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Educational Reform in Management Courses of Agricultural & Forestry Higher Vocational Schools from the Perspective of Microblog

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Abstract At present there are many socialized microblog platforms. With powerful mobility, real-time information, fragment of information dissemination, and innovation of interaction, the microblog has become a socialized interaction mode in recent years. Since microblog is very popular with students of agricultural and forestry higher vocational schools, with the rising and development of network education, the microblog as a new information platform will be used by more and more teachers in education. From the perspective of microblog, this paper studied educational reform in management courses of agricultural and forestry higher vocational schools, in the hope of providing certain reference and help for current education practice of agricultural and forestry management courses.

Key words Microblog, Agricultural and forestry higher vocational schools, Management courses, Teaching mode, Innovation

Applying the microblog platform in teaching system of management courses is no doubt a further improvement in teaching theories of agricultural and forestry management courses, and an effective innovation and development of traditional teaching mode. Teaching reform in management courses from the perspective of microblog is an innovation and development of traditional "knowledge – oriented" teaching mode. It is helpful for cultivating comprehensive quality of students and providing powerful support for strategic cultivation of management professionals. Besides, from the study on teaching mode of management courses in agricultural and forestry higher vocational schools from the perspective of microblog, we can further know ideas ideological trend and network learning activities of students in agricultural and forestry higher vocational schools, find out the influence of network on their learning of professional knowledge, expand their learning channels, increase their learning interest and efficiency, and finally help achievement of teaching objectives of agricultural and forestry management courses.

1 Feasibility analysis on application of microblog in teaching of agricultural and forestry management courses

Using actual survey method, we surveyed 500 students from 2001 grades of 7 departments (horticulture, tourism, landscape design, agricultural meteorology, water conservancy, animal husbandry, and facility agriculture) of higher vocational schools in Zhejiang Province, and analyzed the feasibility of microblog in teaching of management courses in agricultural and forestry higher vocational schools.

1.1 In teaching subjects For teaching of agricultural and forestry management courses, we should let students grasp certain

theoretical knowledge. Also, agricultural and forestry higher vocational school teachers should orient towards social demands, enrich teaching approaches, methods, materials and channels, effectively combine theoretical teaching and cultivation of students' management ability, and enhance actual teaching effect of management courses. Since the advent of microblog, it has been rapidly popular with students of agricultural and forestry higher vocational schools. This should give the credit to its open and advanced feature. It provides not just an equal exchange platform, but has convenient and swift dissemination advantages. Also, it represents development trend of "We – Media" time. Therefore, it satisfies demands of students of agricultural and forestry higher vocational schools for showing themselves and longing for care. However, the application of microblog platform in teaching of agricultural and forestry management courses requires microblog operating ability and specialized communication facilities. The survey results are shown in Fig. 1.

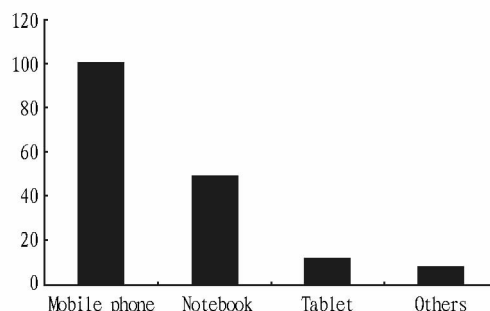


Fig.1 Statistics of mobile communication devices possessed by students of agricultural and forestry higher vocational schools

From the survey of 500 students from agricultural and forestry higher vocational schools, we found that the percentage of students having ordinary mobile phone, notebook, tablet, iPad and other intelligent devices is 100%, 49%, 12%, and 8% respectively. And about 72% students have more than one mobile communica-

tion devices. Besides, more than 80% students have certain knowledge of microblog, and no students is completely unknown about microblog. In application of mobile phone functions, more than 50% students have applied microblog. These indicate that most agricultural and forestry students are microblog users, have higher level of communication devices, and it has objective condition for carrying out microblog teaching.

1.2 In teaching practice In teaching practice of agricultural and forestry management courses, teaching mainly includes learning process of students, teaching process of teachers, and interaction of both. Although it is required to fully respect subject position of students in the process of management teaching, namely, students – centered principle, improvement of students’ management skills can not do without active guidance and help of teachers. Teachers need accurately grasp learning situation of students, promptly feed back questions of students, and provide pertinent management materials for students. Microblog has private message and chat functions. On the condition of ensuring benign interaction of teachers and students in the process of management course teaching, it is possible to realize effective expansion in both scope and depth of management course teaching, which is helpful for constantly improving teaching effect.

