

A Brief Analysis of Blended Teaching Mode

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Abstract

Review Article

Blended teaching, a new product of the 21st century, is a novel method with the development of information technology. Blended teaching has broken the traditional way of teaching. This paper discusses the advantages and role, development direction, implementation plan and evaluation and reflection of blended teaching mode.

Keywords: Blended Learning, Education, Flipped classroom, Model.

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INTRODUCTION

In recent years, with the rapid development of information technology, the traditional education mode has not been able to meet the needs of learners. Therefore, the blended teaching mode combining offline and online learning is becoming more and more popular among teachers and students in colleges [1]. To some extent, blended teaching stimulates students' initiative and enthusiasm in learning and enhances the interaction between teachers and students. Blended teaching is the use of new teaching methods, that is, through the organic combination of online learning and offline teaching to achieve complementary advantages [2]. It consists of two teaching links. Online learning is provided by teachers with the help of modern network technology and information technology to facilitate students' independent learning after class. Offline teaching is refers to the teachers on the emphasis and difficulty in practical projects and theoretical knowledge, face-to-face training guidance, problems of solutions and in-depth explanation of theoretical knowledge, in order to promote the students to better grasp the knowledge, skills, and learn to application, so as to train the students' ability to find and solve problems.

Advantages and role of blended teaching mode

Blended teaching is an online and offline teaching mode that fully integrates the main content of theoretical teaching online and returns to the offline classroom for exercises, discussion, experiment, evaluation and other links. Compared with the traditional teaching mode, it has the following advantages [3, 4]. First, online teaching, where students are not restricted by specific places and time, frees students from specific teaching hours and classrooms.

Students can independently learn courses online in libraries, dormitories and various public places inside and outside the school, even during holidays. Effectively improve time utilization; second, the online teaching content can be watched repeatedly. For students with good learning foundation and strong learning ability, they can quickly learn to save time. For students with relatively poor learning ability and basic knowledge, they can watch the teaching content repeatedly. Effectively improve the course learning effect. Third, the single online teaching has defects, such as lack of monitoring of learning progress. The combination of online and offline teaching can make up for these defects and improve the learning effect and efficiency. The advantages of mixed teaching mentioned above can be applied to teaching modes [5].

With the continuous improvement of the digital construction of Chinese colleges and universities, various colleges and universities take blended teaching as important methods to improve teaching quality. Most universities take mixed teaching as an important part of the reform, which provides a new path for teachers' teaching and students' learning. Blended teaching emphasizes the interaction between students and teachers, which is beneficial to improve students' communication and cooperation ability. Blended teaching makes full use of network information and multimedia, which is conducive to students' acceptance of knowledge. This kind of education mode is conducive to cultivating students' innovative ability and it is the inevitable trend of students' cultivation in the future.

The development direction of blended teaching mode

The mode of "Internet + education" breaks the monopoly of developed regions on excellent educational resources, and the traditional teaching mode will be shaken and the existing pattern of higher education will also change. There are still some problems in the existing MOOC teaching, such as the lack of effective classroom monitoring, teaching quality assurance standards, and reasonable evaluation methods. How to make the network teaching and the traditional classroom carry on the effective fusion becomes the teaching reform practice urgently to solve the question.

Personalized learning is the advantage of online platform, but the touch and warmth of teaching is the highlight of traditional teaching. The mixed teaching mode of MOOC is an organic integration of online "video teaching" and offline "traditional teaching", which is a positive reflection on the two teaching modes. The "main road" for students to acquire knowledge is the online learning of MOOCS, while the consolidation, internalization, absorption and improvement of knowledge are the "branch road" of traditional classrooms. The effective discussion, interaction, guidance and digestion functions of "branch road network" accelerate the large-scale, fragmented and multi-mode acquisition of the kinetic energy of knowledge points by "trunk road" students. The mixed teaching mode of "modern" and "traditional" has a

bright development prospect. It is bound to become the trend of the development of current higher education to carry out curriculum teaching among multiple campuses, and implement the mixed teaching mode of online and offline combination, in-class and after-class combination[6].

The implementation plan of blended teaching mode

Flipped classroom teaching mode is often applied in blended teaching, so online and offline teaching resources need to be integrated. On the one hand, resource integration requires teachers to conduct in-depth investigation, design teaching projects based on real work tasks of enterprises, and decompose course knowledge into task modules according to projects, and then divide each task module into several knowledge points. Figure 1 shows the mode of blended teaching. On the other hand, resource production requires teachers to have not only professional knowledge but also certain information technology literacy. For the blended teaching mode of rain classroom, there are various forms of teaching resources, including: video, micro class, teaching PPT, test questions and voting, etc. Video can be a MOOC video, network video, or recorded by the main lecturer [7]. For the content requiring hands-on practice in the course, it can be made into a micro class, or reasonably use graphics, images and other forms to make it more vivid and stimulate students' interest in learning. At the same time, we can design exercises or vote by PPT to facilitate students' self-assessment and peer evaluation.

