The Design of Seminar Teaching Mode for Innovative Ability Courses

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Abstract. At present, most of the innovative ability-building courses offered by colleges and universities adopt the teaching mode of "imparting and accepting", which is not suitable for students to exert subjective initiative, which restricts the training of innovative thinking of postgraduates. Based on my own teaching practice, the author puts forward the design method of seminar teaching mode for the cultivation of innovative ability of postgraduates, and explores the new examination methods that are suitable for seminar teaching.

Introduction

At the Fifth Plenary Session of the 18\textsuperscript{th} CPC Central Committee, Chinese President Xi Jinping systematically discussed the "five major development concepts of innovation, coordination, greenness, openness and sharing" [1], in which "innovation" was mentioned at an unprecedented height and the overall national development core location. At the same time, the construction of "Double-First Class" colleges and universities promoted by the current countries is not only the intrinsic demand of raising the level of development of higher education and building a strong country with higher education, but also the realistic demand of strengthening the national core competitiveness and supporting the national innovation-driven development strategy. Only through the accumulation of institutional innovation and continuous encouragement, theoretical innovation, scientific and technological innovation, cultural innovation and other innovative activities can be realized, will it be helpful for the smooth implementation of the innovation-driven development strategy [2]. To implement innovation-driven development strategy requires a large number of high-quality creative talents and training the first-class creative talents requires first-class innovative education, which puts forward higher requirements on the students' innovative thinking and innovative ability cultivation in higher education of our country, especially in postgraduate education.

There are many links and works in the innovation education of postgraduates. Among them, the training of innovative ability for postgraduates is an important part of innovative education for postgraduates. The key point is to cultivate students' innovative awareness, innovative thinking and scientific innovative methods, through innovative ability to cultivate the knowledge learned by the course to solve scientific research problems, in the process of solving problems in the existing professional and technical knowledge of creative application, and then cultivate students' ability to innovation, and ultimately achieve their innovative thinking and innovative ability used in scientific research and innovation.

Status of Graduate Innovation Ability Training Course Analysis

At present, many universities have opened courses for graduate students to cultivate their innovative abilities. Some innovative ability courses in teaching design or with the traditional postgraduate professional or quality training courses are similar, the main use of "Teaching - Accepted" teaching mode, the teacher through the language teaching and demonstration to enable students to accept and master the system of knowledge and skills. This model is mainly taught and demonstrated by the teacher system. There are a few opportunities for students and teachers to
communicate with each other [3]. Students passively accept the teacher's imparted knowledge, resulting in the students' subjective initiative cannot be played, restricting the cultivation of innovative thinking of graduate students.

Most of the assessment of these courses is non-test based course. The form of a course essay at the end of the course is usually taken as the examination. Combined with daily work and attendance, the teacher gives the grade (not the scores) of the course. In this assessment mode, the assessment result including only "pass" and "no pass" is not conducive to the improvement of student learning enthusiasm, and even leads students not to take the course seriously. Due to the fact that the class has little effect on the final grade, many of the current concluding dissertations of the students are often "copy and paste" [4], lack of their own thinking, at the same time, the teacher's assessment of students does not have a unified mode or corresponding constraints, the teacher's assessment of the score has a greater randomness and fuzziness. These situation reflects that the current instructional design and curriculum assessment of innovative ability training courses cannot meet the demand of improving student's innovative thinking system. Therefore, it is very necessary to discuss the reform of graduate ability training.

Graduate Ability to Cultivate Innovative Seminar Teaching Model Design

The goal of postgraduate study is not only to acquire a certain conclusive technique and knowledge, but also to train thinking methods and thinking processes. The seminar-based classroom teaching is a new teaching model which based on the content of the curriculum and students' accumulation of knowledge as a basis, teachers and students to study and discuss the problem-based, students creative use of knowledge and ability to autonomously find, analyze and solve the problem, and in the process of discussion and completion of the accumulation of experience, ability and training thinking [5]. It is a powerful supplement to traditional classroom teaching. This article will take the graduate ability of innovation training as the object, to cultivate graduate ability to innovate as the goal, seminar teaching mode design.

Design for Teaching Content

The content of teaching theory will be finished by the teacher through the classroom teaching, but different from the traditional classroom teaching. The teacher instructs only the key and difficult points. On the contrary, most of the contents of the course should be previewed by the students. The graduate innovation capability training course develops 12 classes of creative techniques and mind maps by learning about the concepts of creativity and learning, and further examines TRIZ's innovative theories and methods. Through the study of innovative theories and methods, we should cultivate that students' innovative thinking and enhance their ability to comprehensively apply knowledge and creatively solve practical problems.