In actual teaching process, the innovation of microblog can be fully manifested in teaching of agricultural and forestry higher vocational management courses. For horticulture, students can use microblog to conduct optimum management of flower planting through simulation in specialized software. For landscape design, students can use microblog to make distribution of a city, beautify or brighten parks and promptly monitor landscape effect through

simulation in specialized software. For agricultural meteorology, students can use microblog to issue notice of agricultural disasters after observing meteorological cloud picture through simulating GPS navigating system by specialized software, to guide management of agricultural disaster prevention. For tourism department, students can use microblog to simulate how to take centralized management of self-guided tourists in specialized software, to reduce management cost of travel agencies. For facility agriculture department, students can use microblog to conduct process management of factory-style vegetable production through simulation in specialized software. Through microblog, these management results can be sent to teaching training center and every student in real time. After observation and analysis of teachers, they are sent to students again for reference. Students can take groups to compete against each other, or make comment and analysis. Such microblog teaching method will highly attract students to participate.

1.3 In functions of microblog carriers From the analysis on carriers of Sina Blog and Tencent Blog, we can find that, compared with traditional Blog carrier, apart from basic text function, microblog carriers also have video, audio and image functions. Besides, it is easy to operate and understand. Thus, application of microblog in education field will have no excessive limitations, which will provide an excellent platform for information transmission and carrier of teaching of current agricultural and forestry management courses. In addition, based on major characteristics of microblog platform, there are many network teaching platforms, real-time chatting tools, and SNS (social network services), so it can provide enormous help for interactive teaching of agricultural and forestry management courses, as listed in Table 1.

Table 1 Comparison of functions of microblog carriers

Dissemination carrier	Functional characteristics of dissemination carriers			
	Purpose	Interactive	Dissemination effect	Knowledge management ability
Microblog	Dissemination	High	High	General
SNS	Interpersonal communication	General	Moderate	Low
Blog	Recording	Low	Low	Lower
Real – time chatting tool	Real – time communication	High	High	High
Network teaching platform	Teaching	Low	Low	Higher

Especially, with improvement in smart communication devices and constantly speed-raising of wireless communication network in campus, students basically can log on microblog application in any place and time. Therefore, rich functional characteristics of microblog carriers can serve teaching practice of agricultural and forestry management courses.

2 Scientific selection of microblog teaching platforms for agricultural and forestry management courses

There are many microblog platforms available, such as Netease Microblog, Sina Microblog, and Tencent Microblog. Although having similar functional characteristics, these platforms have certain differences in stability, operability, functionality, and information carrying capacity. These differences determine diversification of use of microblog platforms in students of agricultural and

forestry higher vocational schools. And accordingly, teachers should make scientific selection of microblog teaching platforms for agricultural and forestry management courses in accordance with use of microblog platforms. For example, when assessing the information carrying capacity of microblog platforms, Sina Microblog supports up to 140 Chinese characters or 280 English characters; Tencent Microblog supports 140 Chinese characters or 140 English characters; Netease Microblog supports 163 Chinese characters or 163 English characters; Sohu Microblog has no limitation of number of characters. However, from the survey, we found that 42% students use Tencent Microblog, the proportion is the highest, and most students bind their QQ number together; Sina Microblog users account for 40%, Netease Microblog users take up 13%, while Sohu Microblog users only take up 5%, possibly because many users have QQ numbers and care more about core content

and easy treatment of microblog information. Therefore, through comprehensively considering realities of teaching of agricultural and forestry management courses and characteristics of microblog platforms, it is most suitable to take Tencent Microblog as experimental platform for teaching of agricultural and forestry management courses.

3 Countermeasures for teaching reform of agricultural and forestry management courses from the perspective of microblog

3.1 Managing learning of agricultural and forestry management courses through microblog Building of microblog teaching platform no doubt provides an effective management means for traditional course teaching and an effective innovation of traditional teaching management mode. Every students of agricultural and forestry vocational school has a microblog homepage, equivalent to network space. Students can express their feelings and ideas any time, and make record of their interest and happiness, anger, grief and joy. Thus, it is possible for teachers to monitor psychological condition and learning situation of students, and help teachers to find problems encountered by students in the process of learning management courses. Besides, teachers can better guide students through microblog platform, and better manage learning process of students, to realize better teaching effect.

3.2 Conducting real-time feedback of management courses through microblog and building excellent teaching feedback mechanism Building microblog teaching platform is favorable for building teaching feedback mechanism of management courses. On the one hand, microblog users mutually listened to can jointly, freely and mutually make comment of blogs, questions in the process of learning can be exposed in time, which is favorable for timely guidance of teachers and adjustment of teaching methods. On the other hand, students can timely respond to various questions asked by teachers in microblog platform. Concern of students for teachers' microblog and discussion of blogs also deepen teachers' understanding of teaching reform, teaching dialogue and teaching introspection of management courses, so as to truly realize two – way feedback of teaching and learning of management courses, which is favorable for high interaction of management courses, accordingly increasing teaching efficiency of agricultural and forestry high vocational management courses.