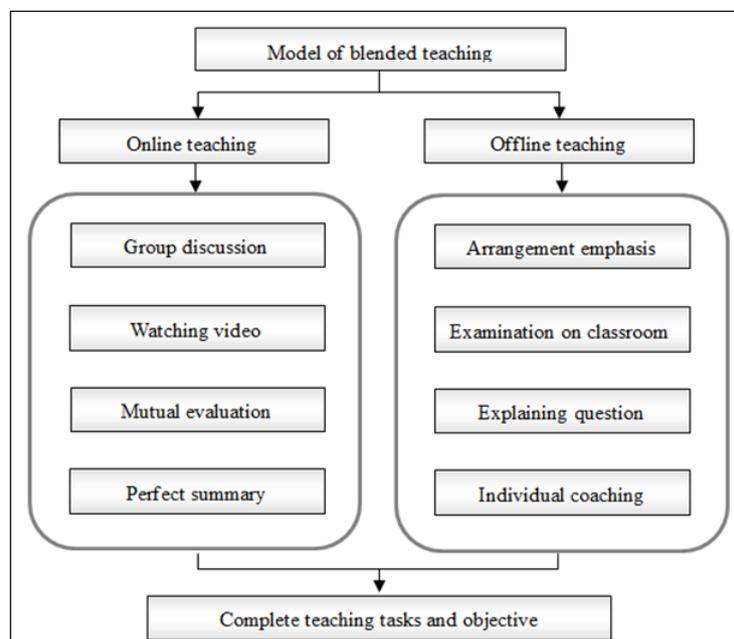


Fig-1: Model of blended teaching

Evaluation and reflection

The evaluation summary can find the existing problems, which is conducive to further improvement of the work. The evaluation should run through the whole teaching process under the guidance of teachers,

adopt multiple evaluation methods, and use online evaluation before class. In class, inter-group evaluation and self-evaluation are adopted, and then teachers give comprehensive and objective evaluation on the basis of inter-group evaluation and self-evaluation. After class,

discuss the evaluation of participation. Through the evaluation of real-time feedback problems, continuous revision of learning, promote deeper learning. Then, under the guidance of teachers, students summarize and reflect on the completion process of the whole project, and teachers summarize and reflect on the whole teaching process, so as to timely find problems and improve teaching and improve the teaching effect. This link is a link to deepen, transfer and improve the knowledge learned. Whether the summary is made or not will directly affect the effect of deep learning [8].

The whole teaching process in order to "teachers' leading role, the student main body role" teaching idea as the guidance, to enhance the ability for the purpose, in practical application for placement, through task drive makes the purposeful learning before class, create the scene makes learning is significant, so

as to mobilize students' initiative and exert the principal role of students; Students can find problems through online and offline, analyze problems and solve problems under the guidance of teachers, so as to improve the corresponding ability. In class, students are encouraged to deeply understand, master and apply what they have learned by organizing students to display their works, exchanging discussions and evaluating each other. By creating new scenes, students are encouraged to further improve their works, which is conducive to the formation of students' independent learning ability and innovative thinking. Further promote in-depth learning through teachers and students' summary and reflection. We applied it to the microbiology pharmacy course compared with the grade of 2016, the excellent and good rate of the grade of 2017 has significantly increased, while the failing rate has significantly decreased (figure 2).

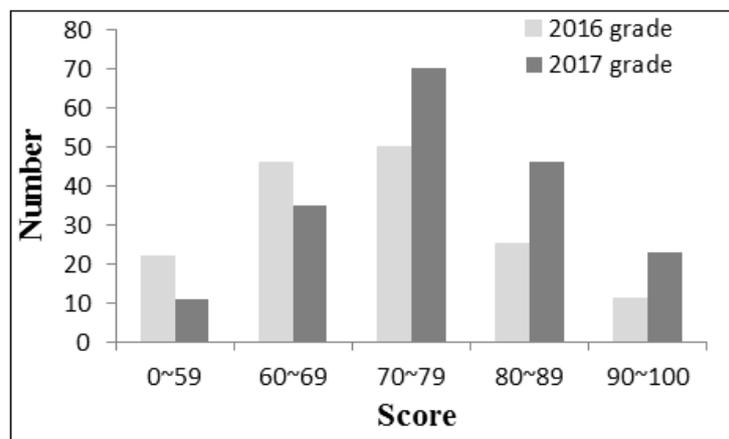


Fig-2: The statistical results of grade 2016 and grade 2017

In the process of communication between groups, each group by mutual questioning, found their own problems, and then the teacher and each team to evaluate other team work completion rate, and other groups to ask questions and to find problems summarized, to improve the work, finally to submit the completed work and summary report, teachers and the team work and summary report of each grade, and the scores as part of the final grade. Through student reports, intra-group discussions, inter-group communication, teacher comments, etc., key issues are analyzed to guide students to think deeply and deepen their understanding. On the basis, learning is introduced to a deeper level. The whole process of teaching in the teachers' leading role, the student main body role of teaching concept as the instruction, through the analysis of the professional demand analysis, creating scenes, autonomous exploration, communication and evaluation, summarized the reflection on the teaching design, makes the students' learning process by shallow to deep learning, to cultivate students' autonomous learning, language expression and communication, team cooperation ability, etc.

The essence of blended teaching is to combine traditional teaching with network teaching, so that its advantages complement each other. This kind of teaching method is implemented on the basis of fully considering the different needs of different teachers and respecting the individual characteristics and personal development of different teachers. With the rapid development of Internet technology and the continuous development and use of information technology, blended teaching, based on its strong theoretical basis, will receive more and more attention from the education circle, and its research and practice will also develop more and more deeply.

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