The Design and Thinking of a Hybrid Teaching Model Based on Superstar Learning—Taking Accounting Information System as an Example

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Keywords: Hybrid teaching; Superstar learning; Teaching mode.

Abstract. Taking the course of accounting information system as an example, based on the intelligent teaching cloud platform "super star learning," this paper constructs a hybrid teaching mode of "pre class + online," "in class + offline" and "after class + online," designs a teaching effect evaluation scheme for the hybrid teaching goal, and makes a deep thinking on the problems that should be paid attention to in developing the hybrid teaching.

Introduction
On September 17, 2018, Article 11 of the opinions on accelerating the construction of high-level undergraduate education and comprehensively improving the ability of personnel training issued by the Ministry of education pointed out that classroom teaching revolution should be promoted. In 2019, the government work report first put forward the idea of "developing Internet + education to promote the sharing of high-quality resources." Therefore, in the era of "Internet +," we should make full use of information technology, with the help of intelligent teaching tools, to build a hybrid teaching mode combining online and offline. The reform of teaching methods in colleges and universities has become an urgent task to conform to the trend of the information age and innovate teaching methods.

Current Situation and Problems of Accounting Information System Teaching
Accounting information system is a professional course of accounting and financial management major in Colleges and universities. It mainly teaches the principle and application of accounting information system. The author's school uses UFIDA erpu8-v10.1 software as training software, analyzes the principle of accounting information system on the basis of integrated application of financial business, and cultivates accounting information application-oriented talents to meet the needs of the society through integrated teaching of theory and practice. This course has 64 class hours in total, 28 class hours for classroom teaching and 36 class hours for computer experiments.

Accounting information system has the following problems in theory class and practice teaching.

Students' Attendance in Class is Difficult to Control
For students' attendance, we mainly use the way of class roll call. In the course of accounting information system, there are about 70-90 students in 2-3 classes every semester. Due to the large number of students, classroom roll call takes up too much teaching time, which is only used in some classroom teaching. In addition, the phenomenon of other students replacing attendance also exists in class roll call, which makes it difficult for teachers to effectively control students' attendance.

It is Difficult to Monitor Students' Learning Behavior at Ordinary Times
Before the mixed teaching, the teacher mainly evaluates the students' learning behavior through the evaluation of homework and classroom quiz. However, students often copy homework from each other. This method cannot effectively record and promote students' learning activities after class.
Students frequently Have Various Computer Problems, and Teachers are Tired of Answering Them

In the practical training teaching, students usually do computer experiments according to the experimental steps. When they encounter problems, they do not think actively and are eager to seek solutions from teachers. Teachers are tired of answering all kinds of computer problems. The incentive mechanism that students solve problems inititatively and solve problems mutually cannot be formed effectively.

Hybrid Teaching Design of Accounting Information System

Hybrid Teaching Mode Design

The mixed teaching mode designed by the author is divided into two parts: online and offline. The "online" includes two parts: pre class preview and homework after class. The "offline" includes two parts: classroom discussion and computer experiment. These four teaching links complement each other and form an organic whole. According to the teaching process, it is divided into pre class, in class and after class. From the perspective of knowledge acquisition, it is a deepening process from knowledge cognition, knowledge internalization to knowledge sublimation.

Specifically speaking, in the pre class stage, students learn independently through the "super star learning" network learning platform according to the teacher's arrangement and the content of computer experiment to prepare for class discussion and computer experiment and realize knowledge cognition; in the middle class stage, mainly carry out class discussion on knowledge points, solve doubts through teacher-student communication, realize knowledge internalization through computer experiment; in the post class stage Section, mainly for students to complete online homework, participate in the discussion of curriculum issues, exchange experience, and achieve knowledge sublimation.

"Pre class + Online" to Realize Knowledge Cognition. The use of "super star learning" to establish a rain class curriculum group, to achieve continuous learning of the curriculum, so that learning becomes faster, more convenient, more timely and effective communication. This stage is mainly the process of knowledge cognition.

The author takes the course of accounting information system as an example, abandons the traditional mode of teaching according to chapters, makes full use of "super star learning," and combines all the knowledge points involved in the course into different knowledge units. Each knowledge unit has 8-10 knowledge points, and assigns tasks according to the knowledge units. Before each class, the teacher releases the preview contents, and the students download the contents covered by the knowledge units according to the preview contents Students are required to preview knowledge points related materials according to task driving: first look at knowledge points PPT, then watch short videos of knowledge points without understanding, discuss with each other and summarize the problems and bring them into class discussion.

