Reexamining of the Micro-video Course on Teaching Application

***Abstract-*In order to make the micro-video resources to be better exploited reasonably and optimize the use in teaching, it is necessary for us to analyze and study of micro-video course. This article sorts and positions the current teaching practice on course, and reexamines micro-video course for future research on micro-video course about significance; application and development from the steering and excellent regional educational information resources construction and from the perspective of philosophy of education informatization.**

***Keywords- Micro-video Course; Teaching Resources; Flipped Classroom***

1. introduction

Micro-video course as the resource product micro learning is the important resources for intellectual learning in the era of highly developed media technology, and meet the needs of learners, entry learning ubiquitous learning, and personalized learning resource requirements. In order to make the micro-video resources to be better exploited reasonably and optimize the use in teaching, it is necessary for us to analyze and study of micro-video course. This article sorts and positions the current teaching practice on course; and reexamines micro-video course for future research on micro-video course about significance; application and development from the steering and excellent regional educational information resources construction and from the perspective of philosophy of education informatization.

1. Present Practice Situation and Position of Micro-video Course
2. Practice Situation

According to the rise background of video resources, application mode and the carrier, the development process of video teaching resources can be roughly divided into three stages: on the core resources for each stage respectively, including educational video resources, network video course resources and micro-video curriculum resources. Educational video resources can provide vivid visual image for learners at the beginning of the twentieth century, promote visual education plays an important role in. Network video courses is an important part of network courses, network video courses mainly produced through pictures and recording, mainly used in the Web network platform, is a large unit, large capacity of curriculum resources. With the development of wireless transmission technology and intelligent learning terminal application, the application of carrier by a single Web platform towards diversification, gradually tends to informal learning, gradually moving toward miniaturization, mobile, miniature video resources then appears.

Micro-video course is a micro video as the core. Micro-video course knowledge point type has no uniform requirements, knowledge can be the subject knowledge, examples and exercises, problems, experimental operation, also can be the popular science knowledge or social and cultural life in. Micro-video course of study has no uniform requirements, if these micro course is used as an informal learning, fragmentary knowledge fragment introduction, or a was used in group knowledge construction when the node, can be regarded as micro learning form; if a series of similar theme micro courses constitute a complete course, it can be made into a Mini course. Micro video learning environment there is no uniform requirements, can be online learning, face-to-face teaching or learning, as in face-to-face learning, micro-video courses tend to become a part of teaching, efficient transmission for complete knowledge, save class time, and together they play the role of classroom practice. Therefore, compared with other types of courses (network curriculum, mini courses) micro video course teaching in practice is more flexible, convenient, efficient, and more popular.

1. Position of Micro-video Course

The first attribute of micro video course is course, which the learning platform is used to be a network platform, and the main content is the micro video. Therefore, micro video course has been relations between courses and network courses. So, according to the self learning needs and goals and the specific learning situation, we believe that the micro-video course is using the network learning activities conducted the sum of micro video by the learner.

From the aspects of resources construction, micro video course can better realize the course resources and sharing because feature of micro video. From the micro video attribute level, micro video course is easy more to spread and use, and fit the current fragment learning in line.

With respect to the new video resources for the micro video course, the network video courses and television courses are collectively referred to as traditional video course. The two is different from their design concept and the design requirements, because the carrier and the application are in different ways from the point of view of the user and designer and developer's point of view, as shown in table 1.

table 1: Micro-video course and traditional video course

|  |  |  |
| --- | --- | --- |
| Comparison dimension | Micro-video couse | Traditional video course(TV programs and network video courses) |
| Design dimensions | Micro content design | The macro and meso design content design |
| Target | For learners to micro learning and fragmentation of learning, enhance the learning of flexibility, so as to better meet the learning needs of learners; promote the availability and regeneration of curriculum resources | Break through the traditional course of study limitations, the non real-time, remote learning; realize the sharing of curriculum resources. |
| According to the requirements | Distribution of the multiple way of learning and learning | Study of non synchronous and asynchronous learning environment maturity |
| Course structure | Independent, loosely coupled modules | Linearization, systematic, structured program |
| Main content | Micro-video based on knowledge module | The traditional video learning system or unit of learning or learning based on theme. |
| Time of main content | Each micro video 2-20 minutes | Each video about 40-60 minutes |
| Technical support | The development of Web technology and cloud learning techniques | The development of digital communication technology and Web Technology |
| Application of vector | Portal site, mobile phone, netbook, flat computer intelligent terminal, mobile media. | Is the main portal, satellite TV |

1. Reexamining of The Micro-video Course Significance
2. Promoting Classroom Structure Change

As a short video and efficient learning resources, micro video course can effectively improve the efficiency of knowledge transfer and knowledge transfer time compression, and the learner convenient access to learning resources, and improve learning efficiency and saving more time for the internalization of knowledge, to carry out more inquiry, cooperative learning. To have difficulties in learning who provides support to help learners knowledge internalization. Therefore, micro course through the efficiency, promote the knowledge transfer of cultivating students' autonomous learning awareness, to provide effective support for the development of all kinds of teaching activities and change the traditional teaching mode.

