Research on the Design of Mixed Learning Mode of College General Education in the Mobile Internet Environment

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Abstract: With the widespread popularity of the Internet in the world, the educational models of colleges and universities in China have entered a new era. Judging from the current actual teaching situation, it is not difficult to find that most excellent teachers have a high sense of identity in the mixed learning mode under the background of the mobile Internet environment, and they prefer to use this kind of teaching. The model to further enhance its own teaching activities. At the same time, after the application of the comprehensive learning mode of the general education courses in colleges and universities to a certain extent, relevant educators quickly discovered: network broadband or network traffic, college students' active participation in online learning, colleges and universities. Different factors such as the students' own information literacy, the educational skills of the relevant university subject teachers themselves, etc. will have an impact on the actual teaching results.

1. Introduction

At the moment, the era we are in is called the "information age" or the "big data era". Under the background of such a mobile Internet era, the emergence of digital learning (E-learning) is also the fastest. New products brought about by the era of development. Specifically, digital learning is an emerging and subjective learning model, also known as an educational model, which includes the interaction between people and emerging communication mechanisms. These emerging communication mechanisms include, but are not limited to, information retrieval, online classrooms, electronic libraries, computer networks, distance learning, and more. Compared with the traditional teaching mode, the biggest difference is that it overcomes the shortcomings of teachers in the past and students over-reliance on teachers. In this paper, based on the above, we will conduct a detailed analysis and exploration of the issues related to the design of the comprehensive learning model of the general education course in the context of the mobile Internet environment.

2. The basic principles of hybrid learning mode design in the mobile Internet environment

This section refers to some of the survey data related to the hybrid learning model, and then summarizes the following three basic principles that must be followed in the design of the hybrid learning model in the mobile Internet environment: the principle of integration, the principle of interaction and the principle of mobility.

2.1 Following the principle of integration

When designing the mixed learning mode of general education in colleges and universities, we should not ignore the principle of integration. [1] Specifically, it is necessary to combine the traditional learning mode with the mobile learning mode; combine experiential learning, collaborative learning, and autonomous learning; combine offline learning with online learning. When designing the mixed learning mode of the general education course in colleges and universities,

it is necessary to make the in-dimension fusion between offline learning and online learning, so that the optimal state of the hybrid teaching mode can be realized, and the two are not divided. The need to open obvious boundaries. In fact, neither the learning of the offline part nor the learning of the online part is isolated. In the actual teaching practice, the full teaching results show that the shortcomings of offline learning can be further improved and compensated by online learning, but it can not be completely replaced. Face-to-face teaching mode, online learning mode, all have a common teaching goal, the specific practice of the two can not be carried out on the basis of the other side, so the two can be said to be mutual Add and expand for each other. It is for this reason that it is necessary to follow the integration in the context of the mobile Internet environment.

2.2 Following the principle of interactivity

In fact, from the perspective of teaching activities, interactivity is one of its most basic characteristics [2]. Specifically, the so-called interactivity refers to the two-way information exchange between the outside world and subjective learners, including but not limited to the interaction between learning content and active learners, learning peers and learners, teachers and learners, and so on. . If the purpose is to construct knowledge cognition for subjective learners, effective interaction is the most indispensable basic condition. Positive interactivity can stimulate the learner's positive emotional input and the learner's learning motivation. At the same time, it is possible to positively cultivate the collaborative ability and collaborative spirit of subjective learners, and further promote the deep learning of subjective learners themselves. Therefore, in the comprehensive learning mode of general education courses in colleges and universities, it is necessary to follow the principle of interactivity, including designing various kinds of teaching activities, aiming at students and students, between students and teachers, and learning content. Promote interaction with subjective learners.

2.3 Following the principle of mobility

For the comprehensive learning mode of general education in colleges and universities, the adherence to the principle of mobility is an indispensable key content. With the rapid development of the mobile Internet technology, college students can obtain the required information more conveniently and quickly through the rational use of the smartphone client. This is the most obvious way to obtain instant information for college students. Effective ways and means of expansion. Through the rational use of the new information communication mechanism, it can effectively stimulate the students' learning and stimulate the students' curiosity, which can obviously promote the students' independent enthusiasm and initiative. influences.

All of this is based on the unique service capabilities and accessibility features of the mobile Internet environment, which provides the most powerful help and support for the mobility of the comprehensive learning model of the general education course in colleges and universities [3]. It is precisely because of the functional diversity, interactivity and extremely powerful mobility that mobile smart clients cannot replace that they can satisfy the learning needs of different aspects of college students. Therefore, as far as teaching work is concerned, we need to fully consider the great advantages of mobile Internet itself when designing the comprehensive learning mode of college general education courses: it also includes the following principles of mobility.

3. The specific content of the comprehensive learning mode of the general education course in the university under the mobile Internet environment

3.1 Relevant design content centered on learning resources

In fact, how the quality of learning resources will directly affect the motivation and effect of subjective learners' final learning. Therefore, the guarantee of the quality of teaching resources is the basic condition for the development of learning activities [4]. In this article, we will take the university general education course of Photoshop graphic design content in Adobe as an example,

and design with learning resources as the center: it includes three major parts, namely the design of learning support toolkit and the learning content. Redesign and study the design of the test.

Among them, the design work centered on the learning support toolkit includes information on the platform function profile, study guide, study task list, material package, extended resources and other related information. The work centered on learning content redesign is divided into two parts. The content includes tools, tasks, and creations. The presentation forms include PPT, text, icon, and video. Finally, after the completion of the comprehensive learning mode of the general education course in colleges and universities, the content design centered on the learning test includes various types of topic types, such as multiple choice questions, short answer questions, fill-in-the-blank questions, multiple-choice questions, and connection questions. , essay questions, practical operations, and so on.

