the basic unit for discussion. It is a learning group, which is not advocated to form groups by voluntary combination of students. It is best to follow the principle of "heterogeneity within groups, homogeneity among groups". This is not only conducive to the mutual help and promotion among the members of the group, but also conducive to the exchange and collision of thinking among groups in the class communication section [3]. Teachers can use the form of random grouping in the initial stage of course teaching. After a period of observation and homework feedback, the group members can be rescheduled. Teachers can also use the principle of "homogeneity within groups, heterogeneity among groups" to group students with similar learning styles, so that the presentation styles of different groups have their own characteristics. The second is to discuss the establishment of norms. A good discussion should be that everyone in the group can actively participate in and gain from the discussion, not that only individual members get benefits from the discussion. During the discussion, we should ensure that each member of the group can express their views and fully communicate with other members, and that the results of the exchange discussions are recorded to be better presented in the class. In addition to speaking, the members of the panel shall take turns as organizers and reporters of the discussions, learn to express, organize and listen, communicate equally in group discussions, learn from each other, and improve themselves together, deepen their thinking and understand the problems[4]. During the student discussion, the teacher does not intervene too much, should observe the discussion of the various groups, and conduct appropriate reminders and guidance to the groups that do not have enough discussion. Another is the timing of the discussion. The time for discussion should not be too tight. There should be enough time for the members of the group to write, listen to, think about, analyze, and sum up the content of their discussion. It is supposed to make the time right, not too long. According to the analysis of the preset problems, the teacher should arrange the appropriate time, observe the progress of the discussion and adjust the length of the discussion.

C. The Development of the Whole Class Communication in the PAD Class: Effective Communication, Reasonable Evaluation and Appropriate Point of View

On the basis of group discussion, the teacher conducts a random check on the results of the discussion, the students share the results and put forward the confusion, in the process of which the students speak freely. It is advocated in the PAD Class teaching that in this stage, teachers should answer the problems, mainly solve the common problems, and then the teachers will sum up the problems. The frequency of speaking, the degree of answering questions and the summing up of this section are all completed by the teachers, which is the interactive communication between the students and the students, the students and the teacher under the guidance of the teachers. The whole class exchange is not a simple presentation of the results of the group discussion in turn by each group. The statement of the latter group should be based on the results of the previous group discussion. The same views should be summarized and the different views should be detailed. This can not only save time, but also improve efficiency. For example, in the section of "static organization of classroom teaching", students are arranged to design the teaching static organization of their optional texts under the class, and to "think about the following questions combining with their own experience of teaching static organization design: what is the experience you are worth telling us in a static teaching organization? What factors do you think are important in a static organization? What is the biggest problem you have encountered in the process?" Each group is asked to arrange three points in the class for each question in the group. When communication between groups is conducted, the teacher can ask the students who speak after speaking to make supplementary speech on the basis of the previous student speech, so as to enhance the effectiveness of communication. In the course of the whole class communication, teachers choose the way to respond to the characteristics of the communication and discussion, and make brief comments on the problems of sharing experience and perception, mainly to encourage students to express their views; For questions that are confusing and challenging, the teacher answers them as much as possible without any further discussion and communication, and the teacher does not have to answer all the questions. Teachers can focus on the common questions of the students, and the other questions can be simply asked or questioned for students to explore after class. The purpose of the discussion is not for the students to have no problems at all, but for solving some problems and creating new ones, thus arousing the students' interest and enthusiasm to explore constantly. Discussion and communication are unpredictable, adventurous and challenging, so the classroom teaching process itself is more generative, which makes the teacher become the producer of teaching wisdom. It also urges students to become active constructors of knowledge [5].

IV. CONCLUSION

The teaching goal of the course "Organization and Management of Classroom Teaching" is to enable normal students to learn the relevant theoretical knowledge of classroom teaching organization and management, and to apply it to the classroom teaching practice in the future. In

order to improve their practical ability in education and teaching, the proper use of the PAD Class teaching model is conducive to the achievement of this goal. The successful implementation of PAD Class teaching requires teachers to have high teaching level and strong classroom teaching organization and management ability [6]. Therefore, teachers need to master the basic concepts, steps and methods of PAD Class teaching. In combination with the flexible application of the characteristics of the subject, every section of teaching should be done well, and in the course of practice, continuous reflection and improvement should be made to promote the actual teaching effect and promote the joint growth of teachers and students.

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