

Innovation Exploration and Practice of Blended Teaching in Management Information System Curriculum

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Abstract: With the continuous development of computer technology and communication technology, the teaching method of management information system has also made great progress. On the basis of describing the current situation of curriculum blended teaching, combined with the actual situation of colleges and universities, this paper discusses the innovative exploration of four aspects of curriculum blended teaching, and summarizes the innovative practice effects of three aspects, in order to provide references for colleges and universities to carry out the innovative exploration of management information system curriculum blended teaching.

Keywords: Teaching Reform; Blended Teaching; Case Teaching; Management Information System.

1. Introduction

Management information system (MIS) is a new and comprehensive subject integrating information science, system science, management science and computer science. With the progress of computer technology and communication technology, the teaching methods of management information system have been continuously developed and improved. Under the background of new economy and new business forms, how to effectively improve the teaching quality of "Management information system" course, cultivate high-quality information management and information system talents to meet social needs, and match the needs of informatization talents for economic and social development is an important issue facing the teaching of this course.

The blended teaching method can effectively expand the connotation of traditional classroom teaching, and provide a more flexible and personalized learning experience with the advantage of online learning, adapting to different students' own knowledge learning and ability levels. Blended teaching is profoundly affecting the reform of college classroom teaching mode. How to construct online and offline resources scientifically and rationally, carry out the reform of classroom teaching mode, and create a new type of college classroom is a hot topic of current research and concern of college teachers. The blended teaching innovation of the management information system curriculum should conform to the training objectives of the management information system curriculum, make full use of the integration of online and offline resources, combine the management information system enterprise cases, carry out the organic integration of professional training and teaching innovation, and build a first-class curriculum that adapts to the development of the new era. Taking the course of management information system as the research object, this paper carries out the research on the integration of course content and teaching innovation. Based on the analysis of the teaching concept, teaching content and teaching method of the course, it explores the presentation of course knowledge points relying on the blended teaching method to improve the knowledge system of educating the

whole student, the whole process and the all-round way.

2. Present Situation of Course Teaching

The course of management information system fully embodies the characteristics of informatization, and is a comprehensive course that integrates organization management and information technology effectively. It can provide economic management students with theoretical knowledge and application ability related to information system. Through the study of the course, students can master the theoretical basis of management information system and the application principle of typical scenarios, and also help enterprises achieve strategic support, assist enterprises to improve their performance, and continuously improve their core competitiveness. At present, most of the management information system courses in colleges and universities are integrated with the mainstream information system professional textbooks at home and abroad, which condenses and forms the knowledge system that is suitable for schools and professional training programs. Under the framework of this system, the emphasis is placed on training students to solve various problems in the production, operation and management of enterprises and institutions with theoretical knowledge and application ability, and effectively training information talents who meet the needs of regional economic development under the background of new economy and new business forms.

The organization of management information system courses is mainly based on the introduction of the basic knowledge of management information system, information technology infrastructure and development methods, and the planning, analysis, design, implementation and maintenance of management information system according to the structured system development method. In some courses, emerging technologies such as blockchain, artificial intelligence, big data, cloud computing, and the Internet of Things are all representative forms of the development of digital economy, and typical application scenarios of management information systems are introduced, as well as ways of using data for resource guidance or resource

allocation and digital economy forms of development channels.

The curriculum highly emphasizes practicality and needs to carry out a large number of comprehensive practical teaching activities to help students integrate knowledge and information and improve their comprehensive level. This requires not only skills in traditional industries, but also a deep understanding and analysis of the proper use of digital technologies. The characteristics of the digital era refer to the optimal allocation of resources achieved by human beings through digital identification, selection, filtering, storage, reference and other ways, and the formation of high-quality social development pattern. Since the integration of digital technology and traditional industries is relatively broad, the course teaching process will also highlight the theoretical methods of different scenarios, especially the basic knowledge of application innovation.

3. Innovative Exploration of Blended Teaching

The content of management information system mainly includes the basic principles and realization paths of system planning, system analysis, system design, system implementation and maintenance and other related contents. The course content has many links, and also involves related knowledge points of other different disciplines. The innovation exploration of blended teaching of management information system curriculum mainly focuses on the innovation of teaching content, teaching form, teaching method and teaching resources, and carries out the reform practice of management information system curriculum in combination with the business administration major of our school. The innovation of the course teaching content will help students master the basic theories and methods of the course, provide a solid foundation for proficient information system business operation ability, and be able to make accurate judgment and decision on enterprise management from a more macro strategic perspective and make comprehensive planning and operation. The innovative teaching form of the course helps students to construct active learning scenarios and continuously stimulate active learning momentum through classroom teaching, group discussion, practical operation, network teaching and other forms. The innovation of course teaching methods helps students to better understand knowledge points, make full use of relevant theories and methods to complete problem analysis and propose problem solutions. The innovation of practical teaching resources helps students to practice and carry out practical operations for enterprise simulation scenarios, thus effectively improving students' practical ability.

3.1. Innovation of Teaching Content

Blended teaching is a teaching method based on the implementation of traditional classroom teaching mode, taking students as the main body, integrating modern education means organically, and promoting the advantages of traditional teaching and network teaching to further play. On the basis of the content of the course basic textbook, combined with the resources inside and outside the school, collect and sort out the enterprise case materials, carry out comprehensive teaching practice activities, and provide theoretical support for the course teaching.

