

Research Article

Constructing Stereoscopic Teaching Mode of Sports Food Based on Information Technology

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Abstract: Information technology takes the computer multimedia and network communication as the basis, which has brought new opportunities and challenges to the teaching of sports food. In this study, it takes the interpretation of teaching mode as the starting point, exploring the teaching mode based on information technology. Moreover, it analyzed the construction strategy of food stereoscopic teaching mode based on the interpretation.

Keywords: Information technology, sports food, stereoscopic teaching

INTRODUCTION

In the twenty-first century, information technology that takes the multimedia and network technology as the core is rapidly developing at a hitherto unknown speed, which can change people's life, way of learning and communication (Norris *et al.*, 2003). In a word, information technology has become an inevitable trend of global social development. With this trend, food education must be facing the strong impact brought by modern information technology, so as to realize the development of education informationization. Modern information technology has been applied with personal computer, network technology and multimedia technology, which can become the representative of the information technology that can be used in college teaching and classroom teaching. It has changed the teaching environment of food teaching, as well as teaching methods and educational evaluation, which has prompted the changes of teaching from various aspects.

MATERIALS AND METHODS

The meaning of teaching mode: Mode can be defined as the abstraction of reality, which can express the reality in a clear way with simple and rational words. Therefore, mode is existed between theory and practice, which can plays double role in connecting and relating them. In some degree, it is a bridge both for theory and practice, which can be shown in Fig. 1.

The teaching mode is a stable teaching structure that is set up under the guidance of certain education thought, teaching theory as well as learning theory. Its purpose is to complete specific teaching objectives, promote students' learning, make full use of various resources, grasp the teaching characteristics of the teaching process, so as to make a brief summary for the

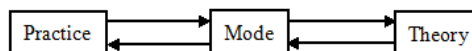


Fig. 1: Schematic graph of "bridge" mode

organizational forms during the process of teaching (Falchikov, 1995).

Teaching mode of sports food based on information technology: Since the information technology teaching model is based on the basis of modern educational thought, teaching theory and learning theory, it can make full use of modern information technology as well as the support that is provided by the unlimited information resources, so as to build a good learning environment for food courses, which can play a full role to develop the initiative, enthusiasm and creativity of learners by using this kind of teaching mode (Wenger, 1998). In other words, the key of this kind of teaching mode is how to make full use of modern information technology, so as to develop students' enthusiasm and create an active teaching environment to insure the teaching effectiveness. At the beginning of having teaching activities, the teaching environment can also be called as learning environment or situation. This kind of teaching environment can be with abundant information resources, with the characteristics such as convenient communication, easy interaction, with the openness feature both in time and space, which can fully mobilize the various senses of the learners; at the same time, the combination of multimedia hypertext information organization and network technology can make students learn knowledge, at the same time, it also can cultivate their abilities for acquiring, analyzing, processing and utilizing information; moreover, the interaction of computer network can not only help students to have autonomous learning, cultivate students divergent thinking, creative thinking

and innovation ability, but also can promote the mutual interaction between students, teachers and students, so as to develop the formation of the cooperation spirit as well as good interpersonal relationship.

The teaching process design:

Course introduction: The stage is based on learning objectives, to determine the theme of stereoscopic learning, while creating stereoscopic learning environment.

Analysis of learning tasks and learning objectives:

To support the use of network teaching platform for teaching demonstration, tell the students learning tasks and learning objectives, while giving students demonstrate skills. For example: how to collect information, how to post on the BBS forum for discussion and the use of message boards, e-mail and other offline cooperative modes, so that students are proficient in web browsing, searching, exchanging, guaranteeing future asynchronous stereoscopic learning students and students, smooth communication between teachers and students.

Determine stereoscopic team structure and division of roles:

Research shows, students learn in a stereoscopic team with good organizational structure better than traditional forms of organization to form study groups, but the class is reasonable will directly affect the quality and effectiveness of learning. For example, our students are divided into groups based on the similarity between the themes of common desire to learn and the student's personality conditions, broadly consistent with the time of their group activities. In the experiment, we had 56 classes divided into eight groups and to determine the division of learning a team leader, who is responsible for the team members. Such as: responsible for gathering image, responsible for collecting the text, music, responsible for collecting charge of the layout and the like.

Collaboration among team members: Achieving stereoscopic activities, including collaboration and coordination on extra-curricular classroom. To achieve BBS, chat rooms, e-mail and remote collaboration platforms: through a network of communication tools.

Evaluation of stereoscopic learning outcomes:

Within the stipulated time teachers, showing students' work, for group evaluation, assessment between groups, student assessment and teacher evaluation and ultimately save the student's school work up to the repository site.

RESULTS AND DISCUSSION

The constructing strategy of stereoscopic teaching mode of sports food:

Designing model for sports food teaching mode based on information technology: The construction of

teaching mode can be carried out from the two aspects separately, namely, the creation of situation teaching strategies and the design of teaching mode. It can eventually form a stable teaching mode through the coordination of cycling design. The creation of context can help learning tasks to put them into the real situation, so as to promote and develop the students' knowledge and abilities; while the cognitive tools (including the built-in conversation and collaboration tools) can help learners to have autonomous learning and cooperative learning; besides, the large amount of information resources can help students to understand the knowledge and put forward the feasible plan to solve the problem. The design of teaching strategy can not only specify the direction of the activities for the learners, but also can provide alternative method to solve problems.