"In class + Offline" to Realize Knowledge Internalization. Hybrid teaching is carried out in the way of "classroom discussion + in class experiment." Classroom discussion should fully mobilize the enthusiasm of students, organize discussion on the difficult problems summarized by students before and in class, and evaluate the knowledge points by teachers. Discussion and evaluation results (with records) shall be included in the final score.

In class teaching is mainly about the knowledge points and knotty problems arranged by the teacher for preview, which are discussed and solved. When necessary, the teacher explains the knowledge points and closely combines with the experiment. The author found that in the course of teaching, students are more interested in practical exercises. Even if students do not preview the course content, they can basically master the course content through the way of close integration of classroom discussion and in class experiment.

Through the in class experiment, students can be trained to actually use ERP system. Through simulating the actual operation scene of the enterprise, students can be trained to design accounting business process, data process and management process. On the basis of mastering the application of
ERP system, the implementation scheme of enterprise accounting informatization can be formulated. The experimental report submitted by students is included in the final score. The course is arranged in the laboratory, that is, learning is using. Teachers and students discuss and practice at the same time. On the basis of deepening the principle cognition, students' practical application ability of ERP system is strengthened. Through the seamless connection of theory and practice, students can fully understand the course content. This stage is mainly the process of knowledge internalization.

The course of accounting information system of our school uses UFIDA erpu8-v10.1 software system to arrange students to carry out computer experiments, including system management, general ledger system, voucher management, cashier management, account book management and statement management, etc. On the basis of full discussion of difficult problems, through practical exercises, solutions are given to the problems that are generally difficult for students to reflect.

**Practice of "After class + Online" Teaching Mode.** After class is mainly the consolidation and sublimation of knowledge, the completion of homework and test exercises. In this process, "super star learning" is used to realize online communication between teachers and students, further consolidate students' mastery of course content, and make knowledge comprehensive and sublimated.

At the end of the class, students should complete the assignments, participate in the discussion of the problems in each chapter, and finally complete the final test of the course. In case of any difficult problem, it can be discussed by teachers and students on the Internet or in the rain class. Through the exercise test, we can test the students' mastery of knowledge, and through the final answer, we can realize the process of knowledge cognition, internalization and sublimation.

**Evaluation Design of Mixed Teaching Effect**

The purpose of curriculum assessment is to test the achievement of curriculum training objectives and evaluate students' learning achievements. The teaching evaluation of accounting information system is mainly based on the test of accounting information processing ability, from the traditional result evaluation to the process evaluation, focusing on the process evaluation.

Teachers can check in students' classroom attendance, browse courseware videos and other teaching resources, as well as record the number and content of discussion, which are the basis of students' process evaluation. In addition, teachers should reflect on students' online and offline learning in time after class, constantly improve the later teaching design, and effectively improve the teaching effect of mixed teaching of accounting course.

**Problems in Developing Mixed Teaching**

**Change Role Cognition and Attach Importance to Students' Cognitive Characteristics**

In the process of mixed teaching, the core educational concept of "student-centered" should be highlighted. Teachers should pay attention to the group characteristics and individual differences of students, change from disseminators of knowledge to motivators and guides of learning behavior, support students in various forms of learning, mobilize their enthusiasm for learning, and improve their enthusiasm for learning.

**The Arrangement of Interactive Links in Classroom Teaching Should be Appropriate**

In the classroom teaching, teachers should carry out various interactive teaching links, such as topic discussion, question answering and questionnaire based on the mobile terminal, which can improve the class interest and activate the classroom atmosphere, but not too much. When the students' attention drops, using this kind of teaching method can stimulate the students' brain thinking activity and draw their attention back to the teaching content, so the application effect of this kind of teaching method is the best at this time.

**Restrictions on the Use of Mobile Devices for Classroom Teaching**

It is a consensus to apply mobile devices such as mobile phones to mixed classroom teaching. In teaching, most students access the mobile Internet through the school WiFi, so the teaching activities based on the mobile terminal in the classroom should fully consider the status of the school network
signal. In addition, students' mobile phone performance, mobile phone charging, forgetting to bring mobile phones and other conditions will cause problems for teachers to carry out hybrid teaching based on mobile terminals. Therefore, when the above situation occurs, teachers should have corresponding strategies and plans.

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