3.1.1 Relevant design content centered on learning related tools

To put it simply, the design content of the Learning Support Toolkit exists to provide sufficient help and support for students, which in turn helps guide students to learn independently. The content includes: expanding resources, material packages, learning tasks. Single, study guide and introduction to platform functions.

In our comprehensive learning of colleges and universities, it is carried out with the support of the Superstar Learning Platform, so students need to be familiar with the Learning Mobile App. For the current college students, they are born in the 21st century of information explosion, so they must have sufficient information literacy. Under the condition that students have downloaded Superstar Learning, they only need to briefly explain some superstar learning. The basic functions of the platform are all available.

3.1.2 The study guide is also an essential part of the learning support toolkit.

Specifically, it is a textual material used to help students learn. The purpose of the design is to enable college students to take the course before the course is launched. Understand the learning content of this lesson, plan your own learning plan, and then choose the learning style that suits you to learn new knowledge. At the same time, the study guide can also guide students to subjectively learn and be responsible for their own learning [5]. The relevant content of the study guide includes: the course study guide and the chapter study guide. Among them, the course study guidebook includes five parts: the nature and tasks of the course, the content and requirements of the course, the assignment of course content, the course content learning suggestions, and the course content evaluation method. The chapter study guide includes chapter objectives, learning difficulties and knowledge maps. Four parts of learning strategy guidance. Teachers of related disciplines need to pay attention to the above-mentioned content to be sorted and divided separately, laying the foundation for the smooth development of the comprehensive learning mode of general education courses in colleges and universities.

3.1.3 Learning the task list [6].

Its task is simple and clear. It is to guide students to pre-study the learning tasks before class, so that students with different levels of knowledge can achieve a common learning starting point, and then lay a solid foundation for the follow-up learning activities. The items included are: study topics, study time, learning objectives, learning resources, learning tasks, learning methods, self-evaluation, and learning confusion.

3.2 Relevant design content centered on learning activities

Before the start of the course, we chose the autonomous learning model based on the mobile Internet [7]. According to the pyramid theory content involved in education, it is not difficult to understand: college students can help to improve the retention rate of learning content by discussing or practicing such active learning mode. Therefore, in this paper, the author chooses to let college students take the initiative to teach. The content is learned, and the way the teacher teaches is

abandoned. It also includes three parts: the introduction of self-study content, the release of problems, and the answering of teachers' live broadcasts.

In the actual classroom teaching section, we chose face-to-face learning. Face-to-face learning, in other words, focusing on key teaching activities on the classroom is a key process for upgrading and internalizing the knowledge [8]. Generally speaking, it refers to classroom teaching under the line. In the computer classroom, the teachers and students are concentrated in the same space, thus meeting the need for timely interaction and communication. In this process, there are two key elements: Review the knowledge content of the previous lesson and the homework feedback stage, the improvement of the knowledge content of this lesson and the internalization learning stage.

In the knowledge learning after class, we chose the online group learning model based on mobile internet. In order to meet the needs of students, we can reduce the learning pressure of college students. Therefore, it is relatively easy and simple to arrange after-school activities. Including the selection of the work and the discussion of the release of two different links.

4. The practical application of the mode of mixed learning in general education courses in colleges and universities

The author chooses the superstar learning communication as the main platform for the learning of the comprehensive learning mode of the general education course in colleges and universities. In order to carry out the practical application of the hybrid learning mode, some basic preparatory work is needed, including the foundation of superstar learning. The preparation of the learning platform and the construction of the network learning environment [9]. After completing the production of relevant learning resources, the teacher needs to upload the learning resources of different content such as specific extended materials, material packages, study guides, superstar platform function video and so on to the platform [10].

Through the Super Star Learning App, students can receive the learning notices issued by the teachers in a timely manner, and then they can use the fragmented time in their life to learn the knowledge anytime and anywhere, and have a week to preview the learning tasks. The task is completed. During the learning process, students will encounter difficult problems that are difficult to solve. They publish the questions in the class group and communicate with the students in a timely manner. At the same time, the teachers are also paying attention to the students' dynamics and seeing the students' The problem, and then fully understand the specific pre-study status of each student, and urge students who have not completed the preparatory tasks to learn the learning content as soon as possible.

After the end of this teaching activity, the author conducted certain investigations and interviews with the students, and the author's real-time observations on the teaching practice process, summed up the following results.

The students said that this teaching activity provides a new learning experience for the traditional college general education class. They can participate in the discussion and discussion anytime and anywhere, and they can use the mobile phone to watch the video to explain the content while doing it, but in the process Still encountering some details, the final result will not be fully realized, and the skills and knowledge gained in the process of solving the problem, and have a deeper memory. Through the emerging hybrid learning model, students have improved their interactions on weekdays. However, there are also more ribs: for example, during the live broadcast of the teacher, the phenomenon of brushing the expression pack is extremely serious, thus causing a waste of time.

5. Conclusion

In this paper, based on the context of the mobile Internet background, we briefly expounded and explained the basic principles that must be followed in the design of the comprehensive learning model of the general education courses in colleges and universities, and discussed in detail the relevant design of the learning model. Tasks and practical applications in life. As far as the hybrid

learning mode is concerned, it can perfectly combine the online classroom with the traditional teaching classroom, not only can pay enough attention to the characteristics of the online classroom teaching content, but also further emphasize the advantages of the traditional teaching classroom; Not only can the teacher's leading role be emphasized, but also the student's subjective status can be further emphasized and reflected. In this paper, the author has made certain analysis and exploration based on the above contents, in order to provide relevant reference value and experience for relevant researchers, and to make a little effort to promote the further development of China's education.

Acknowledgement

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