Combining a variety of teaching resources into the teaching design of food system, so as to combine the multimedia teaching resources and other factors together and achieve the purpose of optimizing the teaching process of food. In some degree, it can be very convenient for students to make full use of teaching resources, at the same time, it can develop the advantages of the system, so as to avoid the duplication of resources. First of all, understanding and collecting the existing resources from central government to local government, from national level, provincial level to college level to choose excellent courses and teaching resource type according to the requirements of the teaching programs. Secondly, carefully preparing lectures, making CAI courseware, as well as PPT notes. At the same time, aided with CAI courseware, webpage files, video files, animation, images and other forms, so that the various teaching medias can make complement with each other, so as to make fully interactive activities. Thirdly, developing the integrated teaching plan with reasonable food science curriculum, which can provide guidance for students' active learning process. Through the integration of colleges' teaching resources, it can build a diversified resources and homemade food resources learning platform (Fig. 2), which can provide support for students' active learning.

During the period that Professor Collis (2005) carried out the integration of teaching activities and sharing teaching methods, he believed that the sharing teaching methods that were supported by technologies had the feature of sharing and flexibility. We can call it as the mode of "sharing and flexibility". In this mode, the feature of sharing is always existed. In order to help teachers to have specific learning activities, Collis (2005) combined with his own teaching experience and put forward the "sharing activities". This kind of teaching activity has been verified effectively by other teachers in different teaching environments, which can be shown in Fig. 3.

The specific process can be described as follows:

- **To clear the aim:** The teachers should divide the teaching contents into each individual task unit

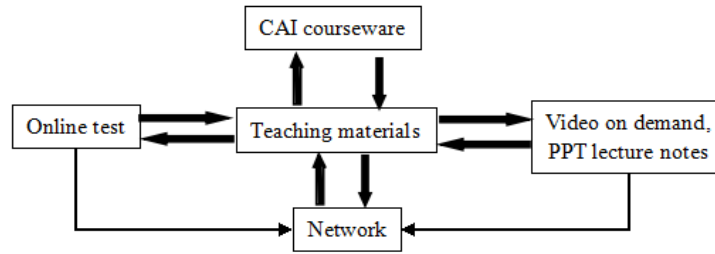


Fig. 2: Learning platform for courses of food with diversified resources

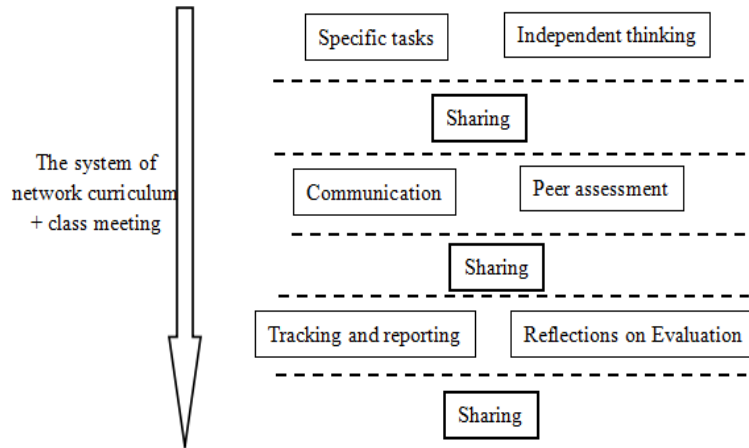


Fig. 3: The sharing teaching mode

according to the teaching requirements, then teachers will give assignments to their students according to the characteristics of students. While students can negotiate to finish the task independently or stereoscopically in a learning group with other students. At last, the final assignments will be uploaded to the network system of the curriculum for students to make reference (Topping, 1998).

- **To think independently:** In this process, students need to find and create tasks that are related to the resources. After students having independent thinking, they can upload the related results to the system network of the curriculum. They can open their own ideas, and share information with other members of the class.
- **To have cooperation:** During this period, students should make a comparative analysis of the sharing resources, who also should upload them with cases to the system of network curriculum.
- **To make peer assessment:** The student can make reasonable evaluation on the submitted artifacts according to the standard that teachers set in advance.
- **To make tracking and reporting:** After making the peer assessment on artificial products, according to the advice that the peers proposed, students can make reconstruction suggestions.

- **To make reflection evaluation:** Teachers can give students scores according to the sharing artifacts that uploaded in the system of network, who also can put forward constructive ideas for students. Then students can summarize and have reflection, after finishing their reports, students can take them as manuals for the artificial products. These results will eventually be shared in the system of the network curriculum, which also can be regarded as the sample for students in this class or other classes to observe.

CONCLUSION

The popularization and promotion of information technology curriculum make people no longer simply focus on the degree of opening, which put more focus on the quality of information technology education, paying more attention to cultivating students' information acquiring abilities. All of these must be closely related to the specific teaching method and mode of information technology.

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