3.3 Building virtual classroom with the aid of microblog to enhance group teaching At the background of quality-oriented education, group cooperative learning is favored by more and more teachers and students. And it is proved that group cooperative learning is a highly effective teaching form. In teaching practice of management courses through microblog, teachers can build virtual classroom with the aid of virtual function of microblog, enhance group teaching, and guide students to actively participate in teaching practice in the form of group, to promote common growth of students. Besides, teachers of agricultural and forestry higher vocational school can build virtual classroom for coordinated learning

of agricultural and forestry management courses through setting up microblog groups. In this way, students can exchange ideas and interact with each other for questions faced by students in the process of learning management courses and practice after class. For example, after teachers guiding students to register Tencent Microblog application, teachers and students can follow each other. Then, teachers can set teaching topic of management courses according to teaching objectives. It can be a case of certain enterprise, a management project, or lecture of certain business celebrity. Later, teachers can ask several pertinent questions according to management topic of each group, and guide students to actively discuss and exchange. Finally, teachers can answer questions of students encountered in virtual classroom. This not only can make teaching of agricultural and forestry management courses get rid of limitation of time and space, but also can stimulate enthusiasm of students for autonomous learning and active learning, and finally smoothly realizing teaching objectives of management courses.

3.4 Carrying out autonomous and varied teaching of management courses with the aid of microblog platform With constant increase in students of agricultural and forestry high vocational schools, the variance of students in learning basis, habit, hobby and interest is more and more significant. Thus, it needs teachers' guidance in autonomous learning, and teachers should teach students in accordance with their aptitude, to make students have gain in classroom. Building of microblog teaching mode for management courses provides possibility for students' selecting learning content on the basis of their understanding ability and learning basis. Through microblog platform, students can follow and discuss familiar enterprises, understand objective demands of society for management knowledge and management skills, accumulate practical management experience, and enhance theory learning and management practice according to their weak points. In addition, teachers can divide students into A, B and C levels according to difference of students' learning basis, divide A, B and C microblog groups, set pertinent teaching objectives, teaching contents, teaching methods and evaluation methods, and conduct pertinent management through microblog teaching platform.

4 Conclusions

In conclusion, effective combination of microblog platform and teaching of agricultural and forestry higher vocational management courses invigorates teaching of entire agricultural and forestry higher vocational management courses. Besides, it can bring into full play swift and convenient advantages of microblog platform, improve enthusiasm and initiative of students of agricultural and forestry higher vocational schools for participating in teaching of management courses, greatly increase communication efficiency of teaching activities and learning practice, overcome drawbacks of traditional teaching, and realize effective innovation in teaching of agricultural and forestry higher vocational management courses. These are helpful for constantly improving comprehensive quality

4 Research conclusions and the policies

In the paper, we analyze the influence of money supply and finance expenditure for agriculture on consumption of rural residents though adopting a series of empirical research method, such as VAR model, co-integration test, Granger causality test, impulse response analysis and variance decomposition and so on. Then, we get some conclusions as following. (1) There is a long-term equilibrium relationship between the comprehensive effect of the monetary policy as well as fiscal policy and rural resident consumption. (2) Finance expenditure for agriculture has a long-term impact of the rural residents' consumption, and the money supply has a short-term impact of rural residents' consumption. (3) The impact of fiscal policy on the consumption of rural residents is far greater than monetary policy. In conclusion, the causes of above results are as following. (1) Finance expenditure for agriculture has a long-term effect on the consumption of rural residents, which indicate that Chinese government can intervene heavily in the economy. (2) Rural residents are not sensitive to monetary policy due to some reasons, including incomplete social security system, commercial network with few and unreasonable layout. Besides, the vast majority of farmers are risk averter.

Above conclusions show that the problem is that the consumption level of rural residents improves slowly has directly restricted expansion of domestic demand and the way of economic development, which has become an obstacle we must overcome. Therefore, we must take example by domestic and international development experience, and then develop scientific policies to expand the consumption demand of rural residents and guide scientific consumption behavior.

The details are listed as follows: (1) We should improve the monetary circulation mechanism and keep slow exchange-rate appreciation. (2) We can improve the transfer payment and tax subsidies for rural residents as well as the social security system, so

that motivate rural residents to form better consumption expectation. (3) To pay close attention to the cooperation between monetary policy and fiscal policy. At the same time, it is important that price instruments should match quantity instruments. And long-term policies should adjust to short-term policies. (4) In order to optimize the pattern of national income distribution, our country should enhance farmers' vocational skills as well as profitable abilities, and use various channels to increase rural incomes. (5) Adjusting the consumption policies about rural residents and the layout of commercial network in rural area to create new consumption patterns. (6) Advocating the scientific, civilized and rational consumption view.

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and management ability of students of agricultural and forestry higher vocational schools.

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