Design for Teaching Methods

In order to further develop students 'innovative awareness and innovative ability to stimulate students' innovative thinking, each session of the curriculum has designed a seminar session, which combines the creative techniques involved in the classroom to design the classroom discuss the content. In the same time, students are also required to actively participate in the collaboration under the guidance of the teacher to complete. Seminar teaching mode is designed as followings:

(1) Seminar Topic. The discussion topics in the seminar class are prepared by teachers before class. The problems of the topics can be the daily scientific research questions of graduate students, the hot issues in society. The students can be encouraged to bring the problems they encounter in their daily life to class discussion. All of these problems will eventually fall into the analysis of the application of theoretical content in the classroom, teachers need to consciously guide students in the process of making students better at using innovative theories and methods to discover the deeper research and life and learning level the problem and find a solution.
(2) **Group Discussion.** On the basis of learning innovative techniques, students discuss and design in groups to fully stimulate the creativity of each member. In the course of discussion, they advocate free speech and the group members inspire each other and stimulate their cooperation.

(3) **Exchange between Groups.** Each group can elect different group spokespersons at a time to elaborate the results. This also plays an important role in raising students' written and verbal ability. In the process of communication, students are encouraged to express their views and opinions frankly. With an open mind, they can accept the comments of teachers and students while listening carefully to the thinking process of other groups, which helps to give full play to the initiative of students.

(4) **Teacher Reviews.** Due to the infinite possibilities of innovative design, teachers put forward feasible solutions to the discussion questions in lesson preparation. Sharing lessons with students after class exchanges can help students to sort out their thinking and prevent them from going wrong. Teachers can make a comprehensive and systematic evaluation from point to face, introduce and supplement relevant knowledge and information to students, and consciously organically connect the theory and method of innovation with problem discovery, problem analysis and problem solving.

**Examination Methods to Explore**

In order to adapt to the seminar teaching mode, to guide students to creatively use knowledge and ability to train innovative thinking, teaching process needs to be fully and scientifically evaluated the level of students to motivate students to learn a flexible and diverse assessment methods, teachers should guide students' innovative thinking training and innovative ability training.

**Ratio of Total Mark**

As traditional, the total mark of the course includes two parts, regular grade and final exam grade. However, we need to increase the proportion of regular grades and reduce the proportion of final exam. For example, 60-70% of students regular grades, 30-40% of the final exam, and guiding students to pay more attention to the normal participation in coursework and seminars.

**Composition of Regular Grades**

Regular grades can be a weighted result of a number of scores or performances:

(1) **Group Discussion Performances.** After the discussion group finishes a discussion topic in the seminar, one representative is selected to speak. Then the teacher and other teams score him/her. Instead of individual scoring with group scores, a new model of group cooperation and competition between groups is formed to foster students' cooperation spirit and to learn from each other during the exchange between groups.

(2) **Homework Performances.** Given by the teacher a discussion of propositions, students combine the knowledge learned in the classroom access to relevant information to answer. In the process of job modification only set the answer principle, no standard answer, to encourage students to divergent thinking. This form can effectively cultivate students' ability to analyze and solve problems independently.

In the teaching process to increase the usual part of the feedback link, you can use self-media tools to build interactive platform for teachers and students [6], teachers will be the usual assessment results and timely feedback to students. On the one hand, students can find out their deficiencies in the usual course learning through examinations and make adjustments in time, on the other hand, teachers can understand students' grasp of the curriculum in real time, find out deficiencies in teaching process in time, improve teaching methods and improve teaching quality.

**Final Exam**

The final assessment adopts the proposition of the teacher or the assessment form of the autonomous proposition of the student. According to the teaching content, the teacher or student under the guidance of the teacher to carry out propositions, students independently answer. In the process of proposition, the students will further understand and master relevant knowledge if they are
independent propositions, pay attention to the accuracy and completeness of answers in the answer stage, and enhance their familiarity and mastery of the content of the course. At the same time, you can also explore outstanding students to apply for the end of the program free trial. Establishing a complete set of exemption application and grading system to enhance students’ quality and enthusiasm for classroom learning.

In short, with the seminar-based assessment of the appropriate assessment methods, the regular grades than the final assessment of the students a wider range of assessment, emphasizing the assessment of student learning process, strengthen students’ attention to the learning process to mobilize students in the course learning process. This assessment of the reform of the style of study and the test of the wind will play a good role in promoting enthusiasm and initiative, so as to achieve the true purpose of exam classes.

Conclusion

In view of the shortage of the current postgraduate cultivation of innovative ability, the thesis designs the seminar teaching mode of the graduate ability training, and puts forward the new assessment method that suits the seminar teaching. Through this kind of seminar-based teaching model of graduate innovation ability to cultivate curriculum, hoping to give play to the subjective initiative of students to develop creative thinking and improve the innovative ability of graduate students.

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References

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