On the basis of system planning, system analysis, system

design, system implementation and maintenance, the course content adds course overview content, information technology facilities of management information system, applicable conditions and typical application scenarios of management information system, as well as future development trends, and further improves the course content system.

Under the background of the new era, students are not only required to master rich theoretical knowledge in books, but also have higher requirements for practical operation ability, which requires courses to provide more practice cases and enterprise application scenarios in order to efficiently carry out curriculum practical teaching activities.

3.2. Innovation of Teaching Form

Blended teaching form fully embodies the student-centered teaching concept, and teachers guide students to independently explore professional knowledge content in a scientific and flexible way. According to their own actual situation and learning needs, students conduct problem exploration and knowledge construction, which plays an important guiding role in cultivating students' learning interest and enhancing students' autonomous learning ability. The teacher is no longer a single knowledge lecturer, but a guide and a servant in the learning process. Students also change from passively accepting knowledge to actively creating learning process, and gradually form their own knowledge system through independent learning and inquiry learning.

With the help of Internet-related digital tools and platforms, in the form of classroom teaching, group discussion, practical operation, network teaching, etc., it can also quickly and conveniently carry out learning activities to stimulate students' interest in learning, and realize point-to-point communication and exchange such as teacher-student interaction and interaction between students.

3.3. Innovation of Teaching Method

With the help of Internet-related digital tools and platforms, the blended teaching of management information system makes the teaching no longer limited to the traditional classroom mode. For example, with the help of online learning platforms such as Rain class, Learning Pass, Tencent Conference, and curtain class, the teaching classroom has realized the effective extension from the traditional classroom to the "traditional classroom and online classroom". Using these platform tools, flexible teaching activities can be carried out in various aspects of teaching, such as pre-class preparation, classroom teaching, online learning, after-class consolidation and collaborative discussion. Teachers preview resources before class and consolidate learning content after class, which students can complete in spare time. Teachers use spare time to comment and guide, which greatly improves teachers' teaching efficiency and students' learning efficiency.

3.4. Innovation of Practical Teaching Resources

The products, services and results created by the management information system project have long-term sustainability, and will have a long-term impact on the production, operation and management of enterprises. Improper management of MIS projects can bring about a series of problems, such as incorrect changes in requirements or schedules that may lead to project delays and cost overruns.

You may miss a major opportunity if you refuse sound advice. Management information system projects need to be completed smoothly and with quality through the application of scientific methodology to ensure that the project is completed smoothly and within the specified time, budget and requirements. The practical teaching of enterprise management information system, the selection of cases and the design of typical scenes need to choose appropriate practical resources. Teachers' online lesson preparation and adequate preparation for practical resources before class are conducive to students' autonomous learning according to practical teaching resources, preview and familiarize themselves with the content in advance, so as to facilitate classroom discussion and communication and after-class practical operation.

4. Innovative Effect of Blended Learning

4.1. The Learning Effect of Digital Empowerment Service Courses is Remarkable

As a service management information system curriculum blended teaching platform, through the continuous construction of curriculum resources, such as theoretical knowledge and methods, practical resources, the resource supply capacity is significantly improved, and through the construction of high-quality digital resources, the construction of curriculum connotation is strengthened. In recent years, the number of visitors to the platform has increased significantly, the amount of discussion between teachers and students has also increased significantly, and assignments and tasks have been published, submitted and reviewed on the platform.

4.2. Case Teaching Significantly Promotes the Innovation of Blended Teaching

In order to effectively promote the innovation of blended teaching of management information system courses, on the basis of the introduction of the theoretical basis, the author focuses on the active attempt of case teaching, taking case teaching as an important starting point, emphasizing the online integration of familiar with the case background before class, analysis and discussion of subject cases, writing analysis reports after class and the whole process of acquisition, and constantly promoting the reform and optimization of teaching methods. Case teaching strengthens practice-oriented, problem-oriented and effect-oriented, closely follows the actual situation of enterprises, and has significantly improved the effect in improving students' ability to analyze and solve problems, stimulating students' independent learning and participation, and enhancing communication and cooperation, which effectively promotes the innovation of blended teaching of courses.

4.3. Blended Teaching Effectively Promotes the Development of Data Thinking Ability

The digital transformation of enterprise informatization is

not only the application of information system and information technology, but also the transformation of enterprise culture and way of thinking. In the context of the new era, data is the basis of all decisions. Data can not only assist enterprises to make decisions quickly to achieve cost reduction and efficiency, but also reconstruct business models. Based on online and offline blended teaching, fully embodies the huge advantages of management information system. Make it easier to develop the thinking habit of "thinking with data, speaking with data, and managing with data". By emphasizing data thinking as guidance, data processing as basic, data analysis as deepening, and data application as the goal in the teaching content, management information system is used to guide the production business of enterprises and provide decision-making services, which can bring more practical guidance to the course and effectively promote the formation of students' data thinking.

5. Conclusion

Management information system courses can provide economic management students with information system-related theoretical knowledge and application ability. Combined with the actual situation of colleges and universities, this paper carries out the exploration of blended curriculum innovation, which is mainly reflected in the innovation of curriculum teaching content, curriculum teaching form, curriculum teaching method and practical teaching resources, and summarizes the innovative practice effect of blended teaching. It is concluded that the digital enabling blended teaching has remarkable effect, case teaching significantly promotes the innovation of blended teaching, and blended teaching effectively promotes the training of students' data thinking. Through the research and design of this paper, it is hoped that it can provide valuable reference for the development of management information system teaching, and help to train information talents who can adapt to the new economy and new forms of business.

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