1. Making up Information Construction Difficulties

There is a disconnect, the informatization construction of teaching resources and the actual teaching resources and huge number of high quality resources, the existing education resources is difficult to meet the application requirements, the teachers and students of high quality resource shortage problem has not been fundamentally changed, massive resources and did not play its due role truly in the education practice. As a learning resource micro course, for students, micro video course can meet the students choose according to need the knowledge point of different disciplines, personalized learning; for teachers, micro course hand makes teachers preparing lessons, teaching and reflection resources more targeted and effective, because of course flexibility, resources built not immutable and frozen, but in semi open form, in the continuous use of dynamic update, adapt to the new environment.

1. Reexamining of Micro Teaching Applications

According to the characteristics of micro video curriculum resources from the perspective of education, continuing, mobile learning, teacher training and field application, re-examine the micro video curriculum resources of the future of education application.

1. For Individual Learning and Ubiquitous Learning

Micro video as a new form of learning resources, has small size, learning content focused, terminal carrier diversification and convenience, is suitable for the real situation and needs of individual learning characteristics, can reduce the learners' cognitive load(Citation needed), help learners to put into learning and ubiquitous learning in the real world, learning and the custom step according to individual needs of personality. Therefore, micro video resources can be used as an effective learning resources wisdom education, promote the occurrence of wisdom study.

1. For Mobile Learning in Continuing Education

Adult learners' learning styles based on the traditional face-to-face teaching platform, and web courses have been unable to meet the learning needs of learners. But miniaturization, fragmented micro video curriculum resources are consistent with individual learning style, can effectively increase the learning opportunities and meet the needs of mobile learning and service learning, rapid expansion to meet the characteristics of adult learning space fragmentation.

1. For The Professional Development of Teachers Training

Aiming at training resource availability, practicability and practical issues such as lack of students participating in the training, and the internal driving force is insufficient, the initiative is not strong. In addition, because the training scale is larger, more staff, the learners' cognitive level and ability to uneven, making training lack of personalized, while the lack of methods to optimize the processes of learning. Micro video course resources provides a new perspective for the training resource and training mode innovation. Micro video curriculum resources in line with the current people fragmentation learning needs, so that the training has the flexibility, proper, rather than the traditional curing static. Resource of small size and more direction and goals, easy as a training case, and teachers' search target.

1. Reexamining of The Micro-video Course Development

According to the micro course present trends, to re-examine the development direction of three aspects: the learning level, the construction of high quality resources for individual autonomous learning of students; the teaching level, to promote teachers' professional development through co construction and sharing quality resources; in the level of interaction between teaching and learning, to micro courses classroom teaching mode reform of existing.

1. Study on The Level of The Students

Students can according to the modular case individually, their own independent choice of micro learning resources for the topic, study, to focus on strengthening training on their weak points. Especially for basic education, the one on one counseling services less the individuality of the students, some students need to pay expensive costs to attend after-school tutoring. If the school with its own development advantages, personalized teaching resources development, to ensure the continuity of the classroom and extracurricular learning, help students to save the expense and cost out of school learning.

1. In The School and Teachers

In the construction aspect, the fabrication of micro curriculum resources mainly by the teachers independently, however, teachers in resource construction is facing difficulties: one is the electronic process teachers teaching activities are technical barriers; two is the design principle of micro course teachers still vague, difficult to grasp how to build a high quality micro course. Look from the angle of micro teaching, curriculum is the embodiment of teacher individual teaching art, puts forward the design principle of more is to provide guidance technology and structure level micro based curriculum, but the specific how to teach a point, whether the students can accept the problem, is related with the teacher professional education, it is difficult to give the design principles.

In the sharing level, the resources can be recycled, must take into account the application resources in different teaching contexts in the resources construction at the same time, to develop resources, and realize resource regeneration and recycling in the process of application. Lack of communication channel and platform between teachers, too busy and the factors that influence innovation sharing on the use of information technology in the sense of identity and energy.

1. In The Interactive Aspects of Teaching and Learning

The recent hot "flipped classroom" teaching mode, through the arrangement of the reversed knowledge and knowledge internalization, change the roles of teachers and students in traditional teaching and the use of class time for a new planning, information technology and learning activities for learners to construct personalized Association for learning environment, contribute to the formation of a new learning culture. Micro courses as a well-designed learning resources, in the new learning mode such as "flipped classroom", is a typical embodiment of technology and education depth fusion, effectively solve the education problems, but also the future of advocacy and development direction.

1. conclusions

Micro-video course resource is not only conducive to breaking effectively the structure of course resources of traditional cured, and realize the sharing of course resource to improve the course resource availability, adaptability and regeneration, but also meet the era of fragmentation of learning culture and provide ubiquitous high quality learning resources for intelligence education. Therefore, micro-video course resource has broad application prospect, which the research is very meaningful and valuable. Especially, in the era of the Web 3.0 learning environment, how to design effectively a micro-video resources and what are the application model of micro video course. And it is supported in the semantic network, relational push, context aware, intelligent filtering technology, how to construct is easy to obtain the target, correlation, intelligent resource micro video the information resource system, there will be more space for study, and is worth further research and discussion.

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